A Comparison of Text-Driven and Coursebook Materials: Investigating their Potential Learning Effects on EFL Learners' Perceptions and Communicative Performance Using Multiple Research Methods

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Abstract

This study compared the potential effects of Text-Driven (TD) and Coursebook (CB) materials on learners' perceptions and interactions in EFL classrooms. It also explored which teaching materials are more likely to facilitate learners' communicative competence through theoretical and empirical evaluations.

82 EFL female students at A2 (CEFR) level were selected in this study from the English Language Institute (ELI) at the University of Jeddah in KSA and divided into two comparable intact classes taught by the researcher. The first group was taught the developed Text-Driven materials, whereas the second group was taught the Coursebook materials. The study adopted a multiple-method research design. Data were collected through six methods: questionnaires, individual interviews, classroom interaction analysis, teachers' observations, virtual forums, and pre-post communicative tests.

The data revealed that while both TD and CB materials were viewed positively by the participants, Text-Driven showed a number of advantages over coursebook materials in developing learners' engagement and classroom interactions. The findings demonstrated that the frequencies of learners' turns using L1 or L2 are higher in the TD group than in CB and that the observed interactional patterns differ considerably among the groups. The TD interactional patterns involved more open than closed responses, and their interaction was meaningful, personally engaging, and focused on both content and forms compared to their counterpart. Similarly, the two ELI instructors who observed the researcher's TD and CB video-recoded classes commented that TD materials seemed more effective than the CB in developing classroom interaction, resulting in meaningful interactional patterns among TD learners. The pre-post communicative test results supported the previous data and showed that the TD materials are more likely to accelerate the learners' overall English "communicative competence" than the CB materials. The theoretical content analysis of the coursebook unit provided further evidence that most of the tasks are controlled and aimed at practising language points and thus may not facilitate L2 communicative competence.

The findings of this study would benefit TESOL/Applied linguistics stakeholders as a flexible communicative teaching model was proposed. It reflects the findings of language learning studies that explore how second language competence can be developed. Furthermore, these

results may assist the ELI and other contexts in considering the significance of L2 materials development and its potential impact on learners' engagement and communicative performance. In light of these findings, several recommendations are proposed.

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TD	Text-Driven
CB	Coursebook
EFL	English as a Foreign Language
ELT	English Language Teaching
SLA	Second Language Acquisition
L1	First Language
L2	Second Language
CC	Communicative Competence
KSA	Kingdome of Saudi Arabia
ELI	English Language Institute
CEFR	Common European Framework of Reference
TESOL	Teaching English to Speakers of Other Languages
CIA	Classroom Interaction Analysis

Chapter One: Introduction

1.1 Introduction

In today's global development, English language has become a lingua franca and the most dominant language of international communication. The significance of English learning and its connection with globalisation and economic growth has been a new trend in Saudi Arabia. Seeking to improve the educational system and learning outcomes to meet developmental needs and the labour market (Ministry of KSA education, 2021). This chapter outlines the motivation and purpose of this research and explains how the contribution made by the research will benefit English language teaching both in KSA and the wider ELT field.

1.2 Motivation of the research

1.2.1 Personal motivation

The learners in the Saudi context depend solely on textbooks as their learning source, and their reactions to the materials vary from fractional engagement to entire disengagement. They have few opportunities to interact or express their opinions as the classes tend to be teacher-centred, meaning that the teacher acts as the information provider and tends to talk more than to communicate. Another issue includes teaching English by using memorisation (Alkubaidi, 2014). Learners tend to memorise the text and sometimes do so despite whether they did or did not understand what is written (ibid). Alrashidi and Phan (2015) summarised the main reasons for students' low level of English competence: the reliance on teacher-centred instruction, teacher's use of L1 (Arabic) to teach English, using memorisation as a learning strategy, learners' lack of motivation from their instructor, and lack of authentic practice (p. 38). Although the English curriculum at the English Language Institute (ELI) requires critical and creative thinking skills, the CB unit examined in this study may not support the development of these skills. The lack of such skills creates disappointment among students and teachers.

Therefore, examining the effects of ELT materials would probably discover whether they help the learners develop their communicative performance and enhance their motivation and personal engagement in EFL classrooms or hinder them.

The Saudi 2030 vision follows diversified and innovative approaches that aim for economic and social growth, resulting in the use of global English. Saudi learners nowadays realise the importance of learning English for the development of their country and future careers.

1.2.2 National and institutional motivation

1.2.2.1 Saudi Vision 2030

Saudi Arabian vision is an achievable blueprint expressing the kingdom's long-term goals through three pillars: its position as the heart of Islamic and Arab worlds, its capabilities to become a global investment powerhouse, and its geographic location as a global hub linking the three continents; Africa, Asia, and Europ (Saudi vision, 2030). The Kingdom of Saudi Arabia (KSA) seeks to invest in education by refining the national curriculum and ensuring that the learning system outcomes comply with the market demands. It aims to support learners in achieving results above the averages of international indicators in global education by concentrating on significant values such as social skills, cultural knowledge, leadership, and self-awareness. Furthermore, it seeks to develop communication channels to facilitate interactive online engagement between citizens, individual sectors, and government agencies. The vision emphasises that learners need the necessary social skills and cultural knowledge to become successful members of Saudi society and contribute to the KSA's continuing development and global standing.

Additionally, Saudi higher education encourages students to pursue their studies by offering scholarships in many countries abroad. The country invests profoundly in education for its residents to continue learning. This reflects the government's knowledge of the significance of education in maintaining the country's economic and cultural development. Thereby, there is a need to better educate the learners with communication, problem-solving, and negotiation skills necessary for participation in a global community and job market, which requires using English as a lingua franca. Development and evaluation of ELT materials was an interesting area of research to fulfil the requirements of globalisation and Saudi educational and economic goals. The following section will discuss the ELI context in which this study is conducted.

1.2.2.2 English Language Institute (ELI)

The ELI at the University of Jeddah is gender-segregated, which means that males and females are taught in separate campuses due to the Kingdom's Islamic, cultural, and social values. In spite of this fact, both male and female learners obtain the same educational facilities, teaching materials, and curriculum objectives with few differences to meet specific gender needs (Alrashidi & Phan, 2015). All the students at the ELI must study a foundation/ preparatory year where the English language is a compulsory subject and taught within two terms throughout the year. Each week consists of three-morning classes and two afternoons or vice versa. The morning classes last two hours, while the afternoon classes last three hours. These classes are taught by either one or two teachers with similar or different qualifications. The ELI teachers are both Saudi and non-Saudi, with various qualifications, training, and teaching experiences that are entirely different from the teaching environment in schools. For that reason, when students enter university, they face massive issues that might affect their learning progress and motivation. These issues were previously discussed in Section 1.2.1.

The students at the ELI are divided into two sections; Humanities and Sciences, depending on their majors. The same coursebook, "National Geographic Learning series, namely *Life",* is used in both sections but at different levels. That is, Humanities taught levels A2 and B1, whereas Sciences taught levels B1 and B2 in Terms 1 and 2, respectively. In this study, I selected the female campus in the Humanities section where I work as a lecturer.

Regarding the ELI curriculum, over the past seven years, the English language curriculum has been developed by ELI teachers and curriculum developers with support from the University of California, Berkeley Programme. A course kit has been made for the students instead of textbooks, and teachers have many more choices regarding materials to deliver their lessons. The ELI aims to offer an intensive General English Course for foundation year students so they can achieve 5.5 in IELTS once they complete the course. That was a massive development for a Saudi University established in 2014. In 2019, the ELI curriculum committee and the university authorities decided to use "Life" coursebook as the main resource for teaching and learning. By this decision, teachers were committed to using the student's textbook, workbook, and teacher's textbook. Therefore, they should teach the textbook materials within the allocated time even if the materials are not engaging or authentic to the learners for the purpose of examinations. Consequently, implementing new materials may have a negative exam backwash in the ELI.

Since I have teaching responsibilities at the ELI, promoting the development and adaptation of communicative materials, innovation, and possibly change in curriculum design is essential to overcome most of the problems previously discussed. I was introduced to the Text-Driven framework in the materials development module by Dr Hitomi Masuhara during my MA study. Although I learned about several theories and approaches, I was interested in Text-Driven framework as the activities and tasks are designed firstly to engage the learners with the text, get them to think, and finally get them to produce and communicate. It offers principled, flexible, and coherent materials (Tomlinson, 2019) suitable for novice and experienced teachers at the ELI who may not be familiar with new ELT communicative approaches.

The following section will discuss the purpose of this study and the research questions with their associated data collection methods.

1.3 Purpose of the research and research questions

The main purpose of the present study is to compare the potential effectiveness of "Life, Student's Book for Elementry level (National Geographic Learning), 2018" and the developed Text-Driven materials on learners' perceptions and interaction in EFL classrooms. Text-Driven is defined as an approach in which a written/visual/spoken text drives the materials, and these texts should be meaningful, affectively, and cognitively engaging (Tomlinson & Masuhara, 2018). On the other hand, coursebook materials often use the standard Presentation-Practice-Production (PPP) model (ibid) (Please see **Chapter 2**, **Sections 2.3.3** and **2.3.4** for more details on Text-Driven and Coursebook approaches).

This study aims to identify which materials would facilitate learners' communicative competence through learners' engagement and interactions, a comparison of learners' test scores before and after the teaching period, and via the content analysis of the TD and CB units. Furthermore, it will explore desirable, undesirable, and challenging factors that may reinforce or restrain the development of the target language in EFL classrooms. Finally, it will give an overview of the typical EFL classrooms where the implementation of communicative materials, collaborative learning, and interaction in group/pair activities among the EFL learners take place. In light of these objectives, this study aims to answer the following questions using six research tools:

RQ1: What are the attitudes of EFL learners towards Text-Driven (TD) and Coursebook (CB) materials?

→ Questionnaires

Individual interviews

RQ2: Which materials Text-Driven (TD) or Cousebook (CB) can facilitate more classroom interactions?

2.1: Is there a difference in the frequency of interaction between the Text-Driven (TD) and Coursebook (CB) groups?

2.2: What type of interactional patterns arise in the Text-Driven (TD) and Coursebook (CB) groups?

2.3: What interactional patterns are observed in Text-Driven (TD) and Coursebook (CB) groups?

→ Classroom interaction analysis (CIA)

Forums

Teachers' observations

RQ3: Which materials Text-Driven (TD) or Coursebook (CB) are likely to facilitate learners' overall English "communicative competence"?

3.1 Is there any difference between the Text-Driven (TD) and Coursebook (CB) groups' communicative test scores?

→ Cambridge A2 Key modified communicative practice test (pre and post)

Figure 1.1: Research questions and tools

1.4 Significance and contribution of the research

There are several reasons that led this research to be conducted. Firstly, none of the previous Text-Driven studies examined the impact of the materials on learners' overall English communicative competence (Al-Busaidi & Tindle, 2010; Alhazmi, 2022; Darici & Tomlinson, 2016; Esalati & Rahmanpana, 2020; Harper, 2019; Loi & Thanh, 2022; Taghipour & Mohseni, 2021; Tomlinson, 2019) (please see **Chapter Two, Section 2.4**). Secondly, few methodological comparison studies investigated the effectiveness of communicative versus traditional materials on lower-level learners' interaction and communicative competence (Gilmore, 2011; Li & Seedhouse, 2010). Thirdly, most of these studies are limited to one or two methods of data collection, which may not provide comprehensive results. This study differs from the previous studies in three main areas: (1) the focus "comparison of Text-Driven and Coursebook materials on learners' perceptions and L2 communicative performance through theoretical and empirical evaluations", (2) the use of six methods of data collection "questionnaires, individual interviews, forums, teachers' observations, classroom interaction analysis (CIA), and pre-post communicative test", (3) the context "this is the first study in KSA comparing TDA versus Coursebooks on learners' communicative performance". Consequently, this thesis will improve previous research and make an original contribution to the SLA field and classroom research.

The findings of the current study may benefit the following categories:

- EFL/ESL applied linguists and researchers as the study proposes a practical teaching model that follows Second Language Acquisition (SLA) principles in its design and development. The model aims to integrate the four basic language skills: reading, writing, speaking, and listening, to stimulate classroom interaction and develop learners' communicative abilities likely to facilitate SLA.

- Curriculum designers, as the developed Text-Driven unit in this research covered the students' learning outcomes (SLOs) in "Life textbook, Unit 1". Thus, it can be useful to develop coursebook materials using communicative and engaging texts and tasks to suit a particular context and learners' needs.

- EFL/ ESL teachers and students in Saudi Arabia and other contexts since the study provides flexible and coherent instructional materials designed with local and universal criteria. Teachers may examine how these new ELT trends marry with their pedagogical experience in order to create more valuable materials in the future. Although the materials in this study were developed to engage female students, the findings can also benefit the male stakeholders in this context as the same coursebook, "Life", is used for both male and female learners.

- Educational authorities and ELT institutions. Since background research justified the need for the involvement of teachers in the development and adaptation of SLA learning materials, it is prudent to obtain enhanced knowledge about the possible impacts of materials development on students' second and foreign language learning. Therefore, the recommendations derived from this study might make the authorities and institutions consider the significance of teachers' role in developing the materials and curriculum objectives to ensure effective communicative learning compatible with learners' needs and interests.

- Language assessment experts due to the study's implementation of communicative language assessment that can be beneficial and valuable.

- For the researcher, the study will help in revealing the practicality of these materials in developing the students' engagement and L2 communication, thus closing the gap that other interested researchers did not explore fully and making an original contribution to materials development research.

1.5 Thesis structure

This thesis is divided into seven chapters. **This chapter** has explained the motivation and contextual background of the research, the purpose of the research, and the research questions with their associated data collection methods. It also justified the significance and contribution of the study, and finally, the thesis structure with a summary of the chapters' content is outlined. **Chapter Two** is divided into three parts, all of which are relevant to the focus of this research. Part one will define "communicative competence" (CC) according to previous research to operationalise the CC used in this study. This part will also review the ELT approaches that

aim to develop the learners' communicative competence, such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Text-Driven Approach (TDA), and Coursebooks with PPP as a typical model. Part two will offer empirical evidence by reviewing previous Text-Driven and methodological comparison studies. Part three will demonstrate how the learners' CC in this study is measured by explaining the rationale behind the six data collection methods, referring to the literature. **Chapter Three** will illustrate the methodology of the study, including the research approach and procedure, study participants and sampling, the process of developing Text-driven materials, the theoretical analysis of the coursebook unit, and the methods of data collection and analysis. The process of the pilot study, ethical considerations, and the study's validity and reliability will also be discussed in Chapter Three. **Chapters Four, Five, and Six** will analyse and present the findings of the questionnaires and interviews (Chapter Four), classroom interaction analysis (CIA) (Chapter Five), forums, teachers' observations, and pre-post-test results (Chapter Six). Finally, **Chapter Seven** will combine the results from the six methods used in this study by providing a summary and discussion of the findings to answer each research question. Chapter Seven concludes the thesis as it will summarise the study, consider its limitations and implications, and make recommendations for future research.

Chapter Two: Literature Review

2.1 Introduction

This chapter is subdivided into **Three Parts**. **Part 1** discusses previous CC definitions among ELT researchers from the 1970s to the present in order to define the communicative competence (CC) used in this study. This part also describes how the ELT approaches have tried to integrate this concept as their main underpinning principle. The approaches discussed included Communicative Language Teaching (CLT) as the first approach aimed at developing learners' CC in the early 1970s; Task-Based Language Teaching (TBLT) originated in the mid-1980s; Text-Driven (TD), which is one of the most recent approaches developed in 2003-2013, and recent Coursebooks (CB) whose language materials are designed with communicative intent using the standard model Presentation-Practice-Production (PPP). **Part 2** provides empirical evidence from previous studies to demonstrate more insightful evaluations to be compared with the current thesis findings. **Part 3** describes how the learners' CC is measured in this study via questionnaires, interviews, classroom interaction analysis, forums, observations, and A2 Key modified communicative practice test. This part summarises the rationale for the six research tools, the benefits and drawbacks of their implementation in this study, and how to avoid such limitations. The procedure of data collection and how the data are analysed in this study are not included in this part as the emphasis is on theoretical discussions. For more details regarding the data collection and analysis, please see **Chapter Three: Methodology**.

At the end of this chapter, I provided a summary describing what has been discussed, evaluated and reviewed. The findings of the previous studies and how the current thesis controls most of their limitations were also summarised.

Part 1: Theoretical Background

2.2 Communicative Competence (CC) definition and principles

There are different theoretical insights into what constitutes communicative competence (CC), a term coined by Hymes (1972). Hymes' view relates to the speaker's language knowledge and how to use it. In other words, CC can be acquired by both the knowledge and capacity of language use that enables interpretations of communications and meaning negotiations in a particular social context. Subsequently, language functions which are related to how language is used were developed by Wilkins (1976), who emphasised the significance of communicative or functional meaning of the language, which language learners need to express and understand. A more pedagogical view of CC in which four dimensions were identified: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence was found in Canale and Swain (1980). *Grammatical competence* is the ability to use grammatical and lexical knowledge; *Discourse competence* is the ability to use rules of coherence and cohesion of a group of utterances (coherence refers to the use of suitable combined communicative functions, whereas cohesion is "grammatical links"). *Sociolinguistic competence* is the ability to understand the social context where the communication occurs, encompassing the topic, roles of people involved, and the communicative intent of their interaction; *Strategic competence* is the ability to cope with "floor-holding" strategies.

Others, such as Larsen-Freeman and Anderson (2011), offered a succinct explanation of communicative competence: "In short, being able to communicate required more than linguistic competence… knowing when and how to say what to whom" (p. 115). To achieve this, learners need to understand the role of meanings, linguistic structures, and functions, from which they select the utmost pertinent form, roles of interlocutors, and social context, and be able to negotiate meaning with their interlocutors (ibid). Being acquainted with how the language is used and how it can be learned and taught was also stressed by McDonough et al. (2013). In the context of language learning, knowing the functions of language would help the students to understand that communication could break down if the focus was only on semantic-grammatical meaning and neglecting the function of the speaker (ibid).

Richards and Rodgers (2014) carried out seminal work on defining CC. In their definition, three dimensions of language knowledge made up the construct of communicative competence (p. 90):

- Knowing how to use variable language in relation to the participants and context (e.g. when to employ informal or formal speech and when to use appropriate language for spoken or written interaction)

- Knowing how to comprehend and produce several kinds of texts (e.g. interviews, narratives, conversations, reports)

- Knowing how to sustain communication despite constraints in an individual's language knowledge (e.g. via several types of communicative strategies).

Jones et al. (2018) provided a recent definition based on previous theories of CC according to linguistic, strategic, discourse, and pragmatic competencies. Linguistic competence = the effective use of language, including grammar, lexis, phonology, and lexicogrammar. Strategic competence = the ability to repair communication errors and make appropriate choices that grease conversational wheels. Discourse competence = the ability to connect and organise language through extended turns in conversation. Pragmatic competence = the ability to use appropriate language in sociolinguistic contexts.

Many teachers, curriculum designers, and language examiners aim to develop the learners' CC. They often design teaching materials according to a specific scale or descriptors, such as the ones in CEFR, which could help them decide which type of material suits the learners' needs, proficiency level, communicative ability, and social context. Kantarcioglu and Papageorgiou (2012) stated that the CEFR scales provide learners with objectives they can achieve at different proficiency levels with positive descriptors to motivate them by pointing out what they can accomplish. Teachers' job is to assess, expand, and adapt the appropriateness of the CEFR descriptors relating to their learners and local context (Leung, 2012). In 2020, the CEFR proposed the latest construction of communicative competence. According to the Council of Europe (2020), CC includes linguistic competence, sociolinguistic competence, and pragmatic competence. Strategic competence is the fourth aspect which is not included in this model as it is addressed in relation to activities (ibid, p. 129):

- Linguistic competence involves correctly using language resources and systematic knowledge of the language.

- Sociolinguistic competence involves the required skills and knowledge to handle the social aspects of language use.

- Pragmatic competence involves the actual use of language in the "co-construction of text". Three competencies are integrated under the pragmatic competence: design, discourse, and functional:

  - Design competence is related to interactional knowledge, which is also connected with sociolinguistic competence.

  - Discourse competence is related to the ability to produce texts including aspects such as "turn-taking", "thematic development", and "coherence and cohesion".

  - Functional competence involves "flexibility" in using one's repertoire and selecting sociolinguistically appropriate choices.

It can be seen that the CC has been defined with frequent terms since the 1970s to the present, indicating similar views among researchers. The four aspects of CC suggest that learners require knowledge of the language and the ability to use it and that they need to utilise and connect these competencies to be communicatively competent. In this study, CC operationalised according to the previous theoretical definitions emerged by the CEFR and several researchers in the field (Canale & Swain, 1980; Council of Europe, 2020; Hymes, 1972; Jones et al., 2018; Larsen-Freeman & Anderson, 2011; McDonough et al., 2013; Richards & Rodgers, 2014; Wilkins, 1976). CC for A2 learners consists of:

- *Linguistic competence*: the ability to use basic language, including grammar, vocabulary, and phonology, in spoken/written contexts.

- *Pragmatic competence*: the ability to use appropriate basic language in spoken/written contexts.

- *Discourse competence*: the ability to organise and connect simple spoken/ written texts using simple connectors.

- *Strategic competence*: the ability to use written/oral communicative strategies such as making predictions, taking turns, and maintaining simple conversation despite limited language knowledge.

The four aspects should be connected and cannot be separated. To clarify this point, learners need specific linguistic knowledge to produce the language (linguistic competence), their language should be appropriate for particular contexts (pragmatic competence) and coherent to

be understood by other speakers (discourse competence), and they need to use strategies to avoid communication breakdown (strategic competence). These four aspects can be measured via a communicative test or learners' engagement and classroom interactions (please see Part 3 for research tools rationale).

Many ELT approaches tried to achieve CC and use this concept as the main principle of their theoretical and empirical standpoints. The approaches discussed in the following section included Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Text-Driven Approach (TDA) and PPP as a model commonly used in coursebooks.

2.3 ELT approaches aim to develop CC

2.3.1 Communicative Language Teaching (CLT)

Communicative Language Teaching as an approach has been widely discussed in the literature. It is considered one of the most influential and comprehensive approaches to teaching/learning English as a foreign or second language. McDonough et al. (2013) described the paradigm shift of CLT goals from mastering linguistic competencies (e.g. grammar, vocabulary, pronunciation) to the acquisition of Communicative Competence (CC). Language users need to develop "communicative competence", a term discussed and defined in the previous section (2.2).

Several authors have attempted to define Communicative Language Teaching from theoretical and practical perspectives, but there is still no wholly agreed-upon definition in the TESOL/Applied linguistic field. For instance, Brown (2007) identified four main characteristics of CLT:

- Classroom objectives concentrate on all communicative competence features and are not limited to linguistic or grammatical competence.
- Language techniques are intended to engage the students in the functional, pragmatic, and authentic use of language for purposeful goals. The organisational forms of language are not the main focus, but rather the language features that allow the learners to achieve those goals.

- Underlying communicative techniques, accuracy and fluency are considered complementary principles. Sometimes, fluency is more significant than accuracy in supporting students using the language in meaningful engagement.
- In communicative classrooms, learners eventually have to utilise the language receptively and productively in unrehearsed situations. (p. 241)

According to Richards and Rodgers (2014), CLT is described as diverse principles reflecting the communicative perspective of language and language learning, which could support a broad range of classroom practices (p. 105). These principles involve:

- Learners learn a language through communication.
- The aim of classroom activities should be based on meaningful and authentic communication.
- Fluency is considered a significant part of communication.
- Integration of different language skills should be involved in communication.
- Creative construction is the process of learning and includes trial and mistake.

Among the many different ways of CLT interpretation, the most recent definition was proposed by Wong and Waring (2021). They defined CLT as a second/foreign language teaching approach which emphasises communication as a purpose and means of language learning and that within this approach, authentic tasks and materials are used, learners frequently work in groups and pairs, and integration of skills occurs from the beginning (p. 7). Proponents typically described CLT as an approach rather than a method which aims to make "communicative competence the goal of language teaching" and improve teaching procedures of the four language skills that recognise the relationship between language and communication (Larsen-Freeman & Anderson, 2011; McDonough et al., 2013; Richards & Rodgers, 2014).

The following table (Table 2.1) illustrates the latest framework of Communicative Language Teaching synthesised from (Larsen-Freeman & Anderson, 2011; McDonough et al., 2013; Richards & Rodgers, 2014; Wong & Waring, 2021).

Communicative Language Teaching (CLT) Framework	
1. **CLT objectives**	• Developing the learners' communicative competence. • Authentic and meaningful communication is the main focus of language learning.
2. **Roles of teachers and students**	• Teacher's role is to facilitate and monitor classroom communication. • Student's role is to work on cooperative learning via group/pair tasks. They should actively engage in meaning negotiation and be seen as autonomous learners.
3. **Communicative activities**	• Pair/group activities, information gathering, opinion sharing, role-play, games, and problem-solving.
4. **Authentic materials**	• Expose the learners to real language in different situations.
5. **Language skills**	• Reading, listening, speaking, and writing are all integrated. • Language functions and forms are crucial aspects of language learning.
6. **Role of students' first language**	• L1 is permitted but judiciously.
7. **Evaluation of performance**	• Evaluation can be measured formally or informally.
8. **Students' errors**	• Learners' errors are considered a natural outcome of communication skills development and can be tolerated in fluency activities.

Table 2.1: CLT Framework

1. CLT objectives

The primary goal of CLT is to enable meaningful communication and interaction (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014; Wong & Waring, 2021) through evaluation/feedback from the listener (Larsen-Freeman & Anderson, 2011). For example, if the speaker does not receive feedback from the listener, the exchange is not communicative. To accomplish CC, the objectives of the CLT materials may reflect components of communicative competence under the students' communicative needs and proficiency levels (Richards & Rodgers, 2014).

2. Roles of teachers and students

Teachers should act as an advisor, responding to learners' questions and observing their performance, and more frequently establish situations that stimulate communication among the learners—for example, by asking them to share their ideas and points of view to express their individuality (Larsen-Freeman & Anderson, 2011). Cooperative interaction with the teacher would enhance the students' motivation and security (ibid). Teachers are responsible for facilitating language learning, being a monitor rather than an example of correct writing and speech (Richards & Rodgers, 2014).

On the other hand, students should participate in classroom activities that require cooperative learning, working in pairs/groups rather than being dependent on the teacher as an example, and they are expected to be autonomous in their learning. They should interact with one another in different configurations even if their L2 knowledge is insufficient; they should try to make themselves understood (Larsen-Freeman & Anderson, 2011).

3. Communicative activities

Activities in CLT should be communicative and based on how well they involve the students in authentic and meaningful use of language. Activities such as games, information gathering, opinion sharing, role-play, Jig-saw, problem-solving, group/pair work, and others (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014; Wong & Waring, 2021) are commonly used in CLT.

Fluency and accuracy activities are both used in communicative teaching. Fluency is defined as a natural use of language happening when a speaker is involved in meaningful communication and sustains continuous and comprehensible interaction regardless of his/her limitations of CC (Richards & Rodgers, 2014). In CLT fluency activities, learners must rectify miscomprehension and work to prevent communication breakdown. Accuracy practice, on the contrary, focuses on making correct models of language use. Teachers should balance fluency and accuracy activities based on the learners' language performance and special needs.

4. Authentic materials

CLT advocates the use of authentic materials. It is seen as desirable to provide students with opportunities to develop strategies to understand language use (Larsen-Freeman & Anderson, 2011). Genuine materials are not as important as using them authentically with a communicative purpose. For example, with lower-level learners, realia that does not involve much language, a lot of discussions can be produced (ibid). Authenticity should not only be

derived from authentic resources, but those materials should be authentic to the learners, i.e. genuinely useful and personally important to them, encountering the second language that assists them in their contexts of use (McCarthy & McCarten, 2018).

5. Language skills

The four language skills are integrated (Larsen-Freeman & Anderson, 2011; McDonough et al., 2013; Richards & Rodgers, 2014; Wong & Waring, 2021) as they occur in real life. For instance, oral interaction requires listening and speaking skills, and written interaction involves reading and writing skills. In CLT, more emphasis is on functions rather than forms. According to Richards and Rodgers (2014), structures and grammar are not merely the primary language units but communicative meaning and function categories, as demonstrated in discourse. This was also asserted by McDonough et al. (2013), that language functions and forms are interconnected factors of the network and cannot be isolated; they should all be considered in materials design.

6. Role of students' first language

The use of students' L1 is permitted in CLT but judiciously. The target language should be used whenever possible, not only while doing communicative activities but also in classroom management exchanges; Learners need to realise that L2 is a communicative vehicle and not only a study object (Larsen-Freeman & Anderson, 2011).

7. Evaluation of performance

Evaluation can be measured informally in the teacher's role as an advisor, whereas formal evaluation can be examined by using an integrative test with authentic communicative function (Larsen-Freeman & Anderson, 2011).

8. Students' errors

Learners' errors are considered a normal process of language learning. For instance, teachers may mark the mistakes during fluency-based activity but return to them later during accuracy-based activity; even with limited linguistic ability, learners can still communicate successfully (Larsen-Freeman & Anderson, 2011).

From the previously discussed framework, CLT seems to relate not only to language goals but also to the knowledge of language procedure and its implementation in teaching and learning to achieve a communicative purpose. Despite its benefits, CLT has raised lots of debate about its adoption in EFL classrooms. These arguments were summarised by Dos Santos (2020):

- The CLT stimulate real-life materials, and as the range of these materials varies, teachers may face challenges and questions even if they prepared the lessons.

- Due to various backgrounds and social and cultural perspectives, many learners tend to assume that conventional teaching (teacher-centred) is the only method of effective teaching and learning and that memorising grammar and vocabulary is the way of learning a language.

- The requirements and compulsion of regular examination instructions might impact the usage and implementation of the CLT approach. As a result, teachers tend to teach the students for assessment rather than communicating outside classrooms.

- The size of the classrooms and the number of students enrolled in each classroom substantially impact the performance and outcomes of the CLT approach.

Richards and Rodgers (2014) stated that CLT promotes fossilisation, a process where the students make mistakes as a habit, which is difficult to change. The claim that communicative classroom activities support linguistic and communicative competence may not always occur (ibid). While there are some issues in implementing CLT approaches in non-Western contexts such as Saudi Arabia or others, it is questionable whether these issues contradict the significant benefits of CLT, which are examined in this research. Another common approach advocated by several researchers and aims to facilitate CC is TBLT, which will be discussed in the following section.

2.3.2 Task-Based Language Teaching (TBLT)

TBLT has been identified as a language approach in which learners respond to functional tasks focusing on exchanging meanings and using real-world language without linguistic purpose (Branden, 2006). In other words, TBLT focuses on using the target language in meaningful tasks, and learners' assessment is based on completing the task and outcome rather than the accuracy of prescribed linguistic forms. Engaging learners to work on tasks contributes to better language learning opportunities rather than activities focusing on forms (Richards & Rodgers, 2014). This makes the TBLT prevalent in developing the learners' self-confidence and fluency (Nunan, 2004).

The TBLT tasks have various definitions in the literature. For instance, Virginia and Martin (2008) defined tasks as an activity that involves the use of language to obtain non-linguistic goals while addressing a linguistic challenge with ultimate objective of promoting language

learning, whether through the process, product or both (p. 69). Tasks are also defined as any real-world activities that people consider when conducting, planning or recalling their day, for example, preparing a breakfast, responding to an email, or taking a child to school (Long, 2015, p. 6). The most recent definition was found in Ellis et al. (2020); they defined tasks as a "work plan" that satisfies some of the criteria below:

- Meaning is the primary focus.
- There is an information gap.
- Students rely heavily on their own non-linguistic and linguistic resources.
- The communicative outcome is clearly defined.

To clarify the above criteria, the work plan is designed to ensure that students focus primarily on producing and comprehending communicative messages (i.e. meaning-making). It incorporates a gap that requires conveying information, reasoning and expressing opinions. Students need linguistic resources in L1 and L2 and non-linguistic resources such as facial expressions for production and comprehension. Therefore, language presentation is not explicit. Finally, the work plan specifies the task's communicative outcome, which means that the accomplishment of the task is assessed by achieving the communicative outcome rather than the correct use of language. According to Ellis (2003), the reality that a task is achieving a particular outcome may lead to limited communication options. He suggested that learners could perform open tasks with different goals, which provide opportunities to plan their performance, thus helping achieve rich and varied communication with more complex use of language (ibid).

TBLT principles constitute part of the CLT discussed previously in Table 1, Section 2.3.1. For example, in TBLT, language is viewed as communication and "doing", and learning can be facilitated by engaging the learners in different tasks with apparent outcomes (Larsen-Freeman & Anderson, 2011). Similar to CLT, using meaningful and authentic materials is supported (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014). Long (2015) provided three original methodological principles to TBLT: (1) to use tasks and not texts as the unit of the analysis, (2) elaborate the input, and (3) focus on form. Long stated that lessons should be based around tasks as the tasks constitute the syllabus content, whereas Text-based courses focus on "language as object", and they are often frozen unrealistic records of task accomplishments (p. 305). Tomlinson (2018) argued that using tasks as the unit of analysis

would lead to an obvious but incomplete syllabus, as the use of engaging texts to drive the tasks and stimulate responses was not the basis of the materials. He also differentiated between Text-based approaches focusing on the text's language and Text-Driven approaches based on engaging texts to generate productive and receptive tasks.

The second principle is elaborating the input to improve reading and spoken texts' comprehensibility as an alternative approach to modification. That is, simplified texts would make processing possible for beginner learners but may remove linguistic materials necessary for language progress. Authentic texts, on the other hand, utilise processable language by native speakers in real-time with complexity needed for advanced learners but not for learners with limited knowledge of the target language.

The third principle is to draw the learners' attention to language form during the lesson's sequence, in which the main focus is on meaning or communication. In other words, focus on form usually occurs in response to receptive or productive communication problems. Long (2015) also distinguished between focus on form and focus on forms. In the former, the learners' attention to linguistic form is directed by the interlocuter in response to what has just been said or written or cannot appropriately decode during reading or listening. In the latter, learners are exposed to pre-teaching of grammar or vocabulary points before being encountered in tasks or texts, typical to PPP lessons.

In teaching materials, task-based lessons comprise three stages, as shown in Figure 2.1 below:

Pre-task

Introduction to topic and task

Task cycle

Task → Planning → Report

Language focus

Analysis; Practice
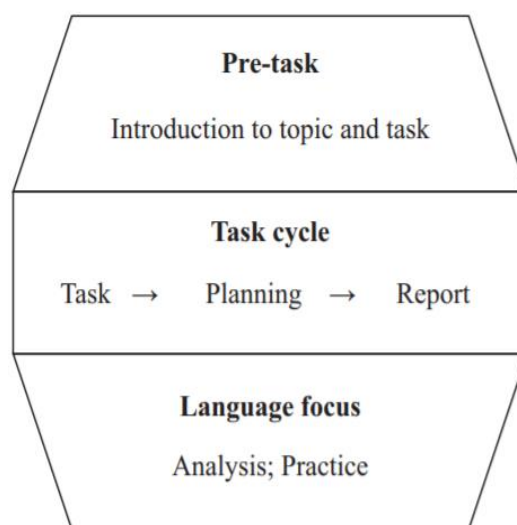
Figure 2.1: Task-based lesson stages, based on (Willis, 1996, p.52) cited in (Ellis et al., 2020, p.15).

In the pre-task stage, teachers may help the learners comprehend the task's objectives and point out some useful phrases or words that they will need to complete the task. Notwithstanding, teaching large amounts of a new language or one specific grammatical structure is not the purpose of the pre-task (Willis, 1996). A stronger stance was found in Tomlinson (2015), opposing the pre-teaching of language, seeing that there is a risk of the task becoming a language activity. The teacher's role is to prepare pre-task and follow-up tasks based on the students' needs, levels, and abilities (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014).

In the task cycle stage, teachers should allow the learners to complete the task independently, meaning that the learners should express themselves and attempt to use the L2 where possible to perform the task successfully. Teachers should resist the temptation to improve the students' language production or provide language support during task performance. Learners also act as "monitors", being mindful of language forms during the activity, and develop skills such as guessing from contextual or linguistic prompts, consulting with peers, and asking for clarification (Richards & Rodgers, 2014). They can work on any of the four language skills depending on the task nature with more emphasis on meaning rather than forms (Ellis, 2003; Larsen-Freeman & Anderson, 2011). Accuracy typically occurs in the task cycle stage and can be tackled in the language focus stage (Willis, 1996).

The language focus stage gives opportunities to form focused and traditional activities (Ellis et al., 2020). Willis and Willis (2007) proposed that teachers are free to separate specific language forms to be studied and work on them beyond the communicative activity setting. At this stage, learners can be encouraged to repeat their performance, and hence their learning can be solidified or reflect on the task and pay attention to linguistic forms, especially challenging ones (Ellis, 2003). When the task is completed, students can be questioned on how they performed the task and what they have learned (ibid), which is a "natural conclusion of the task cycle" (Willis, 1996, p. 58).

Although TBLT emphasises selecting meaningful and communicative tasks, no attention has been paid to the role of engaging texts in generating receptive and productive tasks. Text-Driven Approach to TBLT offered an innovative framework which is underpinned by effective SLA principles, discussed in the following section.

2.3.3 Text-Driven Approach (TDA)

The Text-Driven framework has recently emerged as a principled communicative approach for developing language learning materials (Tomlinson, 2003, 2013, 2023). TDA is based on principles derived from SLA research and Tomlinson's experience as a teacher and materials developer. The main underpinning principle of the Text-Driven approach is to select a genuine written/visual/spoken text to deliver the unit of the materials rather than a contrived text to explain particular teaching points (Tomlinson & Masuhara, 2018). This means that an authentic, meaningful, affectively and cognitively engaging text can be selected rather than a tailored text used as a stimulus for language use (ibid). Tomlinson (2019, p. 42) summarised the benefits of Text-Driven materials as follows:

- Offers principled and efficient materials within very little time.
- Increases the possibility of cognitive and affective engagement being accomplished and lasting longer than driving a unit by using teaching points or topics and then looking for texts to demonstrate it.
- Increases the coherence in that the activities follow and contribute to each other.
- Helps the learners to attain significance, meaningfulness, salience, noticing, engagement, recycling, and connections.
- Helps the learners to discover and notice how certain language features are utilised in communication; therefore, it is more likely to notice these features in other types of input and ultimately be able to acquire them.
- Facilitates pragmatic awareness development of speech in action via observation of speaker aims and reactions of their interlocutors.

Another benefit of Text-Driven is that it encompasses both agreed local criteria applicable to a particular learning context and universal principles aimed at any learning context (Tomlinson, 2012).

(Tomlinson, 2010a, 2016) articulated five principles that should be given more focus in ELT materials development and procedure, discussed in detail below.

1. *That the learners are exposed to a rich, recycled, meaningful and comprehensible input of language in use.*

Learners need to experience plenty of language being used in different ways for different purposes, and this input needs to be comprehensible and meaningful to them to acquire the

language effectively (Tomlinson, 2010a). Tomlinson (2016, p.7) provided clear explanations regarding the types of input:

- _Rich input_ means the amount of input, variety of genres, and authenticity of texts to ensure that the learners are not limited in their access to the target language.
- _Recycled input_ as the text involves repetition, and if the learners are engaged, they return to it several times.
- _Meaningful input_ as the learners are stimulated to visualise and connect the text to their personal lives.
- _Comprehensible input_ as the learners can be engaged with the text without complete comprehension, read it many times, and cooperate about it with their peers or teacher.

Many Applied Linguists and TESOL researchers advocated the use of authentic and meaningful input (Ellis et al., 2020; Heron, 2016; Larsen-Freeman & Anderson, 2011; McDonough et al., 2013; Richards & Rodgers, 2014; Rubdy, 2014) among others. According to VanPatten et al. (2019):

"Acquisition is not a product of learning textbook rules and practicing them. Thus, textbook rules and lists of verbs and their conjugations are not input for acquisition" (p. 46).

Jones (2022) referred to authentic texts as "a real speaker/writer" using "a real message and intended receiver" (p. 66) and not mainly aimed at language learning purposes. For Tomlinson and Masuhara (2018), authentic text means a text that is produced for communication rather than teaching, and authentic tasks are the ones that involve the students in communication to accomplish a "context-based outcome" rather than practising a language or develop output (p. 32). To clarify this point, language input should be contextualised in relation to the use of context; it should contain sufficient information about the addressees, users, interactants' relationship, intentions, settings, and outcomes that are valuable to the learner (Tomlinson, 2010a). This contextualisation plays a crucial role in language processing and comprehension, whereas lack of contextualisation might not help the learners acknowledge the actual use of the target language. Authentic text can also be created by a non-native speaker, it can be tailored in order to be intelligible for specific learners' levels, and it could also be a version of the original text that has been simplified to promote interaction (Tomlinson & Masuhara, 2018). Apart from providing rich, comprehensible, and meaningful exposure to language in use, Tomlinson emphasises two significant elements: affective and cognitive engagement.

2. *In order for the learners to maximise their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience.*

The term engagement has been defined by Tomlinson (2013) as "a willing investment of energy and attention in experiencing the text in such a way as to achieve interaction between the text and the senses, feelings, views and intuitions of the reader/listener." (p. 110). Affective engagement can be stimulated by promoting the learners to laugh, feel excited, angry, sad, disturbed, or sympathetic, whereas cognitive engagement can be increased by encouraging them to connect the text to their own lives, comprehend the text thoroughly, solve problems posed by the text, or assess ideas put forward (Tomlinson, 2018). Since L2 learners' progress is under greater scrutiny than ever, they must be engaged and participate in meaningful learning to succeed (Phil et al., 2021). If the students are not engaged or connected with the text's content, they might be bored, and their learning might not be prosperous and vice versa. As stated by Tomlinson (2010a), if the learners do not feel or think while exposed to the language, it is unlikely that their experience will benefit them in any way. This is in line with Oga-Baldwin (2019), who claimed that engagement provides a broad portrait of learners' actions, thinking, feelings, and interaction. Cognitively engaging tasks that require high-order, creative and critical thinking (Tomlinson, 2016) are also important for successful L2 learning, especially for university-level learners. L2 learners should be encouraged to use more visual imaging to reach successful recall and comprehension and become proficient language users (Tomlinson & Avila, 2007). Guerrero (2004) stated that L2 inner voice is a complex cognitive operation at lower levels of L2 development but can be fostered by building rich connections of L2 words, and not only words equivalent to L1, sensory and visual pictures, particular situations and referents. It is vital to consider inner speech activities as effective tools of thinking that eventually develop learners' L2.

Durable and robust learning can be achieved while thinking and experiencing the language. It supports the learners in shifting high-level skills such as interpretation, evaluation, connection, and prediction to L2 use (Tomlinson, 2007). In other words, affectively and cognitively engaged learners are more likely to produce L2 and attain communicative competence than learners who lack these elements.

3. *Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not.*

Emotions such as happiness, enjoyment, pleasure, empathy, excitement, amusement, and stimulation are very likely to impact acquisition positively; even negative emotions such as sadness, anger, opposition, annoyance, and fear are very beneficial rather than nothing to feel at all (Tomlinson, 2010a, p. 89). Students need to achieve positive self-confidence and feel that they are obtaining something worthy; they need to be optimistic about the language, learning materials, teachers and classmates, and learning atmosphere (ibid). This indicates that motivation and affective engagement in EFL classrooms cannot be neglected. As stated by Dörnyei (2001), in a large number of cases, students who have adequate motivation "can achieve a working knowledge of an L2 regardless of their language aptitude or other cognitive characteristics", and without adequate motivation "even the brightest learners are unlikely to persist long enough to attain any really useful language" (p.5).

Phil and Yuan (2021) distinguished between motivation and engagement: engagement focuses on learners' performance and observable learning activity, whereas motivation is often connected with a process or an outcome; for example, learners are motivated to achieve their goals or objectives. Phil and Yuan (2021) added that even with cognitive and affective engagement related to students' internal functioning, learners' qualitative behavioural practices are still measurable for such engagement. For cognitive engagement, practices included meaningful questioning, evaluation of opinions and elaborating and explaining, while affective engagement can be evaluated by back channelling, positive body language, openness to interaction, and active listening (ibid). If these practices are observed in a classroom setting, communicative comptence would be faciliaited. Another factor that may benefit L2 learners to accomplish L2 competence is the notice and discovery of input salient features.

4. *Language learners can benefit from noticing salient features of the input and from discovering how they are used.*

Ellis et al. (2020) defined noticing as "focal attention and conscious awareness of specific linguistic forms" (p. 30-31), which is a prerequisite for the acquisition to occur. Learners are more likely to improve their awareness of language and readiness for acquisition if they discover how a specific language feature is used (Tomlinson, 2010a). Such noticing is most prominent when the students first engage cognitively and affectively in a text and then return to the text to notice the use of the language. In this way, students can comprehend the text

before making any language exploration, and being a language explorer would help them to remember what they have learned better than being merely told (ibid).

Tasks that involve noticing may provide not only explicit knowledge and awareness of the language but also may offer communication and meaning negotiating among learners. For instance, consciousness-raising (CR) tasks could develop the learners' explicit knowledge of the language, which can help them overcome particular and consistent learning problems (Ellis, 2019). As Ellis (2010) claimed, CR tasks require the learners to interact meaningfully using their linguistic knowledge, which means that communication becomes centred on grammar. Thus, in such tasks, the focus is not only on linguistic points but rather on the talk where the learners need to engage to accomplish the task outcomes (ibid) and be able to interact in the L2 effectively and sensibly but with controlled accuracy (Ellis et al., 2020). In other words, TDA provides the learners with opportunities for L2 use not only in noticing language points but also effective L2 communication.

5. Learners need opportunities to use language to try to achieve communicative purposes.

Language and communication are interconnected; language used must serve the reason of communicating the speaker's goals (Richards & Rodgers, 2014). When the students are involved in the interaction, they are forced to explain, amplify, and produce comprehensible and meaningful input from the speakers (Tomlinson, 2010a). They need to find solutions to different tasks that they encounter properly and efficiently (Ellis, 2003). According to Long (2015), interaction is the dynamic force of language acquisition. In essence, it stimulates the mental system involved in input and output processing, resulting in acquisition (Ellis et al., 2020). For instance, during communicative interaction, students have opportunities for input and output by acting as information providers and receivers. It can also help the students to pay attention to new vocabulary items, grammar structure, and discourse markers, thus encouraging L2 development. McCarthy and McCarten (2018) illustrated this point clearly in that interaction is not only learners' interaction during activities but also interaction with the text by noticing linguistic features in conversation. Learners should be able to use the language in comprehension and production in order to promote their L2 acquisition. This occurs when learners participate in meaningful conversational interaction with other students or native speakers (García Mayo & Alcón Soler, 2013).

VanPatten et al. (2019) distinguished between output as a practice and communicative output. Output as a practice is when the learners produce language to produce the language or learn something explicitly, such as practising grammar or vocabulary structure. Communicative output is when the learners produce language to express and interpret meaning in a particular context with a particular communicative reason (ibid). Communicative output can be accomplished by opinion/information gap activities, creative speaking and writing tasks, post-reading and listening activities, which involve the use of the text information to achieve communicative intents (Tomlinson, 2011), or through meaning negotiation that involves confirmation checks, clarification requests, and comprehension checks. By negotiation, learners can produce unique, tailored input suitable for their specific communicative needs, strengths, and weaknesses, which aligns with their development levels (Gass & Mackey, 2015). Meaning negotiation improves content comprehension and causes specific language features to be more salient; therefore, acquiring these features becomes more available (Goo, 2019). Al-Mahrooqi and Tuzlukova (2011) discussed many benefits of meaning negotiation;

- It can develop strategic competence by adopting strategies that help the students correct misunderstandings and prevent breakdowns in communication.
- It can develop sociolinguistic competence when the learners try to find a place in the conversation to express their opinions according to the roles played in the group.
- It provides a positive learning atmosphere and reduces learners' anxiety.
- It teaches the students to cooperate in order to achieve mutual understanding.

When the students work together on a task, their confidence and comfort levels might be developed, positively affecting their spoken/written language production, as found in the current study. Ur (2012) summarised the benefits of working in groups/pairs; it promotes learners' autonomy and motivation, offers opportunities to talk in English, and is suitable for most students' learning styles. However, working in groups might not be enjoyable for some students, i.e. they might prefer teacher-led classroom or individual work or simply not familiar with it due to their learning culture. They may believe that working in groups is not serious learning and that they should learn from their own teacher (ibid). Ur (2012) added that learners might overuse their L1 when working together, but in most cases, L1 supports the students' performance during the task more effectively. Tognini and Oliver (2012) found that L1 helps the students scaffold and support mutual L2 use and promotes L2 grammar comprehension.

Finally, communicative output can also be developed by the teacher's use of different types of questions. Questions are divided into display "closed" and referential "open" questions. Open questions are used to develop authentic interaction, and learners often have opportunities to provide more than one correct answer, whereas closed questions are used to demonstrate the learners' knowledge, practice something, write or speak to develop fluency; thus, the teacher invites learners to respond with one correct answer (Ur, 2012). Al-Zahrani and Al-Bargi (2017) argued that referential questions are less likely to be answered by students with low proficiency levels because they require more engagement from learners, such as sharing their experiences and expressing their opinions. Although there is a correlation between learners' level and the type of language produced, lower-level learners should have the chance to express their opinions, and teachers should foster their language production by balancing the use of such questions.

To summarise, although the previous five principles are valuable for materials development stakeholders, applying them is challenging in classroom settings where coursebooks are mandatory for teaching. Consequently, teachers can adapt potentially engaging coursebook texts to design cognitive and affective engaging tasks. For example, the family topic in the coursebook used for this study is engaging to most EFL learners, and thus engaging tasks can be developed. The following section will explain the TDA procedure for developing affectively and cognitively engaging activities.

2.3.3.1 Text-Driven Approach: The Practice

According to Newton and Nation (2020), language courses should be balanced between four equivalent strands: "meaning-focused input, meaning-focused output, language-focused learning, and fluency development", which are all included in developing Text-Driven materials. Figure 2.2 below summarises the stages of developing TD materials according to Tomlinson (2013).

Stages	Learner activities	Principles
1 Readiness activities	Thinking about something personal which will help the learners to connect with the content of the core text.	**1** Personal connection. **2** Visual imaging. **3** Use of inner speech.
2 Experiential activities	Linking the images and thoughts from the readiness activities to the text when first experiencing it.	**1** Personal connection. **2** Visual imaging. **3** Use of inner speech. **4** Affective and cognitive engagement. **5** Use of high-level skills. **6** Focus on meaning.
3 Intake response activities	Developing and then articulating personal responses to the text.	**1** Personal connection. **2** Visual imaging. **3** Affective and cognitive engagement. **4** Use of inner speech. **5** Interaction.
4 Development activity 1	Developing the text by continuing it, relocating it, changing the writer's views, personalizing it, responding to it etc.	**1** Personal connection. **2** Visual imaging. **3** Use of inner speech. **4** Affective and cognitive engagement. **5** Use of high-level skills. **6** Focus on meaning. **7** Interaction. **8** Purposeful communication.
5 Input response activity	Focusing on a specific linguistic, pragmatic, discourse, genre or cultural feature of the text in order to make discoveries about its use.	**1** Personal connection. **2** Visual imaging. **3** Use of inner speech. **4** Affective and cognitive engagement. **5** Use of high-level skills. **6** Interaction. **7** Noticing.
6 Development activity 2	Revising the first draft from 4 above making use of their discoveries in 5 above.	As for 4.

Figure 2.2: TDA stages adapted from Tomlinson (2013, p. 110)

1- Readiness activities

The design of this type of activity aims to prepare the learners for the reading/listening experience by visualisation, drawing, making predictions, relating incidents from their lives, articulating their opinions, sharing their knowledge, and using inner speech. Anything that can help them to activate their minds and think of connections when they start experiencing the reading/listening text. More importantly, this activity focuses on getting the learners to open their minds and not answer questions correctly (Tomlinson, 2013). In other words, prepare the learners to be mentally ready rather than to practice the language.

2- Experiential activities

Experiential activities are designed to make the learners experience the text in their minds while they read or listen to it in multidimensional ways, which promotes personal engagement (Tomlinson, 2013). When learners experience the text, they may develop personalisation through authentic self-expression, authentic views/ideas, and relevant experiences, thus increasing motivation and generating rich and valuable content for later discussion. According to McCarthy and McCarten (2018), successful materials are the ones that provide learners with open opportunities to personalize the language.

3- Intake response activities

These activities are made to help the students justify their responses to the text they had already read or listened to and share it with others. In contrast with traditional comprehension questions, intake response activities do not examine the students' comprehension of the text but ask the students about their individual representation of the text and not the text itself (Tomlinson, 2013). Therefore, they can not be wrong when they share their answers. Examples of these activities include drawing or miming what the students can remember from the texts, summarizing the text, asking clarification questions, and saying what they liked or disliked about it. Teachers should help the students strengthen their answers by questioning them and directing them to think of specific parts to raise different opinions and discussions (ibid).

4- Development activity 1

Development activities are designed to help the learners base their meaningful language production on the text they have already taken or in connection with their personal experience. The point of these activities is that students gain opportunities to learn a new language and enhance their abilities, mainly if they are engaged affectively in an attainable challenge; they will learn much from their teacher and peers (Tomlinson, 2013). These activities stimulate the learners' affective and cognitive engagement as well as meaningful and purposeful L2 communication.

5- Input response activity

Input response activities are these activities that make the learners go back to the text and make discoveries about particular language used. For instance, using awareness tasks to teach texts' types and language points (grammar, vocabulary, and pronunciation). Teachers should encourage the students to notice and discover the language by themselves and act as a monitor to help them if they face any difficulties. Willis and Willis (2007) stated that language activities

located at the end of the sequence will improve the learners' motivation and make students notice linguistic forms. Furthermore, they support critical and creative thinking skills (Tomlinson, 2013). Such tasks are likely to encourage communication with a focus on noticing linguistic features necessary for language acquisition.

6- Development activity 2

These activities are designed to make the students return to their original production in development activity one and modify it after understanding the language points they learned in the input activities. Practising the language repeatedly (recycling) would result in automatic fluent production (Gass & Mackey, 2015, p.185).

These stages, however, are flexible and do not need to be in the same order. Teachers should organise these activities according to their context and students' needs, levels, and abilities.

From the above-discussed stages, Text-Driven would offer engaging, authentic, rich, meaningful, and communicative materials grounded in practical SLA principles to facilitate the learners' CC. On the other hand, coursebook approaches and their role in promoting SLA are still under debate in the literature. The following section will discuss the coursebook PPP model from theoretical and empirical perspectives.

2.3.4   Coursebook approaches with PPP as a standard model

Since the late 1970s, global coursebooks have been one of the most important evolutions in ELT. The value of global coursebooks raised a well-rehearsed debate in the literature, discussed in the following paragraphs.

Benefits of coursebooks

One of the coursebooks' benefits is that they offer direction, goals, order, security, transparency, beginning and end, and saving time (Jordan & Gray, 2019). In this respect, learners, whether conscious or not, feel that what will happen in the classroom materials is expected, which provokes a sense of security and better reaction, thus generating positive attitudes towards their language learning potential (Criado, 2013). Teachers who encourage new teaching procedures might cause the learners to be confused, afraid, and lost of the unexpected (ibid). Buchanan and Norton (2022) supported the previous arguments that

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coursebooks benefit inexperienced teachers in developing an awareness of what a lesson constitutes, understanding how much and what language should be covered in a lesson, and what a certain level means (what B1 learner knows and needs to know). Furthermore, they provide a record of what has been taught in previous lessons, offering continuous and consistent practice and approach (ibid). This could be beneficial for learners who wish to prepare for the lessons in advance, revise what has been taught previously, and study from a reliable resource for the purpose of examinations. Such approach could be useful for controlling learners' expectations and workload for both students and teachers. For instance, Hughes (2019) stated that the absence of a coursebook may contribute to teacher burnout. She also added that many recently published coursebooks provide rich input, encourage collaborative learning, have an inductive "noticing" approach to language, and include elements of meaning-focused tasks.

The previous benefits of coursebooks were also found in a study by Tomlinson (2010b). He found that teachers held positive perceptions of the coursebooks because they are designed by native speakers, varied, reliable, authentic, achieve structure, and ease the burden of teaching. Other researchers, however, oppose the coursebooks' content and approach for many reasons discussed below.

Drawbacks of coursebooks

Jordan and Gray (2019, p. 445) provided strong arguments against coursebooks:

- fail to respect the development of learners' interlanguage.
- fail to offer what learners need in terms of rich input.
- fail to engage learners in decisions that affect what and how they learn.
- fail to provide learners with sufficient opportunities to be involved in meaningful communication.

They also added that convenience, time-saving, and an orderly method are pointless if learners are expected to learn English in a way that does not lead to CC (ibid). The previous arguments were also found in Tomlinson and Masuhara (2013)'s evaluation of six adult EFL course books. They found that coursebooks partially provide exposure to English in use, are unlikely to stimulate learners' affective and cognitive engagement, have limited achievable challenges and opportunities to use L2 for communication, and do not cater for all the learners' needs. Moreover, coursebooks were found too Western, boring, hinder creativity, involve too much

focus on language (Tomlinson, 2010b), and lack local relevance because they are not written for users' real needs but for an idealised audience (Tomlinson & Masuhara, 2018).

Coursebooks have also been discussed concerning their role in SLA development. Tomlinson (2016) questions the match between SLA and materials development and believes that coursebooks are not typically successful in developing second language acquisition. Others commented that coursebooks commonly declare a communicative teaching approach but include more conventional materials (Ellis et al., 2020), which may not support the learners' communicative competence. This view was evident in a recent comprehensive study by Nguyen and Le (2020), who analysed English textbooks and found that textbook tasks and activities failed to support the students to use real language for communication outside their classrooms, lacked variety and focused mostly on forms; thus, they do not support the development of students' CC. Although there is empirical evidence that coursebooks can facilitate learners' language learning according to the post-test results (Hadley, 2014), this evidence does not prove that coursebooks facilitate durable language acquisition (Tomlinson, 2016). To add to Tomlinson's view, it was unclear whether the improvement is a cause of the teachers' different teaching styles and methods? learners' motivational levels and use of external materials? or classroom management? These causes reflected what was found in Hadley (2014) post-test results; some learners scored higher, others lower, and most of them improved slightly.

Many coursebooks, however, have been and still utilise the Presentation, Practice, Production (PPP) model (Tomlinson & Masuhara, 2018, p.35). The starting point of PPP is explicit knowledge of linguistic features presumably acquired through explicit instructions. The following section clearly defines the PPP model and discusses its advantages and disadvantages in language teaching and learning.

2.3.4.1 PPP as a model commonly used in coursebooks

The Presentation, Practice, Production (PPP) model was defined widely in the literature, but the most recent definitions were found in Criado (2013); Richards and Rodgers (2014); and Tomlinson (2011). In Tomlinson (2011), PPP originated as an approach to language teaching items involving a sequence of presentation, practice, and production (p. xv). Criado (2013, p. 99) and Richards and Rodgers (2014, p. 54) characterized the PPP with the following stages:

Presentation phase: a visual, audio or text used by the instructor to present the grammar points in controlled conditions. The materials in this stage include all the target language forms and structures. This phase can take deductive or inductive methods. In the deductive method, the instructor/the materials model the target form or vocabulary items and provide the clarifications after constructing the lexical items meaning or structure. In the inductive method or "discovery learning", the instructor/materials offer learners examples of forms and lexical words contextualised in written/aural texts. Learners need to discover the underlying rules or meaning.

Practice phase: learners follow a controlled practice in which they say the correct structures presented in the first phase using activities such as gap-fills, drills, and multiple-choice questions. These activities focus on the accuracy of forms so fluency can be achieved later in the next stage.

Production phase: the students in this phase transfer the structure to uncontrolled communication via dialogues, debates, role-play, discussion, problem-solving, opinion and information gaps activities in which several answers are correct. This phase aims to increase language use fluency via more creativity and autonomy (Criado, 2013).

The PPP model raised considerable arguments among ELT researchers regarding its advantages and disadvantages. These arguments are discussed below.

Advantages:

PPP involves both deductive and inductive instructions. According to Ellis (2015), a language curriculum involving both kinds of instruction will most likely ensure effective language pedagogy and balanced L2 development. The second advantage of PPP is that the sequence of its stages does not need to be strictly followed, depending on the learners' levels, needs, and the materials used. Tomlinson (2011) suggested that PPP can be modified so that the production stage can be viewed as feedback and consolidation or delayed until further practice and more exposure have been provided. The third benefit of PPP is that it allows learners to notice specific language features in the presentation stage (Criado, 2013), enhancing accuracy in controlled language use and free production. The values of noticing in second language learning are also discussed previously in Section 2.3.3. The final advantage of PPP is related to the students' feeling of security when a predictable organisation of the materials is presented (Criado, 2013). This view was also supported by Tomlinson and Masuhara (2018) that PPP

creates an illusion of success, systematicity, and coverage, making it popular among learners and teachers.

Disadvantages:

One of the main disadvantages is that PPP restricts the students to instant production of specific forms of grammar (Mishan, 2005). Richards and Rodgers (2001) also argued that the PPP production stage requires grammar tasks, namely those that elicit the feature of the lesson targets (ibid). Further arguments were found in Criado (2013) in that the linear nature of PPP ignores two important second language learning principles: (1) "readiness to learn (Pienemann, 1985)" and "silent period (Krashen, 1985)". Readiness to learn has a noticeable effect on the activities' order and language content, and the silent period in which the learners need to acquire receptive knowledge in order to produce language is not practised (ibid). According to Criado (2013), using PPP at the start of the teaching process is considered ineffective for beginners. Moreover, PPP has a prescriptive trait: its sequence limits the teacher's control, its implementation to real-world communication is deficient, and students' views of the production stage may not match the instructor's views or the assumptions of the materials (ibid). Despite these arguments, PPP still has a valuable interpretation, and its implementation in teaching should not be neglected entirely.

To summarise, the theoretical arguments reviewed in this part show no clear empirical evidence of the L2 materials' effectiveness. The following part discusses empirical previous studies relevant to the focus of this research.

Part 2: Empirical Perspectives

2.4 Text-Driven empirical studies

Several recent studies attempted to determine the effectiveness of TDA on L2 learning (please see Table 2.2 below).

TDA Studies	Research focus	Participants	Context	Methods
Alhazmi (2022)	TDA on Ss' cultural Awareness.	25 EFL female Ss at A2 level.	High school in KSA.	Pre-post-tests & questionnaires.
Loi and Thanh (2022)	TDA vs. CB on Ss' reading performance.	62 EFL Ss at A1 level.	English language centre in Vietnam.	Pre-post-tests & interviews.
Taghipour and Mohseni (2021)	TDA vs CB on Ss' language proficiency in English for occupied purposes (EOP) and Ts' evaluations.	60 pre-service flight attendants at intermediate level & 20 English Ts.	An aviation school in Iran.	Pre-post-tests & teachers' interviews.
Esalati and Rahmanpana (2020)	TDA vs. CB on Ss' intercultural competence and speaking skills.	40 EFL Ss.	Iran.	Pre-post-tests & questionnaires.
Harper (2019)	TDA vs TBLT on Ss' intercultural communicative competence (ICC).	EFL Ss at advanced English level.	Shantou University in China.	Observations.
Tomlinson (2019)	TDA on Ts' perceptions.	11 Ts from different countries.	Universities (9), High school (1), and College (1).	Questionnaires.
(Darici & Tomlinson, 2016)	TDA on Ss' perceptions.	44 EFL male Ss at A2 level.	Turkish high school.	Questionnaires.
Al-Busaidi and Tindle (2010)	TDA on Ts' and Ss' perceptions of writing skills development.	57 EFL Ss at lower levels and 24 Ts.	University in Oman.	Questionnaires & writing scripts.

Table 2.2: Summary of TDA recent empirical studies

Most of the above studies reported a positive impact of TDA on teachers' and learners' perceptions, learners' cultural awareness, English for specific purposes, intercultural competence, speaking skills, and reading performance. However, no studies have been conducted to date examining the role of TDA on learners' interaction and communicative competence. This thesis examined this phenomenon using six data collection methods to provide valid and reliable data, thus closing the gap which other researchers did not explore fully.

The TDA studies reviewed and evaluated in this thesis included the ones most relevant to RQ1 (Learners' perceptions) and RQ2 (Teachers' observations) (Highlighted in Table 2.2). For

instance, Darici and Tomlinson (2016) investigated the effect of one unit Text-Driven materials on high school Turkish learners. The participants were 44 boys aged 14, and their level was A2 in CEFR. The study presented the process of developing the materials and the purpose of selecting a story as a core text. It also described how the learners responded during and after the lesson through a questionnaire. The questionnaire aimed to gain the students' feedback on the text and tasks, whether they found the class enjoyable and useful, and which part they liked most or least. The findings showed that most of the students responded positively; 28/28 enjoyed the texts, 22/28 enjoyed the tasks, 27/28 found the lesson useful, and 25/28 found the lesson interesting. The case study concluded that this approach could stimulate the students' engagement, self-confidence, motivation, and linguistic awareness, thus may facilitate second language acquisition.

The previous study was supported by another research undertaken in the Arab Omani context. Al-Busaidi and Tindle (2010) developed and evaluated an in-house writing course at Sultan Qaboos University, Oman. Twenty-four teachers and fifty-seven low-level students completed the surveys to evaluate the writing materials. Also, writing scripts of the student's final exams were examined to investigate the impact of the materials on learners' performance. The course lasted for three 8-week blocks. In this course, the learners go through several stages in their writing procedure: experience the text → respond to the text → write the first draft → make language discoveries from the main text through a series of guided activities → revise and modify the first draft → write the second draft and submit it to the teacher → write the third draft incorporating teacher's feedback. The findings show that 70% of the students and all the teachers found the materials engaging. 90% of the teachers and more than 80% of the students felt the course developed writing skills. 65% of the students and 88% of the teachers felt the discovery approach to language use improved grammatical accuracy in writing. Al-Busaidi and Tindle (2010) believe that the writing texts produced by the learners are categorised as average or high levels, indicating the development of language resources to write coherently and communicate meaningfully. However, some negative attitudes were also reported. For instance, 18% of the students were neutral about their engagement, and 55% were either neutral or disagreed with the discovery approach; they felt that the materials lacked practice in grammar activities. According to Al-Busaidi and Tindle (2010), they might think that the learning process would be more efficient and faster if grammar is taught deductively. This study revealed that Arab learners are used to conventional learning methods, and therefore, teachers must balance inductive and deductive teaching approaches and consider the learners'

previous education and various needs. In this way, successful learning experiences and positive outcomes can be achieved.

A recent study by Tomlinson (2019) also found positive perceptions of TD materials. Tomlinson used open-ended questionnaires to gain the teachers' perceptions of TD materials that aim to develop learners' spoken language awareness. 11 teachers from different countries, China, Japan, Ireland, Vietnam, Scotland, and England, were given three units to look at and evaluate. The findings show that the approach generally held positive attitudes by the teachers. Teachers believe that Text-Driven materials:

- Provide learners with opportunities for meaningful production, share their opinions and understanding, experience the text, and connect with their real lives.
- Provide purposeful communication through personal experience and engagement.
- Provide familiar topics to increase the students' motivation.
- Engaging and involves a variety of activities and interactional forms.
- Involves continuation of activities in which the learners develop creativity.
- Involves discovery activities that focus on salient language features in the text.
- Involves logical and reasonable arrangement of the activities.

Most of the teachers' responses in Tomlinson's study reflect the Text-Driven principles discussed in Section 2.3.3, in which learners have opportunities for rich and meaningful input and output, personal engagement and motivation, and benefit from language discoveries. Although the teachers did not use Tomlinson's materials in their classrooms, their responses are valuable and relevant to the current research.

Overall, the studies reviewed in this section remain narrow in using one or two methods of data collection and focus on perceptions of the materials regarding engagement and development of writing skills. This research used multiple data collection methods (questionnaires, interviews, and teachers' observations) to examine the learners' and teachers' attitudes toward the materials in terms of engagement and improvement of classroom interaction. Moreover, the current study investigated the learners' perceptions of the four language skills (reading, listening, speaking, and writing) contributing to CC development. Additionally, comparing TD versus CB materials is a vital area of investigation and would further identify which teaching approach is the most suitable, applicable, and promotes successful learning?. Since this thesis

follows a comparison group design, the following section reviews comparative studies directly relevant to the three research questions of this study.

2.5 Comparative studies relevant to the three research questions of this study

This section reviewed the impact of communicative versus non-communicative materials on learners' perceptions (RQ1), interaction (RQ2), and communicative competence (RQ3), which were not the focus of previous TDA comparative studies (Esalati & Rahmanpana, 2020; Loi & Thanh, 2022; Taghipour & Mohseni, 2021) (please see Table 2.2 for a summary of TDA studies).

RQ1: Learners' perceptions

Alghonaim (2014) compared communicative and non-communicative tasks in EFL classrooms at a university in KSA. Fifty two Saudi students aged 18-22 years who majored in English language participated. The researcher used questionnaires and interviews to collect the data. The questionnaire asked the students about their preferences and anxiety towards communicative and non-communicative activities using two Likert scales, "agree and disagree", and two responses, "anxious and not anxious". The semi-structured interviews were administered to 10 voluntary students and focused on the in-class activities and the issues that the students face when CLT is implemented. The findings demonstrated that the students preferred both communicative and non-communicative activities and that oral activities with the whole class increased the possibility of learners' anxiety, while group work was found to be less anxiety-provoking to learners. This study also found that 86.5% liked to read authentic materials, and 84.6% liked to watch authentic videos or films. According to Alghonaim (2014), students can not avoid the conventional method of learning used in their previous educational process (p. 99).

Alghonaim's study did not involve the students in the actual use of the classroom activities. In other words, the questionnaire and interview questions were developed according to the literature on the CLT approach and the practice at the institution where the study was conducted. This thesis involved learners' reflections on their real experiences of the TD and CB materials; hence, reliable comparisons can be made. Nevertheless, Alghonaim's study provided evidence that no single teaching method fits all students' learning styles and

confirmed the arguments made by (Dos Santos, 2020) regarding CLT implementation in various contexts (please see Section 2.3.1).

RQ2: Learners' interaction

Li and Seedhouse (2010) investigated the effects of story-based compared with the standard lessons on learners' interaction. Two teachers and approximately 30-35 Vietnamese students aged ten at primary schools in Taiwan participated in the study. Data were collected using classroom observations and interviews with the teachers. The story-based programme lasted for two months, and 26 lessons were recorded. Four lessons were transcribed, i.e. two standard lessons using the textbooks and two story-based lessons. Each teacher taught both standard and story-based lessons. The findings show that the story-based lessons generated more interactional patterns, overlapping, and more opportunities for various lexis and unplanned discourse than the standard lessons. According to Li and Seedhouse (2010), the main interaction pattern in standard lessons is "teacher-controlled exchange", in which the teacher prompts and then the learners respond with optional feedback or follow-up action. The teacher asked display questions more often with different techniques to elicit target linguistic features and initiated turns by confirmation checks or responding to learners' requests for information.

On the other hand, the teacher in story-based lessons also controls the interaction, but various interactional patterns exist. For example, she had no clue what, how, and when the student would initiate, and this variation in turn-taking occurred at any stage of the lesson when the learners were motivated to talk and express their opinions. Furthermore, Li and Seedhouse (2010) noticed that learners in story-based lessons could learn new vocabulary from their peers' initiated talk, their own initiations, or by asking for clarifications and confirmations.

The findings also indicated that the story-based approach promoted high engagement and intrinsic motivation due to a large number of students' initiation and overlapping. Notwithstanding, due to the learners' lack of L2 competence, their initiating was mainly in L1 (Chinese) to express their meanings. Li and Seedhouse (2010) claimed that L1 use is considered valid in this case, particularly in a monolingual context. Even high-level students produced output to express meanings with their limited L2 knowledge (ibid). The main limitation of their study is that they did not explain the frequency of turns or the patterns that emerged. Even if the data are qualitative, assumptions of "more or less initiation" should be quantitatively measured to compare the groups reasonably and make reliable conclusions. Another concern is that the recorded interaction was mainly between the teacher and the students. Their findings

might have been more persuasive if learners' interaction in group and pair works were recorded. Most of the previous issues were controlled in the current research.

RQ3: Learners' Communicative Competence (CC)

Gilmore (2011) compared the effects of textbooks versus authentic materials to develop EFL learners' communicative competence at a Japanese University. Sixty-two students aged 19-22 at the intermediate level from four intact classes were assigned to experimental groups (authentic materials) or control groups (textbook material) and taught for three hours a week over ten months. The lessons lasted for 90 minutes and were all taught by one teacher (author). Eight pre and post-tests were given to the students to examine different components of communicative competence. The tests consisted of listening, vocabulary, grammar, pronunciation, and oral interviews. The post-test results show that the experimental group's scores outperformed the control group and that these differences were significant on most test components, including listening, oral interview, vocabulary, and pronunciation. These findings, as suggested by Gilmore (2011), indicate that the authentic materials with their associated tasks provided richer input, allowing the learners to notice and acquire more language features, which helped them develop various communicative competencies. Gilmore's study would be more valuable if qualitative data is measured, such as teachers' observations and analysis of classroom interactions, to evaluate the students' gradual development at the beginning of the course and at the end.

After reviewing empirical studies relevant to the research focus, discussing how communicative competence is measured in this study and why specific research tools are used would be necessary. The following part reviews the literature on the six research tools: questionnaires, interviews, classroom interaction analysis, forums, observations, and pre-post-test used to provide empirical evaluation of the learners' CC in this research.

Part 3: Literature on Methodology

2.6 Questionnaires & individual interviews (RQ1)

Questionnaires and individual interviews were used to answer the first research question:

RQ1: What are the attitudes of EFL learners towards Text-Driven (TD) and Coursebook (CB) materials?

Questionnaires:

The questionnaire aims to gain the learners' perceptions towards the lessons in general, reading and spoken texts, the activities, and whether these materials help them to develop their language skills (reading, writing, listening, and speaking) and L2 interaction.

The main benefit of conducting questionnaires is their efficiency in terms of construction, versatility, and unique ability to gather large amounts of information in a format that can be quickly processed (Dörnyei & Dewaele, 2022). For example, if the construction of the questionnaires is good, the data processing might also be quick and direct, mainly when using computer software programs. Another benefit is that they can help uncover the participants' attitudes that they might not be aware of and reduce the bias from the interviewer's effects (Bryman, 2008). Therefore, increasing the results' consistency and reliability.

Despite the benefits discussed above, some potential disadvantages of questionnaires were identified by Dörnyei and Taguchi (2010). These disadvantages include respondent literacy problems, especially if the questionnaires were administered in another language the participants are learning, which can be an intimidating task for them. The questionnaires of this study were translated into Arabic as the learners' proficiency level in English is low, and they might face difficulties understanding some questions or expressing their opinions clearly. Another disadvantage is the minimal opportunity to correct the participants' mistakes and check their validity (Dörnyei & Taguchi, 2010). A typical situation is when the participants do not have sufficient knowledge to answer a question, so they answer it without contacting the informant or the researcher. Although this is a limitation according to Dörnyei & Taguchi, it is irrelevant to the present study as the questionnaires' items are based on the materials, so the students are familiar with the content of the questions. Besides, the questionnaire was piloted

before the main study took place to ensure that the questions are straightforward and the format is user-friendly (Please see **Chapter Three**: **Section 3.7**). Additionally, the researcher provided clear instructions to the students before answering the questionnaire, and they had the opportunity to discuss any problems appeared in understanding such items during answering the questionnaire. By doing this, it can be assured that the majority of the students answer the questionnaires without difficulties.

Although the questionnaires involved closed questions (quantitative data) and open questions (qualitative data), using questionnaires only might not be sufficient to arrive at conclusions. Consequently, adding another qualitative method, such as individual interviews, may supplement and enrich the data collected from the questionnaires and provide valuable and interesting findings. What follows is a brief overview of the purpose of individual interviews and the advantages and disadvantages of their implementation.

Individual interviews:

In this study, semi-structured interviews were chosen as they are beneficial for revealing the participants' thoughts, responses or beliefs in a specific situation or matter, particularly one in which they are involved (Bechhofer & Paterson, 2000). For instance, the interviews will enrich the quantitative and qualitative data collected from the questionnaire, particularly to gain an in-depth analysis and understanding of the students' responses to each part of the questionnaire. Moreover, it will help me to identify some critical issues about the educational system in KSA.

Being an insider interviewer is an advantage for conducting a study. Justine (2007) points out that the interviewee's insight might fail if they have been interviewed by an outsider who is detached rather than by a person who is confidently familiar with such educational systems and the environment of the organizations. Thus, their views can be entangled through this powerful connection. In this study, I conducted the interviews as an insider interviewer, as I know the research context and the participant's backgrounds, experiences, and qualifications. Also, the students are familiar with the researcher (teacher) before conducting the interviews. These reasons allow the participants to be comfortable, revealing honest and reliable responses to their teacher.

Though the interviews possess strengths that permit comprehensive and flexible information and feedback from the interviewees, they also have weaknesses. For instance, conducting and setting up interviews are time-consuming, and good communication skills are required on the interviewer's part (Dörnyei, 2007). To clarify this point, the interviewee's personality can affect

the production of data, i.e., if he/she is too shy, may not generate sufficient responses. On the other hand, some interviewees may produce a lot of less-than-valuable responses if he/she is too verbose. Both cases, however, require practical communication skills from the interviewer. For these reasons, the interviews were piloted before the main study started to practice the flexibility and clarity of the questions and when to use prompts to clarify the interviewees' responses.

Having discussed the methods of data collection used to answer the first research question, the following section will discuss three data collection methods used to answer the second research question.

2.7 Classroom interaction analysis (CIA), virtual forums, and teachers' observations (RQ2)

To answer the second research question, the following methods were used:

RQ2: Which materials Text- driven (TD) or Coursebook (CB) can facilitate more classroom interactions?

2.1 Is there a difference in the frequency of interaction between the Text-Driven (TD) and Coursebook (CB) groups?	→	CIA & forums
2.2 What type of interactional patterns arise in the Text-Driven (TD) and Coursebook (CB) groups?	→	CIA
2.3 What interactional patterns are observed in Text-Driven (TD) and Coursebook (CB) groups?	→	Teachers' observations
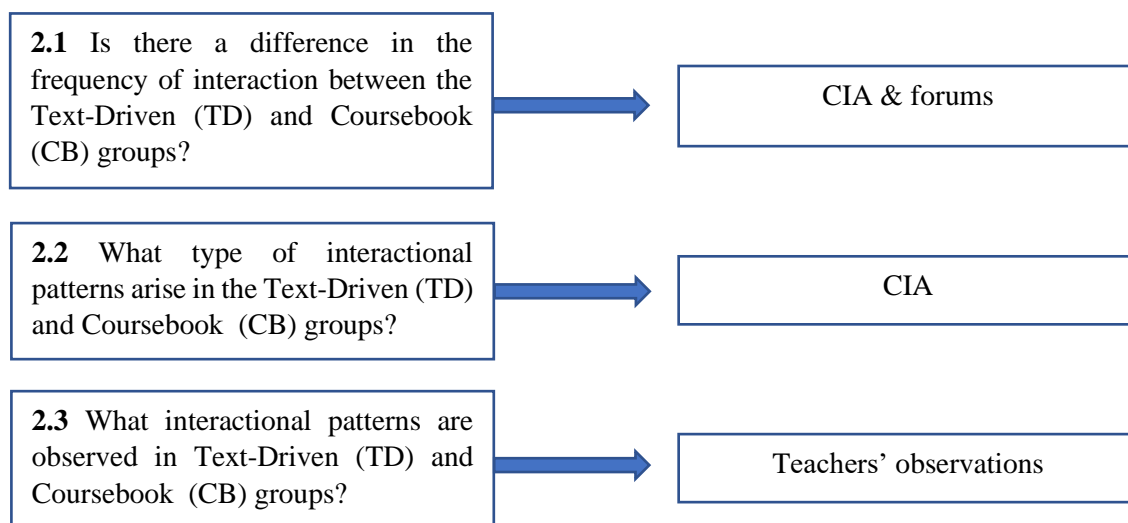
Classroom interaction analysis (CIA):

One of the most well-known tools for assessing classroom interaction in SLA studies is Conversational analysis (CA). I intended to use CA to measure the differences in learners' interaction and identify common features that arise within one classroom and between two different classrooms. CA can broadly be defined as a type of analysis that adopts conversation as a method to describe how the interactional patterns, such as adjacency pairs and turn-taking, are connected to the changes in the participants' knowledge (Gass & Mackey, 2013, p. 591). This approach helps to identify how teachers and learners control the interaction process in an organised style while negotiating the social relationships and their reality that aid language development (Schwieter & Benati, 2019).

Since this approach analysed verbal and non-verbal interactions, addressing questions concerning language teaching and learning is essential. As an example, what should be taught, how teaching is implemented, and how learning is accomplished (Waring, 2017). Thereby, conversational analysis has pedagogical usefulness and a significant role in SLA, which was found in CA findings. These findings provided a rich and nuanced representation of what entails language teaching (ibid). More significantly, the findings of CA in this study would identify whether the materials used can improve the learners' CC in the long term according to their interactional patterns and frequency, and engagement.

Wong and Waring (2021) introduced three main CA principles: data collection, transcription, and analysis. In the data collection phase, recording of data is required. There are many reasons why data must be video or audio recorded (Pomerantz & Fehr, 1997) cited in (Wong & Waring, 2021). Firstly, certain features cannot be recovered by any other means. Secondly, playing and replaying can facilitate the transcription process and the development of analysis. Thirdly, by recording, it is possible to verify a specific analysis with the materials used. Finally, recordings allow revisiting the interaction with a new analytical perspective.

In the data transcription phase, the CA transcription convention must be used to transcribe the recorded data. Many non-verbal behaviours are represented in transcription conventions such as overlapping, prosody, pausing, and voice pitch, which are all crucial to meaning-making in talk (Miller, 2018). Since no favourable conventions were discussed in the literature, I used Seedhouse (2004) conventions as they fit the classroom discourse of this study when they were tested during the transcription process.

In the data analysis phase, CA researchers approach the data via an emic perspective. Emic perspective does not decrease interaction by pre-determined categories or analysing single utterances but with talk sequences in a data-driven process (Balaman & Daşkın, 2019). By analysing the data line by line without previous focus, the analysts remain open to the interaction brought by the participants, thus generating a confidential report that emphasizes participants' experiences and orientations to interaction, unlike the analysis that involves interpretive perspective driven by particular empirical or theoretical stances (Waring, 2017).

Conversational analysis was used to measure the learners' interactional patterns and the frequency of their turns using L1, L2, or both, whereas the forums were used to measure the frequency and length of the learners' turn-taking to validate CA findings. The section below reviews the purpose of virtual forums and their benefits and drawbacks.

Virtual forums (group interviews):

The main purpose of the forums is to examine the learners' interaction (turn-taking length and frequency) via authentic and meaningful semi-structured conversations. These conversations discuss learners' perceptions towards the lessons via individual forums (TD group separated from CB group) and joint forums (joining both TD and CB groups). For more details about the data collection and procedure, see **Chapter Three, Section 3.6.4**.

Through forum interaction, learners may articulate/modify/ defend their opinions, discuss a particular issue, respond to the views of others, and expand a view out of the group interaction. This is in line with Barbour (2018), who claimed that focus groups could generate rich data and vital discussions since participants' views can be reformulated, they can be engaged in debate, explore and articulate communal cultural understanding (p. 102). Bryman (2016) summarised significant uses of focus groups:

- It allows the researcher to understand the reasons for people's feelings.
- It allows the participants to argue and challenge others' points of view.
- It offers the researcher the chance to study how individuals cooperatively cohere a particular phenomenon and formulate meaning about it (p. 502).

The benefit of individual forums is that some students are shy to express their ideas and talk confidently if they are interviewed in groups of different members, so discussing ideas with their classmates might help them to be more relaxed and self-assured. In support of individual forums, Barbour (2018) stated that holding focus groups with known members may facilitate

more logical responses as these members have the required knowledge and opportunity to challenge others' judgement and ask them to judge their comments. Integrating the TD and CB groups in the joint forums is also beneficial in eliciting different stances and developing criticality among the participants. Doing this would also identify which issues the EFL learners encounter and how these issues are solved or impede them from efficient and successful learning. Additionally, this involvement could help develop more interesting and fruitful interaction among the groups as their views and experiences regarding the teaching materials and whether these materials help them develop their English skills and communications will all be discussed. Therefore, valuable, authentic, and real-life interaction will be addressed.

Forum discussions can also have disadvantages, such as some participants may be voluble and dominate the conversation, thus not allowing others a chance to speak. Others, on the other hand, might be reluctant to talk and share their ideas because of their confidence in speaking the L2 language or fear of making mistakes in front of their peers. To avoid such issues, the researcher (interviewer) clearly explained that all the members' views are required by asking questions such as "any different thoughts?", "how about you…?", "do you agree/disagree with…?".

Another weakness is the time-consuming transcribing data compared to individual interviews since different voices and pitches occur and the need to know who says what (Bryman, 2016). To prevent this, I asked the participants not to speak simultaneously, and I used Zoom and Microsoft Teams for recording, which offer high-quality audio recordings. I also provided clear instructions and ensured that all the participants could articulate their opinions freely, being polite and respectful to all the members. The students learned how to work in groups and communicate with each other through the teaching lessons, so some intrinsic strategies for handling such issues will probably be utilised.

It would be valuable to look at the same concept from different angles. For instance, adopting teachers' observations may offer further evidence of what the researcher found in forums and CIA. In the following section, I will discuss the aim of teachers' observation in this study, its limitations, and possible solutions.

Teachers' observations:

Observational data is one of the most commonly used in SLA research; observations are considered an efficient method for collecting comprehensive data about phenomena that occurred in EFL/ESL classrooms, such as language types, interactions, activities, and

instructions (Mackey & Gass, 2016). The reason for using the observation in this study is to gain insights from the ELI instructors towards the type of interactional patterns that occurred between Teacher-Students (T-Ss) and Students-Teacher (Ss-T) in Text-Driven and Coursebook lessons. Furthermore, to examine their perceptions towards the materials used, i.e. whether the text is engaging for the learners in this particular context and whether the activities used are communicative. Also, whether the learners are engaged and communicate during the lessons, and which materials developed more classroom interaction. Teachers' classroom observations and attitudes would validate what was found in classroom interaction analysis, forums, questionnaires, and individual interviews.Therefore, increasing the research validity and credibility and building greater confidence in the study findings.

The principal limitation of classroom observation is that the observer can be obtrusive, which might cause research problems. For instance, the presence of an obtrusive observer may affect the classroom's typical behaviour in that the observed events may not represent the class, and the observational data collected may lack research validity (Mackey & Gass, 2016). This limitation was reduced as the teachers were asked to observe the recorded lessons at their convenient time. Doing this would allow the students to participate without feeling uncomfortable being observed and thus concentrate more on the class than the observer.

So far, this section has focused on the methods of data collection to answer the second research question. The section below will discuss the data collection used to answer the third research question.

2.8 A2 Key Cambridge "modified communicative practice test" (RQ3)

A2 Key practice test was used to answer the third research question:

RQ3: Which materials Text-Driven (TD) or Coursebook (CB) are likely to facilitate learners' overall English "communicative competence"?

3.1 Is there any difference between the Text-Driven (TD) and Coursebook (CB) groups' communicative test scores?

The significant role of communicative approaches in language testing is rarely discussed in the literature. Questions such as how to measure the learners' communicative competence, what should be included in communicative tests, how learners perform such tests, and how these

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tests should be administered were not fully addressed in SLA studies. For example, Larsen-Freeman and Anderson (2011) proposed how communicative competence can be measured formally through integrative communicative testing or informally by the teacher acting as an advisor. As an example, while working on communicative activities, teachers can observe how the students use and produce the language? Do they use L1, L2 or both? The communicative test, on the other hand, should examine what the students know about the language, how to use it, and to what extent the students can show this understanding in a meaningful communicative condition (ibid). In this study, communicative competence will be measured formally via a modified A2 Key practice test taken from (Cambridge, 2019, pp. 18-19, 42-45, 71), (Cambridge Assessment English, 2019a, pp. 40-41), (Cambridge, 2020, p.7), and informally through learners' engagement and interactions, and teacher's observations.

It could be argued that the measurement of CC needs a longitudinal study and that the duration of the treatment in this study is short, which may not provide clear evidence of CC improvement. In spite of this limitation, the findings of this research may provide a useful comparison of learners' scores, more necessarily, how the learners performed in such a communicative test. These findings and the brief theoretical test analysis could be extremely valuable to future researchers interested in testing learners' CC at the A2 level.

The purpose of the A2 Key Cambridge Test is to measure the learners' ability to "use the English language to communicate in simple situations" (Cambridge Assessment English, 2019a). The test is based on real-life situations that help develop the necessary communication skills ("Cambridge English Qualifications ", 2022). Since the Cambridge Assessment English team designed and developed the test, its reliability, validity, and overall quality are examined (Cambridge Assessment English, 2019b). However, some parts of the test (vocabulary, grammar, and writing) were modified to ensure that they measure the learners' learning objectives of this study, thus increasing their validity and reliability. These parts were examined and piloted before the test administration (see **Chapter Three**, **Section 3.7)**.

The test comprises six elements: listening, reading, vocabulary, grammar, writing, and speaking. These elements contribute to the learners' overall communicative language competence at the A2 level based on CEFR can-do statements in conjunction with the Association of Language Testers In Europe (ALTE) (Cambridge Assessment English, 2019a). The test shows that the learners can:

- understand and utilize simple expressions and phrases

- understand basic written English
- answer simple questions about themselves
- communicate at a basic level with English speakers (ibid).

The following table (Table 2.3) shows the communicative competence measurements in the A2 Key test of this study:

Communicative Competencies (CC)	Measures
Linguistic competence	- Grammar & vocabulary tests - Writing test (language criteria) - Speaking test (grammar & vocabulary, pronunciation criteria) - Listening test (lexical knowledge) - Reading test (lexical and grammatical knowledge)
Discourse competence	- Writing test (content and organisation criteria) - Grammar test (ability to link ideas using correct grammar) - Speaking test (interactive communication criteria; ability to link ideas into a coherent spoken language)
Pragmatic competence	- Speaking & writing tests (language criteria; appropriate use of vocabulary) - Vocabulary test (appropriate use of words within context)
Strategic competence	- Speaking test (interactive communication criteria) - Reading & listening tests (ability to identify specific and main information)

Table 2.3: Summary of CC measures in A2 Key Test

A2 Key Cambridge test involves direct integrative testing and matches the students' current study level, which may provide succinct and reliable findings of learners' achievement. Integrative testing involves measuring a combination of language elements when completing a task, while direct testing requires a precise performance of the candidate's skill that we wish to measure (Hughes, 2003). Secondly, it includes authentic texts and tasks, which are essential elements of communicative tests. As Hughes and Hughes (2020) claimed, using texts and tasks in direct testing should be authentic. Authenticity was also discussed by Fulcher (2000), suggesting that authenticity, real-life tasks, performance, and face validity are all standard features in early communicative testing.

The concepts of validity and reliability were considered one of the main issues in communicative testing. Validity involves making the test more representative of real-life activities, and the only way to increase reliability is to use objective items such as multiple choice, which do not resemble real-world tasks. Consequently, the higher the validity of the

test, the lower its reliability. Having said that, Fulcher (2000) argued that the nature of language tests does not mirror real life; instead, tools created based on the theory of language nature and use, as well as language learning. Put differently, what makes a task communicative is the relationship between the learner and the task, how the learner deals with it, and what could be learned about the learner when he/she is doing the task (ibid). Most modern language testing, however, is communicative in the way that it is constructed on the existing communicative language theories, adopts real-world tasks, pays attention to authenticity, and includes frequent elements of interactive performance (Harding, 2014). The test content and the modified parts with the rationale are all discussed in **Chapter Three: Section 3.6.6.**

2.9 Summary

This section has attempted to briefly summarise the literature relating to the research theoretical background (Part 1), empirical perspectives (Part 2), and research methodology (Part 3). **Part 1** discussed the historical and recent definitions of Communicative Competence (CC) taken from (Canale & Swain, 1980; Council of Europe, 2020; Hymes, 1972; Jones et al., 2018; Larsen-Freeman & Anderson, 2011; McDonough et al., 2013; Richards & Rodgers, 2014; Wilkins, 1976), and based on these theoretical definitions, CC of this thesis was operationalized. This part also reviewed the ELT communicative approaches that aim to develop CC, such as CLT, TBLT, TDA, and Coursebooks.

Part 2 reviewed the previous empirical studies relevant to Text-Driven materials, as well as methodological comparison studies related to the current research questions: perceptions (RQ1), interaction (RQ2), and development of CC (RQ3). The following table (Table 2.4) summarises the reviewed studies with their findings.

List of the reviewed studies		Focus	Findings summary
1	Al-Busaidi & Tindle (2010)	TDA on Ts' and Ss' perceptions of writing skills development.	• 70% of Ss and all Ts found TD engaging. • 80% of Ss and 90% of Ts felt that TD developed writing skills. • 65% of Ss and 88% of Ts felt that language discoveries improved writing accuracy. • 55% of Ss were neutral or disagreed with the discovery approach.
2	Darici & Tomlinson (2016)	TDA on Ss' perceptions.	• 28/28 enjoyed the texts. • 22/28 enjoyed the tasks. • 27/28 found the lesson useful. • 25/28 found the lesson interesting. • TD suggested to encourage engagement, motivation, self-confidence, and linguistic awareness.
3	Tomlinson (2019)	Ts' attitudes towards TDA.	• TD generally held positive attitudes from the teachers. • TD provides meaningful production, purposeful communication, opinion sharing, engagement, language discoveries, familiar topics, personal experiences, and creativity.
4	Alghonaim (2014)	Communicative vs. non-communicative tasks on Ss' perceptions.	• Both activities were preferable. • 86.5% liked to read authentic materials. • 84.6% liked to watch authentic videos or films.
5	Li & Seedhouse (2010)	Story-based vs. CB on Ss' interaction.	• More variations of interactional patterns and learners' initiation in story-based lessons. Learners' initiation was mainly in L1 Chinese. • Learners in story-based were more actively involved in meaning negotiation. • The story-based method is suggested to stimulate intrinsic motivation and engagement. • In standard lessons, teachers often use display questions.
6	Gilmore (2011)	Authentic materials vs. textbooks on learners' CC.	• The experimental group who taught authentic materials scored higher in the post-test than the control group on all the test measures.

Table 2.4: Summary of the reviewed studies' findings

TD = Text-Driven materials   CB = Coursebooks   Ss = Students   Ts = Teachers   CC = Communicative Competence

From the above studies' findings, there is still no clear evidence that communicative materials are more valuable than non-communicative. These studies included many limitations discussed below:

• Observing one TD classroom (Darici & Tomlinson, 2016).

• Examining teachers' perceptions towards TD materials without empirical experiences (Tomlinson, 2019).

- Studying learners' perceptions towards communicative vs. non-communicative activities without observing the actual performance in these activities (Alghonaim, 2014)

- Measuring interactional turns and patterns qualitatively without quantitative analysis of turns' frequency (Li & Seedhouse, 2010).

- Including only quantitative data (Darici & Tomlinson, 2016; Gilmore, 2011; Tomlinson, 2019).

- Using only one or two methods of data collection to investigate the materials' effectiveness (Al-Busaidi & Tindle, 2010; Alghonaim, 2014; Darici & Tomlinson, 2016; Gilmore, 2011; Li & Seedhouse, 2010; Tomlinson, 2019)

Moreover, none of the previously reviewed TDA studies (summarised in Table 2.2, Section 2.4) examined the impact of the materials on learners' communicative performance. The findings of this research will then serve as a basis for future studies and will make a significant and original contribution to the current SLA literature by remedying the shortcomings of previous research.

In **Part 3** of this chapter, I described how the learners' CC is measured in this study using six research tools. The tools' rationale, the benefits and drawbacks of their usage in this study, and how to avoid possible limitations were all explained. The discussion of this part is divided into three sections according to the tools used to answer the three research questions. For example, questionnaires and individual interviews (RQ1) are discussed in Section 2.6, classroom interaction analysis, forums, and teachers' observations (RQ2) are explained in Section 2.7, and A2 Key communicative practice test (RQ3) is addressed in Section 2.8.

Chapter Three below will present the research methodology, including the research design and procedure, research participants, the development of the teaching materials, and data collection methods.

Chapter Three: Methodology

3.1 Introduction

This chapter explains the research methodology and the teaching materials used in this study. Firstly, I will justify the research design, approach, procedure, and research participants. Then, the development of the Text-Driven unit and theoretical content analysis of the coursebook unit will be discussed. This part also explains how the learning objectives are associated with the communicative competence identified in this study and how the PPP stages underlie the CB unit. After that, the design of the data collection methods and their procedure will be presented. Finally, I will address the process of the pilot study, the validity and reliability of the research, and the research ethics.

The following figure (Figure 3.1) provides an overview of the research questions, data collection methods, and analysis type.

RQ1: What are the attitudes of EFL learners towards Text-Driven (TD) and Coursebook (CB) materials?

RQ2: Which materials Text-Driven (TD) or Cousebook (CB) can facilitate more classroom interactions?

2.1: Is there a difference in the frequency of interaction between the Text-Driven (TD) and Coursebook (CB) groups?

2.2: What type of interactional patterns arise in the Text-Driven (TD) and Coursebook (CB) groups?

2.3: What interactional patterns are observed in Text-Driven (TD) and Coursebook (CB) groups?

RQ3: Which materials Text-Driven (TD) or Coursebook (CB) are likely to facilitate learners' overall English "communicative competence"?

3.1 Is there any difference between the Text-Driven (TD) and Coursebook (CB) groups' communicative test scores?

Questionnaires

Individual interviews

CIA

Forums

Teachers' observations

Cambridge A2 Key modified practice Test (Pre and Post)

Quantitative and qualitative data analysis:

1-Descriptive statistics, frequencies using SPSS and Excel.

2-Coding thematic analysis using Nvivo

Quantitative and qualitative data analysis:

1-Descriptive statistics, frequencies using Excel.

2-Coding thematic analysis using Nvivo

Quantitative data analysis:

1-Descriptive statistics using SPSS and Excel.

2- Assessment criteria for speaking and writing scores.

Product

- Numeric data
- Text data (questionnaire open responses, interview, forums, classroom interaction, and observations transcripts)
- Visual examples of multiple analysis
- Codes and themes

Figure 3.1: Model version of research questions, tools, and type of data analysis

3.2 Research design and approach

The selection of a research design and approach is a fundamental proposal of any study and should be determined by the aim and purpose of the research. Since I work as a lecturer at the English Language Institute (ELI), University of Jeddah (KSA), in which this study is conducted, and I have experience in teaching elementary-level learners (A2 in CEFR), I found that making a comparison of two classes using different materials is the suitable option. Therefore, a comparison group design using intact classes was implemented in this study. Given the fact that this research aims to compare two instructional materials, existing classrooms might be ecologically sound settings for the study. As stated by Loewen and Plonsky (2016), intact classrooms have high ecological validity since research is carried out in real-life classrooms (p. 87). Therefore, the study may provide valuable and useful insights into how L2 is used in real classrooms and could generate theory or yield findings that can be generalised.

Comparison group design is not as robust as true experimental design because randomisation is lacking, but it is stronger than other types of designs (Nunan & Bailey, 2009). For example, the pre-test data can allow the researcher to determine whether or not the groups selected were similar, and the groups' post-test scores can be compared (ibid). This type of research design can also help ELT stakeholders evaluate and compare the impact of different methods, materials, and syllabi that have competing claims among SLA practitioners.

With regard to the research approach, it is worthwhile to follow an eclectic approach and incorporate different means of data collection and analysis procedures that are appropriate for justifying the research questions in this study. Quantitative data can provide the analyst with a large number of databases, whereas qualitative data offer wealthier and more salient contextualized data for full comprehension (Mackey & Gass, 2021). There are many reasons for using multiple (mixed) methods in this thesis (Bryman, 2006, pp. 105-107):

(1) increase validity and credibility through similar findings of multiple approaches.

(2) build on strengths and minimize weaknesses.

(3) complete the picture of the phenomenon via different methods.

(4) provide unexpected findings.

(5) confirm and discover findings via generating the hypothesis (learners' perceptions from the questionnaires and interviews) and testing this hypothesis (learners' actual performance in forums, classroom interaction, and pre-post tests).

(6) provide context (qualitative data offers context to interpret quantitative data, and quantitative data offers generalizability).

(7) diversity of views (researcher's and participants' views)

Combining multiple methods of data collection may provide a significant conclusion from the data through multiple perspectives, consequently enhancing the credibility of the research outcomes and making a substantial contribution to the SLA field. Having discussed the reasons for implementing comparison group design using multiple methods, it is now necessary to explain how this research was carried out in the following section (3.3).

3.3 Research procedure

The following figure (Figure 3.2) demonstrates the research procedure starting from the first week of September 2020 to the second week of October 2020.
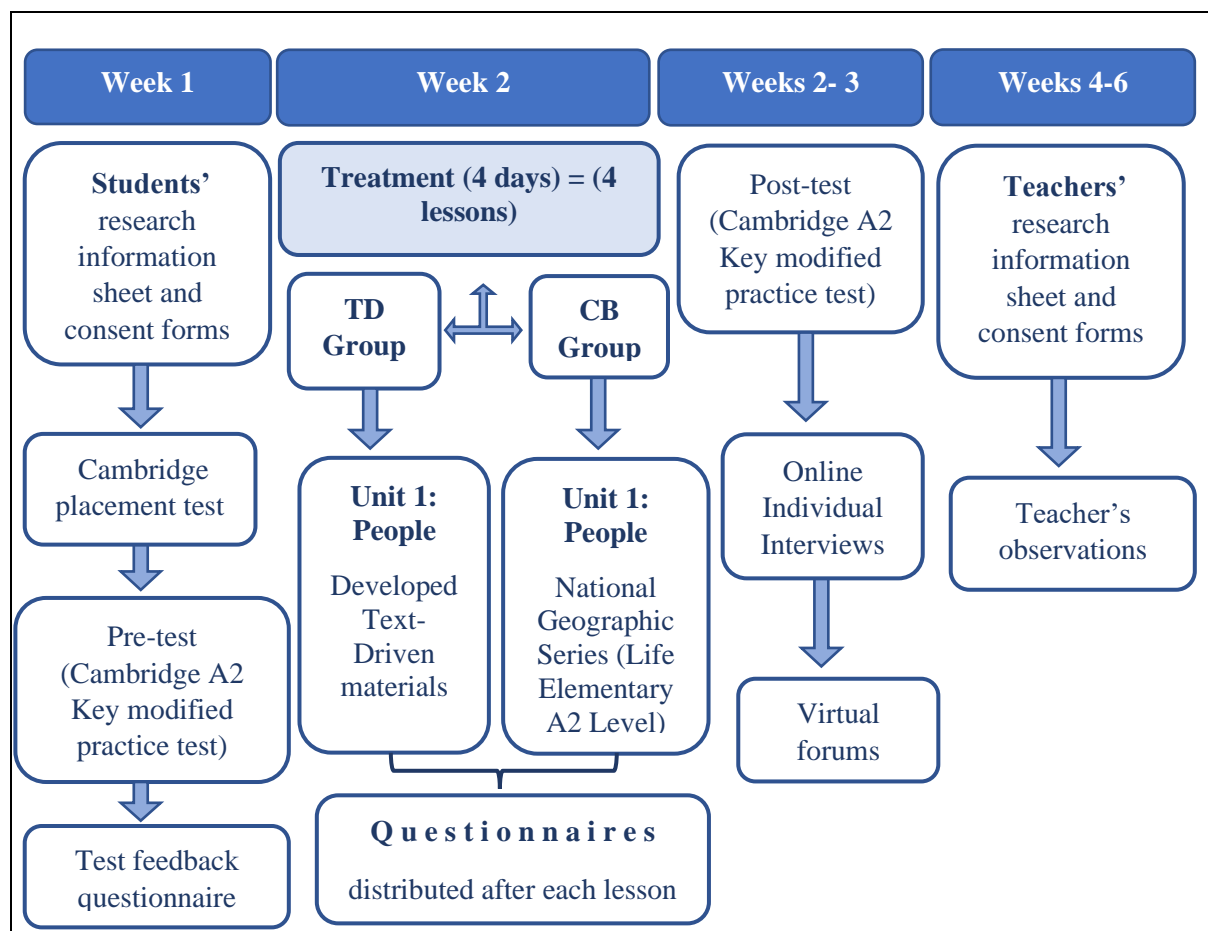
Figure 3.2: Visual image of the research procedure

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- In the first week of September 2020, all the students were introduced to the purpose of the research and the methods of data collection and procedure and their consent was received (please see Section 3.9 for more details). Then, Cambridge online placement test was administered to measure the TD and CB learners' CEFR level equivalence, and the results showed that the majority of the students were at the A2 level. After that, the pre-test was conducted online to examine the learners' overall English communicative competence before the treatment. The students were also asked to complete a feedback questionnaire about the test components to increase the test validity and reliability (their responses are discussed in Section 3.6.6).

- In the second week, the students were divided into two groups; the TD group was taught the developed Text-Driven materials, whereas the CB group was taught the Coursebook materials. The teaching was conducted online using the Blackboard system and lasted four days (four lessons). Both groups had two morning and afternoon classes using opposite schedules, i.e. when the TD group took morning classes, the CB group took afternoon classes and vice versa. This was the only feasible option to meet the purpose of the study using a comparison group design. Morning classes start at 8:00 to 10:30 a.m., including a 30-minute break. Afternoon classes begin at 11:00 to 3:30 p.m., including a one-hour prayer break from 12:00 to 1:00 p.m. and a 30-minute lesson break that usually occurs at the end of the lesson from 3:00 to 3:30 p.m. Both TD and CB groups were exposed to 10 hours of treatment (4 hours in morning and 6 hours in afternoon classes).

After each lesson, the students were asked to complete an online questionnaire to gain their feedback on the lessons. The same teacher (researcher) taught both groups to avoid confounding variables such as the use of different teaching methods, lesson planning, external resources and supplementary materials, which could be all out of control and need time to consider, especially in this context where the teachers need training sessions of how to use communicative approaches. Even voluntary teachers may not teach two classrooms due to their time constrained by full teaching loads and administrative responsibilities.

Following the teaching treatment, the post-test, individual interviews, and forums were all carried out online at the end of week 2 and continued in week 3. The post-test was conducted immediately after the teaching to measure the learners' improvement and examine any differences between the groups' post-test scores. After that, the learners were asked to

volunteer in individual interviews to gain their perceptions of the materials, and finally, forum discussions were performed to explore turn-taking frequency.

- In weeks 4-6, I contacted the teachers who volunteered to participate in the study, and I sent them the research information sheet and consent form via email. After receiving their approval, they were asked to observe two video-recorded TD and CB lessons and provide feedback on the learners' interaction and engagement. The section below presents the research participants, including their gender, nationality, language proficiency, qualifications, and experiences.

3.4 Research participants

82 Saudi female learners from the English Language Institute (ELI) at the University of Jeddah in KSA were selected for this study, but 79 participated (TD = 38, CB = 41). The students were in the foundation year from the Humanities Section, A2 level in CEFR, and aged between 18 and 22. Even though they studied English as a second language for nine years in government/private schools, their level is still considered low for several reasons discussed in **Chapter One, Section 1.2.1**.

The ELI classes consist of 40-42 students per classroom and are often taught by one or two teachers. The ELI students are taught three main levels of the National Geographic Life series; Elementary (A2), Pre-Intermediate (B1), and Intermediate (B1+). The series is used for the foundation year female and male students who majored in Humanities or Science at the University. The course is intensive as the students are required to complete 18 hours per week of English apart from other required subjects. However, the students can be exempted from taking the English language course if they have proved that they scored 5 in IELTS for the Humanities and 5.5 for the Sciences or 45 in TOFEL.

Regarding the ELI teachers, both Saudi and non-Saudi teachers are employed at the ELI and their qualifications are varied; Graduate Teaching Assistants (GTAs), MA, and Ph.D. holders. In this study, two female lecturers participated. Both MA holders have experience teaching Saudi learners English as a foreign language in the foundation year. However, one of the teachers is currently a PhD student at a University in Australia. The following section describes the teaching materials used in this study in detail.

3.5 Teaching materials

3.5.1 Text-Driven and Coursebook learning objectives

As a teacher at the ELI, the pacing guide and the coursebook should be used when delivering the lessons. Therefore, the use of external materials is limited due to the ELI regulations as well as students' examinations and regular assessments. Because of these reasons, the Text-Driven unit was designed following learning objectives similar to the coursebook used at the ELI (Life for elementary level) to develop the learners' communicative competence.

The following table (Table 3.1) provides the main objectives of Unit 1 People modified from (ELI 100 instructor's Pacing Guide – Week 1) with the associated communicative competencies (CCs) developed by the researcher. As explained in **Chapter Two**, **Part 1,** learners need the four CCs; therefore, language learning materials should reflect these competencies.

Competencies	Main objectives of Unit 1 (People): By the end of the Unit, students should be able to	
Linguistic competence	Grammar	• identify verb to be (am/is/are) in meaningful oral and written contexts. • identify possessive ('s) and possessive adjectives in meaningful oral and written contexts.
	Vocabulary	• identify word focus (**in**), word roots, personal information, family, and everyday verbs in meaningful oral and written contexts.
	Pronunciation	• recognize contracted forms and different sounds. • recognize numbers and percentages.
Strategic competence	Listening	• take notes to identify and analyze key information.
	Reading	• make predictions using supporting visual cues. • skim and scan to find key information.
	Speaking	• make predictions using supporting visual cues.
Pragmatic competence	Speaking & real-life (functions)	• ask and answer simple questions appropriately. • know how to introduce themselves and another person when meeting people for the first time.
Discourse competence	Writing & critical thinking	• differentiate the use of and & but to write simple, coherent and organised text. • analyze and categorize the different types of text.

Table 3.1: Learning objectives of TD and CB Units with the associated CCs

3.5.2 Procedure of Text-Driven materials development (Unit 1: People)

The TD lessons of this study were developed and designed on the basis of Text-Driven theoretical principles and developmental stages (Tomlinson, 2013), as discussed in **Chapter Two, Section 2.3.3** (Please see Appendix 3 as an example). A detailed description of each stage is discussed below.

Stage 1: Text collection

In this stage, I searched for written and spoken texts with the perspective of engagement. Engaging texts can aid the listener/reader to attain intimate multidimensional representation by which sensory images, inner speech, and emotive input unite to form meaningful text (Tomlinson, 2013), promoting second language acquisition. I searched for engaging texts that suit the learners' age, gender, and interest based on my previous teaching experience. Then, I derived the language features and learning objectives from these texts. Searching for engaging texts following the ELI pacing guide and predetermined learning objectives was not easy and quick to find, as Tomlinson claimed.

Stage 2: Text selection

The selection of the texts in this stage follows Tomlinson's criterion (2013) (please see Appendix 1) with two further criteria added by the researcher relevant to the learners' needs in this context:

- The text should be culturally appropriate
- The text covers the learning objectives that should be taught in the lesson

Two spoken texts were selected from YouTube: https://youtu.be/Yno5PdJZ71c, https://www.youtube.com/watch?v=58s7yEkvrzo, and two reading texts were chosen from Disney storybook "Cinderella" (Text 1), news and blog (Text 2) (please see Appendix 2). The TD texts were equivalent to the CB texts in terms of theme (People) and learning objectives but semi-equivalent in relation to the topics, length, number, and type of texts. The differences and similarities between the TD and CB spoken and reading texts are analysed below:

Spoken Text 1	Variables			
	Topic	Number of texts	Length	Type of text
TD	Making assumptions	1	3 minutes	Visual YouTube video (interview)
CB	Explorers	2	Track 1 = 1:04 min Track 2 = 53 sec Total = 1 min 57 sec	Audio listening text (interviews)

Spoken Text 2	Variables			
	Topic	Number of texts	Length	Type of text
TD	Meeting new people (Introduce yourself)	1	2 mins 53 sec	Visual YouTube video (conversation)
CB	Introduce yourself	1	Track 13 = 2 mins 59 sec	Audio listening text (conversation)

In Spoken Text 1, although the length of the TD text was longer than the CB, i.e. one minute difference, the teacher (researcher) paused the video two times according to the designed activities and replayed the parts when the students were struggling to understand. However, the researcher modified the TD video to be shorter and gender relevant, as the original video included two men and lasted for 5 min and 55 sec. The second difference was the topic; TD's topic was about an interview between two single-parent women sitting opposite each other, asking and answering questions about their personal life and making assumptions about their age, height, appearance, and ethnicity. At the end of the interview, both women turned around and confronted their predictions. In CB, on the contrary, the first audio was an interview with a photographer, and the second was an interview with Beverley Joubert. Both interviews mainly asked and answered questions about personal information such as names, jobs, and marital status. I have selected *Making assumptions* YouTube video because the idea of the video could enhance the learners' affective and cognitive engagement and represent real-life situations in which making right or wrong assumptions of people is practised rather than asking and answering questions in an artificial and inauthentic manner.

The third difference was the number of texts. Two audio texts were used in CB compared to one text in TD. The purpose of making more than one text in the CB unit was to teach particular language features (ask and answer questions and use personal information words), while in TD,

selecting one genuine and engaging text is the underlying principle of the Text-Driven framework. Choosing more than one text to deliver the lesson might cause issues related to the lesson's coherence, focus, flexibility, and engagement unless this text is relevant in some ways to the original one.

The fourth difference was the type of text. The texts were audio in the CB, while YouTube videos were used in TD. The use of pictures and Youtube videos in L2 classrooms have significant value regarding the connection between auditory information and visuals which may enhance L2 learning. In accordance with this view, (Kabooha & Elyas, 2018; Yawiloeng, 2020) examined the effects of videos on EFL students' vocabulary learning and found improvement in L2 vocabulary and that using Youtube videos in learning and teaching can be effective for lexis comprehension, recognition, and retention (Kabooha & Elyas, 2018).

In spoken Text 2, the length, topics, and number of texts were similar in both TD and CB. The type of text was the only difference among the groups; this variance was discussed in the previous paragraph. Regarding the topics, TD text talked about a group of staff agents meeting and introducing themselves to a famous singer in a sense of humour, which may increase affective engagement for 18-22 year old learners. On the other hand, CB text was about a conversation between a person who works at the University and two new students. Both TD and CB texts aim to teach expressions for meeting new people. In the TD text, however, the students can see how people meet each other in real-life communication, while in the CB text, the students can only hear the expressions in the audio without facial or gesture interaction. Visuals, especially for lower-level learners, may increase their engagement, motivation, and communicative interaction.

The reading texts also shared similarities and differences discussed below:

■ Similarities   ■ Differences

Reading Text 1	Variables			
	Topic	Number of texts	Length	Type of text
TD	Cinderella story	1	599 words	Narrative
CB	A family in Kenya	1	88 words	Descriptive

Reading Text 2	Variables			
	Topic	**Number of texts**	**Length**	**Type of text**
TD	Snow White facts	1	266 words	Text with facts (blog and news)
CB	The face of seven billion people	1	195 words	Text with facts

In Reading Text 1, *Cinderella story* is narrative, whereas *A family in Kenya* is descriptive. *A family in Kenya* was mainly about the Leaky family and their jobs, which aimed at teaching family words, employment, and specific grammar points, while *Cinderella story* was about Cinderella's gloomy life with her family and the happiness she deserves at the end. Both texts, nevertheless, have a semi-equivalent topic which is about family. In terms of length, *Cinderella story* was modified to be shorter than the original story, and most of the text was read aloud to the learners. The actual reading average was 346 words which were simplified into sentences in two different types of activities. The first was reading the story's sequence and checking your predictions, and the second was making the story pictures by matching the sentences with the relevant images.

In Reading Text 2, the researcher created *Snow White facts* from two authentic resources: a blog and news. It describes interesting information about the story of Snow White, such as what did the characters do to manipulate their voices? what did Walt Disney do to ensure that all of Snow White's animal friends were captured just right? how many songs and sketches were completed and written? and what was the challenge Walt Disney faced in financing Snow White's film production?. On the other hand, *the face of seven billion people* reports facts about people worldwide, including their age, population, language, religion, jobs, number of people living in the city/countryside, and number of people using the internet and mobile phones. Hence, both texts provided facts with a similar theme (People) but different topics.

Regarding the length, *Snow White facts* was modified to be shorter than the original resources. Most authentic spoken or reading texts are longer than tailored texts in coursebooks. Although the difference between the two texts was at the lowest i.e. 71 words, it might affect the reading process for lower-level learners. To ease this process, as previously described, the teacher read aloud the text to the learners and then asked them to answer the questions by reading the text in pairs, so the actual reading average was minimal.

At last, I found that the selected reading and spoken texts might sustain the learners' interest and engagement, especially for their age, gender, and level of English proficiency. Also,

including stories is the best way to accomplish affective engagement, according to Tomlinson (2013), as they can encourage the reader to react in multidimensional and personal ways. Moreover, stories, specifically for lower levels, are emotionally and cognitively complex but linguistically simple (ibid). More importantly, these texts are meaningful and authentic to the learners, and the authenticity of the materials was advocated by many researchers in the ELT field, discussed in **Chapter Two, Part 1.**

Stage 3: Text experience

In this stage, I read and listened to the selected texts again for re-engagement and reflection on my experience of what I was thinking during the reading or listening process. This stage helped me to design activities that can make the students reach engagement similarly.

Stage 4: Readiness activities

Readiness activities aim to prepare the learners for the reading/listening experience and get the learners to open their minds and not answer questions correctly (Tomlinson, 2013). Examples of readiness activities in the four lessons are provided below:

Lessons	Examples of readiness activities
1	**a)** Look at the picture of Sharon and Sydney (a photo is shown) - Choose who you want to be, the young lady (Sydney) or the old lady (Sharon)
2	**a)** Look at the picture (a photo is shown): - What do you think this story is about?
3	**a)** Look at the picture (a photo is shown): - Can you guess the name of the story? - Who do you think brought up the story of Snow White?
4	**a)** Look at these pictures (photos are shown): - Work in groups and predict what is happening in these pictures.

Stage 5: Experiential activities

Experiential activities are designed to make the learners experience the text in their minds while they read or listen to it in multidimensional ways, which promotes personal engagement (Tomlinson, 2013). For example, in Lesson 1, after the learners chose which lady they wanted to be and asked each other questions, they were asked to watch the first part of the video and try to imagine themselves in the place of the person they chose, Sharon or Sydney, how would they feel if they have been sitting on that chair, and how would they react to such questions!. In Lesson 2, the teacher (researcher) involved the students in the creation of the text; for instance, the teacher read aloud the story and paused at some parts to ask the learners to predict what would happen next and reflect on their personal opinions of such acts.

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In Lesson 3, the learners are asked to listen to facts about the Story of Snow White using their inner speech to respond to interesting facts in the text. In Lesson 4, after the students predicted what was happening in the pictures and discussed questions about how they would feel if they met their favourite celebrity, they asked to watch the video of the pictures and imagine that they had the same situation as the staff agent using their inner speech and reflect upon their previous emotive responses. It can be argued that L2 inner speech for beginners might be minimal due to their limited L2 knowledge. According to De Guerrero (2004), such inner speech activities are requisite for eventual L2 development as a thinking tool. They found that beginner learners used their L2 inner speech for four main reasons; (1) concurrent processing of spoken and written language, (2) recall of previously heard, read, or used language, (3) planning before speaking or writing, (4) verbalization of thoughts in silence for personal reasons (p. 90).

Stage 6: Intake response activities

These activities are made to help the students justify their personal responses and opinion expressions from the text they had read or listened to and share it with others. Therefore, developing their self-confidence and L2 communication. Examples of these activities are presented below:

Lessons	Examples of intake response activities
1	**a)** Have you ever made wrong assumptions about people?
2	**a)** Did you like the story? Which part is the most interesting one?
3	**a)** Discuss the following questions in groups: - Do you think 15 years old nowadays can write a story? Why/Why not? - Do you agree that the story is very scary for children? Why/Why not?
4	**a)** Work in groups and discuss these questions: - Would you meet new people the same way you meet a famous person? Why? - Did you like the video? Why /why not? - What was the most interesting part?

Stage 7: Development activity 1

Development activities are designed to help the learners base their meaningful language production on the text they have already taken or in connection with their own personal experience. Most of these activities require imagination (Lessons 1, 2, and 4), and even if they are not real activities, by imagination, the students will produce real language if they are engaged and find a purpose for their L2 use. In Lesson 3, the students are asked to search for

facts about one of the topics provided. This task is challenging for lower-level learners as they need to explore and read several resources to gather facts about the topic they are interested in. Learners at different levels should have the opportunity to experience cognitively challenging tasks to support their L2 development. These tasks have a communicative purpose which requires the students to think about what they should write/say and how to organise their writing/speaking and be creative. Such developmental tasks represent authentic real-life communication that involves the learners using their linguistic competence (correct grammar, vocabulary, and pronunciation), pragmatic competence (appropriate questions and answers), discourse competence (organisation of their spoken and written production), and strategic competence (making predictions, searching for specific information, and turn-taking in conversation when working in groups/pairs). Examples of these tasks are provided below:

Lessons	Examples of Development activity 1
1	We will play Sharon and Sydney's guessing game; **a)** Work in pairs and act out: - Make assumptions about your partner. - Ask questions you want to know about your partner.
2	Cinderella wanted to invite you and your family for dinner. -Work in a group and write a letter to Cinderella. **a)** In your letter: - Thanks Cinderella for the invitation. - Decide which members of your family to attend. - Introduce the family members who will attend the invited dinner.
3	**a)** Work in a group and search for interesting facts about one of the following topics: - Your favourite Disney story - Your city - A famous place - A country you wish to visit
4	**a)** You and your classmates are going to meet your favourite celebrity: - Work in group of 3. - Prepare a speech to your favourite celebrity.

Stage 8: Input response activities

Input response activities are these activities that make the learners go back to the text and make discoveries about particular language used. For instance, I asked the students to take notes of Sharon's and Sydney's questions in Lesson 1 to develop listening for specific information (strategic competence) and then write examples of appropriate and inappropriate questions aiming to develop linguistic and pragmatic competencies. In Lesson 2, I provided the students with Cinderella's family tree and asked them to find the relationship between Cinderella and the other family members to develop linguistic outcomes, pragmatic awareness, and

independence in searching for the meaning of words. This task was followed by drawing their own family tree to consolidate the previous goals using personalisation. In Lessons 3 and 4, most of the input activities included awareness (noticing) tasks to teach language points. The importance of noticing in L2 development and its benefits for L2 learners is discussed in **Chapter Two, Section 2.3.3.** However, some activities were supplemented by language definitions as they might support the learners' understanding and satisfy their needs in this context. These minor additions may not affect the TD design or main principles as suggested by Tomlinson; teachers should design the materials according to their specific context. Examples of input activities are provided below:

Lessons	Examples of input response activities
1	**a)** Look at your notes (Sydney's and Sharon's questions): - Work in groups and answer the following: - Share your answers to Sydney's and Sharon's questions. - What type of questions you **Could ask** when you meet new people? - What type of questions you **Should Not** ask when you meet new people?
2	**a)** Look at this figure (a figure is shown): - Work in a group: - What is the relationship between Cinderella and the other family members? - Who's Reine? - Who're Drizella and Anastasia?
3	**a)** Look at the bold word in the following sentences (sentences are shown): - Do you know what this word is? - Is it a noun, adverb, preposition, or verb? - Look at the words/ sentences after the **in**, what is the function of in?
4	**a)** Look at the following extracts from the video (extracts are shown): - What did you notice about the words in Bold? - Are there any differences?

Stage 9: Development activity 2

These activities are designed to make the students return to their original productions in Development activity 1 and modify them after they understand the language points they learned in the input activities. These activities support the development of fluency and accuracy through recycling and reproduction.

The following section will discuss the coursebook unit used in this study and the PPP stages that are commonly utilised in coursebook materials.

3.5.3 Coursebook materials (Unit 1: People)

The coursebook used in this study is "Life: Student's Book | Elementry, written by John Hughes, Helen Stephenson, and Paul Dummett, second edition (National Geographic

Learning), 2018" (please see Appendix 4 as an example). The first Unit: People, was selected for the current study since the theme is engaging and the TD materials can be developed and compared efficiently. The syllabus of Unit 1 at the beginning of the course involved nine components: Grammar, Vocabulary, Real-life (functions), Pronunciation, Listening, Reading, Critical thinking, Speaking, and Writing. This variance indicates that the coursebook follows the communicative approach, and communicative competence can be facilitated, as discussed in Section 3.5.1. However, the brief analysis in this section examined the underlying standard model: Presentation, Practice, Production (PPP) used in this unit, providing whether the CB materials can support learners' CC or hinder them.

Presentation stage:

The purpose of this stage in the four lessons is to prepare the learners for the practice stage by presenting photos, audio, and reading texts. The opportunity to use free language and express opinions is limited. For instance, the students were mainly asked to describe the picture (Lesson 1), talk about their family (Lesson 2), practice pronunciation (Lesson 3), listen/read the text and then answer listening/reading comprehension questions which occurred in the four lessons. In all these cases, learners are examined on their understanding of the texts and required to answer closed questions such as matching, choosing the correct answers, and filling in the gaps. These activities focus on linguistic and strategic competencies. Examples of the presentation stage activities are summarised below:

Lessons	Examples of activities
1	**a)** Look at the photo and the caption. Where is Dinah? What's her job? **b)** Listen to an interview with the photographer. Match the answer with the questions.
2	**a)** Is your family big or small? Where are all the people in your family? **b)** Read about the Leakey family. Answer the questions.
3	**a)** Listen and repeat these numbers and percentages. **b)** Read the text about the people in the world and match the numbers in exercise 1 with the information (1-8).
4	**a)** Listen to two conversations with Rita, Matt, and Valerie. **b)** Listen again. Choose the correct option to complete the sentences.

Practice stage:

The practice stage also involves presentation of grammar and vocabulary. This means that the PPP stages may not follow the same order—for example, practice stage and then presentation of grammar/vocabulary followed by another practice. In Lesson 1, asking and answering questions focused on developing the learners' L2 speaking, particularly linguistic accuracy. In

Lesson 2, the grammar and vocabulary were presented deductively within context, and some activities include noticing, which are beneficial for L2 learning, as discussed in **Chapter Two, Section 2.3.3.** According to Ellis (2015), several studies have measured that explicit instruction of the target feature is more effective than instructions merely including practising. The approach followed in this unit included explicit instructions and practising activities that could be useful for beginner learners if they were meaningful and engaging. Remarkably, only one question throughout the lessons asked the students to express their opinions on the text and identify the text type (Lesson 3). Still, a greater number of practice tasks focused on accuracy and control the students' use of L2 (Lessons 1-4). They are not meaningful and do not support the use of real language in outside classroom communication. Basically, they are designed to practice grammar, vocabulary, and the four language skills. Even if the students believe topics such as families are enjoyable, the tasks are not engaging and communicative. The brief analysis of the CB unit in this study supported previous findings by (Nguyen & Le, 2020; Tomlinson & Masuhara, 2013). The following activities are examples of the practice stage:

Lessons	Examples of activities
1	**a)** Work in pairs. Ask and answer these questions. **b)** Work with another pair. Ask and answer these questions.
2	**a)** Look at these family words. Which are men? Which are women? Which are both? **b)** Look at the grammar box. Then find five examples of the possessive 's and three possessive adjectives in the article.
3	**a)** Read the text again. What type of text is it? **b)** Which information in the text is new or surprising for you?
4	**a)** Work in groups of three. Practice the conversation. Then change roles and repeat the conversation two more times. **b)** Listen and repeat the letters of the alphabet.

Production stage:

This stage involved both controlled and uncontrolled activities, as seen in the examples below. It aims to improve the learners' L2 accuracy via controlled production, such as the activities in Lessons 1 and 3, and fluency via free production activities, as in Lessons 2 and 4. Criado (2013) states that learners can increase fluency in this stage through autonomy and creativity. It is evident that creativity may not be cultivated in this stage as the free production activities required the grammar and vocabulary taught, namely the lessons' targets. Consequently, learners are restricted in producing language that elicits specific features. Creativity can be increased in ways such as involving the students in free enjoyable writing activities, promoting their imagination and providing opportunities for reflection and critical thinking. It was also

found that working individually and in pairs dominates most of the PPP stages in this unit (lessons 1-4). However, in this study, I divided the students into groups to manage the classroom, which positively impacted the students' perceptions, as found in the questionnaires and interviews. The following activities are examples of the production stage:

Lessons	Examples of activities
1	**a)** Write questions with these words. **b)** Work in pairs. Ask and answer your questions from exercise 9.
2	**a)** Write five names of friends or people in your family. Introduce them to your partner.
3	**a)** Work in pairs. Read the information in your table and prepare questions to find out the missing information. **b)** Work in pairs. How many people are in your: country? family? town or city? English class? family? school/place of work?
4	**a)** Write a personal decription for you. Use the table in excerise 1 to help you. Use *and* and *but*. **b)** Work in pairs. Exchange your descriptions. Use these questions to check your partner's description.

Based on the analysis of the Coursebook and Text-Driven unit in this section as well as the theoretical principles of communicative approaches discussed in **Chapter Two**, **Part 1**. The following table (Table 3.2) summarizes the differences between these materials in terms of several principles. These principles included the texts, activities, learners' interaction and engagement, teachers' and students' roles, and integration of the four language skills. Finally, an assumption of which materials would facilitate the development of learners' communicative competence will be explained.

Features	Text-Driven	Coursebook
Texts	-Authentic and meaningful texts focus on learners' engagement.	-Contrived texts focus on developing target features.
Activities	-Replicate real-life skills in controlled and uncontrolled tasks to accomplish non-linguistics and linguistics outcomes.	-Conventional tasks are divided into controlled and uncontrolled practices to achieve linguistic outcomes.
	-Students' minds are activated in multidimensional ways via imagination, prediction, drawing, and sharing opinions.	-Students are restricted in closed practice questions such as filling in the blanks, matching, and MCQs.
	-Help the students justify their responses to the text and negotiate meaning with others; no wrong or correct answers are required.	-Students are required to answer comprehension questions based on their understanding of the text.
	-Make the students discover and notice the language features from the text they read or listened to.	-Students are taught grammar rules and then use these rules in other exercises.
	-Make the students produce meaningful language using their knowledge and personal experience via communicative tasks.	-Students produce the language by applying the language structure they have learned in the lesson via controlled and uncontrolled communicative activities.
Learners' interaction and engagement	-Learners interact in different forms: individually, in pairs, and in groups.	-Learners usually work individually or in pairs.
	-Generate positive language learning since the texts and tasks are designed with the potential of engagement and communicative interaction.	-Generate positive language learning as the organisation of the classroom materials is expected and offers the students a sense of security and better reaction.
Teachers' and students' roles	-The teacher acts as a monitor and facilitator to facilitate classroom communication.	-The teacher's role is conventional. She/he is the centre and authoritative of the classroom.
	-Students work on cooperative learning, negotiate meaning with peers, and develop autonomous learning.	-Students do what they are asked to do by their teacher.
Integration of language skills	-The four language skills are integrated as they happen in real life.	-Grammar and vocabulary are given more focus than other skills.
Communicative competence development	Based on the above principles, it is assumed that TD would facilitate the development of learners' communicative competence more than the CB materials.	

Table 3.2: Theoretical comparison of TD and CB materials

3.6 Methods of data collection and procedure

3.6.1 Questionnaires

3.6.1.1 Procedure and sampling

All the TD and CB participants (TD = 38, CB = 41) were asked to answer an online questionnaire after each lesson to gain their feedback. This would allow immediate and accurate perceptions of each lesson, and thereby, the analysis may provide valuable and trustworthy results. The questionnaire was administered anonymously using https://www.smartsurvey.co.uk/ in L2 (English) with L1 (Arabic) translation to aid students' understanding. I intended to distribute the questionnaire anonymously to give the students a sense of security and make them comfortable and honest in expressing their attitudes. They were asked to answer the questionnaire once to avoid replications and reliability issues. The questionnaire was analysed quantitatively and qualitatively using SPSS, Excel, and Nvivo software.

3.6.1.2 Questionnaire design

The questionnaire was designed in eight versions based on the eight lessons (TD = 4, CB = 4). The question types and content are similar in all versions but differ in Q2 (feedback on activities) and Q4 (feedback on reading/spoken texts), as the activities and texts vary depending on each lesson (Appendix 5 provides samples of TD and CB questionnaires).

The questionnaire was divided into four sections, and three different kinds of questions were used: likert agreement scale, numerical rating scale, and short answer items. The items were organized as follows; general → specific → general. Sequencing the items in this order is very important as the question's context could impact its analysis and the answers given to it (Dörnyei & Taguchi, 2010). Six main themes emerged from these questions, as seen in Table 3.3 below:

Sections	Main Themes Attitudes towards:	Questions	Type of questions	Number of items
1	1-The lessons in general (enjoyment and usefulness).	**Q1**	**Likert Scale**	2
2	2-The activities (enjoyment, usefulness, and future learning).	**Q2**	**Numerical rating scale**	Varied based on the lesson (approximately 7-9).
3	3- Development of the four language skills.	**Q3**	**Likert Scale**	4
	4- Encouragement of L2 interaction.			2
4	5- The reading/spoken texts (enjoyment).	**Q4**	**Short answer**	1
	6- The lessons in general (things they liked/disliked, recommendations)	**Qs5, 6, and 7**		3

Table 3.3: Questionnaire main themes and type of questions

Themes 1 and 6 were included to provide general opinions of the lessons in closed and open responses that may enrich the findings. Themes 2 and 5 are based on Text-Driven principles (texts and activities) and adopted from (Darici & Tomlinson, 2016). Themes 3 and 4 represent RQ3 (overall English improvement) and RQ2 (interaction).

In the first and third sections, a 5-point Likert scale was utilised to evaluate the materials' enjoyment and usefulness in general and in relation to language improvement and L2 interaction. The questions asked the participants to rate how strongly they agreed with each statement using five response options: *strongly disagree, disagree, neutral, agree, and strongly agree.* Adding more options may not allow the learners to distinguish between the agreement/disagreement levels, and a middle category (neutral) was added to avoid a black-and-white evaluation (Dörnyei & Taguchi, 2010). Additionally, positively and negatively worded items were included to ensure that learners did not rate the statements randomly.

In the second section, I used a numerical rating scale to allow the learners to evaluate the type of activities in terms of usefulness, enjoyment, and future learning. Selecting scaling techniques in the questionnaire design is popular in evaluating the students' behaviour and can be easily coded on the computer, making the method reliable, versatile, and uncomplicated (Dörnyei & Taguchi, 2010).

The short-answer questions were added in the final section to gain the students' perceptions of the reading and spoken texts and their general attitudes toward the lessons using open responses. They were asked questions such as what they liked/disliked and if there were any recommendations. Adding short answer items would allow the participants to voice their feelings and emotions as well as provide productive data that might be significant in the analysis and interpretation stage (Newby, 2014). These questions were included by the end of the questionnaires instead of the beginning as they may prevent the participants from answering the rest of the questions (Dörnyei & Taguchi, 2010, p.37). Ultimately, varying the question types would help avoid boredom and provide a range of valuable responses.

3.6.2 Individual interviews

3.6.2.1 Recording and transcription

All the individual interviews were manually transcribed and audio recorded using Zoom and Microsoft Teams software. Recording the interviews would allow me to return at any time and check the interviewees' responses, thus increasing the reliability of data coding and decreasing the efforts to memorise what the participants have said and who said it. Furthermore, taking notes during the interview might cause distraction and ineffective communication between me and the participants. NVivo software was used for coding analysis.

3.6.2.2 Procedure and sampling

The individual interviews were conducted using L1 (Arabic) at the end of the teaching period after the post-test. Forty-two students were selected to take part in the individual interviews, but 32 participated (TD =18, CB = 14), representing a reasonable sample of the population. The students were selected using both random and volunteer sampling. Firstly, I divided the students' list into three parts; first, middle, and last, and seven students were selected randomly from each part. After randomisation, some students did not wish to take part in the interviews, so volunteer participants replaced these students.

3.6.2.3 Interview questions design

The interview questions were designed and categorized into seven main themes, as seen in Table 3.4 below:

Number	Main Themes Attitudes towards:	Number of questions
1	The Unit	1
2	The activities	1
3	The reading and spoken texts	4
4	Method of teaching	1
5	Development of the four language skills	1
6	Encouragement of L2 interaction	1
7	Recommendations/comments/ problems	2

Table 3.4: Individual interview main themes

Eleven questions emerged from the above themes (please see Appendix 6). Theme 3 included four questions based on the four lessons. Theme 7 was assigned two general questions; Q10, "Would you recommend the lessons to your friends?" and Q11 "Do you have anything else you would like to say regarding the lessons we had in the previous week?". The order of the interview questions was the same as the questionnaires, i.e. general → specific → general, and similar themes were used to compare and complement the quantitative results with qualitative ones; hence, accurate and reliable results can be obtained.

3.6.3 Classroom interaction analysis (CIA)

3.6.3.1 Procedure and sampling

Before the teaching started, I introduced the Blackboard system to the learners and showed them how to use it effectively. For example, how to share their screens, use the whiteboard, chatting box, and interact in breakout rooms. They were informed that most of the activities are either in pairs or in groups, and each group would consist of 5, 6, or 7 members and that their interaction would be recorded in the main room and breakout rooms when they work in pairs/groups.

Eight lessons were video recorded without using the camera in the Blackboard system (TD = 4, CB = 4). Random sampling was used when recording the students' interaction in group and pair activities. The students were randomly assigned to the breakout rooms to capture their interaction with different members at different times. Sometimes, however, the students freeze and do not talk when I join the room, being too shy to speak in L2. To solve this problem, I encouraged them to talk even if they made mistakes or used L1 (Arabic).

All eight lessons were manually transcribed using Seedhouse (2004) interaction conventions with a few symbols added by the researcher (please see Appendix 7). Seedhouse conventions include various aspects of oral data in written form, such as overlapping, emphasis, intonation, and other prosodic features that represent most of the talk produced by the speakers in this study. According to Mackey and Gass (2021), studies of second languages do not generally adhere to a set of standard conventions; researchers may consider certain features that are quite common in their studies (p.151). Nvivo and Excel were used to analyse the eight lessons.

3.6.4 Virtual forums (group interviews)

3.6.4.1 Recording and transcription

The forums were conducted online and video recorded without using the camera in Microsoft Teams software. They were all manually transcribed and analysed using Word and Excel software to count the number of English and Arabic words and turns. I transcribed the recorded videos using Seedhouse (2004) transcription conventions, as previously discussed in Section 3.6.3.1.

3.6.4.2 Procedure and sampling

Forums took place in the first week after the teaching period using L2 English. The students were allowed to use Arabic if they could not express their ideas in L2. In this way, the students were happy to participate, felt more confident to talk, and could use English or Arabic to express their opinions. The forum itself was an interesting and new experience for them, especially in an online atmosphere.

Eight forums were conducted using a multistage sampling procedure. The first type of sampling was to select three individual forums from the TD and CB groups, and each forum consisted of 4 participants, bringing the total number to 24 participants. This forum lasted for approximately 30 minutes for each group. The second sampling was to combine the participants from both TD and CB groups into two joint forums, and each forum consisted of 8 participants (TD = 4, CB = 4), for a total of 16. Those participants did not take part in the previous sampling. Hence, 40 students participated in the individual and joint forums. The joint forums lasted for approximately 40-50 minutes.

The selection of numbers 4 and 8 is reasonable and can apprehend a diversity of perspectives. It is also suggested that the size of the group for most purposes should be a maximum of eight (Barbour, 2018) and a minimum of three or four participants (R. Barbour & Kitzinger, 1999) as cited in (Barbour, 2018). I selected these two sampling procedures because some students do not wish to participate with students from the other class, while others want to join new members. Also, two different sampling methods will provide additional insights and cover shortcomings.

The students were selected purposely based on their speaking post-test results and voluntarily to replace those who could not attend. I marked the students' results out of 5 according to Cambridge speaking criteria (please see Appendix 10) and divided them into five levels; A, B, C, D, and E as the following:

A= those who received a mark between 4.5 and 5

B= 4 and 3.5

C= 3 and 2.5

D= 2 and 1.5

E= below 1.5

Each forum consisted of learners at A-B (high), C-D (medium), and E (low). I used this type of sampling to have equal judgment among the TD and CB groups regarding their L2 interaction. However, voluntary sampling caused more higher or lower levels among the TD and CB groups. A comparison can still be made since all the levels are included in both groups.

3.6.4.3   Forum questions design

The forums were mainly extracted from the individual interview themes as they are based on the research questions of this study and provide the students with authentic and meaningful discussions, i.e. expressing their opinions towards the materials (please see Appendix 8). Since the main reason for the forums is to test the students' L2 interaction, discussing questions that the students are familiar with can increase the content and face validity of the findings.

3.6.5 Teachers' observations

3.6.5.1 Procedure and sampling

The final stage of the study comprised teachers' observations. Two volunteer teachers were asked to observe two video-recorded lessons taught by the researcher, as shown below:

Teachers	TD	CB	Total
T1	60 min	60 min	120 min
T2	60 min	60 min	120 min

The first teacher asked to observe Lesson 2 (TD: The Story of a Poor Girl…, CB: A Family in Kenya), and the second teacher asked to observe Lesson 4 (TD: Introduce yourself/ Meeting new people, and CB: Introduce yourself). I selected these lessons as lesson 2 includes reading texts, whereas lesson 4 includes spoken texts, so observing different texts would enhance the validity of the findings.

Due to teachers' commitments, they observed 20 minutes from the lesson's beginning, middle, and end, bringing the total to 60 minutes. Doing this would capture the Teacher-Students (T-Ss) and Students-Teacher (Ss-T) interaction on different occasions. Teachers observed these lessons in three stages, which are discussed in detail in the following section. Observations were analysed using Excel and Nvivo.

3.6.5.2 Observation sheet design

The observation sheet is divided into three stages; during the observation, post-observation 1, and post-observation 2 (please see Appendix 9). This design would help the observer focus on each observation stage by responding to quantitative or qualitative questions.

-Stage one (During the observation):

The teacher must observe the interactional features of the lesson between Teacher-Students (T-Ss) and Students-Teacher (Ss-T). These interactional features are adapted from the Classroom observation tally sheet (Nunan, 1989) as cited in (Mackey & Gass, 2016, p. 245), with an additional item (*making comments*) added by the researcher. This item was added as sometimes interaction does not only require asking or answering questions but also commenting on the

topic, the activities, the ideas and opinions of other learners, or anything that occurs during their learning. A further column was added for the observer to note any teacher's or students' behaviour that may clarify the interactional patterns observed.

-Stage two (Post-observation1):

The students' interaction and engagement and whether the text and activities are communicative and engaging were all assessed. The observer is asked to evaluate the statements by circling one of the different degrees ranging from strongly disagree to strongly agree. The themes that emerged from this question are summarised in Table 3.5 below:

Themes	Questions	Items
Students' engagement	Likert scale	2
Students' interaction	Likert scale	2
Materials used (activities and texts)	Likert scale	2

Table 3.5: Observation sheet main themes

-Stage three (Post-observation 2):

After their observations, they are required to answer two open-ended questions. The purpose of these questions is to compare which materials would facilitate the development of classroom interaction and which is more desirable in teaching EFL students in this context from the observer's point of view.

3.6.6 Pre-post tests

3.6.6.1   Recording of speaking tests

The pre and post-speaking tests were all video recorded without using the camera by Zoom and Microsoft Teams software. Transcriptions in this stage may not be useful as the recording would allow the assessor (researcher) to listen to the participant's performance many times and pause when necessary to make any significant changes to the marking.

3.6.6.2   Procedure and sampling

The test was administered to all the participants (79). The pre-test was administered from 3rd to 6th Sep 2020 before the teaching, and the post-test was conducted immediately after teaching

from 10th to 12th Sep 2020. It was not feasible to administer these tests within one day since the number of students was high, requiring continuous monitoring and administration. All the test components except the speaking were conducted using https://www.classmarker.com/ website since face-to-face testing was not applicable in 2020. The listening, reading, vocabulary, grammar, and writing tests took one hour to complete. The speaking test was administered with three students in each exam as the test requires interaction between two or three candidates and took 10 minutes to complete. Finding a second assessor was not feasible, so I examined all the participants myself.

There are many reasons for selecting the above online platforms. Firstly, Zoom and Microsoft Teams are GDPR compliant and have good quality for recording the participants' oral performance. Secondly, the ClassMarker website is secure and offers several features suitable for the communicative test in this study. For instance, pictures, audio files, texts, and many question types can be used, and candidates must finish in one setting; they can not save their answers and finish later or complete the test without attempting to answer all the questions. Moreover, each candidate must have a unique code to register and start the test, which should only be used once for security reasons. The flexibility of using this system was also tested with my supervisor and family members before the actual test took place. The only disadvantage of ClassMarker was the unlimited time to listen to the audio files in the listening section. This issue was minimized by preventing the participants from returning to previous pages and changing their answers once recorded. Also, I reminded the students that listening to the audio more than once may affect their scores and the time they have to complete the test.

During the data collection, I asked the students to complete a feedback questionnaire after the pre-test to gain their views on their enjoyment while taking the test, the difficulty of each test component, the allocated time to complete the test, any problems they faced, and any suggestions to improve the test. The majority of the students found the test enjoyable (47/51), and they finished it on time (48/51). In terms of difficulty, the overall components of the test were "normal" according to the median and mode results in Table 3.6 below. This indicates that the test is suitable and reliable for most of the learners in this study.

Test components	Level of difficulty						Median	Mode
	Very difficult (1)	**Difficult (2)**	**Normal (3)**	**Easy (4)**	**Very easy (5)**	**Total responses**		
Listening	0	2	16	10	18	46	4	5
Reading	1	6	17	15	9	48	3.50	3
Vocabulary	3	9	22	11	6	51	3	3
Grammar	5	11	25	7	0	48	3	3
Writing	5	5	15	17	5	47	3	4
Speaking	4	9	22	4	10	49	3	3
Overall							**3**	**3**
Participants (n =)	**TD** = 34	**CB** = 17	**Total** = 51					

Table 3.6: Results of A2 Test Feedback

A few students complained about their low English level, which caused difficulty in making appropriate sentences and expressing their opinions in English. These responses were also reported in the questionnaire and interviews. However, I asked the students to evaluate the test to ensure that it is communicative and its components are suitable for their level, reliable, and valid for the current study. The students' responses reflected my perspective, summarised below:

- New experience; include unusual topics, group discussions, and various questions.
- Simple, short, and useful.
- Speaking test encourages talking.
- Discover weaknesses.
- Challenging.
- Suitable for the language level.

3.6.6.3 Test design

A2 Key Cambridge Modified Communicative Practice Test was used to measure the learners' overall English skills (CC) and examine potential differences between the Text-Driven and coursebook groups (please see Appendix 13). Conducting a delayed post-test was not possible in this study as the students had to return to their regular teaching classes with their teacher; thus, further input and different teaching methods may impact their results. Pre and post-test design was the only solution in this case. The same test was used for pre and post-evaluations with reverse items in the post-test phase. Using a different version of the test (same item

questions in a different order) may avoid the test practice effect (Loewen & Plonsky, 2016); thus, learners' improvement would be likely due to the treatment. The test is divided into six components: Listening, Reading, Grammar, Vocabulary, Writing, and Speaking. Each component defines the learner's ability at the A2 level in CEFR, as described by the Cambridge Assessment English (2019a). The validity and reliability of this test were ensured via Cambridge Assessment English (2019b). However, the grammar, vocabulary, and writing components were modified to match the learning objectives of this study, thus increasing the validity and reliability of the test findings. Also, the other components (listening, reading, speaking) were modified to minimize the test duration. The original test timing was one hour and 40 minutes and was modified to be undertaken within one hour and 10 minutes by excluding some parts of each component. It was essential to modify the test to suit the current study objectives and enhance the test flexibility in administration. The following sections describe each test component in terms of question types and learners' communicative abilities.

Listening test:

The learners were required to answer two parts taken from (Cambridge, 2019). The first part comprises five short audio recordings, each accompanied by a question and three images. After listening to the text, candidates are supposed to select the visual image that best depicts the context of the question. The second part required the candidates to listen to a more extended conversation between two people familiar with one another and match two lists of items based on simple information from the conversation. The audios centred on familiar topics such as travelling, eating in a restaurant, staying in a hotel, going to a party/concert, and a friend's birthday, representing the Unit theme "people". The listening test measures the learners' ability to understand simple questions and listen for specific and detailed information in a text. These parts included multiple choice questions (MCQs) and matching items. One considerable advantage of using MCQ is the reliability of scoring and its feature for testing receptive skills without producing spoken or written language (Hughes & Hughes, 2020). While MCQs are considered a common testing technique, they are limited in terms of a high chance of guessing and cheating (ibid). However, there is no chance of knowing which part of the candidate's score was chosen by guessing.

Reading test:

Two reading parts were taken from Cambridge (2019) to measure the learners' understanding of specific and detailed information as well as main ideas. In the first part, the learners were

required to read three short passages on the same topic "free time activities by three women", and answer seven MCQs with three options. They must read the relevant text that best matches the question and choose the correct option. The second part is composed of a longer text about "Pop singer Charlotte Bond talks about living in London", and candidates should answer five MCQs with three options. These topics were selected to represent the Unit theme "People", as previously discussed.

Vocabulary, grammar, and writing tests (modified by the researcher):

The vocabulary test was modified to test the learners' ability to understand family words within context, thus increasing content and face validity. Learners were required to read a short text titled "my friend" with six spaces and then choose one correct response of the three words provided to fill each space. The grammar test was also adapted to examine the learners' understanding of simple grammatical forms, such as possessive adjectives and verb to be within context. The grammar test required the learners to fill six gaps with one single word in a short simple email, and the spelling should be correct. The texts used in grammar and vocabulary tests were measured in terms of readability using the Flesch Reading Ease, and both were easy to read (vocabulary = 72.1, and grammar = 87.6), demonstrating the level's suitability for A2 learners.

For the writing test, the learners were asked to write a short email of 35 words or more to their online classmates, introducing themselves and asking simple questions. It examines the learners' ability to write short communicative text linked with simple connectors (and & but), and their answers were assessed based on the Cambridge three criteria: content, organisation, and language (please see Appendix 10). The writing test was modified since the topics of the A2 Practice tests were not relevant and engaging to the learners in this context, which may affect their writing performance. Since the teaching was conducted in 2020, in which online teaching was dominant, and students could not use the camera to see each other for cultural reasons, it was authentic and engaging to ask them to write an email to their online classmates.

The above tests were designed following Cambridge testing method to increase the test criterion-related validity, i.e. grammar and vocabulary in context with similar text length, and to write an email with 35 words or more with similar context instructions. The reliability of these tests was measured during the pilot study (please see Section 3.7).

Speaking test:

The speaking test included two parts taken from (Cambridge, 2020; Cambridge Assessment English, 2019a). The first part included a topic-based interview about shopping and friends. Each candidate was asked two short answer questions relevant to the previous topics followed by a longer question, "tell me something about one of your friends/ presents you buy for your friends". The second part asked the learners to talk together without the interlocutor (researcher) about five pictures representing "different places to eat". They are required to discuss the different places within 1-2 minutes. Then, each learner was asked questions relevant to the topic. Finally, a short answer question such as "which of these places to eat do you like best?" was asked to each learner to end the conversation. The speaking test measures the learners' ability to ask and answer simple questions, express likes/dislikes, and use appropriate, social, and interactional language. Their talk was assessed based on grammar and vocabulary, pronunciation, and interactive communication, three criteria developed by Cambridge (please see Appendix 10). The following table (Table 3.7) summarises the test components and measurements:

Test components	Parts	Qs = n	Items = n	Questions' type	Measurements (ability to…)
Listening	**Part 1:** Listening to 5 short recordings.	1	5	MCQ (3 options)	understand simple questions and specific information.
	Part 2: Listening to one conversation.	1	8	Matching	understand detailed information.
Reading	**Part 1:** Read three short passages.	1	7	MCQ (3 options)	understand specific and detailed information.
	Part 2: Read one longer text.	1	5	MCQ (3 options)	understand main ideas and some details.
Vocabulary	Read a short text and choose the correct word to fill in the gaps.	1	6	MCQ (3 options)	understand words within context.
Grammar	Read a short email and fill in the gaps with the correct word.	1	6	Fill in the gaps	understand grammar within context.
Writing	Write an email.	1		Communicative	write a short text with a communicative purpose.
Speaking	**Part 1:** Topic-based interview about shopping and friends.	3		Short and long answer Qs	answer simple Qs, and express likes/dislikes using social and interactional language.
	Part 2: Discuss five pictures representing "different places to eat" in a group of three.	2		Short answer Qs with optional prompts	

Table 3.7: Summary of the A2 test components

3.7 The pilot study

The pilot study was carried out to test, modify, and finalize the developed teaching materials and the data collection methods used in this study. The main benefit of the pilot study is to assess the usefulness and feasibility of the data collection methods and make any important modifications before they are utilised with the research participants (Mackey & Gass, 2021, p.132).

The pilot study took place online from 19th July to 25th August 2020. Firstly, an advertisement for research participation was sent to all the ELI instructors and students at the University of Jeddah, female campus, KSA. Six students aged between 18 and 22 participated in the pilot study. Cambridge online placement test was used to measure their English level, and they were all at A2 in CEFR. The pilot study followed the same research procedure as the main study, with a few changes described in Table 3.8 below:

Date: August 2020	Procedure
26th July to 8th August	Pre-test conducted.
16 to 19 August	The four TD lessons were taught and questionniare feedback was administered after the lessons.
20 to 23 August	Post-test and individual interviews were administered.
25 August	Forum discussion was conducted to gain the students' perceptions towards the materials.

Table 3.8: Pilot study procedure

Although one week may not be sufficient to make major changes, the modifications made were significant and improved the implementation of the main study.

Pre and post-tests:

One of the important factors in piloting the test was the timing. It was found that the students managed to finish the test within the allocated time, and this was also confirmed in the main study in Section 3.6.6. The second factor was ensuring that the test's modified parts (grammar, writing, and vocabulary) are reliable. A reliability test was conducted via SPSS for both pre and post-tests, and Cronbach's Alpha was 0.87, indicating that the tests are reliable.

Other factors were also observed during the piloting stage. For example, the tests were administered using https://www.testinvite.com/, but it was changed to https://www.classmarker.com/ in the main study. Testinvite was not flexible and complicated regarding administration, analysis and marking of the scores. Moreover, the writing task was

modified from "introduce yourself using four sentences" to " introduce yourself, talk about your age, your hobbies, your family members" to give the students more specific context and generate sentences relevant to the learning outcomes of this study. Writing four sentences may lead to focusing on the language criteria rather than content and organisation, and this is not the aim of communicative writing.

Finally, the test instructions were given at the beginning and at each section during the test, requiring the students to read the instructions and answer the test questions simultaneously. This could be demanding and cause anxiety among the learners; hence the instructions were modified to be introduced before the students take the test. Another observation was the prompts I used during the speaking tests and the repetition of questions for some learners without others. This made me more focused on asking each candidate moderately during the main study. However, this issue could also be related to online testing as it was difficult to decide whether the student did not understand the question or had a problem with the internet connection.

Questionnaire:

The questionnaire was first designed to gain the students' feedback on the unit at the end of the teaching period. This was modified in the main study to be administered after each lesson as the students may forget the type of activities and texts, and their perception may not be accurate and reflect their real experiences if the questionnaire is completed at the end. As a result, some questions were modified as below:

Q2: Feedback on the activities of each lesson and the evaluation statement " I learned a lot from it" changed to "I wish to learn English from this type of activities in the future" since the former measure usefulness whereas the latter measure future learning.

Q3: Feedback on the reading and spoken texts (changed from numerical rating scale to open-ended questions).

Another significant modification was to include both English and Arabic translation in the same version to provide opportunities for using L1 or L2 depending on the learners' language proficiency.

Individual interviews and forums:

No significant changes were made to the individual interviews and forum questions. For example, asking one feedback question on two texts was confusing for the learners, so in the

main study, I decided to ask one question at a time for each reading or spoken text to gain in-depth attitudes. Also, using English only in the individual interviews made some students feel nervous, and some requested to speak in L1. Therefore, L1 was used in the main study to make the students feel comfortable and generate valuable data.

Regarding the forum questions, I asked the students to talk about the reading and spoken texts as well as the activities, but some of them did not remember the lessons. This problem made me modify the main study forums by adding pictures of the reading and spoken texts and presenting most of the activities in a list.

TD materials:

I taught the students the four TD lessons to evaluate the use of the materials and the impact they may have on the learners' L2 learning. It was found that all four lessons had positive effects on the learners' L2 performance, which was indicated by their L2 interaction through making predictions, asking and answering questions, and expressing opinions.

-During the evaluation (pilot study), some points were observed in lessons two and four. In lesson two, the instructions for the writing and vocabulary tasks were not clearly presented. Learners were confused and argued about what they should write at the beginning of the letter and what information should be provided regarding their families. Regarding the vocabulary task, they misunderstood the task and provided the relationship among the family members rather than their relationship with Cinderella. Furthermore, they felt shy to present their families, and the teacher (researcher) kept encouraging them to participate. In lesson four, the picture used at the beginning may not represent the topic or the video of the lesson. However, the learners communicated effectively, and their answers were still relevant to the questions provided.

-After the evaluation (main study), the writing and vocabulary tasks were modified with specific instructions and details, and an example of my family tree was shown to the learners to increase their engagement and participation. Additionally, pictures of the same YouTube video were used in lesson four. I asked the students to predict what was happening in these pictures, followed by open questions used in the pilot study as a readiness experiential activity. Finally, the time allocated to tasks and group/pair work was more effectively managed in the main study.

3.8 Research validity and reliability

Researchers often take many stages to ensure that their investigation outcomes are worthwhile and they can control the quality of their research. Validity and reliability are two important domains in this endeavour. Reliability is a concept that deals with consistency (Nunan & Bailey, 2009, p.62). In language classroom research, it is necessary to ensure that the results are consistent when recording and analysing the data. For example, if two teachers evaluate students' performance and one is being rigorous in her marking while the other is flexible, the learners may receive unequal scores. In this case, the results are lacking inter-rater reliability. Inter-rater reliability refers to the measurement of whether or not the raters are judging the same data set in the same way (Mackey & Gass, 2016, p.181). In order to ensure that inter-rater reliability is applied in this study, sample results of speaking and writing tests were checked by a second teacher who participated in this research. Also, the codes emerged during the analysis of individual interviews, and the translations from Arabic to English were checked by an expert translator and PhD students in the English field. Furthermore, clear operational definitions of the students' turns and interactional patterns were provided to avoid coding differently, which could lead to unreliable results.

A parallel issue that might occur is intra-rater reliability, which is about the consistency of one rater's results over time. The intra-rater reliability was developed in this study by rereading the transcripts of the classroom interaction, semi-structured interviews, forums, and observations and calculating the results twice to ensure that the same findings were congruent with the initial analysis at different times.

Another type of reliability is instrument reliability (test-retest method). This means the same test is administered to the same participants at two points in time (Mackey & Gass, 2021). For example, the pre and post-tests conducted in the pilot study may determine the test reliability before the main study took place.

Validity is the second significant concept for the research to be considered viable. Internal validity means to what extent the study results are related to the factors intended by the researcher (Mackey & Gass, 2021). To ensure the study's internal validity, some variables were controlled, such as the learners' gender, level, age, as well as the teacher's input and style. Other factors that may raise arguments are the student's motivation or aptitude level among the groups and the different schedule timings discussed earlier in this chapter. The former is

controlled by selecting intact classes from a list of already-made groups. Therefore, it can be argued that any observed differences in the findings are due to the treatments given since possible confounding variables that might have an effect are presumably distributed in the Text-Driven and Coursebook groups. The latter was controlled by exposing both groups to the two periods, i.e. morning and afternoon classes.

Regarding external validity, generalizability is considered a main factor to be identified in any research. To generalise the study means whether the study results can be extrapolated from the current sample to different populations and learning environments it represents. The number of participants in the present study is fairly enough to claim that the sample and the study's findings are representative of the target population. Furthermore, the study findings can also be generalised in terms of the students' age (EFL adult learners), proficiency level (A2 in CEFR), and the general English course they have been taught. However, the study lacks external validity regarding gender since it focused on females only. Strengthening the internal validity might weaken the external validity (Nunan & Bailey, 2009). In other words, in the internal validity, all the variables that might influence the study outcomes are carefully controlled. But, if there's much more control over variables, this may create laboratory-like situations which may not allow for study duplication and may not resemble real-life classrooms (p. 66).

Content and face validity are other types of research validity. Content validity refers to the representativeness of research tools regarding the aspects of the investigation, while face validity refers to the familiarity and simplicity of the research instruments to the participants (Mackey & Gass, 2021). For example, questionnaires and individual interviews were used to investigate the learners' perceptions, forums and CIA were performed to analyse the learners' interaction, and pre and post-tests were used to measure any potential improvements. The rationale for the use of these instruments is discussed in **Chapter Two, Part 3**. Moreover, although the students may not be familiar with the online mode of these tools, the pilot and main studies showed positive views on these instruments.

3.9 Research ethics

Ethical consideration is an important area of any piece of research. Prior to commencing the study, ethical clearance was sought from the University of Liverpool, UK, and the University of Jeddah, KSA, where this study is conducted.

Firstly, it was essential to complete the data collection approval form to gain the research ethical approval from the Head of the ELI at the University of Jeddah. This form included all the necessary information about the research aims, methods of data collection, procedure, and participants. The approval letter was received from the ELI in March 2020.

Secondly, I applied for ethical clearance at the University of Liverpool, and the approval was received in July 2020. The main and pilot studies were included in this approval since similar research procedures, methods of data collection, and participants' samples were used. The ethical application involved details about the project, for example, research aims and procedure, research context, data collection methods, participants, and data management. Furthermore, it was required to prepare all the necessary documents, such as the approval letter from the University of Jeddah, samples of the data collection measurements, participants' information sheet and consent forms, and advertisement letters. Participants should be informed of the research purpose and procedure, how their data will be used and stored, if there are any risks or benefits, and that their participation is voluntary and confidentiality is assured. These details were included in the research information sheet for both teachers and students.

Thirdly, after receiving ethical approval, the participants were informed about the research before the data collection started. In the first introductory session, the students were told that their participation in the online questionnaires, individual interviews, forum discussions, and proficiency tests is voluntary and that their data will be anonymised and used for research purposes only. Additionally, they were notified that classroom interaction, individual interviews, forums, and speaking tests will be audio and video recorded without using the camera for cultural reasons and that two ELI instructors will observe some lessons to examine their interaction. The research information sheet and consent forms were presented to the students and shared via email in their L1 so they can read the information in their own time. They were asked to return the consent forms via email and should feel free to ask any questions if they did not understand the information given. The majority of the students were happy to volunteer and signed the consent form (please see Appendix 11).

Finally, the teachers who participated in this research were also informed of the research purpose and procedure, that their participation is voluntary, and their observational notes will be anonymised and used for research purposes. The teachers were my colleagues at the ELI, and they were contacted informally to gain their approval. The research information sheet, consent form, and clear instructions on observing the lessons were all emailed to the participating teachers (please see Appendix 12).

3.10 Summary

This chapter has described the research methodology, including the research design, procedure, participants, teaching materials, and data collection methods. Firstly, I discussed the rationale for performing comparison group design using intact classes and the use of multiple (mixed) methods to justify the current research questions. Secondly, an overview of the research procedure and the sampling of participants were explained. Thirdly, the learning objectives of the TD and CB teaching materials, the development of Text-Driven materials in this study, and the theoretical analysis of PPP stages used in the coursebook unit were described in detail. Then, I illustrated the procedure, sampling, and design of the six research tools used in this study: questionnaires, individual interviews, classroom interaction analysis (CIA), forums, teachers' observations, and pre-post tests. The process of recording and transcription was also included in this section. Chapters **Four**, **Five**, and **Six** explain the analysis stages (qualitative thematic analysis and quantitative descriptive analysis).

This chapter also described the procedure of the pilot study along with the modifications made to the research tools and the teaching materials. The validity and reliability of the research and its tools, as well as the ethical clearance and its process, were finally demonstrated. The following chapters will analyse and present the findings of the data collection methods described in this chapter.

Chapter Four: Findings of Questionnaires and Individual Interviews (RQ1)

4.1 Introduction

Questionnaires and individual interviews were used to answer the first research question in this study:

RQ1: What are the attitudes of EFL learners towards Text-Driven (TD) and Coursebook (CB) materials?

This chapter is divided into two parts. The first part explains the analysis procedure of the questionnaires, followed by the TD and CB questionnaire findings. The second part demonstrates the interview analysis procedure and provides the findings of the TD and CB interviews. A summary of the results is provided at the end of each part.

4.2 Questionnaire results

The questionnaires were distributed online to all the participants after each lesson. The following table (Table 4.1) illustrates the TD and CB number of participants, absentees, and average response after the exclusion of partial answers:

Groups	N=participants	N= Responses						N=absence
		L1	**L2**	**L3**	**L4**	**Average response**	**%**	
TD	38	30	33	27	20	27.5	72%	0
CB	41	30	27	26	18	25.25	62%	1 in **L2**
TD&CB	79	60	60	53	38	52.75	67%	1 in **L2** (CB)

Table 4.1: Number of participants and average response (questionnaires)

L1= Lesson 1,   **L2**= Lesson 2,   **L3**= Lesson 3,   **L4**= Lesson 4

Table 4.1 shows that the response rate is 67% throughout the teaching period, indicating a very good return rate in light of the recent meta-analysis investigation of 1071 online survey response rates in education-related research (Wu et al., 2022). It seems reasonable to assume that the questionnaire data reliably represents the learners' attitudes. Lack of responses could be relevant to several factors, such as internet issues during the Covid-19 pandemic in 2020,

the lack of electronic devices, the students' examinations and assignments for other subjects, and their heavy schedules in the foundation year programme.

The process of analysis involved quantitative and qualitative measurements. For example, Qs 1-3 (rating scales) were analysed using descriptive statistics via SPSS and Excel with a reverse of the negatively worded items. For instance, Strongly agree = 5 was reversed to Strongly agree = 1. Qs 4-7 (short responses) were analysed quantitatively and qualitatively using thematic coding analysis in Excel and Nvivo software to extract categories and number of references.

Since the questionnaires were distributed in English and Arabic, the English answers were immediately analyzed, while the Arabic answers were first translated into English by the researcher to be ready for the analysis; the researcher is a native Arabic speaker and English teacher. Twenty samples with the most extended responses were selected for back-translation to Arabic. The back-translation procedure was conducted to compare the accuracy and equivalence of the two versions. The back-translated version in Arabic corresponded with the original language in Arabic, which indicates the accuracy of the translation. The response rate for using English only was 22.2%, Arabic only 66.3%, and using both languages 11.3%. These results indicate that the students' English level is low and preferred L1 (Arabic) to answer the questionnaires.

The following sections present the TD and CB responses to the seven questions used in the questionnaires.

Q1: General feedback on the lessons

In the first question, the students were asked to evaluate two statements regarding the enjoyment and usefulness of the lessons using 5 Likert scale agreement options (**5**= Strongly agree, **4**= Agree, **3**=Neutral, **2**= Disagree, **1**= Strongly disagree). The following sections will present the results of each statement from positive to negative cline.

Q1.1: I enjoyed the lesson
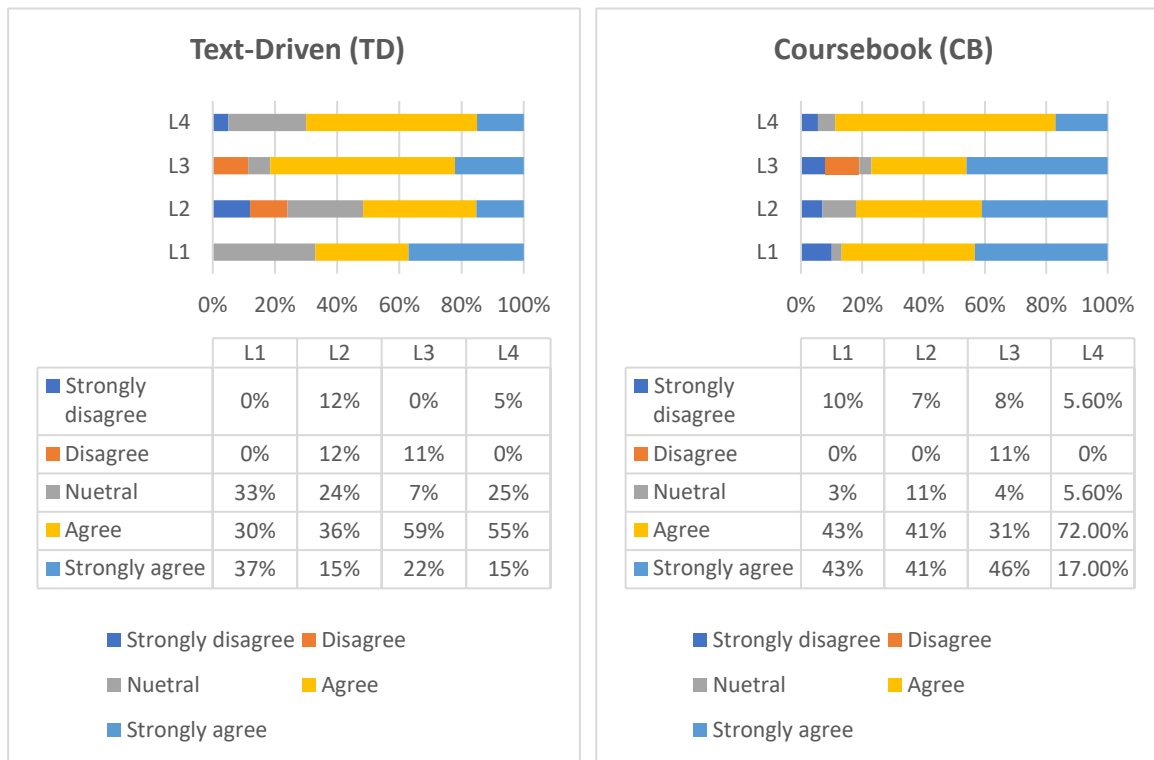
Figure 4.1: TD and CB feedback on the lessons' enjoyment (Questionnaire responses)

L1= Lesson 1,   **L2**= Lesson 2,   **L3**= Lesson 3,   **L4**= Lesson 4

	TD (n=38)				Overall	CB (n=41)				Overall
	L1	**L2**	**L3**	**L4**		**L1**	**L2**	**L3**	**L4**	
Median	4	4	4	4	**4**	4	4	4	4	**4**
Mean	4.03	3.30	3.92	3.75	**3.75**	4.10	4.07	3.96	3.94	**4.11**
Valid	30	33	27	20		30	27	26	18	
Weighted Percentage			75%					82%		
General Attitude			**Positive**					**Positive**		

Weighted Percentage= mean score divided by five (5 Likert scale)

The results show that 75% of the TD and 82% of the CB participants held positive perceptions and found the lessons enjoyable.

In Lesson 1, although the CB agreement percentage was higher compared to the TD (**CB** = 86%, **TD** = 67%), the "strongly disagree" option was only selected by the CB group (10%). This indicates that the TD result was affected by "neutral" responses more than the CB (**TD**= 33%, **CB** = 3%). Since the materials were new for the learners in this context, providing neutral responses for their first-time experience was expected.

In Lesson 2, half of the TD students enjoyed it (51%), while the others were either neutral (24%) or did not enjoy (24%). On the other hand, higher agreement responses were found in the CB group: 82% enjoyed the class, 11% were neutral, and only 7 % did not enjoy it.

In Lesson 3, the majority of the TD and CB students found it enjoyable (**TD**= 81%, **CB**= 77%). Besides TD's higher percentage of "agreement" options, the "disagreement" percentage shows that the TD group enjoyed this lesson more than the CB (**TD**= 11%, **CB**= 19%).

In Lesson 4, 70% of TD and 89% of CB participants enjoyed this lesson, and an equivalent disagreement percentage was found in both groups (5%). Like Lesson 1, the TD result was more influenced by "neutral" responses than the CB (**TD** = 25%, **CB** = 5%).

Q1.2: The lesson was not useful (reversed from negative to positive)

Text-Driven (TD)

	L1	L2	L3	L4
■ Strongly disagree	3%	6%	0%	10%
■ Disagree	17%	9%	22%	10%
■ Nuetral	17%	27%	11%	10%
■ Agree	33%	30%	52%	45%
■ Strongly agree	30%	27.30%	15%	25%

Coursebook (CB)

	L1	L2	L3	L4
■ Strongly disagree	0%	7%	8%	6%
■ Disagree	6.70%	11%	11.50%	6%
■ Nuetral	0%	15%	11.50%	11%
■ Agree	43.30%	30%	31%	50%
■ Strongly agree	50%	37%	38.50%	28%
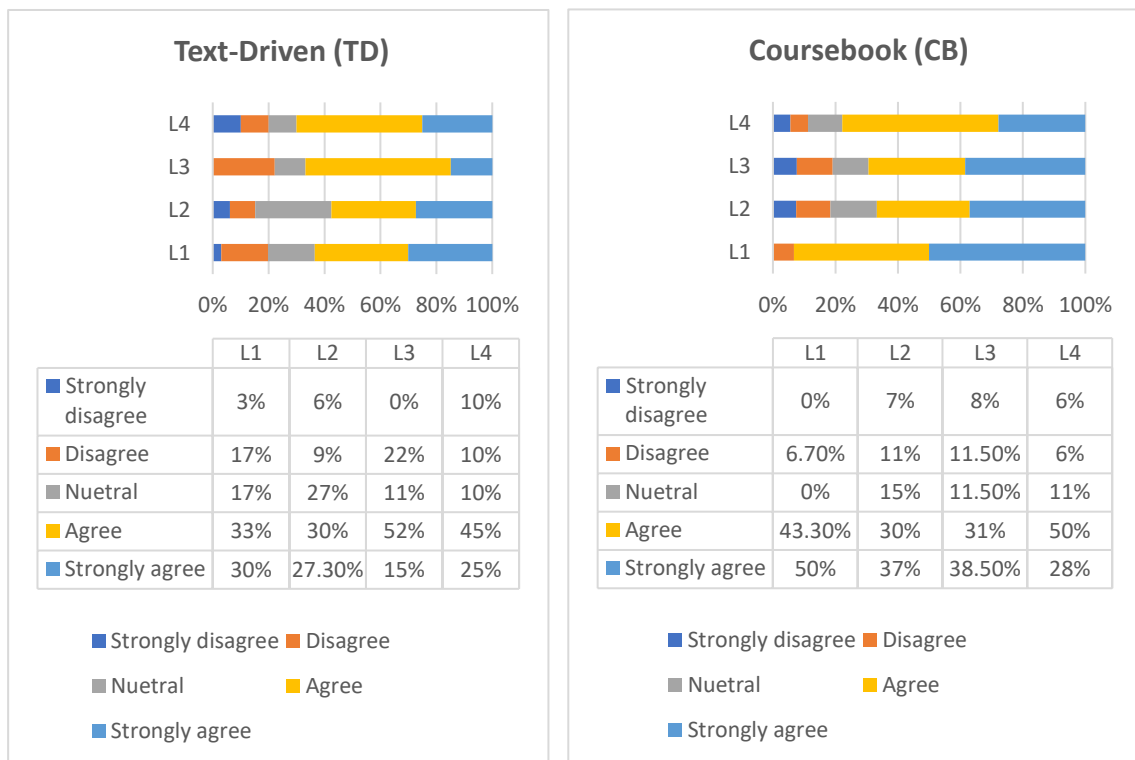
Figure 4.2: TD and CB feedback on the lessons' usefulness (Questionnaire responses)

L1= Lesson 1,   **L2**= Lesson 2,   **L3**= Lesson 3,   **L4**= Lesson 4

	TD (n=38)				Overall	CB (n=41)				Overall
	L1	**L2**	**L3**	**L4**		**L1**	**L2**	**L3**	**L4**	
Median	4	4	4	4	4	4.50	4	4	4	4
Mean	3.70	3.63	3.59	3.65	3.59	4.36	3.77	3.80	3.8	4.00
Valid	30	33	27	20		30	27	26	18	
Weighted Percentage	72%					80%				
General Attitude	**Positive**					**Positive**				

The findings show that both TD and CB groups held positive attitudes and found the lessons useful (**TD** = 72%, **CB** = 80%).

Lesson 1 results indicate that the CB group found this lesson more useful than the TD (**CB**= 93%, **TD**= 63%). The TD disagreement responses may be relevant to the unfamiliarity with the materials' content and teaching method, particularly in the first lesson. These reasons were also discussed by the participants in Q6, "things they disliked about the lessons".

In Lesson 2, over half of the TD and CB students found this lesson useful (**TD** = 57%, **CB**= 67%), while others were either neutral (**TD**= 27%, **CB**= 15%) or did not find the lesson useful (**TD**= 15%, **CB**= 18%).

Similar to Lesson 2, over half of the TD and CB students found Lesson 3 useful (**TD** = 67%, **CB** = 69%). Neutral responses were also similar among the groups (11%). The difference is in the disagreement percentages. Although 22% TD compared to 11% CB participants "disagreed" that the lesson was useful, the "strongly disagree" option was only selected by the CB group (8%).

Lesson 4 results show that most TD and CB participants found this lesson useful (**TD**= 70%, **CB**= 78%). Neutral responses were almost similar among the groups (**TD** = 10%, **CB** = 11%), but the disagreement ones were higher in the TD than the CB (**TD** = 20%, **CB** = 12%), indicating that this lesson was more useful for the CB group.

To summarise, the results of this question show that the four lessons were enjoyable and useful for both TD and CB groups. The reasons behind their perceptions are discussed in the findings of Qs 5 and 6.

Q2: Enjoyment, usefulness, and future learning of the activities

The second question asks the students to evaluate the activities in terms of three factors: enjoyment, usefulness, and future learning, using five Numerical rating scales (**5**= very much, **4**= quite a lot, **3**= so so, **2**= not really, **1**= not at all). The following sections present the TD and CB responses concerning the previous three factors for each activity used in every lesson.

Q2.1: I enjoyed it (TD Group)

	List of Activities	L	Level of enjoyment					N =	Median	Mean	%	Attitude
			1	2	3	4	5					
1	Working in pairs to exchange ideas	L1	5	5	8	6	6	30	3.00	3.10	62%	Neutral
		L2	16	4	4	4	5	33	2.00	2.33	47%	Negative
		L3	3	5	8	5	6	27	3.00	3.22	64%	Neutral
		L4	2	1	6	4	7	20	4.00	3.65	73%	Positive
2	Working in groups to exchange ideas	L1	2	5	7	7	9	30	4.00	3.53	71%	Positive
		L2	12	2	10	3	6	33	3.00	2.67	53%	Neutral
		L3	3	4	6	7	7	27	4.00	3.41	68%	Positive
		L4	0	2	8	3	7	20	3.50	3.75	75%	Positive
3	Making predictions	L1	0	1	5	15	9	30	4.00	4.07	81%	Positive
		L2	1	2	8	9	13	33	4.00	3.94	79%	Positive
		L3	0	7	9	7	4	27	3.00	3.30	66%	Neutral
		L4	0	0	3	8	9	20	4.00	4.30	86%	Positive
4	Discover the grammar points	L1	4	4	8	6	8	30	3.00	3.33	67%	Neutral
		L2	9	3	9	5	7	33	3.00	2.94	59%	Neutral
		L3	2	4	12	5	4	27	3.00	3.19	64%	Neutral
		L4	2	3	3	6	6	20	4.00	3.55	71%	Positive
5	Express your opinions	L1	2	3	7	5	13	30	4.00	3.80	76%	Positive
		L2	3	3	10	9	8	33	4.00	3.48	70%	Positive
		L3	1	5	10	3	8	27	3.00	3.44	69%	Neutral
		L4	1	2	3	7	7	20	4.00	3.85	77%	Positive
6	Play the guessing game	L1	3	3	8	5	11	30	4.00	3.60	72%	Positive
7	Sharing your classmate's assumptions	L1	1	3	5	7	14	30	4.00	4.00	80%	Positive
8	Writing a letter to Cinderella	L2	0	5	5	12	11	33	4.00	3.88	78%	Positive
9	Discover the vocabulary points	L2	2	4	10	4	13	33	4.00	3.67	73%	Positive
10	Draw your family tree	L2	2	4	3	10	14	33	4.00	3.91	78%	Positive
11	Listening to the text before reading	L2	1	5	9	6	12	33	4.00	3.70	74%	Positive
		L3	0	0	6	12	9	27	4.00	4.11	82%	Positive
12	Searching and writing about facts	L3	0	2	6	11	8	27	4.00	3.93	79%	Positive
13	Revise your own writing	L3	1	6	10	5	5	27	3.00	3.26	65%	Neutral
14	Write a letter to your favourite celebrity	L4	3	0	4	3	10	20	4.50	3.85	77%	Positive
15	Act out your letter to the class	L4	1	3	3	5	8	20	4.00	3.80	76%	Positive
Overall enjoyment									**4.00**	**3.58**	**72%**	**Positive**

Table 4.2: Feedback on activities' enjoyment (TD)

L = Lessons   N = Total number of responses   5= very much   4= quite a lot   3= so so   2= not really   1= not at all

Table 4.2 shows that 72% of the TD participants had positive attitudes and found most of the activities "quite a lot" enjoyable (Mean= 3.58, Median = 4.00).

While most of the activities were rated as "quite a lot enjoyable", some were rated as "neutral". For example, 62% and 64% were "neutral" about *working in pairs* in lessons 1 and 3 (Mean =

3.10, 3.22), 67%, 59%, and 64% were "neutral" about *discover the grammar points* in lessons 1, 2, and 3 (Mean = 3.33, 2.94, and 3.19, respectively), and 65% were "neutral" about *revise your own writing* in lesson 3 (Mean = 3.26). *Working in pairs* was the only activity that 47% of the participants "did not really enjoy" in lesson 2 (Mean = 2.33). However, these activities were also rated as "quite a lot enjoyable" in the fourth lesson (73% enjoyed *working in pairs* and 71% enjoyed *discover the grammar points*). Additionally, using the discovery approach in vocabulary learning had positive attitudes by 73% of the learners, as seen in the mean score of "Discover the vocabulary points" activity (Mean = 3.67). This finding shows that the TD students enjoyed the discovery approach in vocabulary more than in grammar.

Other activities were also rated as "neutral". For instance, 53% of the students were "neutral" about *working in groups* in lesson 2 (Mean = 2.67), 66% were "neutral" about *making pedictions* in lesson 3 (Mean = 3.30), and 69% rated *express your opinions* as "neutral" in lesson 3 (Mean = 3.44). These activities were also rated as "quite a lot enjoyable" in most of the lessons.

The variety of responses in the above activities may attribute to several factors. Firstly, working in groups/pairs had different views from the participants due to the lack of cooperation among the members to achieve the task's goals, as reported in the findings of Qs 5 and 6. Secondly, these activities are new communicative activities for the learners in this context. They are accustomed to traditional practices, explicit teaching of grammar, and direct corrective feedback on their written productions. They may not expect the teacher to ask them about their opinions, make predictions, or be independent in correcting their own writing.

The participants were also asked to evaluate the same activities in terms of usefulness to measure the effectiveness of the materials from more than one aspect.

Q2.2: Useful activity (TD Group)

	List of Activities	L	*Level of usefulness*					N =	Median	Mean	%	Attitude
			1	2	3	4	5					
1	Working in pairs to exchange ideas	L1	0	5	11	9	5	30	3.00	3.47	69%	Neutral
		L2	9	3	13	3	5	33	3.00	2.76	55%	Neutral
		L3	2	4	8	8	5	27	3.00	3.37	67%	Neutral
		L4	1	3	7	3	6	20	3.00	3.50	70%	Neutral
2	Working in groups to exchange ideas	L1	2	5	6	6	11	30	4.00	3.63	73%	Positive
		L2	5	5	13	4	6	33	3.00	3.03	61%	Neutral
		L3	1	6	7	7	6	27	3.00	3.41	68%	Neutral
		L4	0	1	8	3	8	20	4.00	3.90	78%	Positive
3	Making predictions	L1	0	0	4	15	11	30	4.00	4.23	85%	Positive
		L2	0	3	8	9	13	33	4.00	3.97	79%	Positive
		L3	2	5	13	4	3	27	3.00	3.04	61%	Neutral
		L4	0	1	5	4	10	20	4.50	4.15	83%	Positive
4	Discover the grammar points	L1	2	5	7	7	9	30	4.00	3.53	71%	Positive
		L2	8	2	6	7	10	33	4.00	3.27	65%	Positive
		L3	2	6	10	5	4	27	3.00	3.11	62%	Neutral
		L4	2	2	4	4	8	20	4.00	3.70	74%	Positive
5	Express your opinions	L1	1	3	5	9	12	30	4.00	3.93	79%	Positive
		L2	2	3	11	11	6	33	4.00	3.48	70%	Positive
		L3	0	3	12	5	7	27	3.00	3.59	72%	Neutral
		L4	1	0	5	3	11	20	5.00	4.15	83%	Positive
6	Play the guessing game	L1	1	1	9	9	10	30	4.00	3.87	77%	Positive
7	Sharing your classmate's assumptions	L1	2	3	6	6	13	30	4.00	3.83	77%	Positive
8	Writing a letter to Cinderella	L2	1	3	10	8	11	33	4.00	3.76	75%	Positive
9	Discover the vocabulary points	L2	2	4	7	9	11	33	4.00	3.70	74%	Positive
10	Draw your family tree	L2	2	2	7	11	11	33	4.00	3.82	76%	Positive
11	Listening to the text before reading	L2	1	7	11	6	8	33	3.00	3.39	68%	Neutral
		L3	1	1	9	7	9	27	4.00	3.81	76%	Positive
12	Searching and writing about facts	L3	0	2	6	8	11	27	4.00	4.04	81%	Positive
13	Revise your own writing	L3	1	4	7	5	10	27	4.00	3.70	74%	Positive
14	Write a letter to your favourite celebrity	L4	1	2	5	4	8	20	4.00	3.80	76%	Positive
15	Act out your letter to the class	L4	2	2	4	5	7	20	4.00	3.65	73%	Positive
Overall usefulness									4.00	3.64	73%	Positive

Table 4.3: Feedback on activities' usefulness(TD)

L = Lessons   **N** = Total number of responses   **5**= very much   **4**= quite a lot   **3**= so so   **2**= not really   **1**= not at all

Table 4.3 demonstrates that 73% of the TD participants had positive attitudes and found most of the activities "quite a lot" useful (Mean= 3.64, Median = 4.00).

Similar to the enjoyment factor, some activities received different opinions from the participants in the four lessons. For example, 61% and 68% were "neutral" about *working in groups* in lessons 2 and 3 (Mean = 3.03 and 3.41), 68% were "neutral" about *listening to the text before reading* in lesson 2 (Mean = 3.39), and over half of the participants rated *working in pairs* as "neutral" in all the lessons (69%, 55%, 67%, and 70%, with mean scores of 3.47, 2.76, 3.37, and 3.50, respectively).

Likewise, over half of the participants rated *making predictions, discover the grammar points, and express your opinions* as "neutral" in lesson 3 (61%, 62%, and 72%, with mean scores of 3.04, 3.11, and 3.59, respectively).

Notwithstanding, all of the above activities except *working in pairs* were also rated as "quite a lot" or "very much" useful in most of the lessons. Remarkably, over half of the participants found *discover the grammar points* "quite a lot useful" in lessons 1, 2 and 4 (71%, 65%, and 74%, with mean scores of 3.53, 3.27, and 3.70, respectively), although it was rated as "neutral" in terms of enjoyment, as found previously.

Notably, no negative perceptions were identified, showing that the TD learners found all the activities useful for L2 learning and that neutral responses echoed their previous experience with coursebook exercises, as previously discussed.

These activities were also evaluated regarding future learning to examine whether the learners are willing to learn from the TD activities in future ELI classes.

Q2.3: I wish to learn English from this type of activity in the future (TD Group)

	List of Activities	L	Level of future learning					N =	Median	Mean	%	Attitude
			1	2	3	4	5					
1	Working in pairs to exchange ideas	L1	3	5	10	4	8	30	3.00	3.30	66%	Neutral
		L2	13	2	6	8	4	33	3.00	2.64	53%	Neutral
		L3	3	4	10	4	6	27	3.00	3.22	64%	Neutral
		L4	1	4	5	3	7	20	3.50	3.55	71%	Positive
2	Working in groups to exchange ideas	L1	6	3	7	4	10	30	3.00	3.30	66%	Neutral
		L2	12	2	10	5	4	33	3.00	2.61	52%	Neutral
		L3	2	4	9	7	5	27	3.00	3.33	67%	Neutral
		L4	1	5	6	3	5	20	3.00	3.30	66%	Neutral
3	Making predictions	L1	0	5	8	6	11	30	4.00	3.77	75%	Positive
		L2	4	3	9	3	14	33	4.00	3.61	72%	Positive
		L3	3	7	9	4	4	27	3.00	2.96	59%	Neutral
		L4	0	2	6	2	10	20	4.50	4.00	80%	Positive
4	Discover the grammar points	L1	2	6	8	9	5	30	3.00	3.30	66%	Neutral
		L2	10	2	7	7	7	33	3.00	2.97	59%	Neutral
		L3	4	3	11	6	3	27	3.00	3.04	61%	Neutral
		L4	2	1	5	3	9	20	4.00	3.80	76%	Positive
5	Express your opinions	L1	5	5	5	8	7	30	3.50	3.23	65%	Positive
		L2	4	3	13	3	10	33	3.00	3.36	67%	Neutral
		L3	3	4	8	6	6	27	3.00	3.30	66%	Neutral
		L4	2	1	4	6	7	20	4.00	3.75	75%	Positive
6	Play the guessing game	L1	4	2	7	7	10	30	4.00	3.57	71%	Positive
7	Sharing your classmate's assumptions	L1	4	4	4	7	11	30	4.00	3.57	71%	Positive
8	Writing a letter to Cinderella	L2	2	4	13	6	8	33	3.00	3.42	68%	Neutral
9	Discover the vocabulary points	L2	4	6	9	5	9	33	3.00	3.27	65%	Neutral
10	Draw your family tree	L2	3	3	11	8	8	33	3.00	3.45	69%	Neutral
11	Listening to the text before reading	L2	5	5	10	2	11	33	3.00	3.27	65%	Neutral
		L3	2	3	8	10	4	27	4.00	3.41	68%	Positive
12	Searching and writing about facts	L3	0	5	9	4	9	27	3.00	3.63	73%	Neutral
13	Revise your own writing	L3	3	3	9	6	6	27	3.00	3.33	67%	Neutral
14	Write a letter to your favourite celebrity	L4	2	1	4	4	9	20	4.00	3.85	77%	Positive
15	Act out your letter to the class	L4	3	1	6	2	8	20	3.50	3.55	71%	Positive
Overall future learning									**3.00**	**3.37**	**67%**	**Neutral**

Table 4.4: Feedback on activities' future learning (TD)

L = Lessons   **N** = Total number of responses   **5**= very much   **4**= quite a lot   **3**= so so   **2**= not really   **1**= not at all

As seen in Table 4.4, 67% of the participants were "neutral" about the future learning of the TD activities (Mean = 3.37, Median = 3.00).

Besides the neutral responses, over half of the participants were also "quite a lot" or "very much" happy to learn from the following activities:

- *Working in pairs* (71%, Mean = 3.55)

- *Making predictions* (75%, 72%, and 80%, Mean = 3.77, 3.61, and 4.00, respectively)

- *Discover the grammar points* (76%, Mean = 3.80)

- *Express your opinions* (65% and 75%, Mean = 3.23 and 3.75)

- *Play the guessing game* (71%, Mean = 3.57)

- *Sharing your classmate's assumptions* (71%, Mean = 3.57)

- *Listening to the text before reading* (68%, Mean = 3.41)

- *Write a letter to your favourite celebrity* (77%, Mean = 3.85)

- *Act out your letter to the class* (71%, Mean = 3.55)

Most of the above activities were also enjoyable and useful in the previous factors. Furthermore, the short answer responses show that these activities were the most that the students' liked (please see Qs5 and 6).

Since no negative responses were identified, the findings show that the learners are willing to learn from the TD activities in future classes, even if their perceptions varied in the four lessons.

The following section will present the CB attitudes toward the activities regarding the three factors.

Q2.1: I enjoyed it (CB Group)

	List of Activities	L	Level of enjoyment					N =	Median	Mean	%	Attitude
			1	2	3	4	5					
1	Working in pairs to exchange ideas	L1	1	7	5	6	11	30	4.00	3.63	73%	Positive
		L2	5	5	9	3	5	27	3.00	2.93	59%	Neutral
		L3	9	4	3	3	7	26	2.50	2.81	56%	Neutral
		L4	4	5	2	3	4	18	2.50	2.89	58%	Neutral
2	Working in groups to exchange ideas	L1	1	1	4	8	16	30	5.00	4.23	85%	Positive
		L2	2	1	2	8	14	27	5.00	4.15	83%	Positive
		L3	0	4	3	6	13	26	4.50	4.08	82%	Positive
		L4	1	2	4	6	5	18	4.00	3.67	73%	Positive
3	Using pictures to predict the lesson's topic	L1	0	0	2	12	6	30	5.00	4.47	89%	Positive
4	Match the answers with the questions	L1	0	1	5	8	16	30	5.00	4.30	86%	Positive
		L3	0	3	5	8	10	26	4.00	3.96	79%	Positive
5	Choose the correct option	L1	0	2	3	4	21	30	5.00	4.47	89%	Positive
		L2	0	0	6	8	13	27	4.00	4.26	85%	Positive
		L4	1	1	4	8	4	18	4.00	3.72	74%	Positive
6	Complete the missing information	L1	0	2	4	9	15	30	4.50	4.23	85%	Positive
		L2	4	1	2	9	11	27	4.00	3.81	76%	Positive
		L3	2	3	4	7	10	26	4.00	3.77	75%	Positive
7	Listen and repeat the sentences	L1	1	2	5	8	14	30	4.00	4.07	81%	Positive
8	Introduce your classmate to the class	L1	2	4	3	6	15	30	4.50	3.93	79%	Positive
9	Listening to and reading "A Family in Kenya" texT	L2	1	2	9	6	9	27	4.00	3.74	75%	Positive
10	Answer reading comprehension questions	L2	1	4	5	7	10	27	4.00	3.78	76%	Positive
		L3	3	1	5	8	9	26	4.00	3.73	75%	Positive
11	Rewrite the sentences	L2	2	1	8	6	10	27	4.00	3.78	76%	Positive
		L4	1	2	6	4	5	18	3.50	3.56	71%	Positive
12	Introduce your family members or friends to your classmate	L2	2	2	5	6	12	27	4.00	3.89	78%	Positive
13	Fill in the gaps activity	L3	1	1	6	7	11	26	4.00	4.00	80%	Positive
14	Express your opinions	L3	1	4	5	6	10	26	4.00	3.77	75%	Positive
15	Role playing	L4	3	4	5	5	1	18	3.00	2.83	57%	Neutral
16	Listen and repeat the letters	L4	2	3	3	4	6	18	4.00	3.50	70%	Positive
17	Write a personal description for you	L4	1	2	2	4	9	18	4.50	4.00	80%	Positive
Overall enjoyment									**4.00**	**3.84**	**77%**	**Positive**

Table 4.5: Feedback on activities' enjoyment (CB)

L = Lessons   **N** = Total number of responses   **5**= very much   **4**= quite a lot   **3**= so so   **2**= not really   **1**= not at all

Table 4.5 shows that 77% of the CB participants "quite a lot" enjoyed the activities (Mean = 3.84, Median = 4.00).

While most of the activities were enjoyable to the learners, two of them rated as "neutral". For example, over half of the participants were "neutral" about *working in pairs* in most lessons (59%, 56%, and 58% with mean scores of 2.93, 2.81, and 2.89, respectively). Similarly, 57% rated *role-playing* as "neutral". These responses are connected as role-playing involves working in pairs. Working in pairs may impact the students' enjoyment if effective and meaningful interaction is lacking. This was also found in Q6 when the students found working in pairs unenjoyable.

On the other hand, *working in groups* was "very much" and "quite a lot" enjoyable for the majority of the learners throughout the lessons (85%, 83%, 82%, and 73%, with mean scores of 4.23, 4.15, 4.08, and 3.67, respectively). This was also found in Q5, when most instances reported enjoyment regarding group work. Working in groups was a new activity for the learners (as found in the interviews) and positively impacted their perceptions of the CB materials.

The same activities were also evaluated in terms of usefulness, aiming to assess their efficacy from another prospect.

Q2.2: Useful activity (CB Group)

	List of Activities	L	1	2	3	4	5	N =	Median	Mean	%	Attitude
1	Working in pairs to exchange ideas	L1	1	3	7	8	11	30	4.00	3.83	77%	Positive
		L2	5	3	9	5	5	27	3.00	3.07	61%	Neutral
		L3	5	5	4	3	9	26	3.00	3.23	65%	Neutral
		L4	3	3	7	2	3	18	3.00	2.94	59%	Neutral
2	Working in groups to exchange ideas	L1	1	0	3	7	19	30	5.00	4.43	89%	Positive
		L2	2	1	5	5	14	27	5.00	4.04	81%	Positive
		L3	1	1	6	8	10	26	4.00	3.96	79%	Positive
		L4	1	4	3	4	6	18	4.00	3.56	71%	Positive
3	Using pictures to predict the lesson's topic	L1	0	0	2	11	17	30	5.00	4.50	90%	Positive
4	Match the answers with the questions	L1	1	0	3	7	19	30	5.00	4.43	89%	Positive
		L3	1	4	2	10	9	26	4.00	3.85	77%	Positive
5	Choose the correct option	L1	0	2	0	9	19	30	5.00	4.50	90%	Positive
		L2	1	0	4	7	15	27	5.00	4.30	86%	Positive
		L4	0	1	4	9	4	18	4.00	3.89	78%	Positive
6	Complete the missing information	L1	0	1	3	9	17	30	5.00	4.40	88%	Positive
		L2	3	0	6	8	10	27	4.00	3.81	76%	Positive
		L3	1	1	6	8	10	26	4.00	3.96	79%	Positive
7	Listen and repeat the sentences	L1	1	1	2	11	15	30	4.50	4.27	85%	Positive
8	Introduce your classmate to the class	L1	3	2	4	11	10	30	4.00	3.77	75%	Positive
9	Listening to and reading "A Family in Kenya" texT	L2	1	0	6	10	10	27	4.00	4.04	81%	Positive
10	Answer reading comprehension questions	L2	1	1	8	6	11	27	4.00	3.93	79%	Positive
		L3	2	2	7	7	8	26	4.00	3.65	73%	Positive
11	Rewrite the sentences	L2	2	0	5	8	12	27	4.00	4.04	81%	Positive
		L4	0	3	6	5	4	18	3.50	3.56	71%	Positive
12	Introduce your family members or friends to your classmate	L2	2	1	8	6	10	27	4.00	3.78	76%	Positive
13	Fill in the gaps activity	L3	2	1	3	11	9	26	4.00	3.92	78%	Positive
14	Express your opinions	L3	1	2	6	6	11	26	4.00	3.92	78%	Positive
15	Role playing	L4	3	3	7	4	1	18	3.00	2.83	57%	Neutral
16	Listen and repeat the letters	L4	2	3	3	4	6	18	4.00	3.50	70%	Positive
17	Write a personal description for you	L4	1	1	2	3	11	18	5.00	4.22	84%	Positive
Overall usefulness									**4.00**	**3.91**	**78%**	**Positive**

Table 4.6: Feedback on activities' usefulness (CB)

L = Lessons   **N** = Total number of responses   **5**= very much   **4**= quite a lot   **3**= so so   **2**= not really   **1**= not at all

Table 4.6 illustrates that 78% of the participants found the activities "quite a lot" useful (Mean = 3.91, Median = 4.00).

Similar to the enjoyment factor, working in pairs was rated as "neutral" by over half of the participants in most lessons (61%, 65%, and 59%, with mean scores of 3.07, 3.23, and 2.94, respectively). Likewise, 57% of the students rated *role-playing* as "neutral", with a mean score of 2.83. In role-playing, learners practice the language by asking and answering textbook questions. They do not have the opportunity to communicate freely and use their own questions. Consequently, practising the language in non-communicative tasks may/may not be useful even for their future learning, as shown in the future learning factor below.

Q2.3: I wish to learn English from this type of activity in the future (CB Group)

	List of Activities	L	Level of future learning					N =	Median	Mean	%	Attitude
			1	2	3	4	5					
1	Working in pairs to exchange ideas	L1	1	9	5	4	11	30	3.50	3.50	70%	Positive
		L2	6	3	6	4	8	27	3.00	3.19	64%	Neutral
		L3	6	7	5	4	4	26	2.50	2.73	55%	Neutral
		L4	1	4	6	2	5	18	3.00	3.33	67%	Neutral
2	Working in groups to exchange ideas	L1	1	0	7	6	16	30	5.00	4.20	84%	Positive
		L2	2	1	3	6	15	27	5.00	4.15	83%	Positive
		L3	2	3	5	4	12	26	4.00	3.81	76%	Positive
		L4	1	3	5	3	6	18	3.50	3.56	71%	Positive
3	Using pictures to predict the lesson's topic	L1	0	1	4	4	21	30	5.00	4.50	90%	Positive
4	Match the answers with the questions	L1	1	0	7	7	15	30	4.50	4.17	83%	Positive
		L3	3	2	4	9	8	26	4.00	3.65	73%	Positive
5	Choose the correct option	L1	0	0	2	7	21	30	5.00	4.63	93%	Positive
		L2	2	0	6	5	14	27	5.00	4.07	81%	Positive
		L4	1	1	7	5	4	18	3.50	3.56	71%	Positive
6	Complete the missing information	L1	0	2	3	10	15	30	4.50	4.27	85%	Positive
		L2	5	0	5	8	9	27	4.00	3.59	72%	Positive
		L3	2	1	5	9	9	26	4.00	3.85	77%	Positive
7	Listen and repeat the sentences	L1	1	1	4	12	12	30	4.00	4.10	82%	Positive
8	Introduce your classmate to the class	L1	4	2	5	3	16	30	5.00	3.83	77%	Positive
9	Listening to and reading "A Family in Kenya" texT	L2	3	0	6	5	13	27	4.00	3.93	79%	Positive
10	Answer reading comprehension questions	L2	2	3	8	8	6	27	4.00	3.48	70%	Positive
		L3	3	1	6	8	8	26	4.00	3.65	73%	Positive
11	Rewrite the sentences	L2	2	2	6	6	11	27	4.00	3.81	76%	Positive
		L4	2	2	5	5	4	18	3.50	3.39	68%	Positive
12	Introduce your family members or friends to your classmate	L2	4	1	7	5	10	27	4.00	3.59	72%	Positive
13	Fill in the gaps activity	L3	2	2	4	11	7	26	4.00	3.73	75%	Positive
14	Express your opinions	L3	2	3	6	7	8	26	4.00	3.62	72%	Positive
15	Role playing	L4	3	3	7	3	2	18	3.00	2.89	58%	Neutral
16	Listen and repeat the letters	L4	3	2	5	4	4	18	3.00	3.22	64%	Neutral
17	Write a personal description for you	L4	2	2	1	4	9	18	4.50	3.89	78%	Positive
Overall future learning									**4.00**	**3.76**	**75%**	**Positive**

Table 4.7: Feedback on activities' future learning (CB)

L = Lessons   **N** = Total number of responses   **5**= very much   **4**= quite a lot   **3**= so so   **2**= not really   **1**= not at all

Table 4.7 demonstrates that 75% of the participants are "quite a lot " happy to learn from the coursebook activities in future classes.

Similar to the previous factors, *working in pairs* was rated as "neutral" by over half of the participants (64%, 55%, and 67%, with mean scores of 3.19, 2.73, and 3.33, respectively), as well as *role-playing* (58% with a mean score of 2.89). Moreover, 64% of the learners were "neutral" about *listen and repeat the letters*, with a mean score of 3.22.

Nevertheless, the findings of this question show that the CB learners held positive perceptions toward most of the activities regarding the three factors; enjoyment, usefulness, and future learning. The reasons behind their responses are discussed in Qs 5 and 6. The individual interview results will also provide valuable data regarding the CB and TD perceptions of the activities.

Q3: Language skills and interaction development

The students in this question were asked to evaluate six statements regarding their perceptions of language skills and interaction development using 5-Likert scale agreement options. The following Tables (4.8 and 4.9) present the findings of TD and CB responses.

Statements	L	1	2	3	4	5	N =	Median	Mean	%	Attitude
		**TD Group**					
		**Level of agreement**						
This lesson helped me to develop reading comprehension skills	L1	1	1	11	15	2	30	4.00	3.53	71%	Positive
	L2	3	1	10	16	3	33	4.00	3.45	69%	
	L3	1	2	8	12	4	27	4.00	3.59	72%	
	L4	1	2	3	12	2	20	4.00	3.60	72%	
This lesson helped me to develop listening skills	L1	1	4	2	16	7	30	4.00	3.80	76%	
	L2	2	5	7	12	7	33	4.00	3.52	70%	
	L3	0	2	8	13	4	27	4.00	3.70	74%	
	L4	2	0	3	13	2	20	4.00	3.65	73%	
This lesson helped me to develop speaking skills	L1	0	5	7	10	8	30	4.00	3.70	74%	
	L2	3	4	8	12	6	33	4.00	3.42	68%	
	L3	0	3	3	14	7	27	4.00	3.93	79%	
	L4	0	2	5	8	5	20	4.00	3.80	76%	
This lesson did not help me to develop writing skills (Reversed)	L1	0	5	10	10	5	30	3.50	3.50	70%	
	L2	1	3	9	11	9	33	4.00	3.73	75%	
	L3	1	5	6	12	3	27	4.00	3.41	68%	
	L4	1	7	2	4	6	20	3.50	3.35	67%	
Overall language skills development								**4.00**	**3.60**	**72%**	**Positive**
This lesson encouraged me to interact better in English	L1	0	2	8	10	10	30	4.00	3.93	79%	Positive
	L2	2	4	10	8	9	33	4.00	3.55	71%	
	L3	0	2	3	17	5	27	4.00	3.93	79%	
	L4	1	1	3	12	3	20	4.00	3.75	75%	
This lesson did not encourage me to communicate effectively (Reversed)	L1	1	5	6	8	10	30	4.00	3.70	74%	
	L2	3	4	8	10	8	33	4.00	3.48	70%	
	L3	1	4	8	12	2	27	4.00	3.37	67%	
	L4	3	2	3	7	5	20	4.00	3.45	69%	
Overall interaction development								**4.00**	**3.64**	**73%**	**Positive**

Table 4.8: TD Feedback on language skills and interaction development (Questionnaire responses)

L = Lessons **N** = Total number of responses   **5**= Strongly agree **4**= Agree **3**=Neutral   **2**= Disagree **1**= Strongly disagree

As seen in Table 4.8, more than half of the TD participants believe that their language skills and interaction improved (language skills = 72%, interaction = 73%), with mean scores of 3.60 and 3.64, respectively. These results reflect the findings of the CIA and pre-post test scores; TD learners interacted more effectively, and there was a difference between the mean scores of pre-post tests compared to the CB group.

CB Group											
Statements	**L**	**Level of agreement**					**N**	**Median**	**Mean**	**%**	**Attitude**
		1	**2**	**3**	**4**	**5**	**=**				
This lesson helped me to develop the reading comprehension skills	L1	2	2	5	14	7	30	4.00	3.73	75%	Positive
	L2	1	2	5	13	6	27	4.00	3.78	76%	
	L3	1	6	2	10	7	26	4.00	3.62	72%	
	L4	1	0	2	9	6	18	4.00	4.06	81%	
This lesson helped me to develop the listening skill	L1	2	1	1	16	10	30	4.00	4.03	81%	
	L2	0	2	5	16	4	27	4.00	3.81	76%	
	L3	2	3	1	11	9	26	4.00	3.85	77%	
	L4	0	1	2	11	4	18	4.00	4.00	80%	
This lesson helped me to develop the speaking skill	L1	2	1	7	10	10	30	4.00	3.83	77%	
	L2	1	0	7	13	6	27	4.00	3.85	77%	
	L3	1	5	2	10	8	26	4.00	3.73	75%	
	L4	0	1	2	9	6	18	4.00	4.11	82%	
This lesson did not help me to develop the writing skill (Reversed)	L1	3	6	7	8	6	30	3.00	3.27	65%	Neutral
	L2	2	3	9	8	5	27	3.00	3.41	68%	
	L3	0	9	3	9	5	26	4.00	3.38	68%	Positive
	L4	0	2	1	10	5	18	4.00	4.00	80%	
Overall language skills development								**4**	**3.77**	**76%**	**Positive**
This lesson encouraged me to interact better in English	L1	3	0	4	10	13	30	4.00	4.00	80%	Positive
	L2	0	2	6	12	7	27	4.00	3.89	78%	
	L3	1	2	5	8	10	26	4.00	3.92	78%	
	L4	0	1	3	8	6	18	4.00	4.06	81%	
This lesson did not encourage me to communicate effectively (Reversed)	L1	3	3	1	11	12	30	4.00	3.87	77%	
	L2	2	3	4	12	6	27	4.00	3.63	73%	
	L3	2	1	3	14	6	26	4.00	3.81	76%	
	L4	0	2	3	8	5	18	4.00	3.89	78%	
Overall interaction development								**4**	**3.88**	**78%**	**Positive**

Table 4.9: CB Feedback on language skills and interaction development (Questionnaire responses)

L = Lessons **N** = Total number of responses **5**= Strongly agree **4**= Agree **3**=Neutral **2**= Disagree **1**= Strongly disagree

Table 4.9 demonstrates that the majority of the CB participants believe that their language skills and interaction improved (language skills = 76%, interaction = 78%), with mean scores of 3.77 and 3.88, respectively. While similar opinions were found in reading, listening, speaking, and interaction with mean scores over 3.60 and percentages ranging from 70-80%, a slight difference in opinions was found regarding their writing skills improvement with mean scores of 3.27, 3.41, 3.38, 4.00 in Lessons 1, 2, 3, and 4, respectively. This finding indicates that the CB learners were unsure about the materials' impact on their writing skills development. Even if the CB participants believe that the materials positively impacted their language skills, their test results showed no difference between the pre-post mean scores in all the test components. Their positive perceptions could be influenced by working in group activities, as found in the interviews.

Notwithstanding, the overall results of this question show that both Text-Driven and Coursebook materials positively impacted learners' perceptions of language skills and classroom interaction development.

Q4: Enjoyment of reading and spoken texts

Question 4 requires the students to answer an open question concerning their enjoyment of the reading and spoken texts. Their answers were analysed quantitatively according to the three categories that emerged: Yes, No, and So So, as well as qualitatively to summarise the reasons discussed by the participants. Figure 4.3 below compares the TD and CB responses to the reading and spoken texts.

Text-Driven (TD)

	Spoken Text 1	Spoken Text 2	Reading Text 1	Reading Text 2
Yes	23	20	30	25
No	5	0	1	0
So so	1	0	2	0

Coursebook (CB)

	Spoken Text 1	Spoken Text 2	Reading Text 1	Reading Text 2
Yes	28	17	23	12
No	0	0	4	12
So so	0	0	0	2
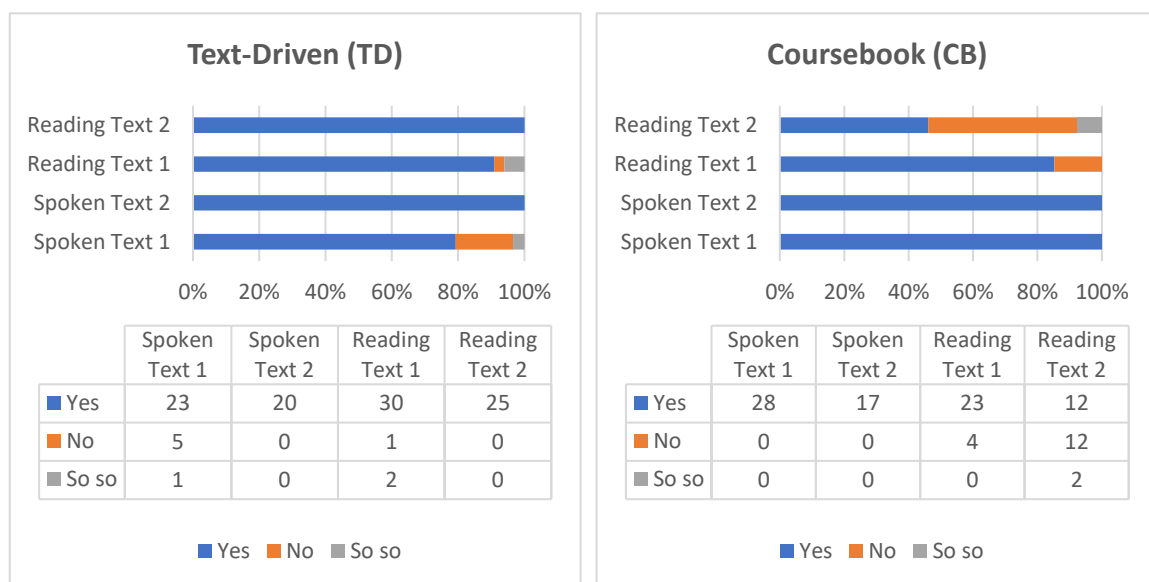
Figure 4.3: TD and CB feedback on the reading and spoken texts (Questionnaire responses)

	TD				CB			
	Spoken Texts		Reading Texts		Spoken Texts		Reading Texts	
Lessons	**L1**	**L4**	**L2**	**L3**	**L1**	**L4**	**L2**	**L3**
Valid	29	20	33	25	28	17	27	26

Figure 4.3 demonstrates that most TD students enjoyed reading and spoken texts, whereas the CB group enjoyed the spoken texts more than the reading texts.

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In Lesson 1, 28/28 CB students enjoyed the spoken texts compared to 23/29 TD students. 5/29 TD participants were less likely to enjoy the spoken text due to the accent (1), clarity of the video (4), and fast speaking (1). One possible explanation could be the first-time experience of online learning and teaching, especially in the first lesson. Even though the teacher (researcher) paused the video twice or more to help the students comprehend the interview, the internet issues in 2020 impacted the presentation of the materials and classroom management.

In Lesson 2, 30/33 TD students enjoyed the reading text compared to 23/27 CB students. Two TD students said they liked the reading text but not too much, categorised as "So so", and only 1/33 did not like it. In contrast, four CB students did not like the reading text because it was boring.

In Lesson 3, 25/25 TD students enjoyed the reading text compared to 12/26 CB students. The reasons reported by the CB learners included boredom (4) and not engaging because of the information given, the writing style, and the loss of excitement (1). In Lesson 4, all the TD and CB participants enjoyed the spoken texts (**TD** = 20/20, **CB** = 17/17).

Both groups provided several positive reasons for their enjoyment. Table 4.10 below summarises the students' responses to the four lessons:

Reasons for enjoyment	n = number of references	
	TD	**CB**
Unconventional	9	2
Engaging	21	2
Simple	5	6
Useful	2	7
Support language skills development	5	13
Encourage interaction	2	-
Support exchanging ideas	1	-
Provide quick learning	1	-
Better understanding of the lesson	1	-
Clear	-	1
From the book	-	1

Table 4.10: Reasons for texts' enjoyment (Questionnaires responses)

It can be inferred from Table 4.10 that both groups shared similar positive reasons in that the texts are simple, useful and helped them develop language skills such as writing (**TD & CB** = 1), listening (**TD** = 2, **CB** = 3), learning new vocabulary (**TD** = 2, **CB** = 5), pronunciation (**CB** = 2), and speaking skills (**CB** = 2). Other reasons such as engaging and unconventional were

reported differently by the two groups. For example, the CB texts were engaging for the learners because the topic was family related (1) and included new information (1). In contrast, the TD participants were engaged because the texts were funny (2), familiar to them (1), reminded them of childhood memories (2), helped them to discover new things and facts (4), included stories (2), exciting topic (1), enjoyable activities (5), and Disney films (4). Regarding the unconventional category, the CB group stated that the texts were "different", whereas the TD noted that the texts and the teaching method were new for language learning. The CB explanation of "different" was found in the interview responses; group work was new to the learners in this context.

Moreover, the CB participants enjoyed the texts because they were clear and from the book, indicating that familiarity with the materials' order and presentation positively impacts L2 learning. On the other hand, the TD responses reflected their cognitive engagement in that the texts supported exchanging ideas, better and quicker comprehension, and encouraged interaction.

However, some learners reported problems that affected their enjoyment, such as lack of understanding the lessons and the teacher's use of L2 only (CB), and difficulty creating sentences and knowing the meaning of the words (TD). Although the students' level is low, they can build simple short sentences at this level. According to the Council of Europe (2020), students at the A2 level "can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because" (p. 66). Therefore, learners at lower levels should be encouraged to produce L2 language, despite their limited knowledge.

To summarise, the TD responses to this question reflected their affective and cognitive engagement with the TD materials, whereas the CB answers were more relevant to language use (simple, useful, and clear). These findings were further evaluated in the individual interviews.

Qs 5 & 6: Things the students liked/disliked

Questions 5 and 6 require the students to answer an open general question about what they liked/disliked about each lesson. A summary of the four lessons' responses is presented in Table 4.11 below:

Things they liked	n = number of references	
	TD	**CB**
Everything	12	26
The texts	43	6
The activities	35	34
The interaction	6	9
Method of teaching	3	9
The topic	4	2
Simplicity	1	1
Variation	2	-
The sequence of the events and ideas	1	-
The pictures	-	1
Nothing	-	1
Not going off-topic	-	1
Excitement	-	1

Table 4.11: Things the students liked about the lessons (Questionnaire responses)

Table 4.11 shows that both groups liked everything about the lessons, including the texts, activities, method of teaching, topics, lessons' simplicity, and classroom interaction. The TD group also liked the lessons' variation and sequence of events and ideas, reflecting the coherence and flexibility of the Text-Driven framework. What stands out in Table 4.11 is that the number of references reported in the "texts" category was significantly higher in the TD group than the CB, representing the TD learners' engagement with the texts.

Regarding the activities, the TD group reported several tasks that reflect their affective and cognitive engagement, summarised below:

- group work (7)
- searching for facts (5)
- making predictions (4)
- drawing a family tree (6)
- role-playing (1)
- writing a letter to Cinderella (6)
- preparing a speech to a celebrity (3)
- act out the letter (1)
- expressing opinions (1)

On the contrary, the CB group reported group works (16), introducing themselves (4), writing personal descriptions (3), and talking about family/friends (3). These findings indicate that the CB students enjoyed writing and speaking about personal experiences and communication in groups. In fact, the coursebook unit used in this study does not involve working in groups, but

due to the high number of students in the class, it was more practical and efficient to manage the classroom by dividing them into groups and satisfying the students' various needs. Dividing the CB students into groups significantly affected their attitudes toward the materials, as seen in the questionnaire and interview responses. Furthermore, even if these activities were enjoyable for the students, they were controlled by using specific statements/questions, practising the language rather than using it in actual communication.

The following table (Table 4.12) presents the things that the students did not like about the four lessons.

Things they did not like	n = number of references	
	TD	CB
Nothing	55	56
Group work	25	5
Pair work	3	10
The activities	6	2
Teaching from outside the book	2	-
Randomisation	1	-
Way of teaching grammar	1	-
The texts	-	4
Using L2 only	-	2
Little interaction	-	2
Explanation	-	2
Boredom	-	2
The topic	-	1

Table 4.12: Things the students did not like about the lessons (Questionnaire responses)

As seen in Table 4.12, working in groups/pairs were discussed by both groups. The TD group reported that the students were not cooperative (3), some of them felt extremely shy to interact (1), the group members varied each time (1), and the lessons involved many group works (2). The students in this context are used to working individually, and thus they may encounter issues when they work in groups.

The activities category was also reported as things the TD and CB students did not like. For example, the TD commented that the lessons included many activities (3), the questions were not clear and strange (2), and the guessing game was not enjoyable (1). Communicative questions such as opinion expressions and making predictions might be considered "strange" for some learners as they are familiar with coursebook questions such as filling in the gaps, matching, choose the correct option, among others. Regarding the questions' quantity and

clarity, all the activities were evaluated before the main study took place, and they were suitable for the lessons' duration and learners' level. The students' responses to this question provided clear evidence of their neutral opinions of some activities in Q2.

Other reasons reported by the TD group included teaching from outside the book, randomisation, and the way of teaching grammar. The students are used to the order of the coursebook activities and explicit instructions of grammar points, so they might feel that using external materials and discovery approach is random or not what they expected.

In contrast, the CB group felt bored and did not like the texts, topic, using L2 only, the limited interaction and the explanations. These responses represent the PPP used in the coursebook unit in which the learners have limited opportunities to talk and engage with the lessons and confirmed their answers in Q4 when some learners liked the spoken texts more than the reading texts.

Q7: Students' recommendations

The last question asked the students about their recommendations, and a summary of their responses is provided in Table 4.13 below:

Recommendations	**n** = number of references	
	TD	**CB**
No recommendations	77	81
Working in groups	8	7
Using L1 (Arabic)	3	2
Teaching from the book	5	-
Using simple words	2	-
Teaching grammar explicitly	2	-
Minimizing the activities	1	-
Starting the lessons with a topic discussion	1	-
Providing efficient learning methods	1	-
More repetition	-	2
More reading	-	1
Speaking by the end of the class	-	1
Providing summary	-	1
Including whole class activities	-	1
Learning new vocabulary	-	1

Table 4.13: TD and CB recommendations of the lessons (Questionnaire responses)

Table 4.13 demonstrates similar categories discussed by the TD group in the previous questions (Qs 5 & 6), such as teaching from the book, explicit grammar teaching, and minimising the activities. Using L1 and working in groups were recommended by both TD and CB learners. For instance, the TD students suggested minimising group works (3) and varying the group members (1), and only one student did not prefer group work. Other TD suggestions involved topic discussions and using effective learning methods, indicating the learners' motivation and willingness to learn English via unconventional communicative learning materials. On the other hand, the CB students recommended recycling and reading, speaking, learning new vocabulary, summarising, and doing whole-class activities. These responses demonstrate that the TD approach would suit Saudi learners due to its flexibility, recycling, and variation traits.

4.3 Summary of results

The findings of the questionnaires show that both TD and CB groups held positive perceptions toward the materials. The following tables (Tables 4.14 and 4.15) summarise and compare the TD and CB responses to the questions discussed previously in this chapter.

Quantitative data (Qs 1-3)	Sub-questions	TD group	CB group
Q1: Lessons in general	**1.1:** Enjoyed the lessons	75% agreed	82% agreed
	1.2: Found the lessons useful	72% agreed	80% agreed
Q2: Activities	**2.1:** Enjoyed the activities	72% quite a lot	77% quite a lot
	2.2: Found the activities useful	73% quite a lot	78% quite a lot
	2.3: Happy to learn from these activities in the future	67% neutral	75% quite a lot
Q3: Language skills and interaction development	**3.1:** The lessons support language skills improvement	72% agreed	76% agreed
	3.2: The lessons encourage classroom interaction	73% agreed	78% agreed

Table 4.14: Summary of questionnaire responses (Quantitative data)

As seen in Table 4.14, most TD and CB participants had positive perceptions of the lessons and found them enjoyable and useful. The TD results were more affected by the neutral responses than the disagreement ones in most lessons in terms of enjoyment and usefulness factors, respectively ($\textbf{L1} = 33\%, 17\%$, $\textbf{L2} = 24\%, 27\%$, $\textbf{L3} = 7\%, 11\%$, $\textbf{L4} = 25\%, 10\%$). The

CB group, on the other hand, was less neutral than the TD regarding these factors ($\textbf{L1} = 3\%$, 0%, $\textbf{L2} = 11\%, 15\%$, $\textbf{L3} = 4\%, 11\%$, $\textbf{L4} = 5\%, 11\%$).

Similarly, the activities were enjoyable and useful for the majority of the TD and CB learners, but a high percentage of the TD learners were neutral about the future learning of these activities compared to their counterparts. A neutral response was expected in this group due to their first-time experience of TD materials. They might believe that providing a clear response would influence their future learning and coursebook usage, the main resource for teaching and learning in this context. Likewise, over half of the TD and CB participants believe their language skills and interaction improved. These views were further evaluated in the CIA, pre and post-tests, and interview findings.

Regarding their perceptions of the reading and spoken texts, the TD group enjoyed both reading and spoken texts, whereas the CB group was more likely to enjoy the spoken texts than the reading ones. Table 4.15 below summarises the reasons behind the learners' enjoyment or lack of enjoyment as well as the things they liked and disliked about the lessons.

Qualitative data (Qs 4-7)	TD	CB
Q4: Reading and spoken texts	• 23/29 enjoyed spoken Text 1. • 20/20 enjoyed spoken Text 2. • 30/33 enjoyed reading Text 1. • 25/25 enjoyed reading Text 2.	• 28/28 enjoyed spoken Text 1. • 17/17 enjoyed spoken Text 2. • 23/27 enjoyed reading Text 1. • 12/26 enjoyed reading Text 2
Q4: Reasons for texts' enjoyment	• Support language skills development. • Unconventional and engaging. • Simple and useful.	
	• Encourage interaction and exchange of ideas. • Facilitate better understanding and support efficient learning.	• Clear from the book.
Q4: Reasons for lack of enjoyment	• Accent, clarity of the video, and fast speaking. • Difficulty in creating sentences and knowing the meaning of the words.	• The information and writing style were not engaging. • Loss of excitement. • Lack of understanding the lessons.
Q5: Things the students liked	• Texts, topics, and activities, including group works. • Classroom interaction and method of teaching. • Lessons' simplicity.	
Q6: Things the students did not like	• Group and pair works.	
	• Using external materials and implicit grammar teaching.	• The texts and topics. • Limited interaction. • Many explanations. • Using L2 only. • Boredom.
Q7: Students' recommendations	• See Table 4.13 for the summary.	

Table 4.15: Summary of questionnaire responses (Qualitative data)

The following part will present the findings of individual interviews and the analysis procedure with examples of the coding process. Summary of the interview findings will be provided at the end of this chapter.

4.4 Individual interview results

The individual interviews were conducted with both TD and CB groups at the end of the teaching period. 18 TD students and 14 CB students participated in the interviews. Although 18 students agreed to take part in both groups, some CB students could not attend the interviews due to Wi-Fi issues in their area and the availability of the devices, as some students were sharing their laptops/computers/iPads with other family members.

The analysis of the interviews involves several phases, explained in Figure 4.4 below:
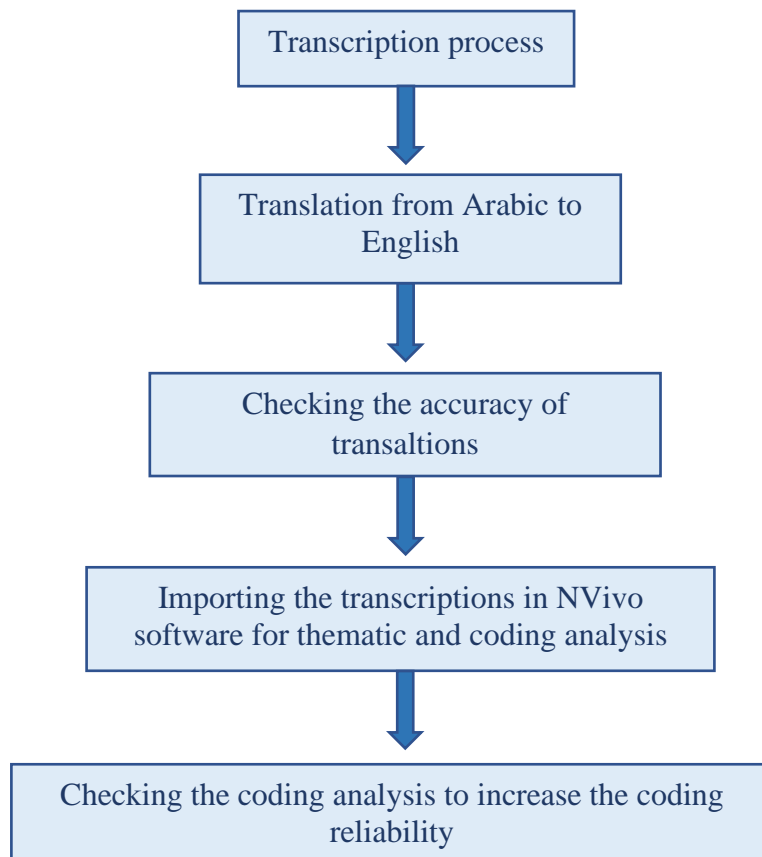
Figure 4.4: Analysis procedure (individual interviews)

1-Transcription process:

First, all the interviews were fully transcribed, and then all the transcriptions were checked for any possible errors by listening twice to the interviews.

2-Translation from Arabic to English:

All the interviews were translated from Arabic to English by the researcher.

3- Checking the accuracy of translations:

The process of checking the translation to reach equivalence and naturalness was suggested by Dörnyei and Taguchi (2010). It is crucial to check both the direct and pragmatic meaning of the translation before the analysis starts to avoid any meaning loss and improve the quality of the research findings.

First, five samples were checked by two PhD colleagues who majored in English language and had academic and work experience in translations. Then, all the interviews were reviewed by an experienced PhD holder who majored in English translation and graduated from Exeter University, UK. She had work experience in oral and written translations as well as experience in teaching English to speakers of other languages. After checking the translations, a few grammar and spelling modifications were made, which did not influence the meaning of the students' responses.

4- Importing the transcriptions in NVivo software for thematic and coding analysis:

The interviews were analysed based on themes (interview questions) discussed in **Chapter Three**, **Section 3.6.2** . Table 4.16 below describes how the questions and codes were analysed with examples:

Questions	Categories	Examples	Nodes	Sub-nodes
1: General	enjoyable	"I enjoyed them because they were talking about what we love and prefer." (S4, TD).	engaging materials	topics they love
2: Activities	enjoyable	"they gave me more confidence to express my opinion freely." (S7, TD).	develop self-confidence	
4&5: Reading texts	enjoyable	"Because there were words I don't know, this helped me to look them up by myself and practice these words, so I learned new vocabulary from this." (S34, TD).	learn new vocab	support autonomous learning
3&6: Spoken texts	not enjoyable	"I wasn't excited to finish listening to them (listening audios) and know what they are really about." (S12, CB).	not exciting	
7: Teaching method	Enjoyable	"Because it is new and different for me. This is my first time to experience teaching by this way." (S20, TD).	unconventional	
8: Language skills development	Yes	"The writing was the skill that improved the most because I had to write about myself." (S12, CB).	writing skill	personal description task
9: Classroom interaction development	Yes	"When you used group work, we talked more, felt more comfortable with each other, and we were excited." (S20, CB).	involve group works	comfortable and encourage more talking
10: Recommendations	Yes	"They are very very nice, they will not feel bored at all unlike the lessons from the coursebook." (S5, TD).	enjoyable lessons	
11: Suggestions/ comments/ problems	Suggestion	"Explain first the grammar rules and then we can go to the activities." (S25, TD).	Explicit grammar teaching	
	Comments	" I didn't like working in pairs, they didn't have interaction" (S29, CB).	Working in pairs was not enjoyable	
	Problem	"if it is all in English, I won't understand, I'll be lost, I'll feel bored" (S7, CB).	Teaching using English only	

Table 4.16: Examples of the interviews coding process

S = Student

5- Checking the coding analysis to increase the coding reliability:

The same PhD colleague who checked the translation samples also checked the coding analysis. We arranged a meeting via Microsoft Teams and discussed the nodes of the first question. The first question is general and included several nodes that are relevant to other themes as well. After our discussion, we agreed that some nodes should include sub-nodes and two adjective nodes should be avoided to improve the coding accuracy. For example, "exciting and not serious" was coded as one node because one student said it. On the other hand, "various and new" was coded as two separate nodes as the word "new" was said by multiple students. Samples of coding analysis were also discussed with my supervisor and similar comments were suggested. The following sections present the findings for each group according to the interview themes and questions.

4.4.1 Text-Driven (TD) group

Q1: General feedback on the lessons
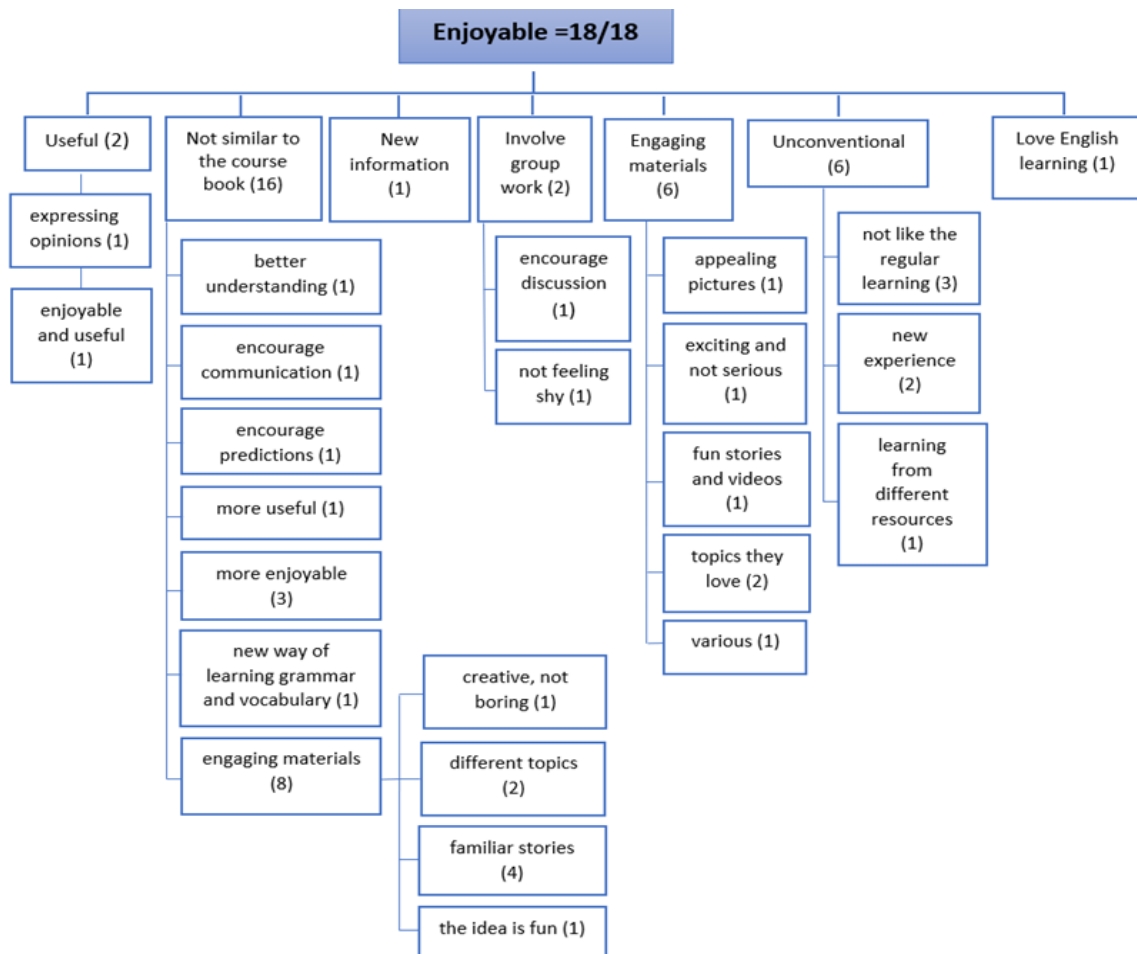
Figure 4.5: General feedback on the lessons (TD interview responses)

This question shows that all the TD interviewees (18/18) enjoyed the lessons and provided many positive reasons, as seen in Figure 4.5. Most of the students compared the Text-Driven materials with the coursebook from different perspectives, as explained below:

1- TD lessons helped the students to understand better:

Student 1:

"I feel that they are nicer than the ones in the coursebook, it was a big difference, I could understand from them more than from the coursebook".

"أحس انها أحلى من الكتاب, فرق كثير, يعني فهمت منها أكثر من انه ناخذ من الكتاب".

2- Encouraged communication and predictions:

Student 20:

"Because we were able to communicate with each other more than we do in a lesson taken from the coursebook".

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"لأن قدرنا نتفاعل فيها مع بنات أكثر من تفاعلنا بدرس جوا الكتاب".

Student 17:

"The story that we had to predict, it was not written and we had to answer the questions? No! we were predicting the events of the story to complete it".

"انه احنا اللي كنا ندور ورا القصة, يعني هيا مهي مكتوبة ونجاوب على اسئلة؟ لا! احنا اللي قاعدين ندور على اجوبة القصة نكملها".

3- More enjoyable and useful than the coursebook:

Student 20 said that she tried something new and more enjoyable away from the coursebook rules:

"I tried something new, I tried to learn from lessons outside the textbook or the book rules, so I didn't find it as a lesson!, I found it as a normal thing, more enjoyable".

"جربت شي جديد, جربت اخد دروس خارج نطاق الكتاب أو قوانين الكتاب, يعني ما شفت انه درس!, شفت انه شي عادي ممتع أكثر".

Student 3 found these lessons more useful than reading and answering questions from the coursebook:

"They benefited me a lot more than reading and answering the questions in the course book. If I keep depending on the coursebook, I won't learn like what I learned with you. So, it made a huge difference for me".

"أفادتني مرة يعني أكثر من انه أكون من الكتاب وأجلس أقرأ وأحل فيه وأجاوب. يعني لو بكذا أجلس عالكتاب محا أتحرك زي ماسويت معاكي انتي ,فا فرقت معايه مره كثير".

4- Unconventional in terms of grammar and vocabulary learning:

Student 11:

"We learned the grammar and the vocabulary in a new way, we did not follow what is exactly written like in the coursebook".

" قاعدة ناخد القرمر والفوكابلري بطريقة جديدة, يعني مامشينا بالنص زي ماكان في الكتاب ".

5- Engaging in terms of :

- Being creative and not boring:

Student 14:

"They were really nice and not boring, creative, not as the usual lessons from the coursebook".

"منجد حلوة مو مملة, مبتكرة مو زي دايما مو اللي تكون فالكتب نفس الشي".

- Include different topics that are new for the students and enable them to share their ideas:

Student 36:

"the topic is not from the coursebook, so everyone provides an idea about it… you brought up different topics that we haven't discussed before in English".

"الموضوع مو داخل الكتاب, من برا ,فا كل وحده تعطي فكره عنه... جبتي مواضيع مختلفة ماقيد مرت علينا فالإنقلش".

- Include familiar stories:

Student 13:

"The majority of the coursebook stories are historical or very fictional. But we know the stories you used, we have seen them as films in our childhood, so they are wonderful".

"أستمتعت لانه قصص الكتاب مو زي هذه . هذه ,يعني كلنا عشناها كلنا شفناها .قصص الكتاب اغلبها تكون تاريخية ولا انه خيالية بزيادة بس هذه شفناها فيلم وكانت معانا بالطفولة يعني أحلى ".

Student 11:

"something we already knew, so it was really enjoyable when we had the stories of Cinderella and Snow White".

"شي احنا نعرفه, فا كان ممتع أكتر لما كان قصص سندريلا و سنووايت".

- The idea of the lessons; fun and comfortable, unlike the coursebook content:

Student 3:

"The idea is very nice and fun, not like the ones in the coursebook that have lots of details and information. I felt very comfortable. It was nice I liked it".

"فكرة مره حلوة تونس, مو من الكتاب ودش كلام وزي كذا ,فا أقدر اخذ راحتي مره .حلو عجبتني يعني".

Other interviewees said that the lessons were unconventional and provided different reasons. For instance, Student 6 said she had an opportunity to learn from different resources, which was a new experience for her. Others noted that the method was unconventional and new for English learning (Students 33, 34, 5). One participant expressed concerns about teachers' use of new techniques in English classes:

Student 33:

"It was different, we did not learn something like this in high school. The teachers never thought for once to teach us the lessons by this method".

"مختلف, ماقيد بالثنوي أخذنا شي زي كذا. أو قيد مرة فكرو المعلمات انه يدونا بدي الطريقة الدروس".

Students in this context used to learn by memorization, as discussed in **Chapter One, Section 1.2.1**, which may not motivate the students to learn, as explained by **Student 34** below:

"They were different from the regular learning routine which is memorisation. The information was delivered smoothly to me and this motivated me to continue in the class".

" كانت تغيير عن روتين دراستي المعتاد اللي هوا التلقين. كان توصيل المعلومة بشكل مريح بالنسبالي و حمسني اكمل فالكلاس".

The participants also commented that group work facilitated their understanding and

encouraged them to cooperate (Student 36). Student 33 added that the students participated and did not feel shy when working in groups. Commenting on usefulness, Student 14 stated that the lessons were useful and enjoyable at the same time, and Student 6 found the lessons useful because they helped her express her opinions. Moreover, the students learned new information they did not know about before (Student 7).

With regards to engagement, some students compared their engagement of the TD materials with the coursebook, as previously discussed, while others did not make comparisons. Those who engaged with the lessons reported that the lessons were various (Student 25), included attractive pictures and topics that they love (Students 7, 25, 4), and included stories and videos to have fun and learn at the same time (Student 35). Furthermore, although the lessons' hours were long, they were exciting and not serious (Student 14). Finally, **Student 3** provided a noteworthy response in terms of English learning, she said that she loved the English language and what she learned from these lessons:

"I felt that I spent the best week in my life in terms of English learning. This is my first time to love this subject and the thing that I learned from it".

" أحس انه قضيت أحسن اسبوع في حياتي من ناحية الدراسة فالإنقلش. أول مرة يعني كذا أحب المادة وأحب كذا الشي اللي معطيني من المادة".

Q2: Activities
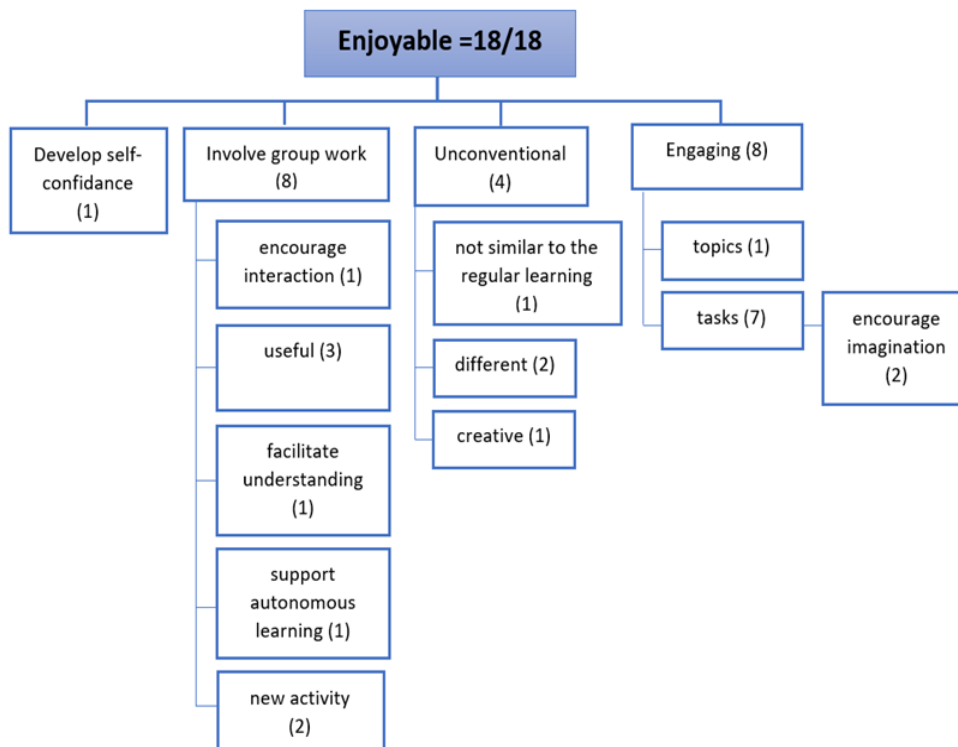
Figure 4.6: Feedback on the activities (TD interview responses)

Figure 4.6 shows that all the participants enjoyed the activities (18/18). For instance, **Student 7** said that the activities developed her self-confidence to express her opinions freely and encouraged her to speak more in English:

"I felt that they made me more confident to express my opinion freely. They made me speak in English for the first time as I wasn't speaking English before at all. My English improved. I used to speak in Arabic instead of English in the classes".

"حسيت انها أعطتني ثقة أكثر اني أعبر عن رأيي بكل أريحية. خلتني أقدر أطلع الكلام الإنقلش اللي كنت كابتته طول دي السنين. أتطور فيني الإنقلش ,انه أنا كنت أتكلم عربي كثير والإنقلش ماكنت أتكلم يعني".

Other students said that the activities were unconventional (Student 1), creative (Student 14), and different (Students 13 and 34). **Student 13** further explained that the traditional activities are limited even in group work; they usually include questions to answer and do not provide a chance to interact:

"we used to have limited activities that even if we worked in groups, only one student would answer while the others are just writing down the answers. But this time, we were all participating".

"يعني تكون محدودة و حتى اذا دخلنا قروب وحدة تجاوب والباقين نسجل. بس هذه المرة لا كنا كلنا نشارك".

Regarding group work, the students found them useful for opinion expression (Student 14), encouraging interaction (Student 33), facilitating their understanding (Student 36), and supporting autonomous learning by collecting and searching for information (Student 20). Surprisingly, some students found group work new and unconventional activity (Students 25, 36).

With regard to engagement, some learners explained that they were engaged with the topic or the task. For example, the activities encouraged their imagination (Students 35, 4), and the topics were enjoyable and simple (Student 3). **Student 34** provided a notable response and said that she enjoyed writing Cinderella's letter and learned how to write not only in an enjoyable way but also more straightforwardly and quickly:

"even when I was answering (the questions), I enjoyed the idea that I was writing to Cinderella… this time I learned how to write it in a simple quicker way, and it taught me to write it in a nice enjoyable way too".

"حتى وأنا أحل فيها مستمتعة اني أنا قاعدة اكتب لسندريلا... بشكل كذا أبسط و أسرع بس عرفني اني أنا أكتبها بطريقة برضه ممتعه حلوة ".

Qs3 & 6: Spoken texts
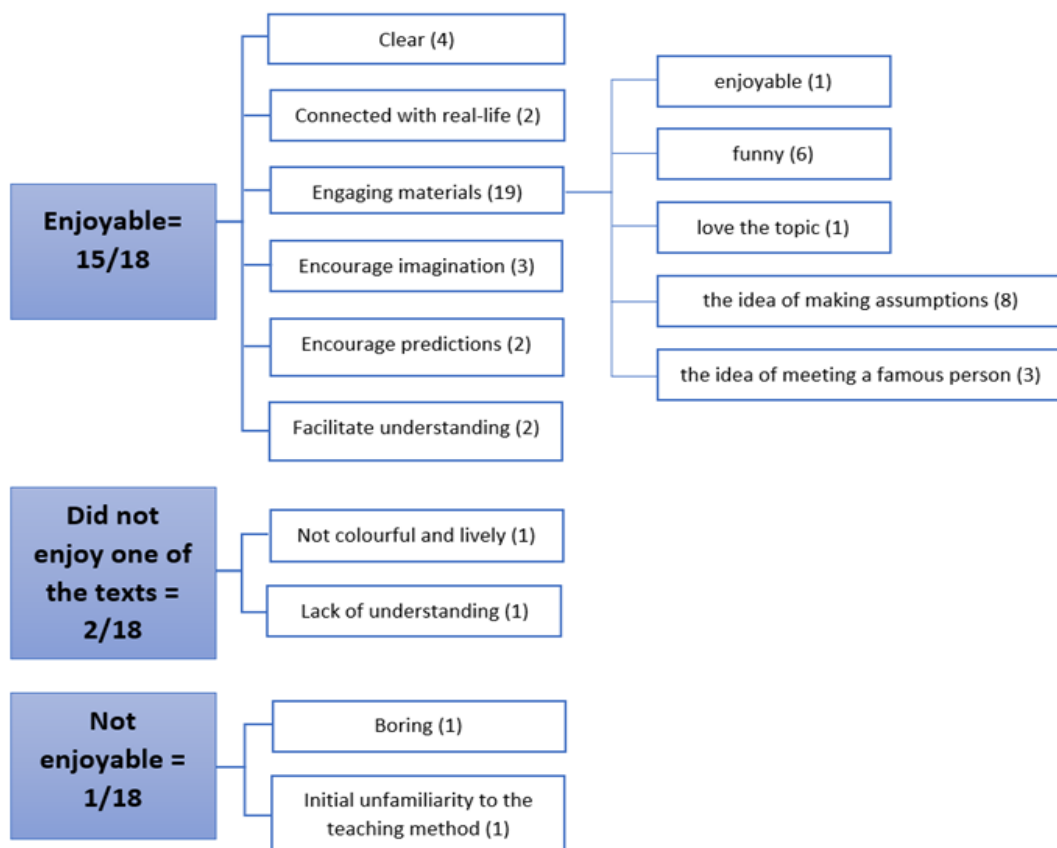
Figure 4.7: Feedback on the spoken texts (TD interview responses)

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15/18 TD interviewees enjoyed both spoken texts, two students enjoyed either Spoken Text 1 or 2, and only one student did not enjoy both texts. For example, student 10 did not enjoy both texts because she was not used to the teaching method in the first lesson when Spoken Text 1 was used, and Spoken Text 2 was boring for her, although she believed the other students enjoyed it. Other students enjoyed Spoken Text 2 only because the video in Spoken Text 1 was not colourful like Cinderella and Snow White (Student 11), and they did not understand it (Student 6).

Most of the interviewees (14/18), however, found the spoken texts "engaging" for several reasons:

1- The idea of making assumptions (Spoken Text 1) was enjoyable and new:

Student 13:

"I liked it because they started asking each other questions to be able to imagine each other. It was nice and unusual… they were laughing, having fun, and not taking things seriously".

"عجبني لأنه بدأو يسألو بعض كأنها تتخيلها أو هيا تتخيل الثانية, كذا حلو غريب... قعدو يضحكون يعني قلبو الجد مزح".

It seems that student 13 not only enjoyed the video but also how the topic "being a single mum" was discussed in fun and not serious way.

2- The idea of meeting a famous person (Spoken Text 2) was enjoyable and new:

Student 36:

"The idea itself that I meet a famous person. This is something rare…It didn't happen to me before that I meet a famous person, so I liked the idea".

"الفكره نفسها اني أقابل شخص مشهور. انه هذا شي نادر...يعني ماقيد صارتلي اني أقابل أحد مشهور, فا عجبتني الفكرة".

3- The texts were funny and made them laugh (6/18), discussed topics they love (Student 25), and engaging (Student 34).

Other students found the texts enjoyable because they were clear in terms of the conversation (Student 9), accent (Student 7), and details (Student 1). Also, the texts connected with real-life as stated by **Student 11**:

"Because I felt as if we are not in a class, it was something from the curriculum but related to our real life. I did not expect that I might talk with my teacher and tell her about my favourite singer or who I wish to meet?".

" لأنه حسيت انا محنا فكلاس, بس هوا كان شي زي من ضمن المنهج بس شي من حياتنا. ماتوقعت انه ممكن أتكلم مع المس حقتي وأقولها ايش المغني المفضل أو مين نفسي اقابل؟".

Student 11 felt that she was not in a real classroom because she had a chance to talk about her favourite celebrity with her teacher (researcher), and she did not expect that.

Additionally, the spoken texts encouraged imagination (Students 3, 33, 7), L2 predictions (Students 14, 36), and facilitated understanding (Students 1, 7). The following quotes explain each reason:

- Encouraged imagination:

Student 33:

"You gave us a chance to think, to imagine and make it possible, because it may happen one day that we meet our celebrity".

" أعطيتينا مجال نفكر, نتخيل ,نحطه احتمال يعني, يعني ممكن يجي يوم نقابل شخصنا المشهور".

- Encouraged predictions and speaking in English:

Student 36:

"Because it gave me a chance to speak, predict the look (appearance)… I improve my speaking in English".

"لأن يعطيني فرصة اني أتكلم, أتوقع الشكل... أطور عندي كيف أتكلم بالإنقلش".

- Facilitated understanding:

Student 7:

"I suddenly felt that I was able to understand most of the video. There were words I am not familiar with, but I understood them".

"فجأة حسيت اني فهمت أغلب الكلام. فيه بعض الكلمات ماكنت أفهمها بس فهمتها ".

Qs4 & 5: Reading texts
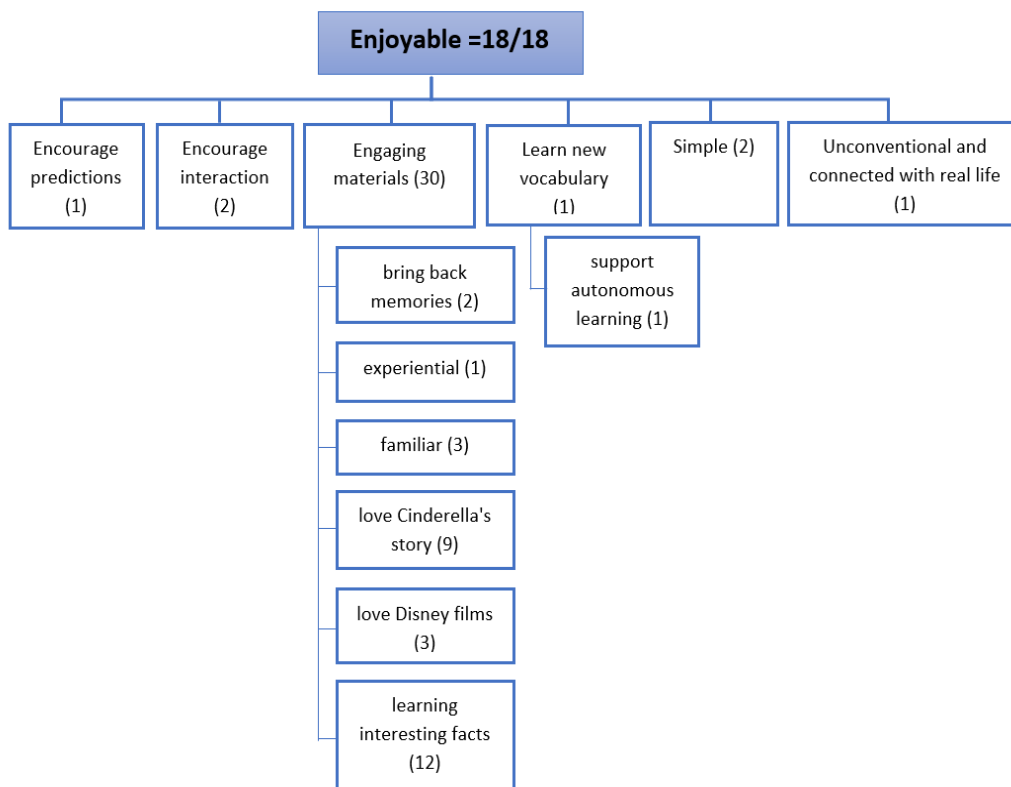
Figure 4.8: Feedback on the reading texts (TD interview responses)

All the participants (18/18) enjoyed the reading texts. Engaging materials was a common view amongst interviewees (17/18), and they provided several reasons discussed below:

1- Reminded them of memories from childhood:

Student 7:

"Because it is related to my childhood, it reminded me of the old days. It was very very wonderful".

"لأنها الشي حق الطفولة يعني ذكرتني بأشياء زمان مره حلوة مرة ".

2- They had a chance to experience the story:

 Student 25:

"I liked it because it felt like we are living the story in real life".

" عجبتني لأنه عشنا فيها الدور".

3- The story was familiar to them; enjoyable and not serious:

Student 14:

"because we already know the story…I didn't feel like I was in a serious class, it was nice".

"عشان نعرفها...ماحسيت نفسي بكلاس جدي ,كان حلو".

4- They love Cinderella's story and Disney films:

Student 11:

"because who doesn't love Cinderella's film? I felt strange that I am taught something about Cinderella… I did not expect that this was the lesson!".

" لأنه مين مايحب فيلم سندريلا؟ أحس غريب اني أدرس شي عن سندريلا...ماكنت أتوقع انه هذا حيكون الدرس!".

Student 33:

"because I'm a fan of Disney films".

"لأني أنا من فان أفلام ديزني".

Student 11 was surprised that she was taught Cinderella story in a real English lesson!. Others enjoyed Cinderella's story because it was taught in English (Students 36, 5).

5- They learned interesting facts:

Most of the students found the facts new and interesting (12/18). For example, **Student 25** enjoyed the fact of the studio and real-life animals:

"I liked the idea of the studio that they bring animals to draw them, so they can appear as real in the film and make the picture clear".

"حبيت فكرة الاستديو انه يجيبون الحيوانات عشان يمثلوهم عشان يبان فالفيلم انه حقيقي وتوضح الصورة".

Another student enjoyed the fact that the man used a box frame to change his voice:

Student 4:

"it was actually fun when we knew that there is a man who changed his voice".

"بصراحة ايوا كان مسلي لما عرفنا فيه رجال غير صوته".

It was remarkable that the students still remember the facts and the details they learned although the interviews were conducted after the lessons and the tests.

The reading texts were also enjoyable because they encouraged the students to predict the story events (Student 9) interact with each other (Students 13, 3), simple in terms of vocabulary and grammar (Students 20, 34), and help them to be autonomous learners in learning new vocabulary (Student 34). Finally, the story was unconventional and connected with real life, as stated by **Student 1**:

"because it was something we do not normally take, I felt it was something we could relate to and not something outside our daily life".

"لأنها كانت شي غير عن اللي دايم ناخذه, حسيت انه شي مرتبط فينا مو شي خارج عن حياتنا اليومية".

Q7: Teaching method
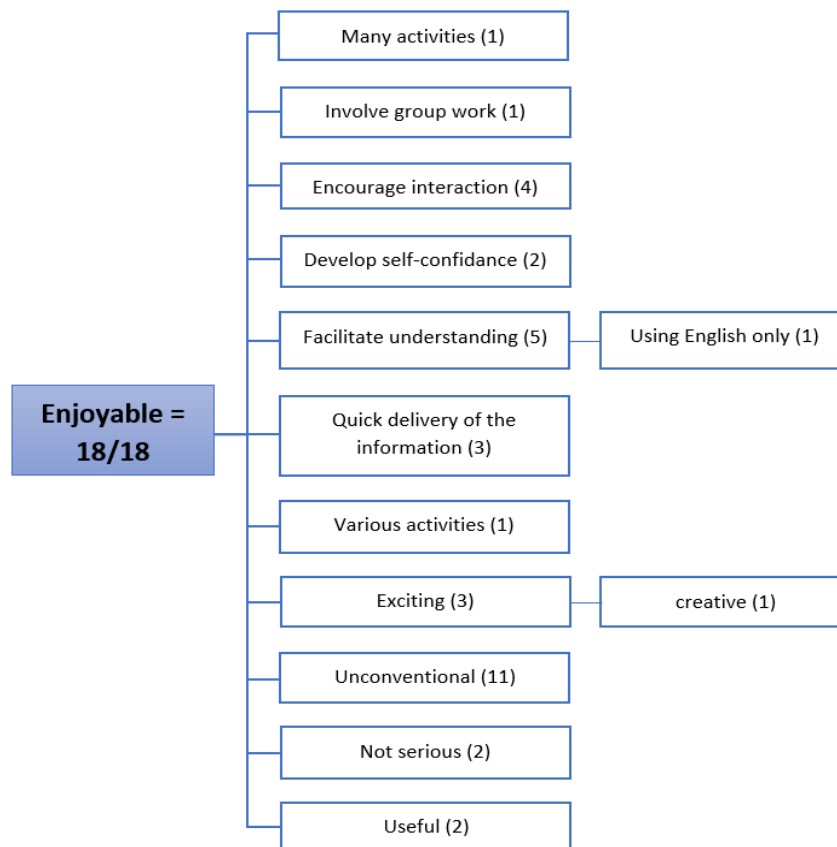
Figure 4.9: Feedback on the teaching method (TD interview responses)

All the interviewees enjoyed the method of teaching. Firstly, the students found the TD method unconventional (10/18). For example, **Student 13** enjoyed the lessons and compared them with her previous learning:

"Because we have been taught English in the same way all over the past years…So, this change in the way of teaching is nice. We felt happy in these classes not like the usual classes".

"لأنه احنا كم سنة ندرس نفس الشي... فالتغيير هذا حلو. يعني حتى احنا صرنا ننبسط بالحصص مو زي زمان".

Another student compared the TD method with the traditional way in terms of language development, particularly in English-speaking:

Student 10:

"it was new, not the same way of teaching that we see every day and every year, so then what's the result (of this usual way of teaching)? there is no improvement, nothing, because we are not talking!".

"جديدة , يعني مو نفس الشي اللي قاعدين ناخده كل يوم وكل سنة نفسه طيب وبعدين؟ مافي أي تطور, أي شي, محنا قاعدين نتكلم!".

She also added:

"In the elementary and high schools, the teacher says one sentence, and the whole class says it after her without changing a word in the sentence."

<div dir="rtl">"يعني بالمتوسط والثنوي الأبله تقول كلمة كل الفصل يقولها وراها بس يغير كلمة فالجملة".</div>

Secondly, the method facilitated the students' understanding (4/18). According to **Student 9**, the materials supported better comprehension and interaction, unlike reading and answering questions from the coursebook:

"It makes me understand, and know how to participate. It's not like before when I had to read and look for a particular thing to be able to participate, no!".

<div dir="rtl">" خلتني أستوعب ,أعرف أشارك, مو زي أول اني لازم أقرأ وأشوف شي محدد لا ".</div>

Another interviewee said she understood better because the teaching was only in English (Student 4). This observation indicates that teachers' L1 use may not be helpful for L2 teaching, although it might be preferable for some lower-level learners, as found in the questionnaire responses (Q6).

Thirdly, the TD method was exciting (Students 3, 5, 17), not serious (Students 6, 7), encouraged them to interact (4/18), and helped them develop self-confidence (Students 3, 9). For instance, Student 33 said she interacted a lot because she felt comfortable. Student 3 reported increased confidence, excitement, and motivation to initiate the discussions. **Student 13** compared the TD lessons with traditional learning in that the TD helped her to communicate and understand even if she could not speak the English language properly:

"I haven't seen myself communicating as much as this time. Even if I didn't talk, I was able to understand, I felt happy that I was understanding everything. Not like the old days when we did not really understand anything."

<div dir="rtl">" ماقيد شفت نفسي أتفاعل زي هذه .حتى لو ماشفت نفسي أتكلم, أنا أفهم, أنبسط من جوا انه انه أنا فاهمة. مو زي زمان, زمان ماكنا نفهم ولا شي."</div>

At last, the TD method was beneficial (Students 3, 14), included group work which helped them to understand and ask each other questions (Student 36), had various and lots of activities (Students 25, 35), and the information could be effectively acquired (Students 3, 4, 34). For example, **Student 3** made a remarkable response and explained that engaging and familiar topics would lead to better acquisition:

"I think if teachers start to teach like this, the delivery of the information will be quicker, easier, and we get it very well because we are familiar with the topics".

<div dir="rtl">"يعني أتخيل لو صار التعليم زي كذا, بتوصل المعلومة بسرعة, وتوصل بكل سلاسة, ونحفظها احنا ليش لأنه رابطينها بشي معين".</div>

Q8: Language skills development


```
                        ┌─ All the skills (5)
                        │
                        ├─ Reading skills (5) ──── respond to the activity questions (1)
                        │
                        ├─ Learn new vocabulary (4) ──── encourage autonomous learning (1)
Yes = 18/18 ────────────┤
                        ├─ Writing skills (7) ──── write emails (3)
                        │
                        ├─ Listening skills (9) ──┬── Use of videos (1)
                        │                         └── work in groups (1)
                        │
                        └─ Speaking skills (9) ──┬── independent in presentation (1)
                                                 ├── respond to the activity questions (2)
                                                 ├── express opinions (1)
                                                 └── work in groups (1)
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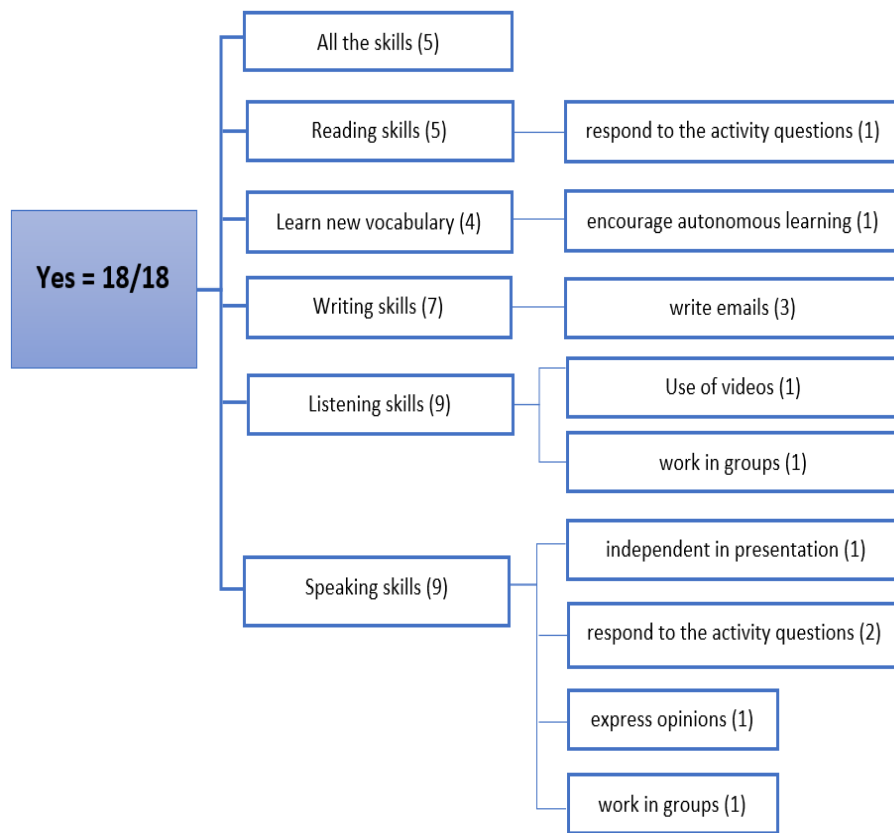
Figure 4.10: Feedback on language skills development (TD interview responses)

Figure 4.10 above shows that 18/18 students believe their language skills developed during TD lessons.

<u>Speaking and listening</u>

Almost half of the participants think they developed in speaking (9/18) and listening skills (8/18). For instance, speaking was improved by answering the activities' questions (Students 7, 14), talking with the group members (Student 20), expressing opinions (Student 6), and feeling independent in preparing the ELI task presentation (Student 33). Student 7 further explained that she could order the sentence in her mind and say it in L2 even if she used little Arabic. **Student 13** provided a notable response regarding her speaking development:

"when we were learning English at school, we did not talk. Only the very good student would be able to speak English back then. But now, all of us became able to speak, so I really liked it, it improved lots of things really".

" لما كنا بالمدرسة ماكنا نتكلم يادوب. البنت اللي مرره دافورة هيا اللي تهرج. بس دحين, صرنا كلنا نتكلم, يعني مره عجبني, يعني قوى أشياء مره كثير ترا".

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Student 14 also explained that listening to the group members improved her listening skills, and Student 9 noted that listening to the videos facilitated her comprehension, unlike previous traditional classes when she needed to see signs and gestures to understand. She also added that she could depend on herself after the TD lessons by watching videos to develop her English.

<u>Reading, vocabulary, and writing</u>

In reading and vocabulary, **Student 6** said:

"I improved because you were presenting the questions and we were reading them correctly. There were things I did not understand but I tried to translate them."

"فالقراءة طورتني من ناحية انك كنتي تحطيلنا الأسئلة وكنا نقرأها صح. فيه أشياء ما كنت أفهمها بس كنت أحاول أترجمها".

Student 6 felt that she developed not only in reading but also in pronunciation, comprehension, and vocabulary. Additionally, she developed autonomous learning by searching for the meaning of some words/sentences. Other TD interviewees also believed they improved in vocabulary (Students 25, 10,14).

7/18 students felt they developed in writing skills. For example, it was the first time for **Student 7** to write a letter as she used to copy the teacher's writing:

"It was my first time to write a letter. In high school, the teacher writes the letter and we just had to copy it".

"أول مره أكتب رسالة, بالعادة دايم بالثنوي كنا نكتبها من نفس التيتشر هيا تكتبلنا وننقلها".

This response shows that previous school education does not support autonomous learning and may not prepare the students for the required university skills.

<u>All the skills</u>

5/18 students felt they developed all the skills. For instance, **Student 35** said:

"Yes, because every lesson has these four skills".

"ايوا لأنه كل درس موجود فيه دي العناصر الأربعة".

Student 1 further explained:

"I didn't feel that there's a skill that improved more than the other, I felt that all of them improved".

"ماحسيت انه فيه مهارة أرتفعت أكثر من الثانية حسيت انه كل شي أرتفع مع بعض".

These responses indicated that the lessons were integrative, one of the SLA principles in communicative approaches.

Although all the students felt improvement, some commented that four lessons would not be sufficient to improve the language (Students 10, 11), suggesting the need for longitudinal studies to examine the long-term effects of L2 materials.

Q9: Classroom interaction development

```
                          ┌─────────────────────────────────────┐
                          │ Include many speaking and writing (1)│
                          └─────────────────────────────────────┘
                          ┌─────────────────────────────────────┐
                          │  The method is communicative (1)     │
                          └─────────────────────────────────────┘
                          ┌─────────────────────────────────────┐
                          │   Free opinion expressions (1)       │
                          └─────────────────────────────────────┘
                          ┌─────────────────────────────────────┐
                          │   Connected with real life (1)       │
                          └─────────────────────────────────────┘
      ┌──────────────┐    ┌─────────────────────────────────────┐
      │ Yes = 18/18  │────│      Engaging topics (1)             │
      └──────────────┘    └─────────────────────────────────────┘
                          ┌─────────────────────────────────────┐
                          │     Exciting activities (2)          │
                          └─────────────────────────────────────┘
                          ┌─────────────────────────────────────┐
                          │     Feeling confident (2)            │
                          └─────────────────────────────────────┘
                          ┌─────────────────────────────────────┐
                          │     Feeling comfortable (1)          │
                          └─────────────────────────────────────┘                ┌──────────────────────────────┐
                          ┌─────────────────────────────────────┐                │   encourage interaction (5)   │
                          │      Involve group work (6)          │────────────────└──────────────────────────────┘
                          └─────────────────────────────────────┘                ┌──────────────────────────────┐
                                                                                 │ support opinion expressions (1)│
                                                                                 └──────────────────────────────┘
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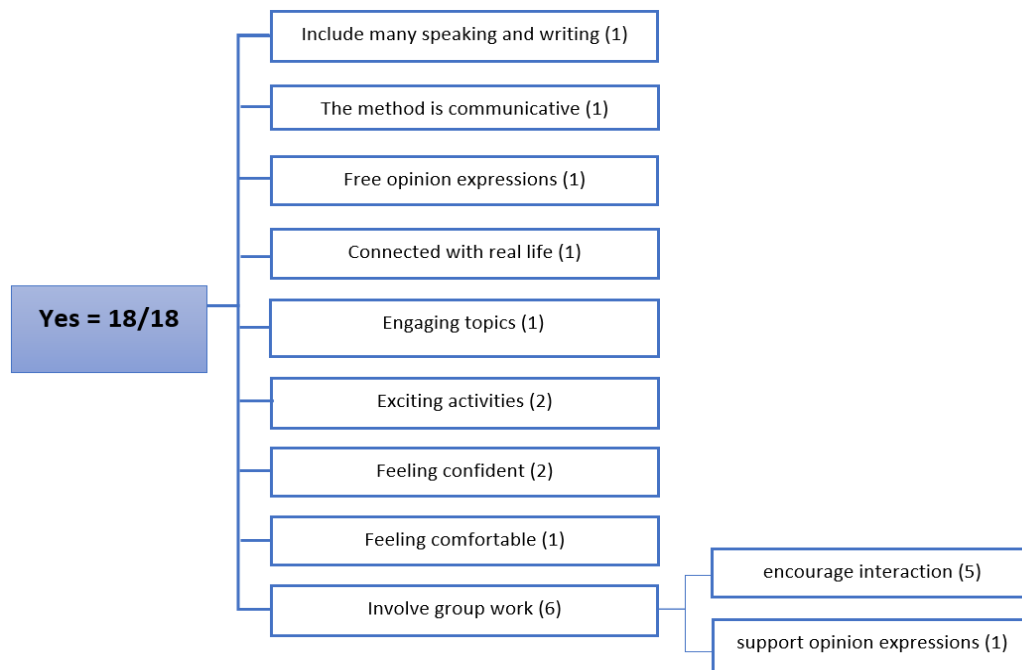
Figure 4.11: Feedback on classroom interaction development (TD interview responses)

As shown in Figure 4.11, all the participants were encouraged to interact in the classes and provided several reasons:

1- The materials related to the learners' real life and did not follow a specific curriculum, as stated by **Student 11**:

"because it was something from our real life, we did not follow a particular curriculum".

"لأنه كان شي من واقعنا, محنا بنمشي على منهج معين ".

2- Encouraged more communication than the coursebook method (Student 20).

3- Included lots of L2 speaking and writing (Student 5).

4- Helped the students to express their opinions freely (Student 25), made them feel comfortable (Student 33), and confident to speak (Student 7).

5- Included engaging topics and activities which made the students excited to interact. For instance, **Student 3** said:

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"because the topics are about stories we love…So, we were motivated to participate…to express our opinion".

"لأنه المواضيع تكون من قصص نحبها...فا نتحمس انه نشارك... نبدي رأينا فالموضوع".

6- Included group work activities (6/18) that encouraged the students to communicate and share their opinions. Unexpectedly, group works were not familiar to the students in this context, and they used to work as a whole class as stated by **Student 17**:

"because when we learn as a whole class, there is no cooperation between us in the same way as when we learn in groups…so I liked this method".

"يعني احنا لو كنا بندرس بنفس الكلاس, مابيكون فيه تعاون مع بعض مجموعات...فا عجبتني هادي الطريقة".

This was also found in the CB group in that working in groups was a new activity.

Q10: Lessons' recommendations
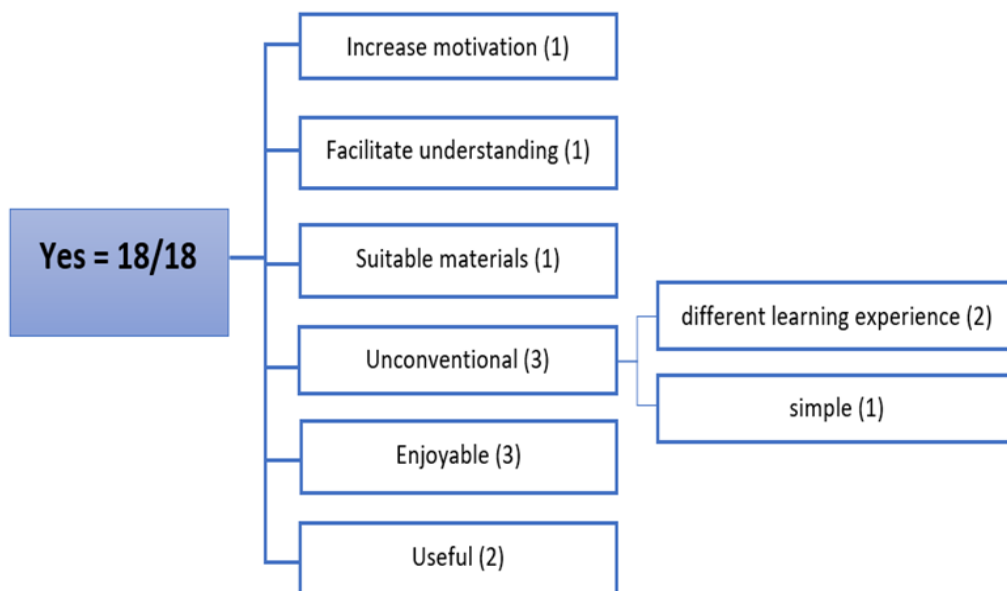
Figure 4.12: Lessons' recommendations (TD interview responses)

As shown in Figure 4.12, all the TD participants recommended the lessons and provided similar reasons to the previous questions:

1- Enjoyable and not boring (Student 5).
2- Unconventional; different learning experience (Students 5, 33) and simple (Student 1).
3- Useful and facilitated the students' understanding; even if they could not understand at the beginning, they will with time, as noted by **Student 9**:

"it will make them understand better. Even if the students can't understand anything at all now, they will understand with time".

" بتخليهم يستوعبون. واللي مو بفاهمه بتصير تفهم مع الأيام".

4- Suitable materials; the pictures were suitable and not formal (Student 7).

5- Increased the students' motivation to learn English, as reported by **Student 3:**

"Because it changed a lot in my personality. It made me motivated to participate most of the time and express my opinion. It made me motivated to learn, I started to love learning, so it was very nice".

"لأنها غيرت في شخصيتي أحس كثير. خلتني أبغى أشارك أغلب وقتي وأبغى أبدي رأيي، أبغى أتعلم، حبيت التعلم يعني مرة حلوة".

Q11: Suggestions/comments/problems
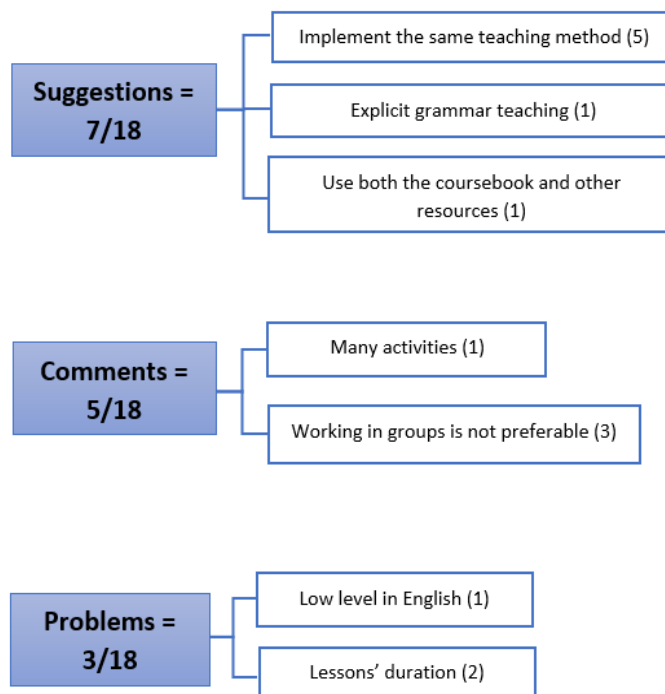
Figure 4.13: Suggestions/comments/problems (TD interview responses)

Suggestions:

The TD students made three suggestions for future teaching and learning. Firstly, to be taught using the Text-Driven method in all the ELI classes. Secondly, to use explicit teaching of grammar rather than the discovery approach. As stated by Student 25, it was difficult to discover the grammar from the story, particularly for beginner learners. The final suggestion was to use external resources not related to the coursebook materials along with the coursebook, as the coursebook is the main resource for the students' examinations (Student 6).

<u>Comments:</u>

One of the students commented that the method included lots of activities and no explanations (Student 14). As found in the previous questions, using communicative activities and implicit grammar teaching is new for the learners in this context. Another comment was related to working in groups; for example, Student 11 complained about the limited cooperation among the group members, which may impact her marking. The students often think about examinations, assignments, and participation marks and have limited opportunities to enjoy learning the language. Despite this comment, group work was enjoyable and valuable for their language and interaction development, as seen in previous questions.

<u>Problems:</u>

One of the problems was the low level of English. For example, Student 36 said the lessons were not very useful because of her low English level, but she enjoyed them. The lessons' timing was another problem that impacted the students' concentration (Students 11, 10). This issue should be considered to suggest a change in the ELI learning system. However, some students enjoyed the TD classes even with extended hours (Student 14).

The following section will present the CB interview responses, and a summary of the results will be provided at the end of this chapter.

4.4.2 Coursebook (CB) group

Q1: General feedback on the lessons
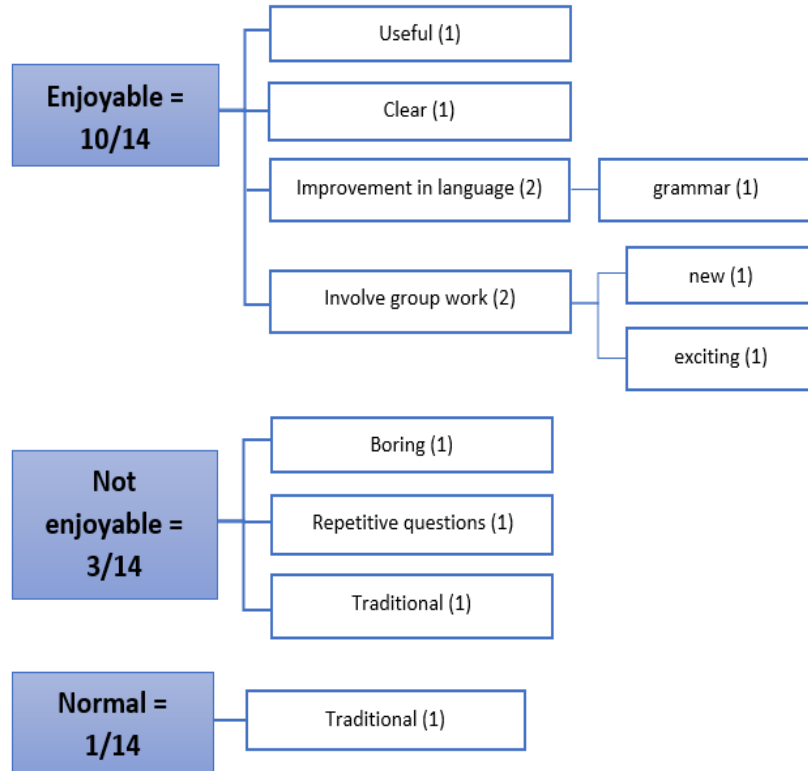
Figure 4.14: General feedback on the lessons (CB interview responses)

As seen in Figure 4.14, over half of the respondents agreed that the lessons were enjoyable, and few were either neutral because the classes were traditional (Student 12) or did not enjoy them for reasons such as boredom (Student 38), traditional (Student 23), and included repetitive questions from the same page (Student 39).

Those who enjoyed the classes said that the coursebook helped them to improve in language and grammar (Students 29 and 11), provided clear order of content to revise the lessons at any time (Student 7), included group work which was a new and exciting activity (Students 11, 21), and useful in terms of learning the basics, as stated by **Student 40**:

"very useful because my language is not quite good, so they helped mostly with the basics".

"مفيدة جدا لأنه لغتي مش تمام يعني تعدل من الأساسيات أكثر شي".

Group work, however, was not included in the coursebook unit, but due to the high number of students in the classes, I divided them into groups which impacted their perceptions of the materials, as found in Q2 below.

Q2: Activities
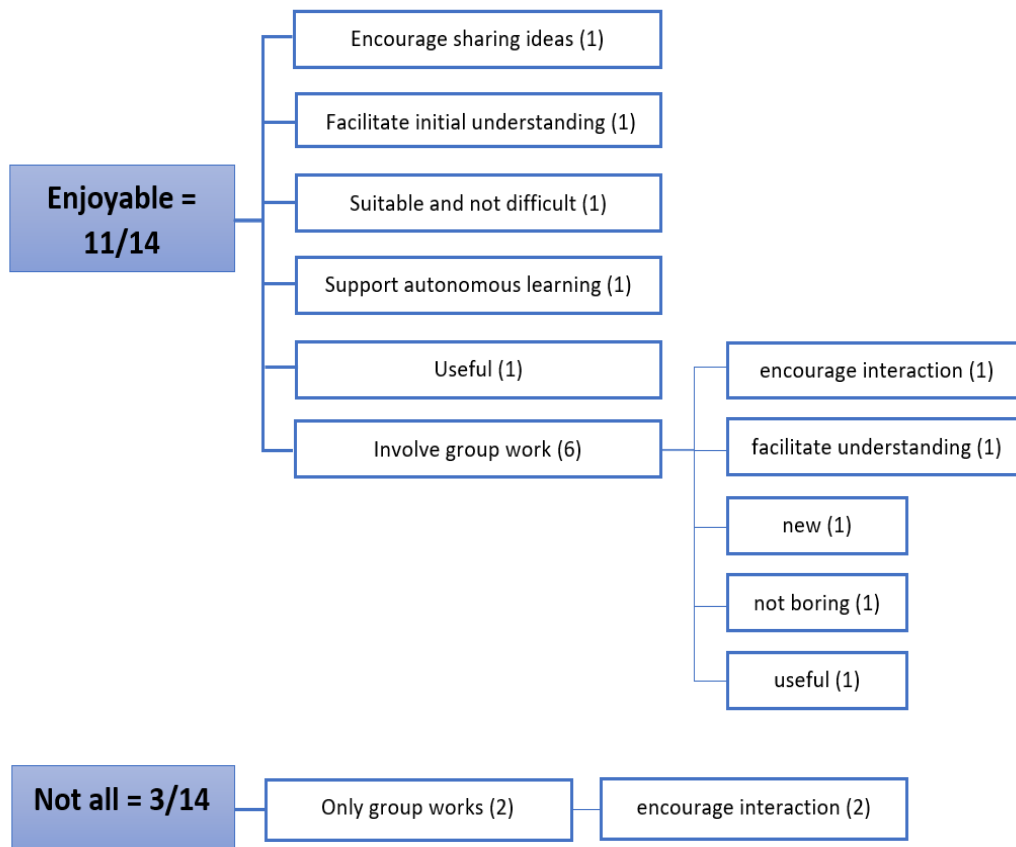
Figure 4.15: Feedback on the activities (CB interview responses)

Figure 4.15 shows that the CB activities were enjoyable for most of the participants (11/14), and only 3/14 did not enjoy all the activities; they enjoyed group work which encouraged them to communicate (Students 12, 39). In fact, working in groups was an enjoyable activity for almost half of the students. For example, Student 12 explained that working in groups motivated her to communicate and she compared it with traditional teaching and working individually without communication:

Student 12:

"I enjoyed the group work…This helped me to interact more, and not feel bored by only doing nothing but listening throughout the whole lecture. The activities were enjoyable with the group, but when I do the activities alone it's like I am studying something (alone at home)".

"اللي كان ممتع بالنسبة لي زي القروب... هذه كان أكثر أقدر أتفاعل, مو ملل طول المحاضرة بس أقدر أسمع. مع القروب كانت ممتعة أما لوحدي زي المذاكرة طبيعي عادي".

Student 21 emphasized that most of the classes focus on the teacher and that the students do not have an opportunity to communicate:

"Most of the classes are led by the teacher, and she does not give us a chance".

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"أغلب الكلاسات يكون التركيز على المعلمة فا ماتعطينا فرصة".

Student 7 supported the previous opinions and said that group work helped in better understanding instead of listening to the teacher. Also, group work was a new activity (Student 23), useful (Student 20), and not boring (Student 24). For instance, **Student 23** stated that this was her first time experiencing group work:

"It was the first time to try working in groups together, and it was something new and nice".

"أول مره نجرب شعور القروبات مع بعض وهذا شي جديد وحلو".

Other activities were also enjoyable for some learners because they encouraged them to think and share their ideas (Student 38), helped in initial understanding (Student 27), and suitable not above their language level (Student 40). Moreover, they were useful (Student 29) and helped them answer and create sentences independently (Student 4).

These responses indicate that group work affected the students' opinions toward the activities. As discussed in Q1, the CB unit did not include group work and was used to manage the classroom during online teaching in 2020.

Qs3 & 4: Reading texts
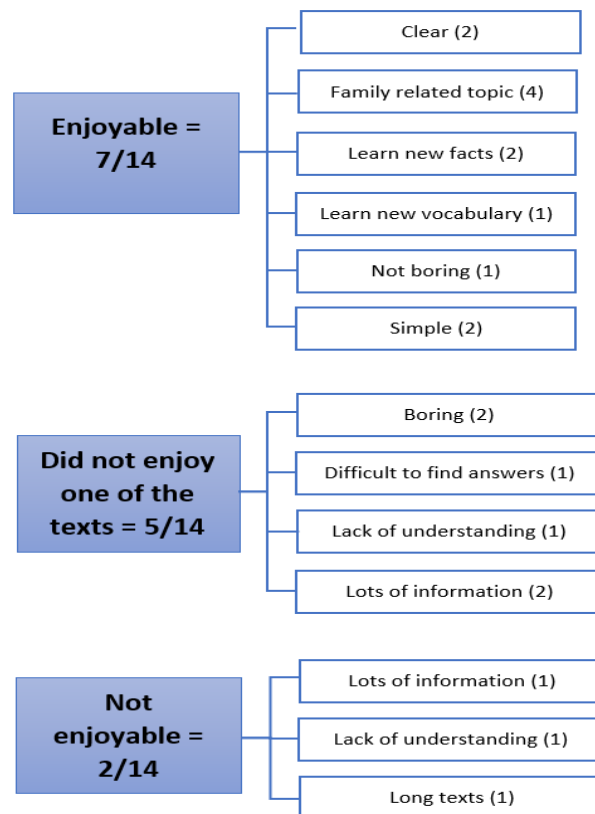
Figure 4.16: Feedback on the reading texts (CB interview responses)

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Figure 4.16 shows that almost half of the interviewees enjoyed both reading texts while the others either enjoyed one of the texts (5/14) or did not enjoy at all (2/14). These responses echo what was found in the questionnaires (Q4).

The students who enjoyed "The face of seven billion people" said that the text was simple (Student 40), clear (Students 11, 21), and they learned new facts (Students 4, 29). Student 11, for instance, explained that the text was clear because it was separated with headings, allowing her to find the answers quickly. Nevertheless, a few interviewees did not enjoy the text because it was long (Student 39), had lots of information (Student 23), and they did not understand it (Students 7, 35). It was remarkable that lack of understanding was discussed by the students who enjoyed the text (Student 27) and those who did not enjoy it (Student 35).

With regards to "Family in Kenya" text, the students enjoyed it because it talked about family (4/14), not boring (Student 24), simple (Student 27), and they learned new vocabulary that can be used in their daily life (Student 23). However, some reasons affected the students' enjoyment such as boredom (Student 11, 38), the difficulty in finding the answers from the text (Student 21), and the text involved lots of information (Students 11, 39). As an example, **Student 39** explained:

"No, I didn't like it. Because it had so many things, so many information, and names, and I didn't like that."

"لا ماعجبتني. لأنه حسيت كذا أشياء ومعلومات وأسامي أنا ماحب كذا".

Students in this context used to listen to their teacher most of the class time and answer comprehension questions rather than expressing their opinions about the text. This could be why the students felt confused and did not enjoy reading the text.

Qs5 & 6: Spoken texts
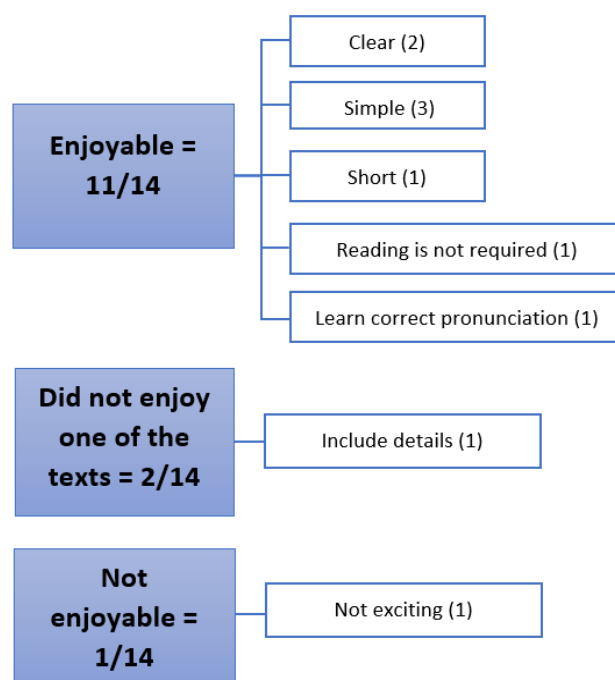
Figure 4.17: Feedback on the spoken texts (CB interview responses)

As shown in Figure 4.17 above, 11/14 students enjoyed all the spoken texts, 2/14 enjoyed one text only, and 1/14 did not find the spoken texts enjoyable.

Those who enjoyed the spoken texts said that the texts were short (Student 23), did not require reading, concentration, or searching for information (Student 11), and supported learning pronunciation (Student 39). Furthermore, the texts included simple vocabulary suitable for their understanding (Students 4 and 40), and the comprehension questions were simple and clear (Student 7). Other interviewees stated that the texts were difficult and did not understand, although they were enjoyable (Students 27 and 29). This contradiction reflects the learners' low English level.

However, a few students did not enjoy Spoken text 1 (Student 38) and Spoken text 2 because it included details (Student 23), and only one student did not like any of the spoken texts, she said:

Student 12:

"Honestly, not really. I wasn't excited to finish listening to them and know what they are really about".

"بصراحة متوسطة مو مرة. يعني ماكان فيها الحماس أكمل أسمعها وأعرف اش فيه اش مافيه".

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The CB responses to this question indicate a lack of engagement with the texts as the most reported reasons were relevant to the language used (simple, clear, and support learning pronunciation).

Q7: Teaching method
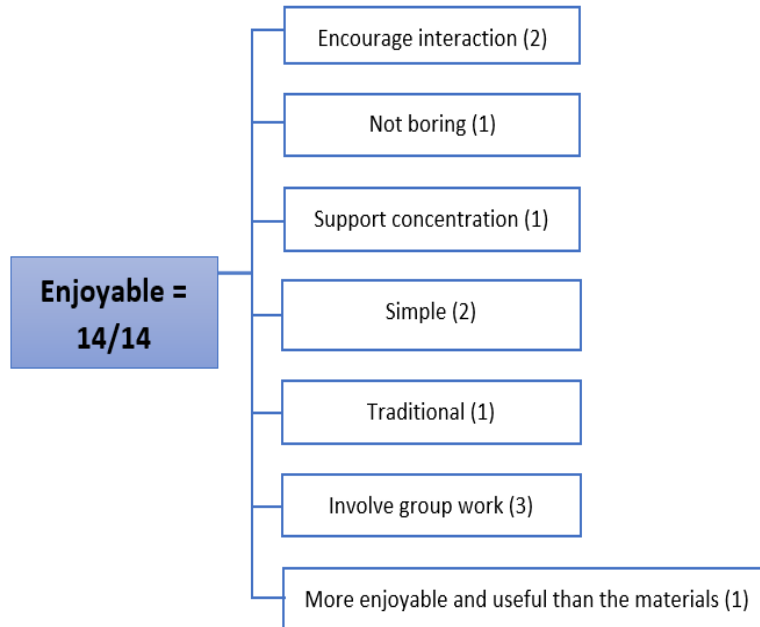
Figure 4.18: Feedback on the teaching method (CB interview responses)

As shown in Figure 4.18, all the CB participants enjoyed the teaching method for many reasons, as discussed below.

Firstly, the method involved group work, a new activity for the students (Student 11), and helped them cooperate (Student 39). **Student 11** further clarified that they used to work individually, which was boring:

"It is not the same as the classes everyday…We do not work in groups (in everyday classes), so they are a little bit boring and you even feel that they are very long, but your method was not like this".

"غير عن الكلاسات اللي مثلا كل يوم...ماكنا نروح قروبات, فا كان شويه ممل, يعني حتى الحصة حسيتها مرة طويلة مو زي الطريقة حقتك".

Secondly, it was simple (Students 21, 23), traditional (Student 12), decreased the students' boredom with the coursebook (Student 24), and supported concentration (Student 35). Moreover, the teaching method was more useful and enjoyable for English learning than the coursebook materials (Student 38) and promoted the learners' interaction (Students 21, 29). For example, **Student 29** said that she had a chance to talk and interact, which was a new experience for her:

"We can interact with you, you give us this chance, so I liked it a lot. The method of teaching was also nice I didn't experience it with another teacher before".

"نقدر نتواصل معاكي انتي معطيتنا المجال, فا مره حبيتها. وطريقة التدريس حلوة ماقيد مرت عليا مع أحد ثاني".

From the above responses, working in groups and whole class activities positively impacted the learners' perceptions of the coursebook materials. This view was also supported by Student 38 when she said that she enjoyed the method more than the materials.

Q8: Language skills development
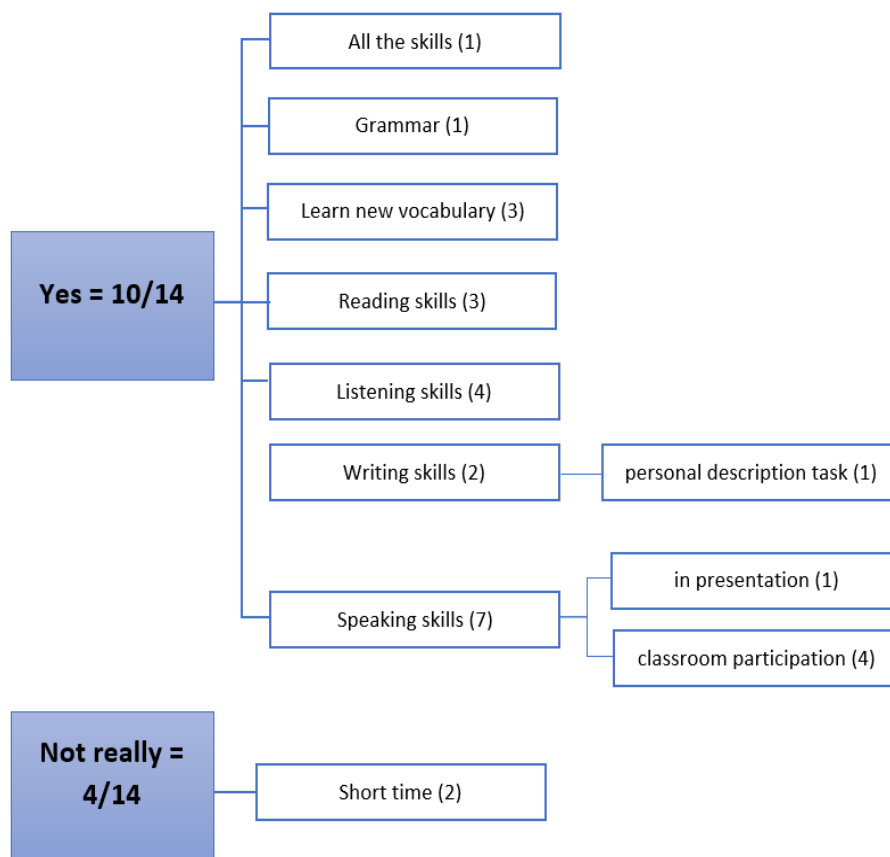
Figure 4.19: Feedback on language skills development (CB interview responses)

Figure 4.19 shows that 10/14 interviewees felt improvement in their language skills and explained the reasons behind their beliefs below.

<u>Listening and speaking</u>

Listening and speaking were the most reported categories by the participants compared to other skills (Speaking 6/10, Listening 4/10). For example, Student 21 said she developed in listening because the unit involved many listening audios. Other interviewees stated that the teaching method made them talk and participate even if they made mistakes (Students 7 and 11),

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strengthening their self-confidence to speak more in English (Student 7). Student 7 further added that other teachers would not allow them to turn on the mic and speak:

Student 7:

"you encouraged us to turn on the mic, the other teachers would never allow us to turn on the mic and speak".

"تحبي نفك المايكات يعني غيرك مره مايخلونا نفك المايك ونتكلم".

Another student supported this view in that participation with the whole class was something new and helped develop speaking skills (Student 23). Furthermore, one interviewee reported improvement during her presentation task at the ELI (Student 21).

The above comments represent the method of teaching in this context in which the learners are acting as recipients of the information and do not have the chance to communicate. Therefore, speaking with the whole class and in groups helped them to talk and interact even if the tasks focused on language practice.

Reading and vocabulary

Some learners felt improvement in reading and vocabulary skills (3/10). For instance, Student 4 commented that she learned new and useful vocabulary that can be used outside the classroom. Student 29 said she could read and understand better, although she was not interested in listening or reading before taking these classes.

Grammar, writing, and all the skills

These skills were reported by a few learners (1 or 2/10). Student 12, for example, felt improvement in writing because she was writing about herself, and Student 39 felt that she developed all the skills because they were not taught separately. This comment was also found in Q8 (TD interview responses), reflecting the integrative approach used in these materials.

Although the majority of the participants felt improvement, some stated that the classes did not support their language a lot (Students 20, 35), and two commented that the time was short; one week was insufficient for language improvement (Students 12 and 27).

Q9: Classroom interaction development
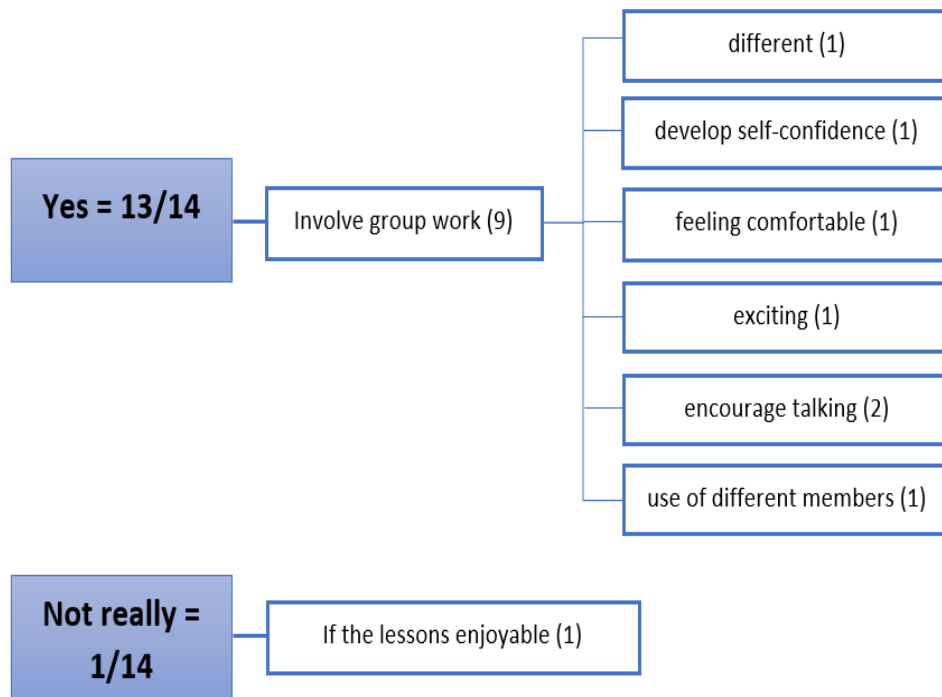
Figure 4.20: Feedback on classroom interaction development (CB interview responses)

As seen in Figure 4.20, 13/14 interviewees reported group work as the main reason that encouraged them to interact. Their responses are clarified below:

- It was different (Student 23) and made the students excited, as stated by **Student 12**:

"I didn't feel bored. I didn't listen to half of the conversation and skip the rest. I was excited to answer, and go to the next question and so on".

" ما أمل. وأسمع نص ونص ما أسمع, يعني يكون يالله بحل بشوف ايش السؤال الثاني وزي كذا".

- Made them comfortable (Student 20) and developed their self-confidence in L2 speaking (Student 24).
- Encouraged them to talk (Student 20) and discuss any difficulties (Student 7).

- Group members were changing every time, and this helped them to communicate (Student 39).

However, only one student said that she was not encouraged to interact unless the lesson was enjoyable (Student 38). This reflected her answer to the first question when she did not enjoy the lessons because they were boring.

Q10: Lessons' recommendations
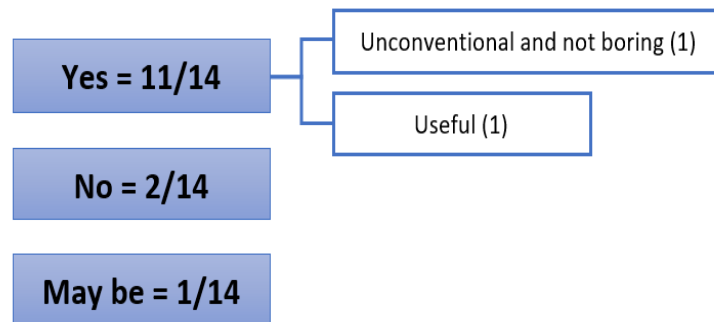
Figure 4.21: Lessons' recommendations (CB interview responses)

Figure 4.21 shows that 11/14 CB interviewees were happy to recommend the lesson to their friends, 2/14 would not recommend them, and only one student was neutral. For example, the classes were beneficial (Student 7), unconventional and not boring, as noted by **Student 11** below:

"it was not boring at all…I don't like answering the questions individually all the time. When I work alone, I feel scared a little bit, I feel that it might be wrong or something. But in groups, each one helps the other… This class was not as the normal routine, it was a little bit different".

"مرة ماتطفش... الحل مو دايم لحالي. أحس لما أكون لحالي, أخاف شويا, حتى أخاف يكون غلط أو شي. فقروبات لا, كل وحدة تساعد الثانية... ماكان زي دايما معتاد كان لا غير شويا".

From the above comment, it seems that group work activities offered the students sense of security and a supportive learning atmosphere.

Q11: Suggestions/comments/problems
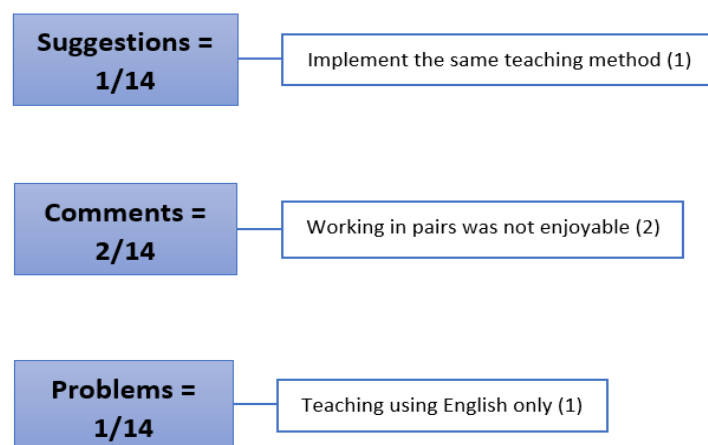
Figure 4.22: Suggestions/comments/problems (CB interview responses)

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As shown in Figure 4.22, one interviewee suggested using the same teaching method (Student 23), i.e. using group work activities. Others commented that working in pairs was not enjoyable (Students 27, 29) and did not stimulate interaction (Student 29). Student 7 made a remarkable response and said using English only in EFL classes would not support her understanding at this level and might decrease her motivation to learn:

Student 7:

"if it is all in English, I won't understand, I'll be lost, I'll feel bored. Actually, when I hear a word in Arabic, I feel excited to know it in English. This is what I prefer in the method of teaching".

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"انه يكون كله انقليزي, أنا مرح أفهم, حضيع, حطفش .بالعكس, أنا لما أسمع كلمة عربية, طب يالله كيف بعرفها بالإنقليزي . هذا الشي اللي أنا أفضله بطريقة التدريس".

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4.5 Summary of results

The findings show that the majority of the TD and CB interviewees enjoyed the materials and that the materials encouraged them to interact and supported their language skills to improve. The results are summarised and compared in Table 4.17 below:

Learners' feedback on the materials' enjoyment and development of interaction and language skills	TD	CB
Enjoyed the four lessons	18/18	10/14
Enjoyed the activities	18/18	11/14
Enjoyed the reading texts	18/18	7/14
Enjoyed the spoken texts	15/18	11/14
Encouraged to interact	18/18	13/14
Felt improvement in language skills	18/18	10/14

Table 4.17: Summary of TD and CB interview responses (quantitative data)

Several reasons were reported by the TD and CB interviewees, reflecting their positive perceptions of the materials. The most frequent responses were summarised in Table 4.18 below:

Positive reasons reported	TD	CB
1- Engaging materials	-funny, exciting, and not serious. -promote prediction and imagination. -include familiar stories, engaging topics and tasks. -various and creative. -learning interesting facts. -experiential and bring back childhood memories. -connected with real life.	-include family-related topic. -learning new facts.
2- Simple, clear, and suitable	-clear conversations, accents, and details. -simple vocabulary and grammar. -suitable pictures.	-clear and simple comprehension questions. -simple vocabulary. -clear order of text's content. -suitable activities for their language level.
3- Facilitate understanding	-TD method supported better comprehension than the coursebook because the texts were connected with engaging topics.	-the CB activities facilitated initial understanding.
4- Involve working in groups	-new, useful, and enjoyable. -encouraged cooperation and facilitated comprehension. -developed self-confidence and made the students comfortable talking. -support opinion expressions and autonomous learning (TD).	
5- Beneficial	-support opinion expressions.	-support learning the basics.
6- Unconventional	-new grammar and vocabulary learning. -new experience in learning from different resources. -different and creative activities.	-involve group work.
7- Support autonomous learning	-searching for the meaning of vocabulary. -watching videos after the TD lessons. -preparing for the ELI task presentations.	-answering the activities individually.

Table 4.18: Summary of TD and CB interview responses (qualitative data)

Despite the positive reasons discussed above, a few learners reported negative ones that affected their engagement with the materials. For the TD group, the spoken text used in lesson 1 was not colourful, they did not understand it, and the teaching method was unfamiliar. On the other hand, the CB group commented that the texts included details, they did not understand them, and they felt bored. The students' responses in the interviews suggest that the TD group was affectively and cognitively engaged with the materials, whereas the CB group was engaged because working in groups was a new and enjoyable activity for the learners in this context.

The following chapter will present and compare the findings of TD and CB classroom interaction analysis (CIA) to examine turns frequency and interactional patterns that emerged between Teacher to Students (T→Ss), Students to Teacher (Ss→T), and Students to Students (Ss→Ss) on different occasions.

Chapter Five: Findings of Classroom Interaction Analysis (CIA) (RQ2)

5.1 Introduction

This chapter presents the findings of the classroom interaction analysis to answer the second research question of this study, specifically, sub-questions 2.1 and 2.2:

RQ2: Which materials Text-Driven (TD) or Cousebook (CB) can facilitate more classroom interactions?

2.1: Is there a difference in the frequency of interaction between the Text-Driven (TD) and Coursebook (CB) groups?

2.2: What type of interactional patterns arise in the Text-Driven (TD) and Coursebook (CB) groups?

Several stages were followed during the classroom interaction analysis, explained in detail below:

    1- Transcription process:

All the recorded classrooms were analysed and transcribed using Seedhouse (2004) interaction conventions as discussed in **Chapter 3, section 3.6.3.1**. Some parts of the recorded videos were not transcribed because of the internet and system issues. Transcribing these parts is considered irrelevant as the primary focus of this analysis is on students' interaction in whole class and group/pair work activities.

During transcription, I translated L1 utterances in all the transcripts to simplify the coding process and selection of extracts. The translators validated the translation process as accurate during the interview analysis.

    2- Selection of the action sequence/s:

It is important to categorise the actions and stages of the lessons. For example, highlighting the parts when the students respond to readiness, experiential, intake, input, and development activities. Doing this would help me to categorise the interactional patterns and discuss extracts from various stages, thus increasing the reliability of the findings.

3- Analysis of turn-taking patterns using Nvivo:

Thematic coding analysis was used. I analysed each turn by the teacher and the student/s and assigned patterns such as asking closed/open Qs, giving feedback, and making comments. Each pattern was defined with examples in Appendix 15.

4- Frequency analysis of Arabic and English turns:

The last step was a calculation of turns in L1 (Arabic) or L2 (English) in whole-class and group/pair work activities. The turn units can be "sentences, clauses, or words" (Seedhouse, 2004, p. 28). Since the students had low proficiency level, this study defines the turn as letters, numbers, words, sentences, phrases, and clauses produced by the learner/s or the teacher. Examples of turns are explained below:

Turn units	Examples	References
Letters	*C?*	(L9, CB L3)
Numbers	*23%*	(L2, CB L3)
Words	*have*	(L24, CB L3)
Sentences	*55% of the Chinese use the internet.*	(L11, CB L3)
Clauses	*my best part when she become princess? it was beautiful.*	(L2, TD L2)
Phrases	*lucky girl.*	(L2, TD L2)

The following sections will analyse the teacher's and students' turn frequency, and the interactional patterns that emerged between Teacher to Students (T→Ss), Students to Teacher (Ss→T), and Students to Students (Ss→Ss) in both TD and CB groups. Summary of findings will be provided at the end of this chapter.

5.2 Turns frequency: Text-Driven (TD) and Coursebook (CB) groups
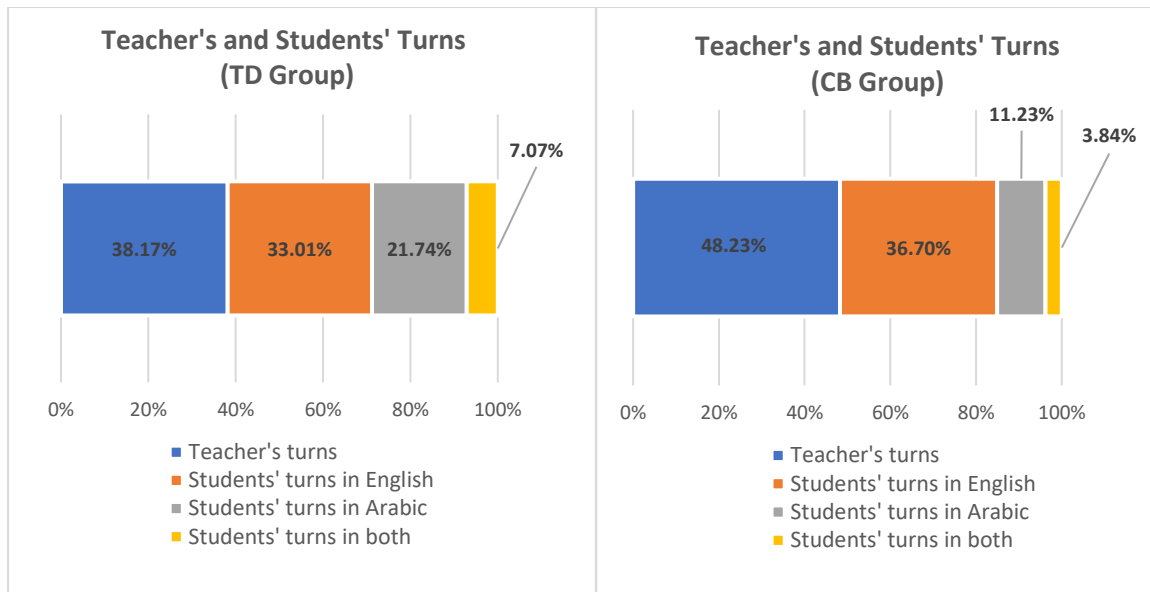
Figure 5.1: Comparing Teachers' and Students' Turns in TD and CB Groups

As seen in Figure 5.1, the frequency of the TD students' turns is higher than the teacher's, whereas the turns produced by the CB learners were almost equal to their teacher's. This seems to reflect the learner-centred approach used in these lessons. It was remarkable that the CB group English turns were slightly higher than the TD group, whereas Arabic and both (L1 and L2) turns were higher in the TD group. The TD learners were asked to predict and share their opinions which require adequate L2 knowledge to produce open responses, unlike the CB learners who mostly answer closed and short responses. Additionally, the TD turns were personally meaningful and relevant to the tasks and topics, albeit they used both their L1 (Arabic) and L2 (English), while the CB turns were mainly relevant to language points (i.e. grammar and vocabulary). The patterns of these turns are explained in Section 5.3.

Overall, the TD students' turns were higher at 62% compared to the CB at 52%. These findings were further compared in figures 5.2 and 5.3 below concerning whole class and group/pair work activities.
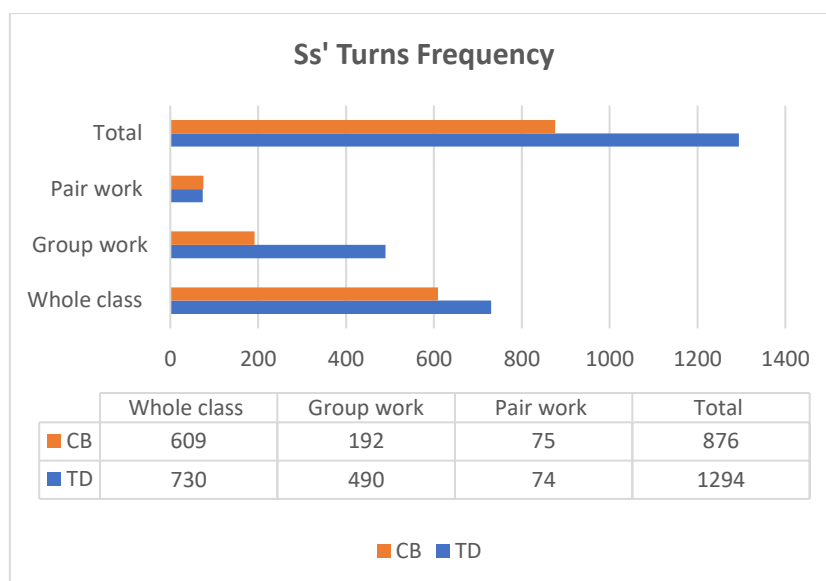
Figure 5.2: Comparing TD and CB Students' turns

	Whole class	Group work	Pair work	Total
CB	609	192	75	876
TD	730	490	74	1294

English Turns	Wc	Gw	Pw	Total
CB	563	44	14	621
TD	593	81	17	691

Arabic Turns	Wc	Gw	Pw	Total
CB	39	103	48	190
TD	97	331	27	455

English and Arabic Turns	Wc	Gw	Pw	Total
CB	7	45	13	65
TD	40	78	30	148
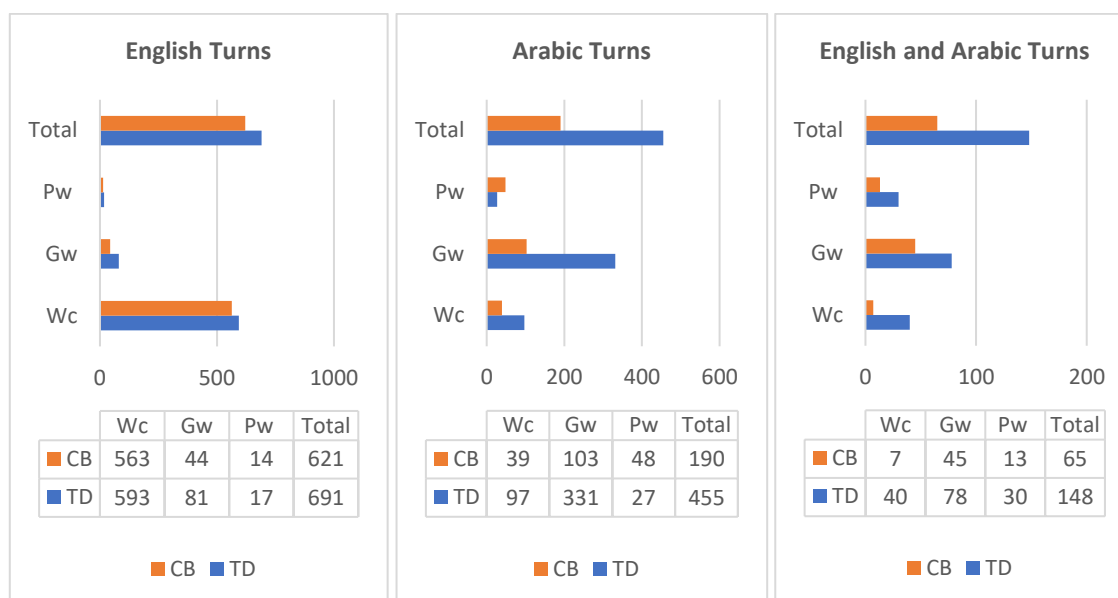
Figure 5.3: Comparing TD and CB Students' Turns in English, Arabic, and Both (English & Arabic)

Wc= Whole class   Gw= Group work   Pw= Pair work

Figures 5.2 and 5.3 show that the TD students' interaction including whole class, group work, and pair work using L1, L2, and both L1&L2 were higher than the CB group. Although the frequency of pair work turns was almost similar between the two groups (**TD** = 74, **CB** = 75), the TD students produced more turns in English and both languages than in Arabic compared to the CB group (please see Figure 5.3). It was also found that both groups produced more turns in whole-class and group work activities than pair work (please see Figure 5.2). As found in the questionnaire and interview responses, working in groups was an enjoyable activity for both TD and CB learners which therefore resulted in the development of their interaction.

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5.3 Interactional patterns: Text-Driven (TD) and Coursebook (CB) groups

Table 5.1 below summarises the overall patterns that emerged from Teacher to Students (T→Ss), Students to Teacher (Ss→T), and Students to Students (Ss→Ss). Since the students' language proficiency is low, the interactional patterns that emerged included both English and Arabic turns.

Types of interaction	Patterns	Turns = N	
		TD	CB
T → Ss & Ss → T	Ask/answer Closed Qs	308	645
	Ask/answer Open Qs	397	63
	Ask/answer Managerial Qs	167	143
	Feedback	201	260
	Meaning negotiation	134	52
	Comments	87	8
	Giving instructions	77	97
	Role-playing	57	25
	Sharing writing	27	20
	Encouraging	14	17
	Participation request	17	28
	Presenting family/friends	5	11
	Explaining	4	24
	Repair	2	4
	T reading aloud the text or reading the students' answers	26	0
	T writing students' answers	0	25
	Translation	4	0
	Off-topic	0	1
	Total	**1527**	**1423**
Ss → Ss	Meaning negotiation	88	36
	Comments	76	0
	Explaining	51	35
	Managerial Q	32	32
	Giving information	114	101
	Information request	140	34
	Off-topic	11	4
	Opinion Q	13	0
	Repair	13	4
	Role-playing	19	7
	Technical issues	7	4
	Reading the questions	0	10
	Total	**564**	**267**

Table 5.1: TD and CB interactional patterns.

T: *Teacher*   **Ss:** *Students*

In sections 5.3.1 and 5.3.2, I will discuss and explain the relevant and most frequent patterns with examples from the lessons' transcripts. Since the interactional patterns were varied and not all included in one lesson, the extracts were selected according to three criteria;

- Clear representation of the patterns via extended turns.
- From different stages of the lessons as explained in the analysis procedure.
- Allow comparison between TD and CB groups.

5.3.1   T → Ss and Ss → T interactional patterns

In this section, I compared the most frequent and relevant patterns to the focus of this research. For instance, asking/answering closed and open questions, giving feedback, meaning negotiation, explaining, role-playing, making comments, and sharing writing. Meaning negotiation included clarification requests, confirmation checks, and comprehension checks (please see Appendix 15 for patterns' definitions).

T → Ss and Ss → T interactional patterns

	Ask/answer closed Qs	Ask/answer open Qs	Feedback	Meaning negotiation	Explaining	Comments	Role-playing	Sharing writing
CB	645	63	260	52	24	8	25	20
TD	308	397	201	134	4	87	57	27
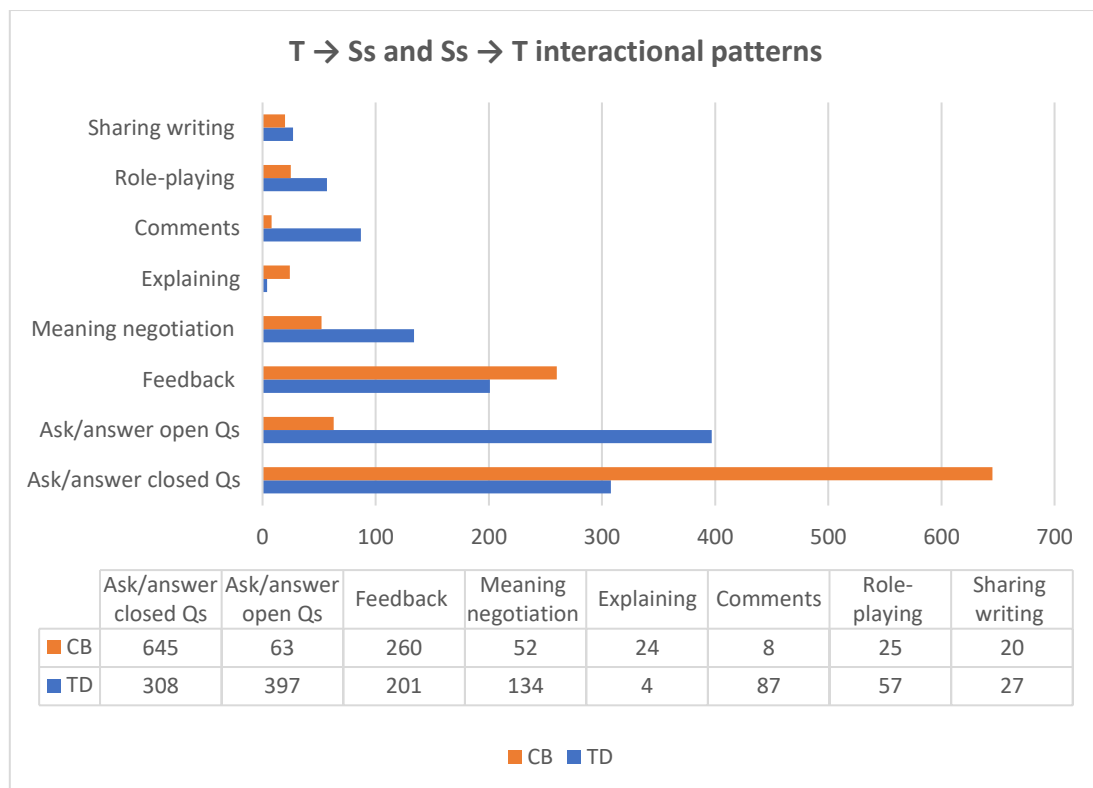
Figure 5.4: T → Ss and Ss →T interactional patterns.

Open questions and feedback:

Group	TD
Lesson	2
Appendix	16
Type of action	Introduce the lesson's topic (Readiness activity).

1 T: the lesson today is about <story of a poor girl> ok? so, we gonna read a story today (.) it could be
2 one of your favourite children's story (.) can you guess the name of the story?

3 L1: ammm Cinderella?

4 T: ↑ wow that's a really good guessing!

5 T: yes ??? it's Cinderella, this one. ((T shows Cinderella's picture))

6 L2: الله/((wa:w)).

7 T: ok, so what do you think this story is about?

8 L2: lucky girl.

9 L1: [about a poor girl]

10 L3: [a beautiful girl], princess.

11 T: yes, it's about a princess.

12 T: ok, so now look at this picture, can you see the picture?

13 LL: yes.

14 T: great.

15 T: so where is Cinderella?

In this example, T started the lesson with an open prediction question to stimulate the students' interaction. In line 3, L1 initiated the first turn and received positive feedback from T "wow, that's a really good guessing", to appraise her correct prediction. Once T showed Cinderella's picture to the learners, L2 initiated a positive comment in line 6 " الله ((wa:w))", expressing her excitement. After that, T continued to ask open questions to encourage the students' predictions (lines 7, 12, and 15). This example shows that the students are engaged with the readiness activity and motivated to communicate, as seen from their overlapping responses (lines 9 and 10), and T acted as a facilitator to support their interaction. This kind of interaction resembles the roles of teachers and students in communicative approaches, discussed in **Chapter Two, Section 2.3.**

Group	CB
Lesson	2
Appendix	17
Type of action	Introduce the lesson's topic (Warm-up activity).

1 T: okay, our listen today is about ↑a family in Kenya, <before we start>, I'm gonna talk about my
2 family?, ↑I have two brothers, two sisters, five nephews, five nieces, and (.) two daughters, OK, so,
3 how about you guys? is your family big or small? (1.0) a::nd can you tell me about your family?
4 before we start? just turn on the mic and speak (32.0)

5 T: I need one of you to talk about (.) family?

6 T: I told you about my family =

7 L1: = teacher?

8 T: yes ???

9 L1: mmm my family is (.) so small, I have one sister and I have one brother, I am the big sister.

10 T: you are the big sister?

11 L1: yes.

12 T: lucky you ??? (:

13 L1: you're welcome (:

14 T: ok, how about the others? do you have a big or small family? (1.0) so, no one have nieces?
15 nephews? (2.0)

In this extract, T began the lesson by introducing her family to engage the students and make them comfortable talking about their families. The students, however, were not motivated to respond, as indicated by the silent pause (32 sec). The teacher then repeated the question and tried to clarify it in lines 5 and 6. After that, L1 initiated a response and talked about her family (line 9). To develop further interaction, T asked a confirmation check in line 10 and then appraised L1 that she is lucky to be the big sister in line 12. T continued to ask open questions to give other students chances to interact. Although L1's response in line 13 was incorrect in meaning, T did not attempt to correct it for many reasons. Firstly, L1 might hear "lucky you" as "thank you", so she replied, "you're welcome". Secondly, even if she heard it correctly, her reply did not impede communication since she was already finishing her turn. Thirdly, correcting minor responses in front of the whole class may not motivate the students for later interaction. Although the interview responses indicate that the topic "family" was engaging, this example shows a lack of engagement and motivation among the CB participants.

Closed questions and feedback:

Group	TD
Lesson	2
Appendix	16
Type of action	Introduce Cinderella's family tree (Input activity).

1   T: ok, let's start with Reine, who is Reine?

2   L: the mother-in law?=

3   L7: =Cinderella's mother? =

4   L: = mother-in law? =

5   T: = Cinderella's mother?

6   L: NO =

7   L7: = Cinderella's mother.

8   L: mother in-law?

9   T: yes, Reine is Cinderella's [mother-in-law]

10   L: [mother-in-law]

11   T: yes.

T started the input activity by asking a closed question to elicit the students' predictions of the correct vocabulary word. After receiving the students' responses, T did not provide immediate feedback; instead, she asked a confirmation check in line 5 to check if L and L7 agree with the answer and if other students wish to join their interaction. As seen in lines 6, 7, and 8, L and L7 believe that their predictions are correct, which therefore received positive feedback from T. Then, T continued asking closed questions to elicit the other family words. Although this example focuses on language points, vocabulary words and grammar were not taught to the learners. Instead, they had to predict and search for the correct word meaning from Cinderella's family tree and form sentences. In this way, the students might use the correct grammar as L7 in line 7 or use their own sentences, thus supporting the students to be autonomous learners. To clarify this point, when T asked "who is Reine?", various answers could be developed, such as "Cinderella's mother-in-law, Jame's mother, Tristan's wife". Moreover, the task was engaging to the learners as their turns were continuous without gaps and prepared them to draw and present their own family tree for the following task.

Group	CB
Lesson	2
Appendix	17
Type of action	Introduce Leakey's family tree (Practice activity).

1   T: so, who gonna answer number 1?

2   T: ok, ??? go ahead.

3   L25: ah Mary?

4   T: yes, Mary, thank you ??? could you please ??? write it down in the PDF file? so everyone can see
5   it?

6   L14: mary (chatting)

7   T: ok, num_ber 2?

8   L2: 2 colin (chatting)

9   L10: colin (chatting)

10   T: yes, it's Colin.

11   T: and number 3?

12   LL: Richard.

13   T: yes, it's Richard.

This activity asked the students to read a short passage about the Leakey family and fill in the family names. The type of interaction that emerged in this example represents typical traditional classrooms in which the teacher asks closed questions (lines 1, 7, and 11) and then learners respond to these questions correctly, which therefore receive positive feedback from the teacher (lines 4, 10, and 13). It was useful that the vocabulary words were taught within context, but it would be more effective if the learners discovered the word's meaning by themselves, as found in the previous TD task. By discovering the language, learners would improve meaning negotiation with their peers and autonomous learning. For example, asking the students to identify the relationship between the family members rather than asking about their names.

Meaning negotiation:

Group	TD
Lesson	4
Appendix	16
Type of action	Talk about meeting a celebrity (Intake responses).

1 T: ok? thank you ??? for sharing (:, how about the others? (5.0) so (1.0) <does anyone (.)> meet a
2 famous person before?

3 L7: yes, I think I met a famous person, I think the last year? err Ahmad AlBargi if you know him?

4 T: Ahmad AlBayed?

5 L7: no? AlBargi?

6 T: well? no I don't know him? how did you feel that time?

7 L7: mm, I can't remember but err ؟ وقتها شعوري أتذكر ما بس يعني مره مو فرحانة شويه كنت مدري (I don't know
8 I was a little bit happy but I don't remember my feelings at that time?))

9 T: ok (: thank you ??? for sharing.

10 L5: I meet err fourth four person (: in the same time? but I was young so::[I was so excited (:]
11 (laughter)

12 T: [really? (: waw that's great (:]

13 L5: I was so excited and:: [a little bit nervous?]

14 T: [so who are those four persons?]

15 L5: (Fares) Bogna, Adel Sabwan, mmm Ibrahim (.) Saleh I think? and errr Moayed Althagafi.

16 T: all at the same time?

17 L5: yeah (: (1.0) they have a show in the MBC so they was in err a Red Sea Mall? in the err event?
18 there's event in Red Sea Mall? for them? so er when we was in the Red Sea I saw them? so that's
19 why?

20 T: so, you were so lucky then ??? (:

21 L5: yeah (:

In this task, T asked the students to share their feelings if there was a chance to meet their favourite celebrity. L7 initiated a response and asked T if she knows the person that she will talk about, showing her willingness to communicate. In line 6, T confirmed that she does not know "Ahmad AlBargi" and asked L7 to express her feelings to keep the conversation going. Then, L7 responded using L1 (Arabic) though she used English in her previous turns. This conveys her engagement with the topic, and that using L1 may explicitly clarify her opinion. After that, T ended her turn with L7 and continued listening to other students' thoughts. During

their conversation, T did not attempt to correct the students' language mistakes, but rather she asked them to clarify their responses (lines 14, 16) or make comments to show her engagement with their talk (lines 12, 20). In this example, the focus was on content, and the students had the choice to use L1 or L2 as using L1 for lower-level learners would increase their motivation, participation, security and comfort levels. If L1 was prohibited entirely, they might be reluctant to speak in L2, feel shy, and lose engagement. It was unexpected that the students would communicate and use their linguistic repertoire at level A2. This demonstrates that engaging topics and tasks would boost EFL learners' motivation and sustain more productive communication.

Group	CB
Lesson	2
Appendix	17
Type of action	Fill in the gaps (Practice activity).

1   L: mmm number 4, step-brother?

2   T: yes, a brother but from one different parent is step-brother.

3   T: well? (2.0), ↓>I don't think it's step-brother number 4 girls?<↑yes, it's half-brother_ come from
4   one different parent? ok so what's the difference (.) between half-brother (.) and step-brother (.)?

5   T: does anyone know?

6   L: step-brother is err your husband brother, right? I think?

7   T: mmm not really? (1.0) ok, let me explain =

8   L11: = your step-brother have (.) a different parent.

9   T: what do you mean ???

10   L11:mmm

11   T: can you give me an example?

12   L11: mmm err يعني مو أخوها؟ مايتشاركون الأهل؟ ((not her brother? they don't share the family?))

13   T: ok يعني ايش يا ؟؟؟ ((which means?))???

14   L11: يعني (.) ولد (.) زوج الأم ((means (.) the son (.) of the mother's husband)).

15   T: uhmm, yes??? أو العكس؟ ((or the opposite?))

16   L11: ايوا ((yes)).

17   T: so, for example, ↑if your father (.) married another woman (.) and this woman already have a son
18   (.) or a daughter (.) from her husband, then this son or daughter (.) will be your step-brother (.) or
19   your step-sister, ok? is it clear?

20　L11: so miss is it like ah if your (.) mother married (.) another man, if he had a son, he will be a [step-
21　brother] right?

22　T: ↑yes exactly, step-brother or step-sister.

In the above example, T asked the students to fill in the gaps with the correct word meaning. For instance, after receiving L's response, she asked the students if they know the difference between "half-brother" and "step-brother" in lines 3-5, as these words may confuse the learners. In line 6, L explained the meaning of "step-brother" and asked T a comprehension check to examine her understanding of the word. In line 7, T provided negative feedback, leading L11 to interrupt and explain the correct meaning (line 8). After that, T asked L11 clarification requests in lines 9, 11, 13, and 15 to ensure that L11, L, and other learners understood the meaning of "step-brother". She also provided a real-life example in lines 17-19 to emphasize L11's explanation. Then, L11 confirmed her understanding by replying to T with a similar example (lines 20-21). Finally, T provided positive feedback and ended her turn. T acted as a facilitator by negotiating with L11 and as an information provider by giving real-life examples. This type of negotiation focuses on language forms rather than content.

Explaining:

Group	TD
Lesson	2
Appendix	16
Type of action	Introduce Cinderella's family tree (Input activity).

1　T: and who is Angeline?

2　LL: daughter?

3　L: Cinderella daughter.

4　T: yes, Cinderella's (.) [daughter]

5　L:　　　　　　　　　　[daughter-in-law?]

6　T: well, daughter-in-law is something else, ok? daughter-in-law is like son-in-law, so if Cinderella has
7　a son and he:: gets married to a girl, >this girl will be daughter-in-law to Cinderella, ok?<

8　L: ok.

In this activity, T asked the students about the relationship between Cinderella and other family members to elicit vocabulary words and grammar. For example, after receiving the learners' responses in lines 2-3, T repeated "Cinderella's daughter" to emphasise the vocabulary and possessive 's. In line 5, L questioned T if "daughter-in-law" is the correct word which made T explain the difference between "daughter-in-law" and "daughter" by giving an example from the same context. This type of explanation occurred during the activity to respond to the learner's comprehension question. The TD input activities included noticing questions rather than explicitly explaining language points.

Group	CB
Lesson	2
Appendix	17
Type of action	Presentation of grammar.

1 T: ok, <possessive 's and possessive adjectives>, possessive 's, for example, Mike' s wife is a teacher
2 (.) Mike and Sally's home is in Canada.

3 T: so now, 's (.) is also the contracted form of <u>is</u>, >and then you have< the possessive adjectives (.)
4 from I (.) my, you (.) your, he (.) his, she (.) her, it (.) it's, and then we have we (.) our, you (.) your,
5 then, they (.) their, ↓I'm gonna explain now more (.) in my slide?

6 T: ok, so the first question says, ↑underline possessive 's, so can somebody underline possessive 's
7 for me? here (.) in number one and number 2? ((T points at the sentences))

8 T: yes exactly, so we have ↑Mike's wife, and Sally's home. ((a student underlined the sentences))

The above example represents the presentation stage of PPP used in traditional classrooms. T explained the grammar explicitly to the learners and then asked them to practice what they learned. After that, she provided positive feedback on the correct responses. Unlike the TD explanation pattern, this action took place with the purpose of grammar explanation.

Role-playing and comments:

Group	TD
Lesson	1
Appendix	16
Type of action	Make assumptions (Development activity).

1 T: 18? ok, I want you now all (.) to talk about ??? and then we will ask ??? whether it's right or
2 wrong? ok? so go ahead.

3 L3: mmm short hair?

4 L2: she's tall?

5 L7: yes (:

6 L: long legs?

7 L7: no.

8 L3: are you skinny (.) so much?

9 L7: mmm no (:

10 L3: you're 18 or 19?

11 L7: yes yes.

12 L: do you have brother or sister?

13 L7: yes (:

14 L: I think you look (children) (laughter)

15 L7: again? oh my god (: no no.

16 L: (laughter) (3.0)

This role-playing asked the students to predict their classmates' appearance. As shown in this example, the students were excited to guess; their interaction was continuous without long pauses and involved many nonverbal actions, such as laughter and smiley sounds. It can be seen that the students developed effective turn-taking management without any teacher support. This role-playing task was authentic and meaningful to the learners as they could not turn on the camera to see each other during online learning in 2020.

Group	CB
Lesson	4
Appendix	17
Type of action	Introduce yourself and another person (Practice activity).

1 L7: miss? miss? حتجاوب وهيا, حسألها انا حنقوم, أنا؟؟؟((me and ??? will participate, I will ask her, and she
2   will answer))

3 T: ok.

4 L7: جاهزة؟ ؟؟؟ اوك ((ok ??? are you ready?))

5 L39: يالله يالله ((yes yes))

6 L7: what your first name?

7 L39: my name is err ???.

8 L7: ok, what your surname?

9 L39: ???.

10 L7: ok, what your job?

11 L39: err I'm student, University errr Jeddah.

12 L7: nice? er you're from?

13 L39: Saudi Arabia, I'm [live] Jeddah.

14 L7: ok, see you [later].

15 L39: Bye.

16 T: thank you so much ??? and ???

17 L: you're welcome.

The above extract shows how the students practice the language by asking each other questions driven from the coursebook. The students repeated the questions in the exercise without developing external questions. This kind of role-playing is artificial, limited to language, and not meaningful and authentic to the learners. However, their turn-taking management was successful, though their level of English was low.

Sharing writing:

Group	TD
Lesson	2
Appendix	16
Type of action	Write a letter to Cinderella (Development activity).

Chatting:

L4 (G6): Hi cinderella!! Thank you so much for ur invitation for me and my sisters sarah and mona! It's such an honor to attend to ur dinner. My sister sarah is 20 years old and my other sister is 22. They both like to cook for us as a hobbie. They are both students as well. And last but not least thank you again so much for the invitation.

In this example, T asked the students to write a letter to Cinderella in groups. She clarified the context by asking the students to thank Cinderella for her invitation, decide which family members would attend the invited dinner, and introduce their family to Cinderella. Although they were not taught the structure of writing an email/message and did not see an example, their writing was coherent, organised, and used simple and appropriate language. The learners fulfilled the task with a good attempt and the overall message was comprehensible. This development activity was a challenge for lower-level learners and helped them to be creative and autonomous.

Group	CB
Lesson	4
Appendix	17
Type of action	Write personal descriptions (Production activity).

L25: hi, my name is Atheer Baabdullah and I am 20 years old. I'm student but I'm work too. I have 2 sisters and I'm the middle one. I speak Arabic and English. (chatting)

L30: hi, I'm Aseel Alharthi, and I am from Jeddah, it's a wonderful city in the:: red sea, I am student at er Jeddah university, I speak Arabic but I don't speak English normally, I am single, and I have three brother and two sister, just?

In this example, T asked the students to write a personal description. They should write about their first name, surname, occupation, home country, language, and family. The learners fulfilled the task successfully, but their writing seemed to be a practice of answering short questions rather than production of communicative and creative writing.

5.3.2 Ss → Ss interactional patterns

This part compared the TD and CB interactional patterns in group and pair work activities (Ss → Ss). The following parts will explain the most frequent patterns relevant to the research focus: meaning negotiation, giving and requesting information, comments, and role-playing.

	Meaning negotiation	Comments	Giving information	Information requests	Role-playing
CB	36	0	101	34	7
TD	88	76	114	140	19

Figure 5.5: Ss →Ss interactional patterns.

Meaning negotiation:

Group	TD
Lesson	2
Appendix	16
Type of action	Prediction of the story events (Experiential activity).

1 L4: ‏صح؟ (.) أعتقد فار ويجيبو (.) يقطين يجيبو انه‏ ((they bring pumpkin (.) and a mouse, I think (.) right?))=

2 L1: ‏صح اي‏=((yes right)).

3 L4: ‏صحيح؟ ايش من كان (.)الفستان وبعدين ,يعني سواق (.) العربة أصحاب الفيران ومن (.)عربة البقطين من عملو بس‏   ((but
4 they made a carriage from the pumpkin (.) and horsemen from the mice (.) it means driver, and then
5 the dress (.) from what was it made?))

6 L1: ‏طيب؟ انجليزي نتكلم‏   [((we should speak in English ok?))]

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7   L(1): وأعطوها بطاقة دعوة جديدة [(((and they gave her a new invitation card))]

8   L4: ايوا نبهتها الساحرة انه الساعة 12 تماما(.) كل هذا الماجيك والسحر حيختفي ((yes the witch reminded her that at

9   12 exactly (.) all this magic will disappear)) =

10   L(1): ترجع؟ =((return back?)).

11   L1: غلط يا ذا ((no it's wrong))

12   L4: يختفو قبل_ ايوا, يرجعو ((yes, they disappear before_))

13   L(1): ترجع بالوقت اللي قبل ترجع فيه عمتها ؟ ((she should return before her auntie's return?))

14   L4: لاا السحر هذا يرجع زي ماهوا صح ؟ ((no: this magic should return as it was right?))=

15   LL: لا غلط =((no it's wrong))

16   L1: ye:s, on 12 p.m I guess.

17   L4: وبس بعدين (.) اش صار؟ (10.0) ((then (.) what happened? (10.0)))

18   L1: بعدين؟ ((then?))

19   L4: رقصت مع الأمير؟ ((dance with the prince?))

20   L1: uhmm (yes)

This task asked the students to work in groups and predict the story events. L4 started the conversation by making predictions and asking for a comprehension check to engage with the group members and check if her predictions are correct. When L4 received a positive reply from L1 in line 2, she continued to predict the other events and requested information about Cinderella's dress (lines 3-5). L1 did not notice L4's request and suggested speaking in English (line 6). After that, the three students engaged in the conversation by giving information (lines 7-9), negotiating meaning via comprehension check questions (lines 10-16), and requesting information (lines 17-20). This activity increased the learners' engagement, as seen from their continuous and overlapping turns. Although they spoke in L1 (Arabic), their interaction was meaningful and relevant to the task and topic.

Group	CB
Lesson	4
Appendix	17
Type of action	Rewrite the sentences using "and, but" (Practice activity).

1 L(1): تحطين, اها اذا كانو جملتين معلومتان مرتبطة فبعض ((if the two sentences are connected, you add)) and
2 واذا مختلفة, تحطين ((and if they differ, you add)) but.

3 L(2): ايوا ثلاثة ((yes three)) I am British, but Hindi is my first language, رقم ثلاثة ((number 3)) but.

4 L(1): رقم كم؟ ((which number?))

5 L(2): ثلاثة ((three)) (7.0)

6 L(2): أربعة ((number 4)) he's from Germany, (1.0) but he works at Russia, روسيا ((Russia)). (5.0)

7 L(2): حليتو؟ ((did you answer?))

8 L(1): ايوا , رقم خمسة؟ ((yes))

9 L(2): خمسة ((five)) er my friend [is 13], and he's single, and.

10 L(1):   [but]

11 L(1): but.

12 L(2): خمسة ((five)) and.

13 L(1): مو ((not)) but?

14 L(2): no (2.0), أتوقع ((I think)) and. (4.0)

15 L(1): مدري, احس ((I don't know, I think)) but.

16 L(2): خلينا نسوي الأسئلة, خلاص نسويلها ((let us answer the questions, we will)) skip it. (1.0)

17 L(2): ستة ((six)) I live in Spain, and I work, but I work in France, ستة ((six)) but. (5.0)

18 L(1): طيب سبعة؟ ((ok and seven?)) (2.0)

19 L(2): سبعة ((seven)) she's a student, (2.0) >Oxford University<, and. =

20 L(1): mm and.

The students in this task were asked to work in groups and rewrite the sentences using "and" or "but". L(1) initiated her turn by explaining the task to the group members. Then, L(2) answered the third and fourth questions in lines 3 and 6, ensuring that her partners are writing the answers in line 7. In lines 9-16, L(1) and L(2) negotiated around the correct answer, "and" or "but", and they did not reach an agreement. In the end, L(2) suggested skipping question five and continuing to answer the other questions (line 16). As shown in this example, the

students' negotiation was mainly focused on forms and the conversation was controlled by two students who provided the correct answers to the group members.

Giving and requesting information:

Group	TD
Lesson	4
Appendix	16
Type of action	Opinion questions (Intake responses).

1   L2: what is the most interesting part? =

2   L7: *أنا أنا أقول* ((I, I will say))=ok?

3   L2: ((*اش هوا؟ قولي؟* (what is it? say it?(:))

4   L7: err when the girl meets_famous person and she's surprised?

5   L2: oh my god (L imitates the character)

6   LL: (laughter)

7   L2: what is the most? interesting part? (8.0)

8   L2: (singing)

9   L(1): *بنات عجبكم الفيديو؟* ((girls did you like the video?)) (2.0)

10   L2: *لا* ((no))

11   L(1): ((*ليييش؟* (w:::::hy?):)): (

12   L2: *قاعدة اقولك _ عشان هيك ما أعجبني* ((I told you_ because of this I didn't like it))

13   L(1): _its ((the point of the video)) *ياهو البوينت من المقطع*

14   L2: ((it's normal, to be honest? I forgot
15   the video but I think I liked it, sort of)) *عادي يعني, الصراحة؟ نسيت أنا الفيديو بس اتوقع انه كان عاجبني, نوعا ما*

16   L(1): *طب اش أكثر شي عجبك؟* ((and what is the most thing that you liked?)) =

17   L2: *أستمتعنا, أستمتعنا* ((we enjoyed, we enjoyed)) *صوتك بعيد* ((your voice is so far a away))

18   L(1): *اش البارت اللي أعجبكم؟* ((which part did you like?))

19   L2: *اش البارت اللي أعجبني فيه؟* ((which part did I like?)) (2.0) *لما البنت شافت ال //// هذاك الرجال كذا* ((when the
20   girl saw the errr that man like this)) ↑.hh when she was surprised?

21   L(1): *طب ليه قاعدة تقلدينها يعني؟* ((ok why you're copying her?)) (laughter)

In this extract, the students shared their opinions about the video and discussed the most exciting part and whether they liked it. For example, L2 initiated her turn by requesting information to encourage her partners to talk. Then, L7 expressed her opinion in line 4 and received a humorous expression from L2 in line 5 (imitating the character's voice). In line 7, L2 asked her group members to share their opinions and waited eight seconds without a response, leading her to sing to attract the group members in line 8. In line 9, L(1) asked the same question, expecting a response from L2 to continue the interaction. After that, L2 and L(1) continued to develop further interaction by requesting and giving information (lines 10-20). Finally, L(1) ended the interaction with a humorous comment in line 21. The students in this example used both Arabic and English, and their interaction was meaningful and engaging, as seen from their laughter, comments, and effective turn-taking.

Group	CB
Lesson	3
Appendix	17
Type of action	Reading comprehension (Practice activity)

1   L(3): طيب ((ok)) the number of spe ايه؟ ((what)) speaker of English (1.0) =

2   L(1): as =

3   L(2): = as second language.

4   L(3): هذا ا ((this is er)) one billion.

5   L(4): one billion صح ((right))

6   L(2): 28 = ((number four is 23 28)) رقم اربعة اللي هوا ثلاثة وعشرين ثمنية وعشرين

7   L(3): ثمنية وعشرين؟ ((28?)) =

8   L(2): بالمية اللي هوا النسبة ثمنية وعشرين؟ ((the percentage 28? %))

9   L(2): رقم خمسة حق ا استنو اشوف الأرقام ((number 5 for err wait let me see the numbers)) =

10 L(5): = تسعة وتمانين؟ ((89?))

11 L(2): ثمنية وثلاثين(38))

12 L: لا مو ثمنية وثلاثين ((no it's not 38))

13 L(2): لا ((it is)).

14 L: ثمنية وثلاثين(38))

15 L(2): ايوا مافي أرقام غيرها ((yes there are no other numbers))

16 L: طيب ((ok)).

The students in the above example were asked to answer the reading comprehension questions. The first three lines are an example of self-initiated other repair. L(3) initiated the repair in line 1 and continued to answer the question in line 4 without commenting on her partners' repair. After that, (L4) in line 5 confirmed to L(3) that her answer is correct. Then, the students continued their interaction by trying to give the correct answers, as seen in lines 6-11 or negotiate the correct answers, as in lines 12-16. This example focuses primarily on answering the comprehension questions using correct numbers and thus may not develop meaningful communication.

Role-playing and comments:

Group	TD
Lesson	1
Appendix	16
Type of action	Make assumptions (Development activity).

1   L23: Are you 19?

2   L3: 78

3   L15: العربي للأبد ((Arabic is forever))

4   L3: كم وزنه انتي 😭 ((what is his weight))

5   L19: انا اتوقع ف 80 ((I guess in 80s))

6   L23: You like to eat pizza

7   L19: 😭😂

8   L15: كيف ((how))

9   L3: طوله كم تتوقعين؟ ((can you guess his height?))

10   L19: ١٧٠ يارب ((I wish 170))

11   L19: 😭😂

12   L26: are you tall

13   L3: كم طولك انتي 😭 ((what is your height))

14   L15: الوظيفه ((the job))

15   L23: No

16   L15: عاطله ((unemployed))

17   L15: قصيره للأسف ((unfortunately I'm short))

18   L15: شعري قصير ((my hair is short))

In this example, the students were asked to make assumptions about their online classmates. They made predictions of age (line 1), favourite meal (line 6), height (lines 12, 13, and 17), job (lines 14-16), and appearance (line 18). Interestingly, some learners developed the topic by guessing their future partners (L3, L19). However, L15 in line 3 commented about using Arabic as she could not express her ideas in English. The interaction in this example was meaningful, engaging, and authentic to the learners, as seen from their emojis and continuous turns.

Group	CB
Lesson	4
Appendix	17
Type of action	Ask and answer questions (Practice activity).

1   L6: تمام مين يبدأ؟ ((ok who will start?)) (3.0)

2   L22: أسأليني أنا ((ask me))

3   L6: can you spell er spell your name?

4   L22: ???. ((L22 spelt her name))

5   L6: تمام ((ok)) can you repeat that? (3.0)

6   L22: خلي وحدة تعيد ((let somebody repeat))

7   L6: اللي هوا تعيدين اسمك؟ ((repeating your name?)) (10.0)

8   L22: ثاني وحدة مافهمت, دقيقة اش هيا؟ ((the second one I didn't understand it, what is it?))

9   L6: اللي هوا السؤال الهذا ((it is this question)) can you, can you repeat that? اللي هوا عيدي ال ((which is
10   repeating the)) spelling حق اسمك, من جديد عيديه ((of your name, repeat it again))

11   L22: ???. ((L22 spelt her name))

12   L6: ها يالله أسأليني ((now ask me)) questions.

13   L22: دقيقة بس عشان اشوف السؤال, أكتبه ((one minute to see the question, write it)) (19.0)

14   L22: can you spelling errr your first name?

15   L6: it's ???, ???. ((L6 spelt her name))

The students in this extract were practising how to use the questions and pronounce/spell the words correctly, as written in the coursebook. In line 7, L6 translated the question to L22 to keep the conversation going, but L22 still did not understand the question, leading L6 to explain and translate it again in lines 9 and 10. This shows that L22's level of English is low, which is an obstacle to further interaction. After that, L6 asked L22 to ask the same questions to her, i.e. to spell her name and repeat it (lines 12-15). Compared with the TD previous task, this role-playing may not support the development of learners' fluency and creativity. The lack of comments, laughter, or overlapping may also indicate a lack of engagement.

5.4 Summary of results

The findings show that the frequency of the overall turns, including whole class, group and pair work activities using L1 (Arabic), L2 (English), and both L1&L2, were significantly higher in the TD group than in the CB (**TD** = 1294, **CB** = 876).

The interactional patterns that emerged in both groups are summarised in Table 5.2 below:

Interactional patterns	TD	CB
Asking/answering open Qs	397	63
Asking/answering closed Qs	308	645
Giving Feedback	201	260
Explaining	4	24
Meaning negotiation	222	88
Role-playing	76	32
Comments	163	8
Sharing writing	27	20
Giving/requesting information	254	135

Table 5.2: Summary of the TD and CB interactional patterns.

Asking/answering open Qs, giving feedback, and meaning negotiation:

The frequency of asking/answering open questions and meaning negotiation patterns was significantly higher in the TD group than in the CB group. While the TD group had the chance to answer open questions at various stages during the lessons, the CB was limited to warm-up activities. This led the TD students to negotiate content (i.e. predictions of story events and

talking about their favourite celebrity) and initiate more turns than their counterparts. By contrast, the CB group negotiated forms (i.e. grammar and vocabulary), and their interaction was controlled by the type of CB activities. Feedback was given to the TD and CB learners through meaning negotiation and making comments, and the teacher acted as a facilitator to promote the learners' interaction and engagement.

Asking/answering closed Qs, giving feedback, and explanation:

The CB group was more likely to answer closed questions and receive explicit explanations of grammar points than the TD group. Conversely, less closed questions were found in the TD group and language forms were emphasised by asking closed noticing questions. In other words, most of the input was made through language discovery. The feedback given to the CB and TD learners represents typical classroom interaction in which the students respond to the questions, and the teacher provides positive feedback or negotiates meaning, as occurred in the TD group. The findings of the open and closed questions indicate that most CB activities focus on language learning rather than authentic L2 communication.

Role-playing and comments:

The TD group produced more turns than the CB in these patterns. TD role-playing task was authentic and engaging to the learners, resulting in excitement, making predictions with smiley sounds, and laughter. Unlike the TD group, the CB role-playing task was artificial and limited to language, and their interaction did not include positive affective responses. Additionally, most of the comments in the CB group were made by the teacher, while in the TD group, the comments were made by both teacher and students. TD learners' comments were humourous and related to the texts or tasks, indicating high engagement with the materials. Nevertheless, despite their low English level, both groups developed effective turn-taking management without teacher support.

Sharing writing and giving/requesting information:

The TD group produced coherent, organised, and comprehensible texts using simple and appropriate language despite not being given examples of how to write a letter. This task helped the learners to demonstrate their creativity and independence. On the other hand, the texts produced by the CB group were more like short answers to questions than communicative and creative output.

In giving/requesting information patterns, TD turns were various in story predictions, searching facts about different topics, making assumptions about their classmates, talking about their favourite celebrities, and input/intake responses. Through their interaction, the TD students made humourous comments and shared their opinions effectively, demonstrating meaningful and engaging interaction. On the contrary, the CB students gave/requested information in grammar input and reading comprehension questions. Their interaction centred on correct answers to questions, resulting in shorter turns and absence of communicative intent.

The following chapter will present the findings of forums and observations to answer the sub-questions of RQ2 and the results of pre-post tests to answer RQ3.

Chapter Six: Findings of Forums and Observations (RQ2), Pre & Post Tests (RQ3)

6.1 Introduction

This chapter of the thesis is divided into three parts. The first part presents the results of the forums to answer the second sub-research question 1 (RQ2.1). The second part provides the observational data collected from the teachers to answer the second sub-research question 3 (RQ2.3). The third part demonstrates the pre-and post-test results to answer the third research question (RQ3). The analysis procedure was also discussed for each research tool, and a summary of the results is provided under each part.

6.2 Findings of forums (group interviews)

Online forums were used to answer the following research question:

RQ2.1: Is there a difference in the frequency of interaction between the Text-Driven (TD) and Coursebook (CB) groups?

The forums were conducted after the teaching period with 16 TD and 16 CB interviewees. They were selected purposely and divided into three levels based on their speaking post-test results, as explained in **Chapter Three, Section 3.6.4.** However, those who could not attend were replaced by voluntary participants. Table 6.1 below presents the forums' type with the number of participants and their levels.

Forums' type	TD			CB		
	Levels			**Levels**		
	High	**Medium**	**Low**	**High**	**Medium**	**Low**
Individual forum 1	2	1	1	1	1	2
Individual forum 2	2		2 (1 voluntary)	1		3
Individual forum 3	1	2	1	1		3
Joint forum	2	1	1	1	1	2 (1 voluntary)
Number of participants	7	4	5	4	2	10
Total participants	16			16		

Table 6.1: Forums' participants

Although the levels were not assigned equally among the groups, both groups involved high and low-level learners. Also, this sampling shows that the TD participants' level was improving compared to the CB, as only four CB students were assigned to high levels and the majority were at low levels.

The analysis of forums follows two stages:

  1- Transcriptions:

Seven forums, six individual forums and one joint forum were transcribed. The second joint forum was excluded from the analysis due to the absence of some CB participants. As all the participants shared the same L1, I listened to the videos twice to distinguish their voices and verify their turns. Some parts of the videos were not transcribed and analysed because of internet issues, for example, repetition of answers or questions pertaining to the management of the PPT slides.

  2- Use of analysis tools:

First, I used the Sketch Engine tool to count the Arabic and English words and compare frequencies, but this tool was unreliable for measuring Arabic words. Therefore, I used Excel sheet and Word count to measure the number of turns, including English and Arabic words. It is important to consider that Arabic articles are attached to the words "الكلمات" whereas English articles are separated "the words". The former is counted as one word, while the latter is counted as two words. Analysis of word type is beyond the focus of the forum analysis in this research.

The following parts summarised the findings of the student's interaction in the individual and joint forums.

6.2.1 Findings of individual forums
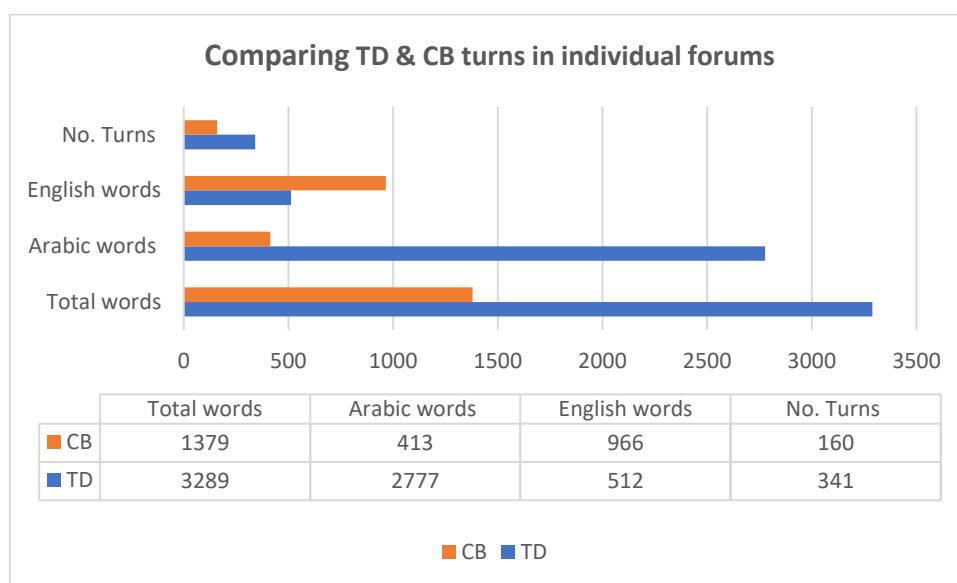
Figure 6.1: Comparing TD & CB turns in individual forums

As seen in Figure 6.1 above, the total number of words is significantly different between the groups. The TD group initiated more words using L1 and L2, resulting in higher and longer turns than the CB group. It was remarkable that the CB group produced more English words and fewer Arabic words than the TD. This finding seems to provide evidence that engagement with the topic (perceptions of the materials) would encourage lower-level learners to communicate using L1 or L2, depending on their language capabilities. For instance, TD. Student 5 and CB Student 22 used one phrase in English and continued their talk in Arabic:

TD Student 5: القاعدة تشرحلك مثلا دحين زي مو يعني باقي زي مو (.)أكثر حتفهميها ,القاعدة في حتعرفي يعني أحسن تطلعيها"
عليها؟ تحل و التمارين تشرحلك بعدين(.) I disagree with you."

CB Student 22: "number 1 (4.0) [حلو واضح] (4.0) كذا الصور فيها تكون هيا اللي"

Student 5 expressed her positive opinion about grammar teaching in TD lessons and disagreed with her classmate that teaching grammar rules and answering exercises are better than discovering the grammar from the text. She said the TD method would facilitate better understanding and increase explicit knowledge of grammar than traditional methods. Student 22, on the other hand, expressed her enjoyment of activity number 1 "using pictures to predict the topic of the lesson" and said it was clear and nice. Although both learners used Arabic, Student 5 provided a more extended response to explain her views than Student 22.

This study also analysed the learners' interaction in a joint discussion to offer comprehensive results for further comparisons.

6.2.2   Findings of the joint forum

Comparing TD & CB turns in the joint forum

	Total words	Arabic words	English words	No. Turns
CB	295	186	109	47
TD	301	65	236	45
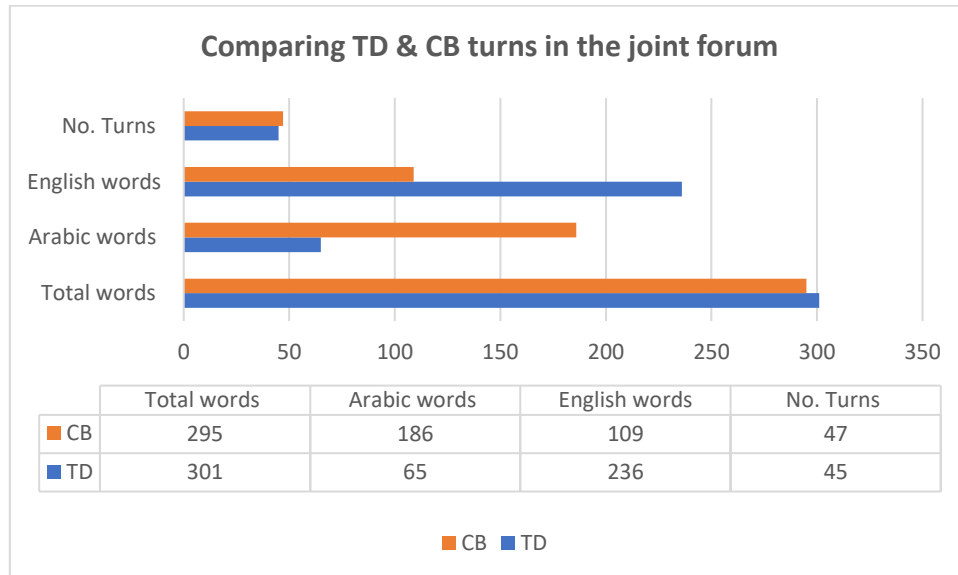
Figure 6.2: Comparing TD & CB joint forum

Figure 6.2 above shows that both groups produced almost similar results in the total number of words and turns (TD = 301 words and 45 turns, CB = 295 words and 47 turns). Unlike the individual forums, the TD interviewees produced more English words than Arabic whereas the CB initiated more Arabic words than English. This result is also found in classroom interaction when the TD students generated more English turns than the CB. Several reasons are related to using L1 and L2 in the joint forum. For example, the CB interviewees might feel nervous about making mistakes in front of the other group members, leading to frequent use of L1. On the other hand, the TD interviewees were confident to speak in L2 and share their new learning experiences with the CB group, as indicated by one TD student response:

Student 6: "mm the advantages is err new experience? and er it's made me er confident of my yourself? or myself? (1.0) and er (3.0) it's fun? (3.0) mm (4.0)"

Despite their limited language, hesitation, and use of L1, the findings of the joint forum show that the TD participants tried to speak in L2 more frequently than the CB and that both groups developed effective communication using L1 and L2.

6.3 Summary of results

The individual and joint forums findings show that the TD interviewees initiated more turns than the CB, and the total number of words using both L1 and L2 was also higher in the TD group. Notably, the CB group produced a greater number of English words, while a higher count of Arabic words was found in the TD group. These findings can be attributed to learners' engagement with the topic, confidence to speak and communicate, different language levels among participants, and teacher prompts during the discussions. This study demonstrated that TD and CB interviewees developed effective communication and turn-taking management during forum performance.

The following table (Table 6.2) summarises the TD and CB forums' findings, including the number of turns and the number of words using L1 (Arabic) and L2 (English):

Forums	Groups	Total words	Arabic words	English words	N = turns
Individual	TD	3289	2777	512	341
	CB	1379	413	966	160
Joint	TD	301	65	236	45
	CB	295	186	109	47
Overall	TD	3590	2842	748	386
	CB	1674	599	1075	207

Table 6.2: Summary of forums findings

6.4 Findings of teachers' observations

Classroom observations were conducted with two ELI instructors to answer the second research question, sub-question 3:

RQ2.3: What interactional patterns are observed in Text-Driven (TD) and Coursebook (CB) groups?

Each teacher observed one TD and one CB video-recorded lesson to make a comparison using an observation sheet. The observation lasted 60 minutes per lesson, followed by evaluation questionnaires to gain their perceptions of the materials and learners' engagement and communication. More details of the observations' questions, data collection and procedure are found in **Chapter Three, Section 3.6.5**.

The observations occurred in three stages with different types of analysis:

1. During the observations: Quantitative analysis to count the tallies in which the teachers observed specific interactional patterns between T→Ss and Ss→T.
2. Post-observation 1: Quantitative analysis to measure the responses for each Likert statement and the overall average response.
3. Post-observation 2: Qualitative thematic coding analysis to interpret the open responses and summarise the results.

In the following sections, I will present the findings of each stage in detail.

6.4.1   During the observations (frequency of interactional patterns)

Types of interaction	Patterns	TD		Total	CB		Total
T→ Ss		**T1**	**T2**		**T1**	**T2**	
	Asking closed Qs	20	20	40	18	10	28
	Asking open Qs	20	8	28	15	4	19
Ss → T	Asking Qs	3	7	10	0	2	2
	Answering Qs	40	20	60	31	14	45
	Making comments	8	3	11	0	1	1

Table 6.3: Teachers' observations of TD and CB Lessons

T1: Teacher 1   **T2**: Teacher 2

As shown in Table 6.3, asking closed and open questions was higher in the TD lessons (40, 28) than in the CB (28, 19), resulting in increased interaction by the TD learners. For example, the

number of incidents in answering/asking questions and making comments between Ss→T is greater in the TD group than in the CB group (TD = 10, 60, 11, CB = 2, 45, 1). These results indicate that TD materials involve closed questions to increase the learners' awareness of the language points and open questions to allow free communicative learning. Although these questions were also observed in the CB lessons, they generated less interaction and engagement among the CB learners. As commented by the teachers, TD classes included higher-order thinking questions and imagination questions (T1), more cooperation between the students and the teacher (T2), and the students were more excited to participate than the CB learners (T2). On the other hand, CB classes were more formal and the learners were not free to answer the questions, although the teacher tried to encourage the students to participate (T2). The section below further investigated the teachers' perceptions toward the materials and learners' engagement and communication.

6.4.2 Post-observation 1 (Teachers' attitudes)

Statements	TD		CB	
	T1	T2	T1	T2
Learners are actively engaged	5	5	4	4
Students seem highly motivated.	5	5	4	3
Learners communicate meaningfully with frequent use of L2.	5	5	4	4
Students are encouraged to talk to attain communicative purpose.	5	5	5	5
The activities used are communicative.	5	5	5	3
The text used is engaging.	5	5	5	3
Overall mean score	**5**	**5**	**4.5**	**3.6**

Table 6.4: Teachers' attitudes toward TD and CB Lessons

1=Strongly disagree   **2**=Disagree   **3**=Nuetral   **4**=Agree   **5**= Strongly agree   **T1** = Teacher 1   **T2** = Teacher 2

Table 6.4 shows that both teachers had positive attitudes and strongly agreed that the Text-Driven materials engaged the learners and encouraged meaningful communication (**T1** = 5, **T2** = 5). In contrast, their responses to the coursebook materials and learners' engagement and communication differed (**T1** = 4.5, **T2** = 3.6). The neutral and agreement responses by the teachers regarding the coursebook lessons echoed their answers in post-observation 2 when T1 recommended using both TD and CB materials while T2 suggested using TD materials only.

The qualitative data in the next observational stage enrich the findings and provide a complete picture of the teachers' perceptions.

6.4.3   Post-observation 2 (Teachers' attitudes)

1- Which method (1 or 2) do you think was effective in developing more classroom interaction? Why?

1= Coursebook   2= Text-Driven

Reasons	2 = Text-Driven	
	T1	**T2**
Familiarity with Cinderella story.	√	–
Encourage asking and answering more questions.	√	–
Stimulate learners' experiences and development of new ideas.	√	–
Support free opinion expressions.	√	√
Engaging materials.	√	√
Suitable materials.	–	√
Relevant to the learners' lifestyles.	–	√
Learners are comfortable communicating.	–	√

Table 6.5: Factors that encouraged classroom interaction in TD lessons (Teachers' attitudes)

Table 6.5 demonstrates that T1 and T2 found the Text-Driven method more effective in developing classroom interaction than the coursebook and provided several reasons. Firstly, the learners' familiarity with Cinderella story and background knowledge promoted their interaction. Secondly, the learners were encouraged to respond to more questions, articulate their opinions, share their experiences, and cultivate new ideas. Thirdly, the materials were engaging and suitable in terms of content and language level, which made the students feel more comfortable, as stated by **T2** below:

"Students felt more comfortable…it was more relevant to their lifestyle and what they like. I believe that the teacher is more prominent in choosing the content that is more applicable to the students and their level than what the textbook offers."

Both T1 and T2 commented that the TD learners were more engaged and motivated to communicate than the CB learners:

T1: "They seemed more interested to share what they already know about the event…I have heard more voices of participants in second method class than in method 1".

T2: "I have seen students being more cooperative and they were freely indulged in solving the exercises in the external material. They had the ability to express themselves more vividly and freely without being restricted by the textbook content."

These results were also reported in the classroom interaction analysis; the TD learners initiated more turns in open responses and meaning negotiation than their counterparts. The following section examines which materials the teachers would recommend implementing at the ELI, aiming to provide insightful future suggestions.

2- Which method (1 or 2) would you recommend for teaching ELI students? Why?

Teacher	Method recommended	Reasons
T1	Both (TD & CB)	CB represents the teaching method and supports knowledge of language culture.
		TD includes authentic materials.
T2	TD	Involves group work activities.
		Includes authentic and flexible materials.

Table 6.6: Teachers' recommendations

T1 recommended both methods as she believes that the coursebook materials represent the teacher's teaching method and are designed to support learners' experience and knowledge of the target language culture. She added that Text-Driven should be used as supplementary materials to "enrich the textbook with real-life situation, and they must be organised for effective use". On the other hand, T2 recommended using the Text-Driven as it involves group work and offers authentic and flexible materials, which is "vital for students to be more responsive and interested to participate effectively with each other.". These results reveal that the ELI teachers are willing to use Text-Driven materials and that the coursebook is still the primary source of language teaching and learning in this context.

6.5 Summary of results

Findings of teachers' observations demonstrate that the TD interactional patterns involved a higher usage of open and closed questions than the CB, and as a result, the TD learners tended to ask more questions and generate more answers and comments than the CB learners. Teachers commented that TD lessons cultivated higher-order thinking and imagination questions, and learners' were more cooperative and excited than the CB learners, who were controlled and formal in their interaction. Teachers' evaluation also suggested that the TD method was more effective in developing classroom interaction than the CB for several reasons. For example, the materials were engaging, familiar to the learners, suitable for their language level, and stimulate personal experiences, free opinion expressions, and development of new ideas. These findings supported the previous CIA that Text-Driven lessons developed more classroom interaction and the learners were more engaged and motivated to interact than in coursebook lessons.

Regarding their recommendations, T1 recommended using both TD and CB materials at the ELI classes, while T2 suggested using TD materials only. According to the teachers, Text-Driven involves group work and offers authentic and flexible materials that are significant for classroom interaction and effective engagement. Conversely, the coursebook supports learners' knowledge of the target language culture and represents the teaching method. As a result, both TD and CB materials had significant aspects for EFL teaching and learning and held positive attitudes by the teachers in this context. Justification of these findings concerning the SLA theories and previous studies will be explained in Chapter Seven.

6.6 Pre and post-test results

A2 Key modified practice test was used to answer the third research question of this study:

RQ3: Which materials Text-Driven (TD) or Coursebook (CB) are likely to facilitate learners' overall English "communicative competence"?

RQ3.1: Is there any difference between the Text-Driven (TD) and Coursebook (CB) groups' communicative test scores?

The test incorporated six components: listening, reading, vocabulary, grammar, writing, and speaking and was administered to all the participants in this research (79) (For more details of the test questions, data collection and procedure, see **Chapter Three, Section 3.6.6**). 53 students who completed all the pre and post-test components were included in the analysis (**TD** = 32, **CB** = 21). Other participants were excluded to avoid finding bias and provide reliable comparisons between and within the groups.

The analysis of the tests took several stages, as explained below:

1- Mark the speaking and writing tests following A2 Key Test Cambridge Criteria (Please see Appendix 10).

2- Measure the inter-rater reliability of the speaking and writing tests with one of the ELI instructors who participated in this study. The teacher was given six writing samples and asked to observe two speaking videos; each involved three participants. These samples included different marking scores (range from 0-5) to provide reliable agreement level from lower to higher rating scores. The agreement percentage of the writing and speaking samples was 50%, and we reached 83% agreement level after the negotiation. Marking writing and speaking tests is subjective and different views may affect the results, but 80-90% level of agreement is desirable (Loewen & Plonsky, 2016, p. 93).

3- Insert all the scores in an Excel sheet to prepare for the SPSS analysis.

4- Test the condition of using a t-test (paired samples):

   a- Test the normality of the difference between the paired values (pre and post-tests) in the overall test components for TD and CB groups.

   b- According to Kolmogorov-Smirnov test results, the data was normally distributed in both groups (**TD** = 0.061, **CB** = 0.200, which is more than 0.05).

c- Paired t-test was used to measure the mean difference between the pre and post-test scores for the TD and CB groups.

5- Test the condition of using a t-test (independent sample):

a- Test the normality of the TD and CB pre-test scores in the overall test components.

b- According to Kolmogorov-Smirnov test results, the data was normally distributed in both groups (**TD** = 0.200, **CB** = 0.146, which is more than 0.05).

c- Test the homogeneity (comparability) of the two study groups using Levene's test.

d- The results show that the groups were similar and comparable in both pre and post-test phases, respectively (Sig = 0.902, 0.584, more than 0.05).

e- An independent sample t-test was used to measure whether there is any difference between the TD and CB groups' post-test mean scores.

6- As a further safe guide, non-parametric statistical analysis for TD and CB paired samples was used (Wilcoxon Matched-pairs-Signed Ranks), and similar findings were obtained.

The following parts will present the results of the test scores using paired t-test and independent t-test analysis.

6.6.1 Result of paired samples T-test

Results of the Overall English "Communicative Competence":

Overall English "Communicative Competence"	n	Test type	Mean (M)	Std. Deviation	Mean Difference	T-value	Sig. (P-value)
TD Group	32	**Pre**	24.41	9.653	2.95	- 2.943	**0.006**
		Post	27.36	10.194			
CB Group	21	**Pre**	23.95	10.182	- 0.03	0.028	**0.978**
		Post	23.92	9.268			
Note: Mean Difference (MD) = Mean score of the post-test – Mean score of pre-test							

Table 6.7: Paired T-test Results (TD & CB Overall English "Communicative Competence")
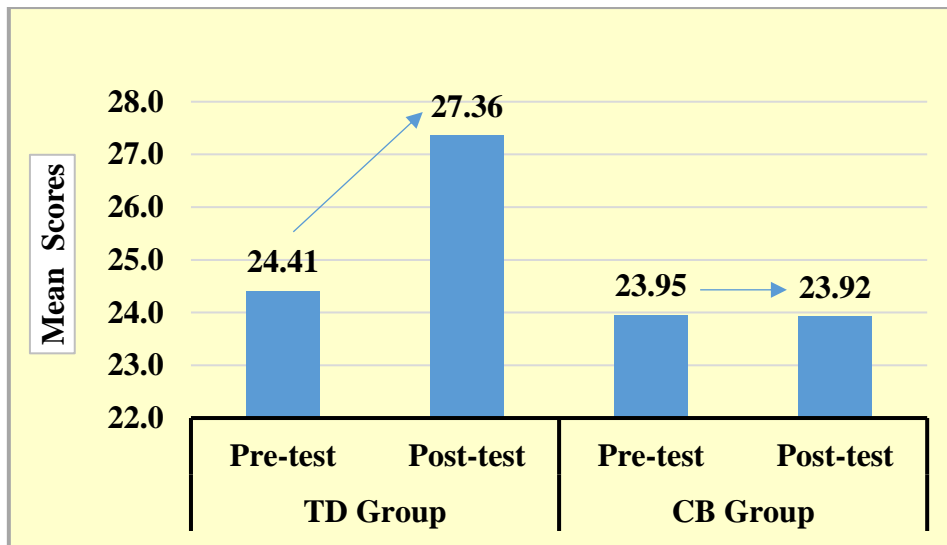
Table 6.7 demonstrates that the **TD group** obtained higher mean scores (M = 27.36) in the overall communicative post-test components compared to those of the pre-test (M = 24.41), with a mean difference (MD = 2.95). Furthermore, there was a slight increase in the students' performance levels among each other in the post-test phase, which was estimated at a standard deviation (SD) of 10.194 compared to the pre-test (SD = 9.653). This is confirmed by the results of the T-test (t = - 2.943, and p-value = 0.006, which is less than 0.05), indicating *a statistically significant difference* in the mean scores between the TD pre-and post-test in favour of the post-test.

On the other hand, the mean scores of the **CB group** pre-and post-test were similar (Pre M = 23.95, Post M = 23.92). Additionally, the standard deviation value in the post-test (SD = 9.268) slightly decreased compared to the pre-test (SD = 10.182). This is confirmed by the results of the T-test (t = 0.028, and P-value = 0.978 > 0.05), indicating **no** statistically significant difference between the CB pre-and post-test mean scores.

Results of individual test components:

Test components	Test type	Mean (n = 32)	Std. Deviation	Mean difference	T-value	Sig. (P-value)
TD Group						
Listening	Pre	6.00	2.724	0.47	- 1.694	**0.100**
	Post	6.47	2.817			
Reading	Pre	6.00	3.005	0.28	- 0.635	**0.530**
	Post	6.28	2.750			
Vocabulary	Pre	4.31	1.615	0.16	- 0.776	**0.444**
	Post	4.47	1.414			
Grammar	Pre	3.28	1.988	0.75	1.955	**0.060**
	Post	4.03	2.250			
Writing	Pre	2.48	1.4281	0.70	2.939	**0.006**
	Post	3.18	1.4061			
Speaking	Pre	2.32	1.4308	0.62	- 3.695	**0.001**
	Post	2.94	1.7658			

Table 6.8: TD Group Paired T-test Results (English sub-skills)

As shown in Table 6.8, the results of the paired sample T-test showed **no** statistically significant difference in the mean scores between the pre and post-test regarding listening, reading, vocabulary, and grammar components (P-value = 0.100, 0.530, 0.444, and 0.060 < 0.05, respectively). In addition, there was a slight increase in the standard deviation values regarding listening and grammar (SD = 2.817 and 2.250) in the post-test compared to the pre-test (SD = 2.724 and 1.988). Conversely, a slight decrease in the standard deviation was observed regarding reading and vocabulary in the post-test (SD = 2.750 and 1.414) compared to those in the pre-test (SD = 3.005 and 1.615). Although the TD group obtained higher average scores for these four components in the post-test than in the pre-test, with a mean difference (MD = 0.47, 0.28, 0.16, and 0.7, respectively), this difference is insignificant.

On the other hand, the mean score of the writing and speaking skills increased in the post-test (M = 3.18 and 2.94) compared to those in the pre-test (M = 2.48 and 2.32), with a mean difference (MD = 0.70 and 0.62). Moreover, the standard deviation value in the speaking post-test slightly increased compared to the pre-test, from 1.4308 to 1.7658. Meanwhile, the standard deviation of the writing skill was approximately similar (SD = 1.4281 for the pre-test, and SD = 1.4061 for the post-test). This result is confirmed by the results of the T-test (t = 2.939 and - 3.695, with p-value = 0.006 and 0.001 < 0.05, respectively), indicating *a*

statistically significant difference in the mean scores between the TD pre and post-test regarding the productive skills in favour of the post-test.

CB Group						
Test components	**Test type**	**Mean (n = 21)**	**Std. Deviation**	**Mean difference**	**T-value**	**Sig. (P-value)**
Listening	**Pre**	5.43	2.993	0.14	- 0.364	**0.719**
	Post	5.57	2.749			
Reading	**Pre**	6.33	3.440	- 0.76	1.083	**0.292**
	Post	5.57	3.487			
Vocabulary	**Pre**	4.10	1.640	- 0.24	0.737	**0.470**
	Post	3.86	1.352			
Grammar	**Pre**	4.10	1.651	0.76	-2.090	**0.050**
	Post	4.86	1.572			
Writing	**Pre**	2.44	1.613	0.06	- 0.364	**0.720**
	Post	2.50	1.535			
Speaking	**Pre**	1.56	1.743	0.01	0.080	**0.937**
	Post	1.57	1.754			

Table 6.9: CB Group Paired T-test Results (English sub-skills)

As shown in Table 6.9, the results of the paired samples T-test of all the test components: listening, reading, vocabulary, grammar, writing, and speaking showed **no** statistically significant difference in the CB mean scores between pre-and post-tests, where the p-values of T-tests were greater than or equal 0.05 (p-value = 0.71, 0.29, 0.47, 0.05, 0.72, and 0.93, respectively). Furthermore, the standard deviation values were either similar for the pre and post-tests such as in reading and speaking or decreased in the post-test phase, as in listening, vocabulary, grammar, and writing. Although there was a slight increase in the post-test mean scores of listening and grammar (M = 5.57 and 4.86) compared to the pre-test (M = 5.43 and 4.10), this difference was insignificant.

6.6.2 Results of independent samples T-test

Testing the comparability of the two study groups (TD & CB pre-test mean scores):

The comparability of the two study groups: TD and CB, was first measured by the sampling procedure and Cambridge placement test conducted before the treatment, as explained in **Chapter Three, Section 3.3**. Secondly, it was ascertained by the students' overall communicative pre-test mean scores, as shown in Table 6.10 below. The result of the T-test was: t = 0.168, with p-value = 0.867 > 0.05, indicating **no** significant difference between the two groups and that the two study groups were similar and comparable.

Overall English "Communicative Competence"	N	Mean	Std. Deviation	Mean Difference	T-value	Sig. (P-value)
TD Group	32	24.412	9.6529	- 0.46	0.168	**0.867**
CB Group	21	23.948	10.182			

*Table 6.10: Independent T-test Results (Difference between the mean scores of TD & CB in the **Pre-test** for the Overall English "Communicative Competence")*

Comparison between the TD & CB groups in terms of overall English "Communicative Competence" post-test mean scores:

Overall English "Communicative Competence"	N	Mean	Std. Deviation	Mean Difference	T-value	Sig. (P-value)
TD Group	32	27.36	10.194	3.44	1.246	**0.218**
CB Group	21	23.92	9.268			

*Table 6.11: Independent T-test Results (Difference between the mean scores of TD & CB in the **Post-test** for the Overall English "Communicative Competence")*
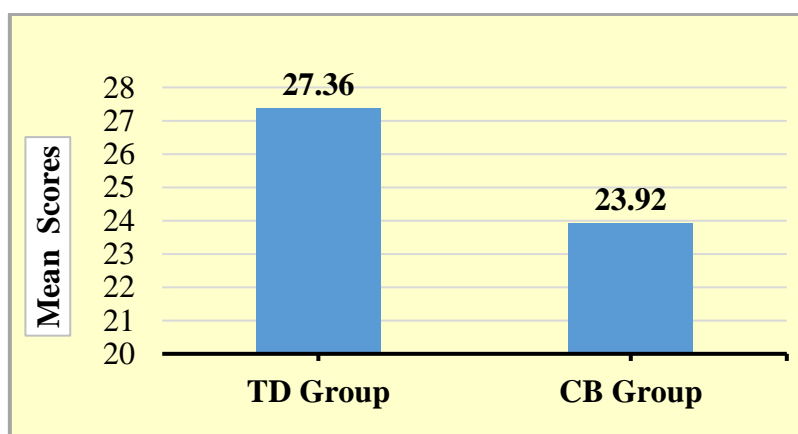
As shown in Table 6.11 above, the results of the T-test (t = 1.246, with p-value = 0.218 > 0.05) indicated **no** significant difference between the mean scores of the TD and CB groups in the post-test for the overall English communicative competence. This result was expected due to the short treatment period; therefore, longitudinal comparative studies are suggested to examine the long-term effects of Text-Driven and coursebook materials on learners' L2 development.

Comparison between the TD & CB groups' post-test mean scores for individual test components:

Test components	Group	N	Mean	Std. Deviation	Mean Difference	T-value	Sig. (2-tailed)
Listening	TD Group	32	6.47	2.817	0.90	1.145	**0.258**
	CB Group	21	5.57	2.749			
Reading	TD Group	32	6.28	2.750	0.71	0.826	**0.413**
	CB Group	21	5.57	3.487			
Vocabulary	TD Group	32	4.47	1.414	0.61	1.567	**0.123**
	CB Group	21	3.86	1.342			
Grammar	TD Group	32	4.03	2.250	- 0.56	-1.465	**0.149**
	CB Group	21	4.59	1.558			
Writing	TD Group	32	3.18	1.406	0.69	1.679	**0.099**
	CB Group	21	2.49	1.535			
Speaking	TD Group	32	2.94	1.766	1.37	2.769	**0.008**
	CB Group	21	1.57	1.754			

*Table 6.12: Independent T-test Results (Difference between the mean scores of TD & CB in the **Post-test** for the English sub-skills)*

Table 6.12 shows that the results of the independent samples T-test indicated __no__ significant difference between the mean scores of the TD and CB groups in the post-test for the five test components (listening, reading, vocabulary, grammar, and writing), where the p-values of T-tests were greater than 0.05 (p-value =0.258, 0.413, 0.123, 0.149, and 0.099, respectively).

In contrast, the results of the T-test obtained regarding the speaking component (t = 2.769, with p-value = 0.008, which is less than 0.05) indicate a ***statistically significant difference*** in the mean scores between the TD and CB groups in favour of the TD group. Moreover, there was a notable improvement in the TD speaking average scores (M = 2.94) compared with the CB mean scores (M = 1.57), with a mean difference of 1.37. Nevertheless, the standard deviation in both groups were approximately similar (**TD SD** = 1.766, **CB SD** = 1.754).

6.7 Summary of results

Based on the paired and independent t-test mean scores, the following were concluded:

-There was **a statistically significant difference** in the mean scores between the **pre and post-test** for the **TD group** in the <u>overall communicative competence</u> (p-value = 0.006 < 0.05).

-There was **<u>no</u>** statistically significant difference in the mean scores between the **pre and post-test** for the **CB group** in the <u>overall communicative competence</u> (p-value = 0.978 > 0.05).

-There was **a statistically significant difference** in the mean scores between the **pre and post-test** for the **TD group** in the <u>productive skills components</u> (Writing p-value = 0.006, Speaking p-vaule = 0.001 < 0.05).

- There was **<u>no</u>** statistically significant difference between the **pre-test mean scores** of the TD and CB groups in <u>overall communicative competence</u> (p-value = 0.867 > 0.05), indicating that both groups were similar and comparable.

- There was **<u>no</u>** statistically significant difference between the **post-test mean scores** of the TD and CB groups in <u>overall communicative competence</u> (p-value = 0.218 > 0.05).

-There was **a statistically significant difference** between the **post-test mean scores** of the TD and CB groups in the <u>speaking skill component</u> (p-value = 0.008 < 0.05) in favour of the TD group.

The findings of the tests suggest the potential effectiveness of Text-Driven materials over coursebooks in improving the learners' communicative competence, particularly L2 productive performance. This was clearly shown in the difference in the mean scores between the TD pre and post-tests (communicative and productive test components) and in the difference between the groups' speaking post-test mean scores. Although these results might be affected by the short treatment period, they are considered valuable for future longitudinal comparative studies.

Chapter Seven below will summarise and discuss the findings of the previous chapters in relation to literature and prior empirical studies to answer the three research questions of this study. Chapter Seven also considered the conclusion chapter of this thesis, which includes limitations of the research, suggestions for future work and possible implications.

Chapter Seven: Summary of Findings, Discussions, and Conclusion

7.1 Introduction

This chapter tries to answer the research questions of this study and discusses the findings in relation to the literature on Text-Driven materials, coursebook materials, communicative approaches, and previous empirical studies. The discussion is divided into three sections based on the three research questions of this study. The first section (7.2) answers how the learners responded to the Text-Driven and coursebook materials by comparing their perceptions from the questionnaire and interview data. The second section (7.3) addresses the impact of the materials on learners' interaction, specifically, which materials TD or CB increased learners' interaction and what type of interactional patterns were discovered. How the teachers observed these patterns and what were their attitudes are also discussed in this section. The third section (7.4) examines the effect of the materials on learners' communicative test scores and determines which materials TD or CB are likely to facilitate L2 communicative competence. Finally, the implications of the research, its limitations, and suggestions for future research will be presented.

7.2 RQ1: What are the attitudes of EFL learners towards Text-Driven (TD) and Coursebook (CB) materials?

The findings show that the majority of the learners in TD and CB groups had positive attitudes towards the materials, consistent with previous studies discussed in **Chapter Two, Sections 2.4 and 2.5** (Al-Busaidi & Tindle, 2010; Alghonaim, 2014; Darici & Tomlinson, 2016). The TD and CB questionnaire responses indicate that the lessons were enjoyable (**TD** = 75%, **CB** = 82%) and useful (**TD** = 72%, **CB** = 80%). Likewise, most interviewees enjoyed the lessons (**TD** = 18/18, **CB** = 10/14). Remarkably, neutral responses were rated more by the TD participants throughout the four lessons than the CB in both enjoyment and usefulness factors, respectively (**TD Lesson 1 =** Enjoyment 33%, Usefulness 17%; **L2** = E24%, U27%; **L3** = E7%, U11%; **L4** = E25%, U10%), (**CB Lesson 1** = E3%, U0%; **L2** = E11%, U15%; **L3** = E4%, U11%; **L4** = E5%, U11%). These results show that the TD perceptions were more affected by neutral responses than disagreement ones. Neutral responses are expected in the

TD group as the learners in this context are accustomed to traditional methods (memorisation) and may need time to consider new learning experiences. They may not enjoy or find the materials valuable if they do not meet their expectations.This is likely to be the negative backwash of the testing culture in the ELI. This correlation is in line with Dos Santos (2020), if the learners believe that memorising grammar and vocabulary is the best way to language learning, they may not accept new learning methods.

The questionnaires and interview data revealed insightful comparisons of the TD and CB learners' perceptions. The following parts discuss these data according to three main themes:

- *Engagement with texts and activities*
- *Development of classroom interaction*
- *Improvement of language skills.*

Engagement with texts and activities:

The use of engaging, authentic, and meaningful materials was advocated by many ELT researchers (Heron, 2016; Larsen-Freeman & Anderson, 2011; McDonough et al., 2013; Richards & Rodgers, 2014; Tomlinson, 2010a; Tomlinson & Masuhara, 2018) among others. One of the aims of this study was to examine whether the materials (texts and activities) support or hinder the learners' engagement in EFL classrooms. The questionnaires' findings show that the majority of the TD learners enjoyed the reading and spoken texts (30/33 and 25/25 enjoyed reading Texts 1 and 2) and (23/29 and 20/20 enjoyed spoken Texts 1 and 2). Similarly, most of them found the activities enjoyable (72%) and useful (73%), but 67% were neutral about learning from these activities in the future. As discussed previously, neutral responses are associated with the new learning experience of TD materials in this context. Regarding the interview responses, similar results were found: 18/18 TD interviewees enjoyed the activities, 18/18 enjoyed the reading texts, and 15/18 enjoyed the spoken texts. These findings are consistent with previous TD studies (Al-Busaidi & Tindle, 2010; Darici & Tomlinson, 2016) that the TD materials were enjoyable and useful for the majority of learners. Similar findings were also observed by those of Alghonaim (2014), in which most Saudi students exhibited a preference for authentic reading and spoken texts. These results further underscore the association between high levels of engagement and the utilisation of authentic texts and activities.

The CB group, on the other hand, enjoyed the spoken texts more than the reading texts (28/28 and 17/17 enjoyed spoken Texts 1 and 2) and (23/27 and 12/26 enjoyed reading Texts 1 and 2). Also, most of the students enjoyed the activities (77%), found them useful (78%), and were happy to learn from the same activities in their future learning (75%).The findings from the interviews echoed the previous questionnaire responses. For instance, 11/14 interviewees enjoyed the activities, 7/14 enjoyed the reading texts, and 11/14 enjoyed the spoken texts. The positive perceptions of CB activities noted in this study corroborate the earlier findings (Alghonaim, 2014), suggesting that learners' reliance on prior learning experiences can not be disregarded. In some instances, their positive perceptions can be attributed to their sense of security when the expected classroom materials are used (Criado, 2013). In this respect, this study shed light on the underlying reasons for the learners' enjoyment of the materials, thus providing valuable insights into the factors that contributed to their positive attitudes.

<u>What factors make the materials enjoyable?</u>

The key strength of this study is that the responses reported by the TD learners were not explicitly reported in previous studies (Al-Busaidi & Tindle, 2010; Alghonaim, 2014; Darici & Tomlinson, 2016) and reflect their affective and cognitive engagement with the materials:

- Engaging topics and ideas.
- Familiar stories and interesting facts.
- Connected with real-life.
- Bring back childhood memories.
- Beneficial, simple, clear, and suitable.
- Funny, exciting, and include attractive pictures.
- Support imagination and predictions.
- Various, creative, and experiential.
- Involve working in groups.
- Facilitate better understanding.
- Unconventional.

These findings link to the TD theoretical principles discussed in **Chapter Two, Section 2.3.3** that learners who are engaged cognitively and affectively are more likely to develop their communicative competence, maximise their exposure to language in use, and enhance their learning process, thus promoting their L2 acquisition (Tomlinson, 2010a). Engagement offers a comprehensive picture of students' actions and interactions (Oga-Baldwin, 2019) and supports shifting high-level skills such as predictions and connections to L2 use (Tomlinson,

2007). This was evident in RQ2 findings in which TD learners tried to communicate by making predictions using L2 despite their lower English level. Making predictions and connecting the information to engaging topics can increase not only the learners' L2 production but also their comprehension of the texts. This view was observed during the interviews when the students recalled the reading text facts they had taught. As stated by Tomlinson cited in (Tomlinson & Avila, 2007), learners who reach effective visual imaging can also achieve adequate comprehension and recall.

Using authentic materials can also facilitate the learners' understanding, providing them opportunities to develop strategies for understanding language use (Larsen-Freeman & Anderson, 2011). Being familiar with how the real language is utilised would assist them in handling several communication challenges they might face in real life. Since the participants' level in this study was low, I used pictures and videos to stimulate classroom interactions. As Larsen-Freeman and Anderson (2011) suggested, realia that does not involve much language would generate lots of classroom discussions for lower-level learners. Additionally, L1 knowledge and familiarity with the texts positively influenced the learners' L2 engagement, as noted by one TD learner (S11), "something we already knew, so it was really enjoyable when we had the stories of Cinderella and Snow White". Several TD interviewees were engaged with the materials (texts and activities) (please see **Chapter Four, Section 4.4.1**).

Another significant result is that they found the TD materials unconventional and compared them with the coursebook in relation to (1) the way of learning grammar and vocabulary, (2) learning from different resources, and (3) a new learning experience. As one TD student (S10) noted, "it was new, not the same way of teaching that we see every day and every year, so then what's the result (of this usual way of teaching)? There is no improvement, nothing, because we are not talking!". A high number of TD interviewees made a similar point (please see **Chapter Four, Section 4.4.1**). The TD responses echo their previous educational learning and traditional grammar teaching, and their answers are in accord with those of (Jordan & Gray, 2019; Nguyen & Le, 2020); who claim that coursebooks lack variety, creativity, and fail to provide learners with rich input. Therefore, may not support the learners' use of authentic communicative language.

Similar reasons were also found in the CB group, such as simple, clear, useful, and suitable materials, and that working in groups was unconventional and enjoyable activity that promoted their interaction. As an example, a CB learner (S23) stated, "It was the first time to try working in

groups together, and it was something new and nice". This observation reflects the lack of communication between students to students and that the teacher-centred approach might still be dominant in this context. Although a few CB learners found the topic engaging (4/14) and learned new facts (2/14), their classroom interaction did not show their engagement with the topic or the tasks, unlike the TD group (please see RQ2 findings). The CB responses here were primarily relevant to the language use of the materials and their motivation to work in groups rather than their engagement with the materials (texts and activities). Two interesting research areas emerged from these findings. Firstly, to gain a better understanding of motivation and engagement phenomenon and their influence on second language learning. Secondly, to confirm and validate the impact of group work on learners' engagement and communication in online versus face-to-face communicative and non-communicative materials.

<u>What factors make the materials less enjoyable?</u>

While a small percentage of the TD and CB participants were less likely to engage with the materials, it is essential to consider the causes for their lack of engagement. For example, the accent used in the video, fast-paced speaking, feelings of boredom, lack of visual appeal (not colourful video), and difficulties in comprehension were barriers to the TD learners' engagement. These responses are likely related to the initial unfamiliarity with the teaching method, as most of them reported in Lesson 1. Another possible explanation could be the authenticity of the texts, as they might cause more complexities for A2 learners than texts designed for particular levels. The primary and pilot studies in this research did not yield extensive discussions on the difficulties faced by participants concerning the use of authentic materials. Consequently, these findings highlight two significant aspects that future researchers could explore: what type of difficulties do learners at different proficiency levels encounter when authentic materials are used? and which strategies they employ to tackle such challenges?. Understanding these aspects can assist teachers in effectively incorporating these strategies into their classrooms and selecting appropriate and suitable materials that align with their students' needs and specific contexts.

On the other hand, the CB group commented that the reading and spoken texts were boring, not exciting, had lots of information, and did not understand them. These reasons indicate that the lack of engagement would result in a lack of understanding, loss of motivation to learn, and boredom. Conversely, a higher level of engagement would result in increased motivation and

comprehension, thus may enhance classroom interaction and fostering positive learning outcomes.

In addition to exploring the reasons behind learners' engagement or disengagement, this study aimed to gain insights into the impact of engagement with the materials on the overall interactive dynamics within the classroom.

Development of classroom interaction:

The significance of interaction in language learning and its role in second language acquisition is widely discussed in the literature (Ellis, 2015; Krashen, 1985; Long, 1996; Mackey, 2020; Tomlinson & Masuhara, 2021). According to the findings of the questionnaires, over half of the TD and CB participants agreed that the materials encouraged them to communicate (**TD** = 73%, **CB** = 78%). Similarly, 18/18 TD and 13/14 CB interviewees believe the TD and CB materials supported classroom interaction. These perceptions were further investigated under RQ2 findings in this study.

The TD group unanimously expressed that the materials effectively promoted classroom interaction and attributed this positive outcome to several factors. For example, the materials' connection to real-life situations, communicative nature, group work, rich input, and engaging topics and activities. Additionally, the TD materials positively impacted the participants' comfort and confidence levels, enabling them to speak up and express their opinions; as noted by one TD learner (S7), "I felt that they gave me more confidence to express my opinion freely. They made me speak in English when I couldn't for all these years." These results differ considerably from those of Alghonaim (2014), who found communicative activities increased learners' anxiety more than non-communicative ones. This study revealed that the TD materials notably increased the learners' comfort and confidence levels and created a supportive environment that encouraged learners to engage in discussions and share their thoughts without hesitation. This outcome aligns with previous researchers who have also emphasized the significance of learners' confidence in facilitating second language acquisition (Darici & Tomlinson, 2016; Mackey et al., 2013).

Compared to the TD responses, the CB group said that coursebook materials encouraged them to engage in communication primarily through group work. This aspect emerged as the predominant reason reported by the participants. The interviewees expressed excitement about working in groups which was a new activity, highlighting its positive impact on their self-

confidence, comfort levels, and understanding of the content. For example, one CB learner (S20) commented, "When you used group work, we talked more, felt more comfortable with each other, and we were excited." Working in groups positively influenced the CB learners' enjoyment and interaction, and their responses match those summarised by (Ur, 2012); group work encourages learners' motivation, autonomy, provides opportunities to talk in English, and appropriate for many learning styles. These findings reinforce the notion that group work can catalyse more engaging and interactive learning experiences within the classroom context. Despite the CB perceptions that working in groups supports their communication, these interactions primarily revolve around answering language exercises and comprehension questions, as indicated in the findings of RQ2. According to Nguyen and Le (2020), coursebook materials are designed for practising the four language skills and may not prepare the learners for real communication outside classrooms. This study further investigated this perspective by exploring the learners' attitudes toward the potential improvement of their language skills and the reasons behind their beliefs in the following section.

Improvement of language skills:

The integration of the four language skills (reading, writing, listening, and speaking) is one of the communicative approaches principles discussed in the literature (Brown, 2007; Larsen-Freeman & Anderson, 2011; McDonough et al., 2013; Richards & Rodgers, 2014; Wong & Waring, 2021). This study examined whether the materials are integrative and support learners' communicative competence by providing opportunities for both receptive and productive language use in meaningful contexts. The findings of the questionnaires show that most TD and CB participants agreed that the materials promoted the development of language skills (**TD** = 72%, **CB** = 76%). Likewise, 18/18 TD and 10/14 CB interviewees believe that the materials supported language skills improvement. Such perceptions are further evaluated under RQ3 in this study.

The TD participants stated that the materials improved their language skills through listening to the videos, reading and responding to the activity questions, listening and talking with their classmates in group work, expressing their opinions, and writing emails. For instance, one TD learner (S7) noted, "It was my first time to write a letter. In high school, the teacher writes the letter, and we just had to copy it". This result was also reported by Al-Busaidi and Tindle (2010), who found that TD learners felt development in their writing skills. Another TD learner (S13),

provided a remarkable response and explained how the materials encouraged her to speak in L2 although her English level is low, "Even when we were learning English at school, we did not talk. Only the excellent student would be able to speak English back then. But now, all of us became able to speak". The TD materials also encouraged them to search the meaning of specific words and continue watching videos after the TD lessons. As one TD learner (S9) stated, "I was thinking of how to improve myself, but I didn't know from where to start, but now I know that I should listen and watch some videos, not like before.".

There are several positive and valuable aspects derived from the above findings. Firstly, TD materials increased learners' motivation and fostered L2 production despite their limited language repertoire (RQ2 and RQ3 results supported this observation). Secondly, TD activities such as writing emails and expressing opinions allowed the learners to personalise the language and use authentic ideas. The ability to personalize the language is considered a hallmark of successful materials, as emphasized by (McCarthy & McCarten, 2018). This personalisation aspect positively influenced the TD perceptions of L2 use and promoted a more meaningful and authentic learning experience. Thirdly, TD materials supported autonomous learning during the lessons (searching for vocabulary meaning and responding to the activity questions) and after the lessons (continuing watching videos). Autonomous learning has the potential to enhance various essential skills for university learners, including self-confidence, self-motivation, self-evaluation, critical thinking, and problem-solving. By becoming more self-reliant of their own learning process, they developed self-confidance and a sense of empowerment. Self-motivation occurs when the learners actively engage with the materials and achieve their own goals, as noted by one TD learner (S3), "it changed a lot in my personality…It made me motivated to learn, I started to love learning". Moreover, self-evaluations are aquired by assessing their weaknesses and strengths throughout the learning process, and finally, through learning to navigate challenges and find innovative solutions independently, they would develop critical thinking and problem-solving skills.

These observations align with the roles of students and teachers in CLT approaches in which the students are encouraged to actively communicate by working autonomously in pair and group activities, whereas teachers play a significant role as facilitators and monitors (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014).

On the other hand, the CB group believe their language skills improved through listening to several audios, writing personal descriptions, and participating with the whole class. Furthermore, they said the vocabulary was new and useful, and the teaching method

encouraged them to speak, read, and understand better. The teaching method identified here is related to group work, which was an unconventional activity, as previously found. For example, one CB learner (S7) said, "you encouraged us to turn on the mic, the other teachers would never allow us to turn on the mic and speak". This response clearly indicates the use of the traditional approach (PPP) in this context in which the teacher acts as the information provider while the learners act as recipients of the information. According to Criado (2013), PPP ignores "readiness to learn (Pienemann, 1985)" and "silent period (Krashen, 1985)" principles, which are significant for second language learning. The former is noticeable in the activities' order and language content, while the latter is in the lack of providing the learners with the receptive knowledge they need to be confident and produce the language, particularly for lower-level learners (ibid).

Remarkably, a few TD and CB interviewees (TD= 5/18 and CB =1/14) believe that their language skills all improved together. One TD learner (S1) responded, "I didn't feel that there's a skill that improved more than the other, I felt that all of them improved". This aspect and the previously discussed reasons show that the TD unit was integrative and may facilitate CC as the learners used both receptive and productive language skills in authentic and meaningful activities. In contrast, the CB unit was integrative to practice vocabulary, writing, reading, and speaking skills through traditional exercises, focusing on linguistics competence rather than extending the learners' CC to prepare them for real-life situations.

However, a few participants commented that four classes would not indicate language improvement (TD= 2/18, CB =4/14). Despite this limitation, the findings of this research may help others design longitudinal studies and compare the long-term versus short-term effects on learners' L2 development.

7.2.1 RQ1 summary

The findings showed that both TD and CB participants held positive attitudes and found the materials enjoyable and beneficial from different perspectives. For the TD group, the materials were unconventional, affectively and cognitively engaging in texts, activities, and topics, resulting in positive perceptions of improving their communication and language skills. On the other hand, the CB group responses were mainly relevant to the linguistic aspect of the materials (clear, simple, and suitable language) and that working in groups was enjoyable and new activity promoted their classroom interaction. They also believe that the coursebook

supported their language skills to improve through traditional practices. This study reinforced existing research and established a new dimension for further investigations, highlighting how working in groups can positively affect the learners' enjoyment of the L2 materials, motivation to learn, and communication in EFL classrooms. Additionally, the research findings indicate that the positive perceptions by the CB learners could be related to their accustomed experiences with traditional teaching methods (PPP) and teacher-centred approaches. A further study focusing on the impact of group work in communicative versus non-communicative activities on students' L2 learning would provide valuable comparisons and therefore is suggested.

7.3 RQ2: Which materials Text- Driven (TD) or Coursebook (CB) would facilitate more classroom interactions?

The findings show that Text-Driven materials facilitated more classroom interaction between teacher and students (T → Ss) and students to students (Ss → Ss) than coursebook materials, resulting in meaningful and authentic interaction using L1 and L2 among the TD learners. In reviewing the literature, no published studies were found comparing Text-Driven and coursebook materials and examining their effects on learners' communication, contributing to the design of the second research question in this study. Text-Driven materials in this study are designed to nurture the learners' communicative competence, which is the underpinning principle of the CLT approaches, advocated by several ELT researchers since the 1970s, discussed in **Chapter Two, Section 2.2**. On the other hand, whether coursebook materials implement CLT principles and facilitate the learners' CC is still controversial (please see **Chapter Two, Section 2.3.4**). This research examined this phenomenon by analysing and comparing the learners' actual performance when experiencing TD versus CB materials. The following sub-questions investigate learners' turn frequency and interactional patterns with reference to the findings of CIA and virtual forums. This research also analysed the students' interaction from different insights through teachers' observations and perceptions.

7.3.1 RQ2.1 Is there a difference in the frequency of interaction between the Text-Driven (TD) and Coursebook (CB) groups?

The findings of the classroom interactions show that the learners' turn frequency of L2 (English), L1 (Arabic), and both L1& L2 in the TD group is greater than in the CB group (**TD** = 1294, **CB** = 876). Virtual forums provided further evidence and found that the TD turns using L1&L2 increased significantly compared to their counterparts (**TD** = 386 turns and 3590 words), (**CB** = 207 turns and 1674 words).

Regarding the frequency of "English words" and "English turns", the findings were slightly different. For example, the CIA revealed that TD produced more English turns than the CB (**TD** = 691, **CB** = 621), while the forums illustrated that the CB produced more English words than the TD (**TD** = 748, **CB** = 1075). These results included the joint and individual forums, which had different results in terms of using L1 and L2 words. For instance, the TD interviewees used more English words than the CB in the joint forums (**TD** = 236, **CB** = 109). In contrast, the CB interviewees used a high number of English words in the individual forums than the TD (**TD** = 512, **CB** = 966). These findings confirmed that when lower-level learners are engaged with real-life forum topics (i.e. perceptions of the materials), their interaction increases using L1 or L2 according to their language abilities.

The increased initation of turns in the TD group corroborates the earlier findings of Li and Seedhouse (2010); story-based lessons are found to increase learners' initiation more than traditional lessons. Regarding the use of L1, the current research differed from what was found in Li and Seedhouse (2010). For example, the TD group in this study initiated L1 and L2 (Arabic and English) turns, whereas learners' initiation in Li and Seedhouse's study was mainly in L1 (Chinese). This could be related to several factors; learners' age, lower proficiency levels, engagment with the materials, and the impact of monolingual contexts. It is important to note that using L1 is not entirely prohibited in communicative approaches and has benefits for L2 language learning. For instance, it might be overused when the students work together, but in most situations, it supports effective task performance (Ur, 2012), mutual use of L2, and L2 grammar comprehension (Tognini & Oliver, 2012). Ellis et al. (2020) reported that learners need both L1 and L2 linguistic resources for production and comprehension. Additionally, affective engagement could be measured by openness to communication and active listening (Phil & Yuan, 2021), and lower-level learners may use L1 to keep flowing due to their limited language knowledge. In other words, higher engagement may lead to more production and

interaction, whether in L1 or L2 and vice versa. Minor use of L1 in beginner classes may promote learners' interaction, engagement, and self-confidence to express their opinions without facing language difficulties, thus building an excellent rapport between the students and their teacher. The findings of the CIA and forums in this question indicate that the TD turn-taking frequnecy was higher than the CB, suggesting a positive impact of the TD materials on leraners' interaction using both L1 and L2. Whether the learners' interaction is authentic and meaningful, findings of RQ2.2 would provide a full picture of learners' interactional patterns, providing valuable comparisons.

7.3.2 RQ2.2 What interactional patterns arise in the Text-Driven (TD) and Coursebook (CB) groups?

The CIA data shows that the patterns of T→Ss, Ss→T, and Ss→Ss interactions differ in the TD and CB lessons. The TD interactional patterns involved (1) more open than closed responses, (2) meaningful negotiations, (3) making comments, (4) role-playing with a focus on content, and (5) giving/requesting information focused on both content and forms. In contrast, the CB patterns included (1) greater closed than open responses, (2) negotiation of forms rather than meaning, (3) role-playing with a focus on forms, and (4) giving/requesting information focused on forms only.

The discussion of the above findings is divided into the following:

- *Asking/answering open Qs*
- *Asking/answering closed Qs*
- *Meaning negotiation*
- *Role-playing and comments*
- *Giving/requesting information*

Asking/answering open questions:

Asking and responding to open questions was significantly different between the TD and CB groups (**TD** = 397, **CB** = 63), resulting in more open and meaningful responses by the TD learners. These results contradict the argument made by Al-Zahrani and Al-Bargi (2017), who said that lower-level learners are less likely to answer open (referential) questions as these questions require more engagement, such as expressing their opinions and sharing their

experiences. Al-Zahrani and Al-Bargi (2017) ignored "learners' engagement", an essential principle of SLA that has been advocated by many researchers (Ellis et al., 2020; Heron, 2016; Phil & Yuan, 2021; Tomlinson, 2007, 2010a, 2013). The increased open responses by the TD learners indicated their high motivation and engagement with the texts and activities, as found in RQ1, and confirmed TD principle 2: *In order for the learners to maximise their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience.*

The second remarkable observation is that the TD learners responded to open questions in most TD stages, whereas the CB open responses occurred mainly in warm-up activities. The TD learners were given opportunities for authentic, meaningful, and engaging input, which led to uncontrolled and meaningful output. As stated in TD principles 1 and 3, learners exposed to meaningful input and positive affects are more likely to achieve communicative competence and facilitate their second language acquisition. Since this study confirmed that lower-level learners can communicate and respond to open questions (TD materials) using both L1 and L2, higher levels would be successful in L2 communication and engagement when TD materials are utilised. This research suggests that learners at all proficiency levels should be given the opportunities to engage in classroom discussion, express their opinions, and use authentic and meaningful language through the teacher's use of open questions. At the same time, closed questions are beneficial in determining learners' comprehension of specific points.

Asking/answering closed Qs:

The difference between the TD and CB groups in asking/answering closed questions was highly significant (**TD** = 308, **CB** = 645). This finding was expected and echoed the two stages of PPP: Practice and Production, in which the learners answer language excerises, do not have the chance to answer external questions, and their productions are limited and aim at specific learning outcomes related to the lessons' language focus. The CB learners initiated closed responses in most stages of the lessons to practice the language, consistent with the previous study by (Li & Seedhouse, 2010), who found that closed questions are often used in traditional than story-based lessons. Conversely, TD learners answered closed noticing questions (i.e. language discoveries) mainly in the input stage to raise the learners' awareness of how language is used within context. These questions also included meaning negotiation of forms and opinion expressions. For instance, in lesson 1, after listening to the video and taking notes of the

questions, the students were asked to share their opinions of these questions and generate appropriate/inappropriate questions that aimed to increase pragmatic awareness. Such tasks focus on both linguistic accuracy and meaningful interaction to accomplish the tasks (Ellis, 2010) and support learners' explicit knowledge of language to overcome consistent learning problems (Ellis, 2019). In other words, closed noticing questions may help the learners to negotiate meaning and forms more effectively and create valuable interaction.

Meaning negotiation:

The findings show that the TD engaged in continuous, authentic, and meaningful negotiation focusing on content and forms, whereas the CB negotiation focused on forms by answering grammar and vocabulary exercises (**TD** = 222, **CB** = 88). These findings match those observed by Li and Seedhouse (2010), that story-based lessons involved more meaning negotiation than standard lessons. Negotiaition of meaning and forms are both important and beneficial for language learning. For example, "negotiation of forms" might benefit the learners in this context and enhance their self-confidence and cooperation to achieve better understanding, as reported in RQ1. This view was also supported by Mackey et al. (2013), who found that traditional activities with their role of memorisation might benefit some learners and decrease their anxiety. Conversely, "negotiation of meaning" has more advantages reported by several researchers. For instance, it can support the learners' production of unique and tailored input associated with their development levels and communicative needs (Gass & Mackey, 2015). Secondly, it improves the learners' strategic competence by using strategies to correct miscomprehension and communication breakdown, and sociolinguistic competence by finding a place in the conversation to express their opinions (Al-Mahrooqi & Tuzlukova, 2011). Thirdly, it improves content comprehension, and specific language points can be more salient, making their acquisition more available (Goo, 2019). The findings in this study show that coursebook materials focused on one aspect, i.e. forms and ignored meaning which is essential in developing the learners' communicative competencies. An implication of this is to involve meaning and form-focused activities equally and provide the learners with both opportunities for successful L2 learning. This study also revealed that CB role-playing activities were not communicative and engaging, aimed at language practice, and similar to other traditional exercises.

Role-playing and comments:

The number of turns in role-playing and comments was more frequent in the TD group than in the CB (**TD** = 76, 163, **CB** = 32, 8), respectively. TD learners were involved in role-playing by discussing a meaningful and engaging topic (making assumptions about their online classmates). As a result, they generated positive affective responses such as excitement, smiley sounds, and laughter, and most of their comments were humourous and relevant to the texts or tasks. By contrast, the CB role-playing was a language practice and most comments made by the teacher as a compliment. The results demonstrated that the TD interaction confirmed their positive attitudinal responses and engagement in RQ1, whereas the CB interaction was not engaging and this was evident in their lack of comments and positive affective reactions during their actual task performance. Even if they believe these activities are useful (as reported in RQ1), they may not support their oral interactional proficiency outside classrooms. The role-playing in the CB unit impeded creativity and was limited to language. The students repeated the questions in a robotic learning atmosphere, which is not the goal of communicative role-playing activities. Since the learners in this context rely on the coursebooks, it could be suggested to design a Text-Driven coursebook and integrate form-focused practices in the input stage to meet their expectations and gain a positive learning experience, as shown in the results of this research. As part of this study, I also identified major and valuable patterns involving the frequency and type of information the students give or request while performing the tasks.

Giving and requesting information:

The results show that the TD produced more turns in these patterns than the CB group (**TD** = 254, **CB** = 135). The TD giving and requesting information patterns involved predictions of the story/pictures, making assumptions about their online classmates, talking about their favourite celebrities, searching facts about different topics, and intake or input responses. In comparison, the CB group provided or requested information for grammar and vocabulary excerises or listening and reading comprehension questions. These patterns (output) were divided into output as a practice and communicative output (VanPatten et al., 2019). The TD group demonstrated communicative output as they produced language to interpret meaning with communicative reason, whereas CB output was a practice of grammar and vocabulary points. Consequently, more meaningful and engaging interaction has emerged in the TD group than in the CB group. Most of the interactional patterns observed in this study confirmed that the CB unit is limited, involved too much practice of language, lacked affective and cognitive

engagment, lacked meaningful communication, and did not meet the students' needs in this context, similar to what was found in Tomlinson and Masuhara (2013)'s evaluation of six adults coursebooks.

To validate the previous findings of RQ2.1 and RQ2.2, teachers' observations and perceptions were examined in RQ2.3, and several aspects were identified.

7.3.3 RQ2.3 What interactional patterns are observed in Text- Driven (TD) and Coursebook (CB) groups?

Teachers' observations supported previous findings and showed that the TD lessons generated more open questions than the CB lessons (**TD** = 28, **CB** = 19), resulting in more answers, questions, and comments by the TD learners (**TD** = 81, **CB** = 48). According to the teachers, TD lessons involved higher-order thinking and imagination questions and the learners were more cooperative and excited, whereas the CB lessons were formal and the students' interaction was limited. These results mirror previous studies (Allen, 2015; Nguyen & Le, 2020; Tomlinson, 2010b) that coursebook materials are controlling, restricted, and lack creativity, which could affect the lessons' flexibility and enjoyment. The teachers also believe that the TD approach was more effective in developing classroom interaction than the CB materials and provided several reasons:

- Include familiar topic.
- Encourage asking and answering questions (interaction).
- Stimulate learners' engagement, personal experiences, and free opinion expressions.
- Support developing new ideas (creativity)
- Suitable materials for their language level.
- Engaging materials in terms of content.
- Made the students feel comfortable.

The above responses align with those of (Tomlinson, 2019) and added further evidence that learners' perceptions, engagement, and interaction would be positively affected by Text-Driven materials, as shown in RQ1 and previous RQ2 findings.

This study also analysed the teachers' perceptions of the learners' engagement and communication, and their recommendations on whether TD or CB should be used at the ELI. The results show that both teachers (T1 and T2) agreed that the TD materials were engaging and communicative, and learners were engaged, motivated, and communicated effectively using their L2. Regarding the CB materials, **T1** agreed that the materials positively affected the learners' engagement and communication, but **T2** was neutral. T1 and T2 responses echoed their recommendations of using these materials at the ELI. For instance, **T2** recommended using TD materials instead of the coursebooks as the TD included group works and flexible authentic materials essential for learners' effective engagement and interaction. On the other hand, **T1** held positive attitudes towards both TD and CB materials as she believes that CB materials represent the teaching method used at the ELI and support the student's knowledge and experience of the target culture. She added that TD should be used as supplementary materials to provide authentic situations and should be effectively organised. These findings added further evidence to what was found in Tomlinson (2010b) that coursebooks offer ready-made structured materials and make teaching easier. **T1** positive perceptions could also be related to the need for coursebooks as a source for examination, teaching and learning. Also, the design of communicative and engaging materials may take time, effort, and evaluations before its use. As stated by Dos Santos (2020), the compulsion of regular assessments and examinations may affect the implementation of the CLT approach.

Positive perceptions of both TD and CB materials were expected as teachers in this context rely heavily on coursebooks, as they offer what language should be covered with a consistent approach (Buchanan & Norton, 2022), reliable, designed by English native speakers, and offer ready-made materials suitable for the learners' level, as reported in Tomlinson (2010b). This view, however, may prevent teachers from being critical, creative, and professional, restricting their essential role in learning and teaching. Despite the positive perceptions of the CB materials in this study, Text-Driven has a positive effect not only on learners' engagement and interactions but also on ELI teachers' views. Therefore, the findings of this research suggest that Text-Driven materials can be positively and successfully implemented in Saudi context.

7.3.4 RQ2 summary

The findings indicate that Text-Driven materials would facilitate more classroom interaction between Teacher→ Students and Students→ Students than coursebook materials. It was found that TD learners initiated more turns using L1, L2 or both, resulting in more interactional patterns than their counterparts. Furthermore, TD interaction was meaningful, engaging, and focused on both content and forms throughout the TD stages. The CB interaction, on the other hand, mainly focused on language forms by responding to traditional grammar and vocabulary exercises or reading and listening comprehension questions. Teachers' observations and perceptions supported the previous findings and stated that Text-Driven lessons were engaging and encouraged more effective communication among the learners, suggesting positive implementation of TD approach in ELI classrooms. This study established how Text-Driven encouraged lower-proficiency level learners to speak, interact, and engage in meaningful authentic discussions, consolidating previous literature and suggesting that TD materials may facililate the learners' communicative competence more than coursebooks. Therefore, further work is required to provide greater insight into the long-term effects of Text-Driven versus coursebook materials in different contexts.

7.4 RQ3: Which materials Text-Driven (TD) or Coursebook (CB) are likely to facilitate learners' overall English "communicative competence"?

The findings indicate that Text-Driven is more likely to facilitate the learners' CC more than the coursebook materials. This result is consistent with that of Gilmore (2011), who found that authentic materials could potentially develop the learners' CC more than textbooks. Communicative competence (CC) in this study was measured based on several types of evaluations: pre and post-tests, learners' engagement and interactions, teachers' observations, and via TD and CB materials' analysis. In this discussion, I will mainly refer to the pre-post test results with support from previous findings in this study.

7.4.1 RQ3.1 Is there any difference between the Text-Driven (TD) and Coursebook (CB) groups' communicative test scores?

The results indicate a statistically significant difference in the communicative mean scores between the TD pre-and post-test in favour of the post-test (p-value = 0.006 < 0.05), whereas no statistically significant difference was found between the CB pre- and post-tests (p-value = 0.978 > 0.05). In terms of comparison between the TD and CB post-test mean scores, the findings show no significant difference (p-value = 0.218 > 0.05), although the TD mean scores were higher than the CB (**TD** = 27.36, **CB** = 23.92). The significant improvement of the TD group post-test mean scores was somewhat surprising when the treatment consisted of only four lessons. As discussed in **Chapter Three, Section 3.6.6 and Chapter Six, Section 6.6**, the practice test effect was controlled by reversing the order of the post-test questions and data was carefully examined prior to applying the statistical procedures. For example, the participants who did not complete both pre and post-phases were excluded from the analysis, the productive tests (speaking and writing) were double-marked independently by another ELI instructor, comparability measurements were conducted for TD and CB groups in pre and post test phases, and an additional non-parametric test confirmed the results. Therefore, it seems that the TD learners' improvement would be likely due to the treatment.

The CB test results in this study contradict those reported by Hadley (2014), who found CB materials improved the learners' language skills. Hadley followed PPP and might use traditional testing to measure the learners' improvement. Therefore, his findings could be supported by arguing that coursebook materials may develop language skills more than communicative competence (Nguyen & Le, 2020).

This study also analysed the learners' mean scores difference in each test component: listening, reading, speaking, writing, grammar, and vocabulary. The results show a statistically significant difference in the mean scores between the TD pre-and post-test in favour of the post-test writing and speaking components (Writing p-value = 0.006, Speaking p-value = 0.001 < 0.05), whereas no statistically significant difference was observed between the CB pre and post-test productive components. Moreover, the post-test mean scores regarding the speaking component indicate a statistically significant difference between the groups in favour of the TD group (p-value = 0.008 < 0.05).

The test results are consistent with those of Al-Busaidi and Tindle (2010), who found Text-Driven materials improved the learners' writing skills. These results also confirmed the previous findings in RQ1 and RQ2 that TD materials supported the learners' productive skills and communication improvement. For example, the findings of the CIA demonstrated that the TD writing sample was coherent and organised, while CB writing was a practice of answering questions rather than production of communicative and creative writing. Additionally, the TD initiated higher and longer turns, making their interaction meaningful and authentic compared to the CB group.

With regards to grammar, vocabulary, and receptive components, the findings show no significant difference between the TD and CB groups. Linguistic competence is a part of the CC principles and not the primary goal of communicative approaches (Ellis et al., 2020; Larsen-Freeman & Anderson, 2011; McDonough et al., 2013; Richards & Rodgers, 2014; Tomlinson, 2013; Wong & Waring, 2021). Therefore, learners' improvement of linguistic competence is measured via the six test components, as explained in **Chapter Two, Section 2.8**. Furthermore, subjective measurement (grammar and vocabulary criteria in writing and speaking test components) would probably provide a succinct indication of performance development than using MCQs or filling in the blanks.

Notwithstanding, the overall test results suggest that TD learners are more likely to develop their communicative competence than their counterparts. Previous findings of the questionnaires, interviews, classroom interaction, forums, and teachers' observations also support the test results. To clarify, the TD learners engaged affectively and cognitively with the materials and developed meaningful and authentic communication, reflecting TD principle 3: *Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not*. On the other hand, CB learners were less likely to engage with the materials, and their interaction was primarily on language forms that may not support CC development.

From a theoretical perspective, the design of the TD materials in this research aimed to develop the learners' linguistic, strategic, pragmatic, and discourse competencies through the use of engaging reading and spoken texts and communicative activities. Conversely, the CB materials were not personally engaging according to the data; most of the activities focused on language practice (i.e. grammar, vocabulary, reading, writing, listening, and speaking), and little focus was given to language functions (please see **Chapter Three, Section 3.5.3** for more details).

Both empirical and theoretical evaluations indicate that Text-Driven materials represent the CC components, meet the learners' needs and levels, and therefore are more likely to develop communicative competence than the coursebook materials. As discussed by Richards and Rodgers (2014), CLT materials objectives should reflect the communicative competence components according to the learners' needs and proficiency levels.

7.4.2 RQ3 summary

Whilst the impact of communicative and non-communicative materials has not been thoroughly examined in relation to communicative competencies (Gilmore, 2011), the empirical and theoretical evaluations in this study found that Text-Driven materials seem to facilitate the learners' overall English communicative competence more than the coursebook materials. The post-test results demonstrated that the TD group's mean scores increased in overall test measurements compared to the CB group and that these differences are significant in productive skills components. Learners' affective and cognitive engagement and willingness to communicate during task performance added evidence to highlight how the Text-Driven materials would support the learners' CC compared to the coursebooks. Further comparative studies should be undertaken to investigate the long-term effects of these materials on learners' L2 communicative competence. The following sections will discuss the research implications, the study limitations and how they were controlled, and suggestions for future work.

7.5 Implications of the research

The impact of Text-Driven materials lies in the learners' affective and cognitive engagement, high motivation, improvement of classroom interaction, and increase in communicative test mean scores. The learners' responses to the texts and tasks were mostly positive, reporting that the materials encouraged them to communicate and improve their language skills. Although the students' English level was low, they tried to communicate in English and use L1 as a strategy when communication breakdown or when they lack linguistic knowledge to express their opinions. Other ELI teachers who participated in this study reported similar observations that the TD learners were engaged, communicated effectively, and the materials supported personal experiences, engagement, and creativity. Despite the length of the teaching period (i.e.

four days), the Text-Driven materials in this study provided diverse and rich communicative activities.

CLT opponents may argue that lower-level learners might not participate in communicative activities due to their limited language, low self-esteem and fear of making mistakes. Such claims are not supported by the results of this study. Learners at this particular level could be more motivated to develop their L2 language when the topics and tasks are engaging and interesting. Consequently, they feel more comfortable and self-confident talking in English, as stated by the participants in this study. Even if the interactional level using L2 is affected by the learners' proficiency level, as long as their interaction is relevant and meaningful, L1 could be monitored and controlled by the teacher. Therefore, this study obtained comprehensive results proving that the TD materials had influenced the learners' engagement (RQ1), interaction development (RQ2), and communicative test scores (RQ3), seeming to nurture the learners' communicative competence in the long term.

On the other hand, the CB learners were not fully engaged, and their interaction was limited to grammar, vocabulary, and comprehension exercises, which perceived as useful but not engaging and meaningful. Although they held positive attitudes and stated that they enjoyed the classes, their enjoyment was primarily due to the language used (clear, simple, and useful) and working in groups, a new activity that encouraged them to participate. Moreover, their positive attitude that the coursebook materials supported their language skills improvement was not clearly shown in the post-test results. There was no significant difference between the pre and post-test scores in all the test components, unlike the TD group. These observations suggest that the CB materials are unlikely to engage the learners (RQ1), develop meaningful interaction (RQ2), and improve the learner's communicative test scores (RQ3), and therefore may not support their L2 communicative competencies.

The above observations highlighted several implications for the ELI educational system. Firstly, the data obtained in this research indicate that Text-Driven materials can be successfully implemented in this context. An implication of this includes developing and adapting the current ELI curriculum objectives following Text-Driven framework to ensure effective communicative learning compatible with learners' needs and interests. However, the implementation of the Text-Driven approach might not be feasible in the ELI and other EFL contexts due to factors such as students' examinations and assessments, the time and efforts required for the materials development and evaluation process, and the reliance on the

coursebook as the main source of teaching and learning. Furthermore, the suitability of the materials in terms of gender, age, cultural sensitivity, language proficiency, authenticity, and diversity of learning styles should all be considered. The findings of this study inform the teachers that any reading/spoken texts from the coursebook that have potentially engaging topics (as found in Unit 1 of this study) can be adapted by developing relevant and engaging tasks. This implementation would increase the learners' engagement and love for English learning, as stated by one TD interviewee (S3) "*This is my first time to love this subject and the thing that I learned from it*" and decrease any learning issues, as discussed in **Chapter One, Section 1.2.1**. Communicative approaches would also support policymakers in considering innovations and better English education to contribute to the KSA's 2030 vision and help EFL learners succeed in the global community and job market.

Secondly, since traditional approaches are still used in the Saudi context, it would be essential to incorporate continuous training regarding the importance of communicative materials and their impact on second language development. The following training courses could be introduced in the ELI and other contexts:

- How to enhance meaningful and authentic L2 communication in EFL classrooms?
- How to evaluate and assess L2 learners' communicative competence?
- How to increase EFL learners' affective and cognitive engagement?
- How to use discovery approaches to increase learners' awareness of language use?

Peer observations, self-evaluation, and micro-teaching should also be considered primary parts of the teachers' training courses since they would help them reflect on their current practice and enhance their knowledge, expertise, and professional development.

Thirdly, it would be crucial to minimise any possible issues that may impact the implementation of the CLT approaches in the ELI and other contexts. For example, the high number of students in the ELI classes (40-42), the limited time for the teacher to discuss learners' needs, and the length of the English lessons. These issues can significantly affect the teaching and learning process, learners' engagement and communication, and teachers' creativity and willingness to cultivate new and efficient methodologies. Therefore, reflecting on some suggestions that may be viewed as starting points for future changes in the ELI could be beneficial. Changes include reducing the number of students to 25-30 to monitor the learners' communication and learning progress successfully, decreasing the teachers' teaching

load through cooperative teaching, and minimising the length of the lessons from 150 to 90 minutes.

Finally, the examination and assessment at the ELI should involve more productive skills and communication rather than focusing solely on one skill. For instance, measuring communicative competence (CC) via communicative assessment tasks, such as writing emails/text messages, role-playing, topic discussions, and giving feedback on newspapers/journals/videos. These assessments would also help the learners reflect on their learning progress and examine any weaknesses, thus developing their autonomy for language learning.

7.6 Limitations of the study

A number of limitations need to be noted regarding the present study. Firstly, it was not possible to conduct a longitudinal study to examine the long-term effects of the materials. Despite this limitation, this study ensured high external validity due to their resemblance to regular classroom sessions, and the findings are still beneficial to the ELT stakeholders and materials developers. Conducting a delayed-post test was also not feasible in this research because the students should return to their regular classes after the treatment, and therefore teachers' input may affect the students' responses and the research validity and reliability.

Secondly, the impact of Covid 19 on online teaching, learning, and assessment was another limitation. For instance, some students did not complete the entire components of the pre and post-tests. The lack of responses could be related to the extensive foundation year programme requiring the participants to attend other subjects and complete extra work. Another reason is the lack of devices; some learners share their devices with other family members. However, to increase the reliability of the findings, the participants who did not complete both pre and post-tests were excluded from the test analysis.

Other limitations included anonymous questionnaire responses and the number of teachers who participated in this study. The questionnaires were distributed anonymously to give the students a sense of security and collect reliable attitudinal data, but some issues emerged. For example, the qualitative data was analysed based on the number of references rather than participants, and some students responded twice to the questionnaires. To solve this problem and avoid

finding bias, the participants' second responses were excluded from the analysis and the qualitative data was supported by the interview responses.

In classroom observations, selecting more than two teachers was not feasible due to the teachers' commitments at the ELI and the need to adjust to online teaching and assessment in 2020. Despite the effect of online teaching, the current study offers valuable insight into learners' engagement and interaction during Text-Driven lessons, which could be usefully compared with future face-to-face research.

7.7 Suggestions for future research

This research used multiple data collection and analysis methods to compare the potential effects of Text-Driven versus coursebook materials on learners' engagement and L2 development. The key strengths of this study included (1) the development of engaging materials with a focus on facilitating learners' communicative competence, (2) theoretical and empirical evaluations of the materials (3) the use of multiple methods to generate insightful results, (4) the use of comparison group design to provide a reliable evaluation of the coursebook versus Text-Driven materials.

Based on the findings of this research, the following implications are suggested for future research:

Researchers:

- Examine the long-term empirical effectiveness of TD versus CB materials on learners' communicative competence through empirical and theoretical evaluations.
- Examine the learners' affective and cognitive engagement using TD materials at higher proficiency levels in different contexts.
- Compare the impact of online versus face-to-face TD and CB materials in classroom-based research.
- Use L1 as a method of data collection to be compared with L2 usage as applied in this study.
- Analyse learners' interaction using the same methods in this study; forums and CIA, and supplement the results with discourse analysis to examine specific discourse aspects such as type and CEFR level of the words.

- Design a communicative test to examine the learners' CC at different levels following the latest CC principles.

Materials developers:

- Develop a bank of engaging spoken and written texts suitable and accessible to be used by EFL teachers in different learning contexts.
- Develop a bank of engaging activities on several topics to develop the learners' communicative competence.
- The above suggestions could be implemented by:
  a- dividing the texts according to learners' gender, proficiency level, needs and interests.
  b- involving both teachers and learners from different backgrounds in materials collection and development.
  c- using universal questionnaires and interviews to determine learners' and teachers' perceptions and specific needs.

- Introduce a general English communicative course following a Text-Driven framework to improve learners' interaction and productive skills, providing them with global and local job market opportunities.

The suggestions provided in this thesis would be fruitful to the TESOL/Applied linguistics stakeholders and may open the door to future materials development and evaluation research. The findings of this thesis were published at the British Association for Applied Linguistics (BAAL) international conference in Belfast, UK, in 2022 and at the International Association of Teachers of English as a Foreign Language (IATEFL) conference in Harrogate, UK, in 2023.

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Appendix 1: Evaluation criterion of the reading and spoken texts

Cited from Tomlinson (2013):

1. The text should be authentic to the target learners.

2. The text should be meaningful to the target learners.

3. The text should promote cognitive engagement.

4. The text should promote affective engagement.

5. The target learners are likely to be able to connect the text to their lives.

6. The target learners are likely to be able to connect the text to their knowledge of the world.

7. The text is likely to stimulate divergent personal responses from the target learners.

8. The linguistic level of the text is likely to present an achievable challenge to the target learners.

9. The cognitive level of the text is likely to present an achievable challenge to the target learners.

10. The emotional level of the text is suitable for the age and maturity of the target learners.

11. The text contributes to the ultimate exposure of the learners to a range of genres (e.g. short stories, poems, novels, songs, newspaper articles, brochures, advertisements, etc.)

12. The text contributes to the ultimate exposure of the learners to a range of text types (e.g. narrative, description, persuasion, information, justification, etc.)

Appendix 2: Reading texts (modified)

Cited from: Disney Princess Cinderella Magical Story with Lenticular. (2015). Parragon Book Service Ltd.

Cinderella story:

Once upon a time, in a faraway land, there lived a rich, widowed gentleman and his beautiful daughter, Cinderella. Cinderella's father was kind and loving. He married for a second time so that his daughter had a mother to care for her. Cinderella's stepmother had two mean and ugly daughters called Anastasia and Drizella.

When Cinderella's father died, her stepmother stopped pretending to like her, so she forced her to become a servant in her own home. She was jealous of Cinderella's charm and beauty.

Not far away, in the Royal palace, the King and the Grand Duke were talking about the prince.

"It's time he married" grumbled the king. Suddenly, he had an idea "we'll have a ball – tonight" he cried. "And invite every young maiden in the kingdom. The prince will surely fall in love with one of them". So, invitations were sent out that very day.

Cinderella took out one of her mother's old gowns. "It's a little old-fashioned, but I'll fix that" she said. The mice knew that poor Cinderella would never have time to finish the dress, so they decided to work on it themselves. It was trimmed with an old sash and beads which Anastasia and Drizella had thrown away. But when Anastasia and Drizella saw their stepsister looking so beautiful, they were filled with jealousy. "Why – you little thief!" Drizella screamed, spotting her old beads around Cinderella's neck. Then, Anastasia looked at the sash. "That's mine!" she cried, grabbing the sash, and ripping Cinderella's dress.

Making predictions of events:

- The fairy waved her magic wand over the pumpkin and Cinderella's horse. The pumpkin changed into a sparkling carriage and Cinderella's horse was changed into a coachman.
- Then, with the final wave of the wand, Cinderella was dressed in a magnificent ball gown and delicate glass slippers.
- At the palace, the prince saw Cinderella and thought she was the most beautiful girl he had ever seen. He took her hand and led her to the dance floor.
- Suddenly, she heard a clock chime, "I must go", Cinderella gasped. "Wait, you can't go now" cried the prince. But Cinderella did not stop, even when she lost one of her glass slippers on the steps.
- Meanwhile, Cinderella's stepmother noticed that stepdaughter was humming the music from the ball. When Cinderella went up to her room, she followed her and lock the door.
- At last, the Grand Duke arrived. Anastasi and Drizella were very excited. Taking their turn, they tried to s-q-u-e-e-z-e their feet into the tiny glass slipper. But their feet were much too big.

Snow White Facts:

Cited from the following blog and news:

https://www.eonline.com/news/901665/20-fun-facts-about-snow-white-and-the-seven-dwarfs-on-its-80th-anniversary

https://mickeyblog.com/2018/01/23/fun-facts-snow-white-seven-dwarfs/

https://www.birminghammail.co.uk/whats-on/film-news/disneys-most-successful-movie-time-16967502

1.Walt Disney came up with the idea bring Snow White and the Seven Dwarfs to the big screen when he was 15 years old, after seeing a silent film version of the classic fairy tale in Kansas City.

2. Snow White and the Seven Dwarfs is the first feature-length animated film in U.S. history.

3. Deemed too scary for children in England, people under 16 had to be accompanied by a parent.

4. The movie was initially budgeted at $250,000, but due to various delays, it ballooned to $1.5 million—a big amount at the time. Disney later mortgaged his home to finance the production.

5. Over 750 artists completed more than 2 million sketches. The film included 250,000 drawings.

6. Twenty-five songs were written for the movie—but only eight were used.

7. In order to ensure that all of Snow White's animal friends were captured just right, Disney kept a variety of live animals at the studio for the animators to reference. Must have be fun to have adorable woodland creatures at work.

8. Actors had to do some strange things to manipulate their voices for some of the characters. Lucille La Verne provided the voice of both the queen and the witch in the film. She achieved the witch's rough sound by removing her false teeth. Moroni Olsen, the voice of the Magic Mirror, had to speak the lines while wearing a box frame covered with old drum heads over his head.

9. Snow White and The Seven Dwarfs is the most successful film to date, it has a score of 97.78 percent.

Appendix 3: Developed Text-Driven materials (Unit 1: Lesson 2)

The Story of a Poor Girl…

1-Today we're going to read a story.

-It could be one of your favorites children's story.

-Can you guess the name of the story?

2-Look at the picture,

-What do you think this story is about?

3- Now, look at this picture

- Where is Cinderella?
- Is she happy?
- Do you notice something?
- Who are these people?
- Who is this man?
- Is this Cinderella's mother?

4- You are going to listen to the first part of the story: Cinderella.

-As you listen try to visualise the events of the story.

5- What do you think is going to happen next?

   -Work in a group and agree on the sequence of the story.

N.B: Please save your work to share it later.

6- Read the sequence of the story and check your prediction:

1. The fairy waved her magic wand over the pumpkin and Cinderlla's horse. The pumpkin changed into a sparkling carriage, and Cinderella's horse was changed into a coachman.

2. Then, with the final wave of the wand, Cinderella was dressed in a magnificent ball gown and delicate glass slippers.

3. At the palace, the prince saw Cinderella and thought she was the most beautiful girl he had ever seen. He took her hand and led her to the dance floor.

4. Suddenly, she heard a clock chime, " I must go", Cinderella gasped. "Wait, you can't go now", cried the prince. But Cinderella didn't stop, even when she lost one of her glass slippers on the steps.

5. Meanwhile, Cinderella's stepmother noticed that her stepdaughter was humming the music from the ball. When Cinderella went up to her room, she followed her and locked the door.

6. At last, the Grand Duke arrived. Anastasi and Drizella were very excited. Taking their turn, they tried to s-q-u-e-e-z-e their feet into the tiny glass slipper. But their feet were much too big.

7- Ok, now you're going to make the story in pictures.
- Work in group and match the events with the following pictures:

1. The fairy waved her magic wand over the pumpkin and Cinderlla's horse. The pumpkin changed into a sparkling carriage and Cinderella's horse was changed into a coachman.

A

2. Then, with the final wave of the wand, Cinderlla was dressed in a magnificent ball gown and delicate glass slippers.

B

3. At the palace, the prince saw Cinderella and thought she was the most beautiful girl he had ever seen. He took her hand and led her to the dance floor.

C

7-

4. Suddenly, she heard a clock chime, " I must go", Cinderella gasped. "Wait, you can't go now" cried the prince. But Cinderella didn't stop, even when she lost one of her glass slippers on the steps.

5. Meanwhile, Cinderella's stepmother noticed that stepdaughter was humming the music from the ball. When Cinderella went up to her room, she followed her and lock the door.

6. At last, the Grand Duke arrived. Anastasi and Drizella were very excited. Taking their turn, they tried to s-q-u-e-e-z-e their feet into the tiny glass slipper. But their feet were much too big.

D

E

F

8- What do you think is going to happen next**?**

9- Watch the last part and check your prediction.

https://www.youtube.com/watch?v=Unx5x-XT3jw

10- Did you like the story? Which part is the most interesting one?

11- Cinderella wanted to invite you and your family for a dinner.
  -Work in group and write a letter to Cinderella.

  -In your letter:
1- Thanks Cinderella for the invitation.
a)   decide which members of your family to attend.

2- Introduce the family members who will attend the invited dinner . Talk about :
a)   their ages
b)   their hobbies
c)   their occupations

N.B: Please save your work to share it later.

12- What do you think the type of genre is the text?
13- Look at this figure ,

Work in group:
-    What is the relationship between Cinderella and
     the other family members.
Example:
Who's Tristan? Tristan is Cinderella's father in law

a)   Who's Reine?   Who's Florence?

b)   Who're Drizella and Anastasia?   Who's Raoul?

c)   Who's Baxter?   Who's James?

d)   Who're Mireille and Ivon?   Who's Angeline?

- What's the relationship between Anastasia/Drizella
and Angeline?
N.B: Please save your work to share it later.

The Charming Family

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14- Work in the same group and underline the **possessive 's*** in task 13.

* A possessive word <u>shows</u> who or what something <u>belongs</u> to.
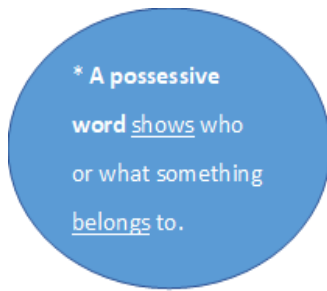
15- Take a look at these sentences taken from the story:

•Once upon a time, in a faraway land, there lived a rich, widowed gentleman and **his** beautiful daughter, Cinderella.

•He took **her** hand and led her to the dance floor.

•But **their** feet were much too big.

Work in pairs and answer the following:

    a)   What did you notice about these sentences? (look at the words in bold)

    b)   What type of words are these?

    c)   Possessive adjectives*, are they singular or plural?

    d)   Can you guess other possessive adjectives?

16- Look at the following words:

    a)   They're / their

    b)   He's/ his

    c)   it's / its

    d)   Are/ our

    e)   You're/ your

-Work in pairs; try to pronounce them.

    -   Do they have any differences in pronunciation?

    -   Do they have any differences in meaning and form?

17- Look at the word root below:

Mother → stepmother→ mother in law → grandmother

-Work in groups, can you find the root* of the following:

Brother →

Sister →

Father →

N.B: Please save your work to share it later.

> * The **root of the word** *sitting* is sit. **The root of a word is** its most basic form, to which other parts, such as affixes, can be added.

18- Draw your family tree, including their names,

  -You can use the words in the box below to help you organise your tree (don't worry if you don't have all of the family words!!(-:):

father	mother	sister	brother	niece	nephew	aunt	cousin	grandpare
Half-brother	Mother-in law	stepbrother	wife	husband	parent	Son	daughter	Step-mother

N.B: Please save your work to share it later.

-Present your family tree to the class.

19- Go to task 11 and revise your writing by using possessive's and possessive adjectives.

N.B: Please save your work to share it later.

20- Act out your letter to the class.

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Appendix 4: Life Course Book for Elementary level (Unit 1: Lesson 2)

1b A family in Kenya

Reading

1 Is your family big or small? Where are all the people in your family?

2 Read about the Leakey family. Answer the questions.

1 Where are the Leakey family?
2 Are Louise and Meave explorers?
3 What is Richard's job?
4 What is Colin's job?
5 Is Philip married?
6 Is Katy an explorer?

3 Read the article again and complete the family tree.

A family in KENYA

▶ 6

The Leakey family lives in Kenya. Louise Leakey is an explorer, but for her family that's normal! Louise's mother is Meave and she's an explorer. Louise's father is Richard Leakey. Richard is also in Kenya and he's a conservationist. Richard's half-brother is Colin Leakey. Colin isn't in Africa. He's retired and he lives in England. Louise's grandparents (Louis and Mary) are dead, but they were also famous explorers. Louise's sister is Samira. Their uncle and aunt are Phillip Leakey and his wife Katy. They have an international company.

half-brother (n) /ˌhɑːf ˈbrʌðə(r)/ brother with one different parent
conservationist (n) /ˌkɒnsə(r)ˈveɪʃ(ə)nɪst/ someone who looks after nature
retired (adj) /rɪˈtaɪə(r)d/ no longer working

Louis Leakey (1903–1972) — ¹_____ Leakey (1913–1996)

²_____ Leakey   ³_____ Leakey (1944) — ⁴_____ Leakey (1942)   Phillip Leakey — ⁵_____ Leakey

Louise Leakey (1972) — ⁶_____ Leakey (1974)

12

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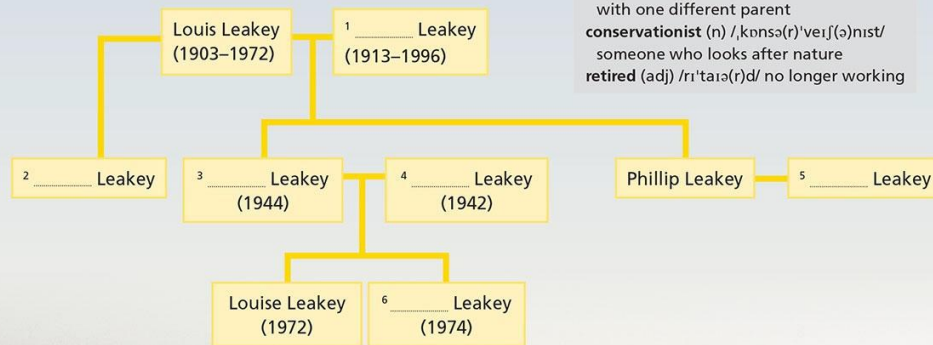
Vocabulary family

4 Look at these family words. Which are men (M)? Which are women (W)? Which are both (B)?

| aunt cousin father grandparent |
| half-brother mother mother-in-law |
| nephew niece parent stepbrother uncle |

5 Write the correct words from Exercise 4.

1 your father's brother and sister: _____ , _____

2 your brother's daughter and son: _____ , _____

3 your uncle and aunt's son or daughter: _____

4 a brother, but from one different parent: _____

5 your husband's or wife's mother: _____
6 your mother or father: _____
7 your parent's mother or father: _____

6 Look at the wordbuilding box and the words in Exercise 5. Make six more words with the root words *sister* and *father*.

Grammar possessive *'s* and possessive adjectives

> **POSSESSIVE *'S* AND POSSESSIVE ADJECTIVES**

Possessive *'s*
Mike**'s** wife is a teacher. Mike and Sally**'s** home is in Canada.
Note: *'s* is also the contracted form of *is*.
Possessive adjectives

subject pronoun	possessive adjective	subject pronoun	possessive adjective
I	my	we	our
you	your	you	your
he	his		
she	her	they	their
it	its		

She's **my** sister. What's **your** name? **His** name is Charlie.

For further information and practice, see page 158.

7 Look at the grammar box. Then find five examples of the possessive *'s* and three possessive adjectives in the article on page 12.

8 Choose the correct word to complete the sentences.

1 *I / My* parents are Spanish.
2 *I / My* am the only boy in my family.
3 What's *you / your* name?
4 Where are *you / your* from?
5 *She / Her* is a photographer.
6 *He / His* uncle is in the USA.
7 *We / Our* family is from Asia.
8 *They / Their* cousins are both girls.

9 Pronunciation the same or different sounds

▶ **7** Listen to these pairs of words. Is the pronunciation the same (✔) or different (✗)?

1 they're / their
2 he's / his
3 its / it's
4 are / our
5 you're / your

10 ▶ **8** Rewrite these sentences. Use the words in brackets. Then listen and check.

1 I'm Fabien. (my name)
My name's Fabien.
2 Annie's sister is Claire. (her)
3 Francis and Antony's cousins are Juliet and Jane. (their)
4 Fritz's grandparents are dead. (his)
5 Are you Sylvain? (your name)
6 We have a niece. Her name is Helen. (our)

11 ▶ **9** Complete the description of a person's family and friends with these words. Then listen and check.

| her her his my their |

My family lives in Australia. ¹_____ mother is from Ireland and ²_____ three sisters (my aunts) live there. My father is from Australia and he's a businessman. My sister's name is Orla and she's a teacher. She's married and ³_____ husband is Tim. He's also a teacher. ⁴_____ children are Rory and Jack. My best friend is Peter. ⁵_____ father and my father have a company together.

Speaking my life

12 Write five names of friends or people in your family. Introduce them to your partner.

*Karina is **my** best friend. She's from Argentina.*
*Stefan and Illona are **my** two cousins in Germany.*
*They're **my** mother's nephew and niece.*

Appendix 5: Questionnaire (TD & CB Lesson 2)

1. Please rate your experience about our lesson today. يرجى تقييم تجربتك حول الدرس اليوم. *

	Strongly Disagree لا أوافق بشدة	Disagree لا أوافق	Neutral محايد	Agree موافق	Strongly Agree موافق بشدة
I enjoyed the lesson أستمتعت بالدرس	☐	☐	☐	☐	☐
The lesson was not useful لم يكن الدرس مفيدا	☐	☐	☐	☐	☐

2. In our lesson today, we did many activities. Please evaluate the following activities by simply giving marks from (1-5): في درسنا اليوم، قمنا بممارسة الكثير من الأنشطة. من فضلك قيمي الأنشطة التالية عن طريق اعطاء الرقم المناسب من (1-5):

1 = not at all أبدا
2 = not really ليس تماما
3 = so so ربما
4 = quite a lot كثيرا
5 = very much بشدة

TD Group

	I enjoyed it استمتعت بذلك	Useful مفيد	I wish to learn English from this type of activity in the future أرغب في تعلم اللغة الانجليزية من هذا النوع من الأنشطة في المستقبل
Listening to Cinderella's Story before reading it الاستماع إلى قصة سندريلا قبل قراءتها	☐	☐	☐
Using pictures to predict the story events استخدام الصور لتوقع أحداث القصة	☐	☐	☐
Working in groups to exchange ideas العمل مع مجموعة لتبادل الأفكار	☐	☐	☐
Working in pairs to exchange ideas العمل مع فرد اخر لتبادل الأفكار	☐	☐	☐
Discover the grammar points from the text اكتشاف قواعد اللغة من النص	☐	☐	☐
Writing a letter to Cinderella كتابة رسالة إلى سندريلا	☐	☐	☐
Discover the vocabulary points from Cinderella's family tree اكتشاف مفردات النص من شجرة عائلة سندريلا	☐	☐	☐
Draw your family tree رسم شجرة عائلتك	☐	☐	☐
Express your opinion questions أسئلة التعبير عن الرأي	☐	☐	☐

	استمتعت بذلك I enjoyed it	مفيد Useful	I wish to learn English from this type of activity in the future أرغب في تعلم اللغة الانجليزية من هذا النوع من الأنشطة في المستقبل
Listening to and reading "A Family in Kenya" text simultaneously الاستماع وقراءة قطعة"عائلة في كينيا" في نفس الوقت	☐	☐	☐
Working in groups to exchange ideas العمل مع مجموعة لتبادل الأفكار	☐	☐	☐
Working in pairs to exchange ideas العمل مع فرد اخر لتبادل الأفكار	☐	☐	☐
Choose the correct word to complete the sentences اختيار الكلمة الصحيحة لإكمال الجمل	☐	☐	☐
Answering the reading text questions الاجابة على أسئلة نص القراءة	☐	☐	☐
Complete the family tree of the Leakey Family اكمال شجرة العائلةLeakey	☐	☐	☐
Rewrite the sentences by using the words in brackets اعادة كتابة الجمل عن طريق استخدام الكلمات بين الأقواس	☐	☐	☐
Introduce your family members or friends to your classmate تعريف زميلتك في الصف عن أفراد عائلتك أوصديقاتك	☐	☐	☐

3. In this question, we will move on to look at whether your English skills and interaction had developed. Please rate the following statements.:في هذا السؤال , سننتقل الى النظر في ما اذا كانت مهاراتك في اللغة الانجليزية و تفاعلك قد تطور. من فضلك قيمي العبارات التالية *

	Strongly disagree غير موافق بشدة	Disagree غير موافق	Neutral محايد	Agree موافق	Strongly agree موافق بشدة
This lesson helped me to develop reading comprehension skills هذا الدرس ساعدني في تطوير مهارات القراءة	☐	☐	☐	☐	☐
This lesson encouraged me to interact better in English هذا الدرس شجعني على التفاعل بشكل أفضل باللغة الإنجليزية	☐	☐	☐	☐	☐
This lesson helped me to develop listening skills هذا الدرس ساعدني في تطوير مهارة الاستماع	☐	☐	☐	☐	☐
This lesson did not encourage me to communicate effectively هذا	☐	☐	☐	☐	☐

	Strongly disagree غير موافق بشدة	Disagree غير موافق	Neutral محايد	Agree موافق	Strongly agree موافق بشدة
الدرس لم يشجعني على التواصل بشكل فعال					
This lesson helped me to develop speaking skills هذا الدرس ساعدني على تطوير مهارة التحدث	☐	☐	☐	☐	☐
This lesson did not help me to develop writing skills هذا الدرس لم يساعدني على تطوير مهارة الكتابة	☐	☐	☐	☐	☐

4. Did you like the story of Cinderella? Why/why not? هل أعجبتك قصة سندريلا؟ لماذا\ لماذا لا؟ * (TD Group)

4. Did you like the reading text " A Family in Kenya"? Why/why not? هل أعجبتك قطعة القرءة " عائلة في كينيا " لماذا\ لماذا لا؟ * (CB Group)

```
[                                                                ]
```

5. What did you like most about the lesson? ما أكثر شيء أعجبك في الدرس؟ *

```
[                                                                ]
```

6. What are the things that you did not like about the lesson? ما هي الأشياء التي لم تعجبك في الدرس؟ *

```
[                                                                ]
```

7. Would you recommend any changes to improve the lesson? هل تنصحين بأي تغييرات لتطوير الدرس؟ *

```
[                                                                ]
```

الدرس لم يشجعني على التواصل بشكل فعال

Appendix 6: Individual interviews (English and Arabic versions)

(English version)

1- How did you find our previous classes in general? did you enjoy them? why/why not?

2- What do you think about the activities we used in our previous lessons? are they enjoyable? why/why not?

3- TD Group:
   - Did you like the spoken text "Sharon and Sydney"? why/why not?
   - Did you like "Cinderella story"? why/why not?
   - Did you like the text "Interesting facts about Snow White"? why/why not?
   - Did you like the spoken text "Meeting a famous person"? why/why not?

4- CB Group:
   - Did you like the reading text " A family in Kenya"? why/why not?
   - Did you like the reading text "The face of seven billion people"? why/why not?
   - Did you like the spoken texts "a photographer talking about a diver", "interview with an explorer"? why/why not?
   - Did you like the spoken text "people starting university"? why/ why not?

5- Did you like the teacher's method of teaching? why/ why not?

6- Do you think the teaching method helped you develop your English skills? explain how?

7- Do you think the teaching method encouraged you to interact better in the classroom? explain how?

8- Would you recommend the lessons to your friends?

9- Do you have anything else you would like to say regarding the lessons we had in the previous week?

Prompts if required:
   - Can you explain that a bit more?
   - What do you mean about..?
   - Can you give me examples?

TD Group:

1. كيف وجدتي الدروس السابقة بشكل عام؟ هل استمتعتي فيها؟ لماذا ولماذا لا؟

2. ماهو رأيك في الأنشطة التي مارسناها في دروسنا السابقة؟ هل كانت ممتعة؟ لماذا؟

3. هل أعجبك مقطع الاستماع "Sharon and Sydney" لماذا؟

4. هل أعجبتك "Cinderella story" لماذا؟

5. هل أعجبك نص "Interesting facts about Snow White" لماذا؟

6. هل أعجبك مقطع الاستماع "Meeting a famous person" لماذا؟

7. هل أعجبتك طريقة المعلمة في التدريس؟ لماذا؟

8. هل تعتقدين أن طريقة التدريس ساعدتك في تطوير مهارات اللغة الانجليزية؟ كيف اشرحي ؟

9. هل تعتقدين أن طريقة التدريس شجعتك على التفاعل بطريقة أفضل في الفصل؟ كيف اشرحي؟

10. هل تنصحي الدروس السابقة لزميلاتك؟ تقترحين انه زميلاتك يدرسو بنفس الطريقة؟

11. هل لديك أي شيء آخر تودين ذكره بخصوص الدروس التي درسناها في الأسبوع الماضي؟

CB Group:

1. كيف وجدتي الدروس السابقة بشكل عام؟ هل استمتعتي فيها؟ لماذا ولماذا لا؟

2. ماهو رأيك في الأنشطة التي مارسناها في دروسنا السابقة؟ هل كانت ممتعة؟ لماذا؟

3. هل أعجبتك قطعة القراءة "A family in Kenya" لماذا؟

4. هل أعجبتك قطعة القراءة "The face of seven billion people" لماذا؟

5. هل أعجبتك قطع الاستماع "a photographer talking about a diver", "interview with an explorer" لماذا؟

6. هل أعجبتك قطعة الاستماع "people starting university" لماذا؟

7. هل أعجبتك طريقة المعلمة في التدريس؟ لماذا؟

8. هل تعتقدين أن طريقة التدريس ساعدتك في تطوير مهارات اللغة الانجليزية؟ كيف اشرحي ؟

9. هل تعتقدين أن طريقة التدريس شجعتك على التفاعل بطريقة أفضل في الفصل؟ كيف اشرحي؟

10. هل تنصحي الدروس السابقة لزميلاتك؟ تقترحين انه زميلاتك يدرسو بنفس الطريقة؟

11. هل لديك أي شيء آخر تودين ذكره بخصوص الدروس التي درسناها في الأسبوع الماضي؟

جمل مساعدة للحوار:

هل يمكنك شرح ذلك أكثر؟

ماذا تقصدين ب..؟

هل يمكنك اعطاء أمثلة؟

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Appendix 7: Transcriptions' Conventions

Cited from: Seedhouse, P. (2004). *The interactional architecture of the language classroom: A conversation analysis perspective*. Malden, MA; Oxford: Blackwell Pub.

T teacher.

L unidentified learner.

L(1) unidentified learners with numbers.

L1 identified learner.

LL several or all learners simultaneously.

??? when the teacher says the student's name, it is used for anonymisation.

(: smiley sound.

): unhappy sound.

[point of overlap onset.

] point of overlap termination.

= (a) turn continues below, at the next identical symbol.

   (b) if inserted at the end of one speaker's turn and at the beginning of the next speaker's adjacent turn, indicates that there is no gap at all between the two turns.

   (c) indicates that there is no interval between adjacent utterances.

(3.2) interval between utterances (in seconds).

(.) very short untimed pause.

word speaker emphasis.

e:r the::: lengthening of the preceding sound.

─ abrupt cutoff.

? rising intonation, not necessarily a question.

! animated or emphatic tone.

, low-rising intonation, suggesting continuation.

. falling (final) intonation.

CAPITALS especially loud sounds relative to surrounding talk.

° ° utternaces between degree signs are noticeably quieter than surrounding talk.

↑↓ marked shifts into higher or lower pitch in the utterance following the arrow.

< > talk surrounded by angle brackets is produced slowly and deliberately (typical of teachers modeling forms).

> < talk surrounded by reversed angle brackets is produced more quickly than neighboring talk.

( ) a stretch of unclear or unintelligible speech.

(guess) indicates the transcriber's doubt about a word.

.hh speaker in-breath.

hh speaker out-breath.

((T shows picture)) nonverbal actions or editor's comments.

ja **((tr.: yes))** non-English words are italicised and are followed by an English translation in double parentheses.

[gibee] in the case of inaccurate pronunciation of an English word, an approximation of the sound is given in square brackets.

Appendix 8: Forum questions

Introduction: T introduces the purpose of the forums and what the students need to do.

1- Please share your opinions about the lessons we had together from the book/ outside the book?

2- Discuss the activities you remember were useful and interesting.

-Look at the activities we have done together: "the researcher showed the relevant activities to each group and asked them to specify the ones that they liked best".

3- In our reading, listening, and speaking lessons, we had many texts to learn from; look at them below: "the researcher showed pictures of the reading and spoken texts".

-Discuss whether you liked them or not?

4- Please discuss the advantages and disadvantages of the method of teaching.

5- Do you think the teaching method encouraged you to interact better in the classroom? explain how?

6- Do you think the teaching method helped you develop your English skills? explain how?

7- Would you recommend the lessons to your friends?

8- Do you have anything else you would like to say regarding the lessons we had together?

Appendix 9: Observation sheet

Group: **Date:**

Lesson:

Observer:

(Section One): During observation

Over a period of 60 minutes, mark the frequency of the following interactional features using a tally (\\) mark:

Statements	Tallies /	Total	Notes
Teacher → Students			
Asking display questions			
Asking referential questions			
Students →Teacher			
Asking questions			
Answering questions			
Making comments			

(Section Two): Post- Observation 1

To what extent do you agree/ disagree with the following statements:

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Learners are actively engaged.	○	○	○	○	○
2. Students seem highly motivated.	○	○	○	○	○
3. Learners communicate meaningfully with frequent use of L2.	○	○	○	○	○
4. Students are encouraged to talk to attain communicative purpose.	○	○	○	○	○
5. The activities used are communicative.	○	○	○	○	○
6. The text used is engaging.	○	○	○	○	○

(Section Three): Post- Observation 2

According to your observations of **Method 1** (from Life coursebook) and **Method 2** (from external materials):

1- Which method (**1** or **2**) do you think was effective in developing more classroom interaction? Why?

2-Which method (**1** or **2**) would you recommend for teaching ELI students? Why?

Appendix 10: Writing and Speaking Marking Criteria

Writing Criteria

Cited from: Cambridge Assessment English (2019a)
A2 Key Handbook for teachers for exams from 2020. Retrieved from
https://www.cambridgeenglish.org/images/504505-a2-key-handbook-2020.pdf

Band	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	-Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. -Uses simple grammatical forms with a good degree of control. -While errors are noticeable, meaning can still be determined.
4	*Performance shares features of Bands 3 and 5.*		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	*Performance shares features of Bands 1 and 3.*		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below Band 1.*	

Speaking Criteria

A2	Grammar and vocabulary	Pronunciation	Interactive communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	*Performance shares features of Bands 3 and 5.*		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	*Performance below Band 1*		

Appendix 11: Students' consent form

(English version)

Researcher: Eman Aldhahri

Please tick initial box

1. I confirm that I have read and have understood the information sheet dated June 2020 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily

2. I understand that my participation in the online questionnaire is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.

3. I understand that my participation in the individual interview is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.

4. I understand that my participation in the focus group interview is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.

5. I understand that my participation in the English tests is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.

6. I understand that the English proficiency test which I will take during this study and the scores will not form part of the official assessment and will be used for the research purpose only. I also understand that these scores are not relevant to the ELI assessments and will not affect my English performance in the English course.

7. I understand that I can ask for access to the information I provide and I can request the destruction of that information if I wish at any time prior to anonymization. I understand that following anonymization, I will no longer be able to request access to or withdrawal of the information I provide.

8. I understand and agree that my participation in the individual and focus group interviews via Zoom, online classroom verbal and written interaction, and speaking test will be audio recorded and I am aware of and consent to your use of these recordings for the research purposes only.

☐

9. I understand that the audio recordings of my interviews, online verbal and written interaction, as well as speaking test will be transcribed and that, after data is being anonymised, these recording transcriptions may be used for anonymised quotes for the purpose of this study only.

☐

10. I understand that some lessons will be observed by an English teacher and I am happy for my verbal and written interaction to be observed.

☐

11. I understand that the information I provide will be held securely and in line with data protection requirements at the University of Liverpool until it is fully anonymised and then deposited in the archive for sharing and use by other authorised researchers to support other research in the future.

☐

12. I understand that signed consent forms, original audio and chatting recordings, questionnaires, and test scores will be stored on a secure file server, at the University of Liverpool and can only be accessed by the researcher and her supervisor at the University of Liverpool until the date of thesis submission.

☐

13. I agree to take part in the above study.

☐

Participant Name   Date   Signature

_____   _____   _____

Name of person taking consent   Date   Signature

_____   _____   _____

Researcher   Date   Signature

_____   _____   _____

نموذج موافقة المشاركات (طالبات)

الباحثة: ايمان الظاهري

يرجى وضع علامة في الخانة

1- أقر أنني قد قرأت وفهمت ماورد في ورقة المعلومات بتاريخ جون, 2020 بخصوص الدراسة المذكورة أعلاه، وأنه قد أتيحت لي الفرصة للنظر في المعلومات وطرح أي أسئلة، ولقد تمت الإجابة على جميع أسئلتي بطريقة مرضية.

2- أفهم أن مشاركتي في الاستبانة اون لاين ستكون بشكل تطوعي وأن لدي الحرية في الانسحاب من الدراسة في أي وقت دون إبداء أي سبب بخصوص ذلك، ودون أن يؤثر ذلك على حقوقي، وبالإضافة الى ذلك، في حال عدم رغبتي في الإجابة عن أي سؤال أو أسئلة معينة ، فإن لدي الحرية في عدم الإجابة عليها.

3- أفهم أن مشاركتي في المقابلات الفردية ستكون بشكل تطوعي وأن لدي الحرية في الانسحاب من الدراسة في أي وقت دون إبداء أي سبب بخصوص ذلك، ودون أن يؤثر ذلك على حقوقي، وبالإضافة الى ذلك، في حال عدم رغبتي في الإجابة عن أي سؤال أو أسئلة معينة ، فإن لدي الحرية في عدم الإجابة عليها.

4- أفهم أن مشاركتي في المقابلات الجماعية ستكون بشكل تطوعي وأن لدي الحرية في الانسحاب من الدراسة في أي وقت دون إبداء أي سبب بخصوص ذلك، ودون أن يؤثر ذلك على حقوقي، وبالإضافة الى ذلك، في حال عدم رغبتي في الإجابة عن أي سؤال أو أسئلة معينة ، فإن لدي الحرية في عدم الإجابة عليها.

5- أفهم أن مشاركتي في اختبارات اللغة الانجليزية ستكون بشكل تطوعي وأن لدي الحرية في الانسحاب من الدراسة في أي وقت دون إبداء أي سبب بخصوص ذلك، ودون أن يؤثر ذلك على حقوقي، وبالإضافة الى ذلك، في حال عدم رغبتي في الإجابة عن أي سؤال أو أسئلة معينة ، فإن لدي الحرية في عدم الإجابة عليها.

6- أفهم أن اختبار اللغة الإنجليزية التي سأخضع له في هذه الدراسة ودرجات الإختبار غير مرتبطة بالاختبارات الرسمية و النتائج ستستخدم لغرض البحث فقط. كما أفهم أن هذه الدرجات ليس لها علاقة بتقييمات ال ELI ولن تؤثر على أدائي في اللغة الإنجليزية في مادة اللغة الإنجليزية.

7- أفهم أنه يمكنني طلب الحصول على المعلومات التي أقدمها ويمكنني طلب إتلاف تلك المعلومات ان رغبت في ذلك في أي وقت قبل إخفاء الهوية. أفهم أنه بعد إخفاء الهوية لايمكنني طلب الحصول أو الإنسحاب من المعلومات المقدمة.

8- أفهم أن مشاركتي في المقابلات الفردية والمقابلات الجماعية عن طريق استخدام برنامج زوم والتفاعل عن طريق الشات او التحدث أثناء الدرس اون لاين وفي اختبار التحدث سيتم تسجيلها تسجيل صوتي ، وأنني على علم بذلك وأوافق على استخدام الباحثة لهذه التسجيلات الصوتية لغرض هذه الدراسة فقط.

9- أفهم أن تسجيلات المقابلات والتفاعل أثناء الدرس اون لاين صوتيا و كتابيا واختبار التحدث سيتم نسخها, وبعد الإنتهاء من البيانات، تلك التسجيلات المنسوخه من الممكن أن تستخدم كإقتباسات مجهولة

المصدر لغرض هذه الدراسة فقط.

10- أفهم أن بعض الدروس سيتم ملاحظتها من قبل معلمة لغة انجليزية و أنا سعيدة بملاحظتها لتفاعلي صوتيا
و كتابيا.

11- أفهم أن المعلومات التي سأقدمها سوف يتم تخزينها سريا وفقا لقانون حماية البيانات في جامعة ليفربول الى أن تكون مجهولة كليا ومن ثم يتم ايداعها في الأرشيف لغرض مشاركتها وإستخدامها من قبل باحثين معتمدين لدعم البحوث الأخرى في المستقبل.

12- أفهم أن نموذج إقرار الموافقة، التسجيلات الصوتية و المحادثات الأصلية ، الإستبانات، و درجات الإختبارات ستكون مخزنة على خادم آمن للملفات في جامعة ليفربول ولايمكن الحصول عليها إلا من قبل الباحثة ومشرفتها في جامعة ليفربول إلى تاريخ تسليم رسالة البحث.

13- أوافق على مشاركتي في الدراسة المشار إليها أعلاه.

التوقيع	التاريخ	اسم الطالبة
_____	_____	_____
التوقيع	التاريخ.	اسم الشخص الذي قام بأخذ الموافقة.
_____	_____	_____
التوقيع	التاريخ	الباحثة
_____	_____	_____

Appendix 12: Teachers' consent form

Researcher: Eman Aldhahri

Please tick initial box

1. I confirm that I have read and have understood the information sheet dated June 2020 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation in observing the researcher's lessons is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.

3. I understand that I can ask for access to the information I provide and I can request the destruction of that information if I wish at any time prior to anonymization. I understand that following anonymization, I will no longer be able to request access to or withdrawal of the information I provide.

4. I understand that the information I provide will be held securely and in line with data protection requirements at the University of Liverpool until it is fully anonymised and then deposited in the archive for sharing and use by other authorised researchers to support other research in the future.

5. I understand that signed consent forms, observation sheets, and the recorded lesson will be stored on a secure file server, at the University of Liverpool and can only be accessed by the researcher and her supervisor at the University of Liverpool until the date of thesis submission.

6. I agree to take part in the above study.

Participant Name   Date   Signature

_____   _____   _____

Name of person taking consent   Date   Signature

_____   _____   _____

Researcher   Date   Signature

_____   _____   _____

Appendix 13: A2 Key Modified Communicative Practice Test

Listening:

Part 1

For each question, choose the correct answer.

_____

1 How did the woman travel to work this morning?
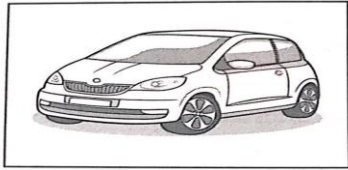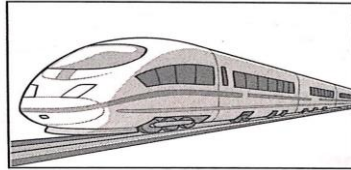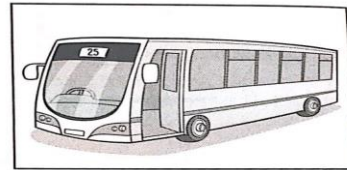
A	**B**	**C**

 2 What will the man eat first at the restaurant?
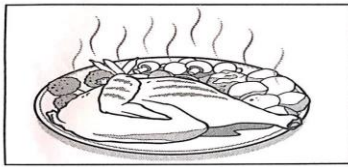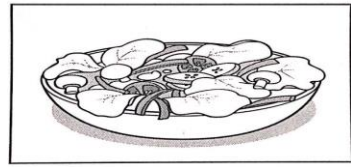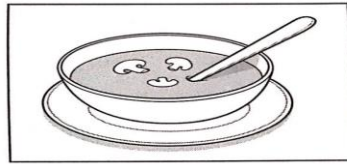
A	**B**	**C**

3 Which was the view from the woman's hotel room?
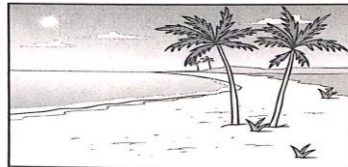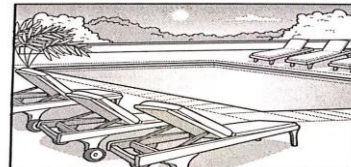
A	**B**	**C**

4 Why will the man miss the concert tonight?

A	**B**	**C**

5 What will the woman wear for the party?

A	**B**	**C**

Part 2

For each question, choose the correct answer.

_____

You will hear Larry talking to Cara about a friend's birthday.

What present will each person give?

Example:

0   Cara | **A** |

_____

People

1   Anthea   ☐

2   Larry   ☐

3   Kerry   ☐

4   Tony   ☐

5   Hannah   ☐

Presents

A   art equipment

B   bag

C   book

D   chocolate

E   concert ticket

F   jewellery

G   perfume

H   picture

Reading

Part 1

For each question, choose the correct answer.

		Paula	Sally	Kim
1	Who does her hoppy with people in her family?	A	B	C
2	Who started classes after getting some good advice?	A	B	C
3	Who began her hoppy after feeling unhappy at work?	A	B	C
4	Who did her hoppy for a long time before starting classes?	A	B	C
5	Who has made new friends at her classes?	A	B	C
6	Who felt worried before starting her classes?	A	B	C
7	Who first had classes in her hoppy as a child?	A	B	C

Learning for fun
Meet three women who enjoy taking classes in their free time.

Paula
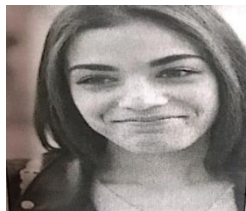
I work full-time as a nurse, and don't have much time for hobbies, but I've been interested in photography since I was a child. On my last holiday to India, I took lots of pictures, and everyone I showed them to said they were great. So I decided to do a course. At first, I was afraid I might not be good enough. After all, it was my first time as a student for ten years! But I loved it from the very first lesson.

Sally
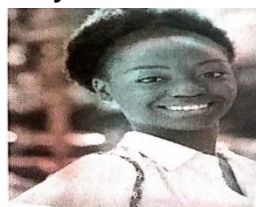
When I was still at school, I started learning the violin. It was fun and I was quite good at it, but I didn't do it for long because I had so many other hobbies. Then last year, I was having a hard time in my job, and my husband bought me a violent as a present. I started learning with a teacher again. All three of my children are learning to play instruments too, so now we can practise with each other!

Kim

Last year I moved to a new city because of my job. I didn't have anything to do in the evenings, so one of my colleagues said I should try a class at the local College. I immediately thought of cooking. My mum was a fantastic cook, and when I was a child I loved watching her in the kitchen, but I never learned how to cook myself. The other students on the course are around my age, and sometimes we go to restaurants together, or even the cinema.

Part 2

For each question, choose the correct answer.

My city

Pop singer Charlotte Bond talks about living in London.

I live in the centre of London. I love it because there's always something happening and there are people around whatever time it is. Famous people like it too- they often come here for the restaurants and shops.

I've lived here all my life. When I was little, I had singing lessons at a place near where I live now. I was afraid of the teacher at first, and some of the songs we did together were quite hard to learn. But she was good at what she did and I learned a lot of things that have helped me in my career.

When friends visit me now, I enjoy taking them sightseeing. You can get a bus around the city, but we prefer to walk. I've got a little car and I love driving, but there's so much traffic here, and it's hard to find parking spaces.

One building I love is the National History Museum. They sometimes hold parties there, and last December my band and I played at one. I'll never forget it. When I go to exhibitions at the museum with my friends, I tell them all about that night and how amazing it was.

Soon I'll be leaving London to go on tour with my band. We're playing in lots of new cities and I can't wait to explore them. We've sold lots of tickets, which is great. I'll be away from my family for six months, but they're coming to see me sing, so it's fine.

---

1   What does Charlotte love about the centre of London?

    A   It is always busy.

    B   Famous people often visit.

    C   The shops are very good.

2   How does Charlotte feel about the singing lessons she had?

    A She's surprised she can remember them.

    B   She's sorry she didn't try harder.

    C   She's glad she did them.

3   What does Charlotte think is the best way to see the city?

    A   by car

    B   on foot

    C   by bus

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4   Why does Charlotte love the National History Museum?

    A   She had a special experience there.

    B   She thinks the building is beautiful.

    C   She enjoys visiting the exhibitions.

5   What does Charlotte say about going on tour with her band?

    A   She hopes lots of people will buy tickets for her shows.

    B   She feels excited about seeing new places.

    C She's worried she'll miss her family.

Vocabulary

For each question, choose the correct answer.

My Friend

My friend Chris travels a lot for work, but she (1)………….. in New Jersey. She graduated from one of the public Universities in the US and currently employed at Mayo Clinic. When she got married to her (2)..............., they travelled to several countries for their honeymoon such as Rome, France, and Spain. I remember when she bought me a present, it was the best I have ever received. Chris has two children, a (3).............. and a son, aged 7 and 10, who always act as a grown-up. Her daughter's (4).............. is the same as her mother "Sarah", as she loved her mother so much. She has a great family, her (5).............. is a writer and his books are very popular and her sister is a (6).............. and her pictures are very pretty.

(1)…………..

A) lives

B) works

C) stays

(2)…………..

A) stepbrother

B) brother in law

C) husband

(3)…………...

A) cousin

B) daughter

C) nephew

(4)…………...

A) first name

B) surname

C) middle name

(5)…………...

A) niece

B) grandparent

C) father in law

(6)…………...

A) dentist

B) journalist

C) photographer

Grammar

Sarah is writing an email to her friend Norah.

Complete the email below by writing ONE word for each gap in the box.

From: Sarah11@gmail.com

To: Norah23@hotmail.com

Hi Norah, How **(0)** ……**are**……… you? Do you have any plans this Friday? Are **(1)** …………… free to go to the cinema with me and Rahaf? we **(2)** …………… so excited to watch Code 8 as everyone talks about it. Rahaf will bring **(3)** …………… sisters and I will invite **(4)** ……………cousins, it would be much fun if you and **(5)** ……………sister can join too. We will buy a group ticket online because it **(6)** …………. much cheaper than a single ticket. Please let me know if you want to come.

Best,

Sarah

Answer example: (0) are

(1)..........

(2)..........

(3)..........

(4)..........

(5)..........

(6)..........

Writing

Write an email to your classmate in the Online English course:

In your email:

-Introduce yourself, talk about:

- your age.

- your hobbies.

- your family members.

-Ask two simple questions you want to know about your classmate.

Write 35 words or more.

………
………
………
………
………
………
………
………
………

Speaking Test:

Part 1 (3-4 minutes)

Phase 1

Now, let's talk about **friends**.

Back-up prompts

A, how often do you see your friends?

Do you see your friends every day?

What do you like doing with your friends?

Do you like going to the cinema?

B, where do your friends live?

Do your friends live near you?

When do you see your friends?

Do you see your friends at weekends?

Extended Response
Now **A**, please tell me something about one of your friends.

Back-up questions
Do you like your friend?
Where did you meet your friend?
Did you see your friends last weekend?

Phase 2

Now, let's talk about **shopping**.

Back-up prompts

B, where do you like to go shopping?

Do you like to go to shopping centres?

What do you like to buy with your money?

Do you like to buy clothes with your money?

A, who do you like to go shopping with?

Do you like to go shopping with your friends?

What can you buy near your house?

Can you buy food near your house?

Extended Response
Now, **B**, please tell me something about presents you buy for your friends.

Back-up questions
Where do you buy presents?
Do you like giving presents?
Have you bought a present recently?

Part 2 (5-6 minutes)

Interlocutor
3-4 minutes

Now, in this part of the test you are going to talk together.

Here are some pictures that show **different places to eat**.

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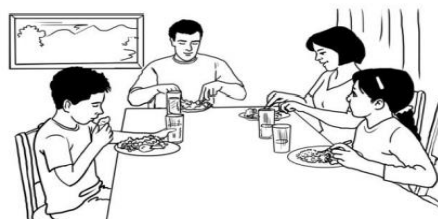
Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates   ………………………………………………..
⊕ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Interlocutor /
Candidates   Do you think…

Use as appropriate.   ….eating on the beach is fun?
Ask each candidate   … eating in restaurants is expensive?
at least one   ….eating at home is boring?
question.   … eating at college/work is cheap?
… eating in the park is nice?

> *Optional prompt*
> Why?/Why not?
>
> What do **you** think?

Interlocutor   So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. That is the end of the test.

Appendix 14: Interview Transcriptions (Samples)

TD Group

(Student 3)

1. How did you find our previous classes in general? Did you enjoy them? why/why not?

I really liked them because the idea is not boring, so I can learn and have fun. They also had film and a story, so they were very very nice, cute. The idea is very nice and fun, not as the ones in the coursebook that have lots of details and information, I felt very comfortable. It was nice, I liked it.

2. What do you think about the activities we used in our previous lessons? Are they enjoyable? Why/why not?

They are nice but I did not understand some of them, so I had a problem with this. However, in general, they were nice because they mostly depend on the lesson's topic, and the lessons' topics were really nice. Because of that, we saw them nice and easy for us. I did not face lots of problems.

3. Did you like the listening text "Sharon and Sydney"? Why?

Yes, it was very nice, actually all of them were really nice. **Why it was very nice for you?** Because their idea that they did not see each other and try to guess and try to know how each one's look was a new and nice thing. Then, when they saw each other, they were shocked about their thinking and how they look in that not the same thinking or the same description that they thought of. It was very nice, even their reaction was nice.

4. Did you like Cinderella story? Why?

I love it since I was young. It came in a lesson and that was very wonderful. I liked it.

5. Did you like the text "Interesting facts about Snow White"? Why?

Yes, nice very nice. I felt that I spent the best week in my life in terms of English learning. This is my first time to love this subject and the thing that I learned from it. I felt that I was able to understand and even participated. I turned on the mic and answered. There are things that made me stronger than before, I became more confident. They benefited me a lot more than reading and answering the questions in the coursebook. If I keep depending on the coursebook, I won't learned like what I did with you. So, it made a huge difference for me. That's why I'm telling you that it was very nice, I liked the activities a lot.

6. Did you like the listening text "Meeting a famous person"? Why?

Yes, very nice. Because we talked about the people we want to meet and imagined that we will meet them. Then, what will happen if we met them? and we made a speech about it, so it was really a nice topic, I liked it.

7. Did you like the teacher's method of teaching? why/ why not?

Sure sure, the method is really nice because it made a difference and benefited me. The conventional ways of teaching like the ones that depend on the coursebook and such could work but not like your method. Because your method made me more confident and motivated me to answer, participate, and initiate (discussions). So, the method is really nice and benefited me a lot.

8. Do you think the teaching method helped you develop your English skills ? explain how?

Yes, it made a difference, I wanted to write passages, I wanted to participate. I became motivated because the method was right, it suits me.

9. Do you think the teaching method encouraged you to interact better in the classroom? explain how?

Yes, very much. The method was not boring, it was exciting, so I was encouraged to participate and to answer because the topics are about stories we love, things that we love. So, we were motivated to participate, motivated to express our opinion about the subject that you were talking about.

10. Would you recommend the lessons to your friends?

Yes yes, very much. Because it changed a lot in my personality. It made me motivated to participate most of the time and express my opinion. It made me motivated to learn, I started to love learning, so it was very nice.

11. Would you like to say anything regarding the lessons we had in the previous week?

If one of the girls asked me about my opinion or recommendation, I would strongly recommend it. Because it benefited me a lot and I believe it is a good method. I wish that the way of teaching becomes like this, instead of focusing only on grammar and similar things. I think if teachers start to teach like this, the delivery of the information will be quicker, easier, and we get it very well because we are familiar with the topics. We are familiar with Cinderella, with an interview (with a celebrity), and things will be easier because of that. I'm like this even when I am studying by myself, I must connect the information with something I am familiar with. So, this teaching method was just as I prefer, so it was really nice for me.

Student (11)

1. How did you find our previous classes in general? Did you enjoy them? why/why not?

They were very enjoyable. **Why they were very enjoyable?** It was something new, that we are not used to. Also, we learned the grammar and the vocabulary in a new way, we did not follow what is exactly written like in the coursebook. And, something we already knew, so it was really enjoyable when we had the stories of Cinderella and Snow white.

2. What do you think about the activities we used in our previous lessons? Are they enjoyable? Why/why not?

Yes, they were enjoyable, but one disadvantage was working in groups. I don't like working in groups at all. I feel that when we were working in a group of 4 or 5, only 2 were working. So it is not fair for all the group members to take the full mark when in fact only 2 were working. I totally disagree with group works.

3. Did you like the listening text "Sharon and Sydney"? Why?

Honestly, it was ok, it was useful but was not enjoyable for me like Cinderella and Snow white. **Why was not it enjoyable?** Because it was a little bit serious, it was dark and not colourful, it was not lively. **Do you mean the filming?** Yes, these things are important to see in the videos because they bring the attention. **But the video was not black and white?** But it was not lively and colourful like Cinderella.

4. Did you like Cinderella story? Why?

Of course I liked it, I mean who doesn't love Cinderella's film?. I felt strange that I am taught something about Cinderella, it was not expected at all, I thought that you will let us watch the film and ignore the class. I did not expect that this was the lesson!

5. Did you like the text "Interesting facts about Snow White"? Why?
Yes, actually I told my whole family about it. I found it strange, I did not know that the animals are real and the person who created the story is 15 years old. It was very wonderful, I actually liked it more than Cinderella.

6. Did you like the listening text "Meeting a famous person"? Why?
Yes, it was very nice. Because I felt as if we are not in a class, it was something from the curriculum but related to our real life. I did not expect that I might talk with my teacher and tell her about my favourite singer or who I wish to meet?

7. Did you like the teacher's method of teaching? why/ why not?
Yes of course, but I have one issue which was the time. Sometimes I wish to shut down the laptop but I couldn't, because I know I would regret it. **So you liked the method but you did not like the length of the class?** Yes, the time was the major problem, but everything else was actually perfect.

8. Do you think the teaching method helped you develop your English skills ? explain how?
I think only the listening skill improved because we listened to many audios, but nobody would improve his language within one week or 4 lessons.

9. Do you think the teaching method encouraged you to interact better in the classroom? explain how?
Yes, because it was something from our real life, we did not follow a particular curriculum. Even if I could not say something in English, it was fine to say it in Arabic as the most important thing is that I understand the information.

10. Would you recommend the lessons to your friends?
Yes, I was taking pictures when we had Snow white and Cinderella's lessons.

11. Would you like to say anything regarding the lessons we had in the previous week?

There's nothing to say about the lessons but there's something I want to say about you…

Student (13)

1. How did you find our previous classes in general? Did you enjoy them? why/why not?
I enjoyed them because the coursebook stories are not similar to these ones. We are all familiar with these stories and have seen them. The majority of the coursebook stories are historical or very fictional. But we know the stories you used, we have seen them as films in our childhood, so they are wonderful.

2. What do you think about the activities we used in our previous lessons? Are they enjoyable? Why/why not?
Yes, I swear they are nice. **Why are they nice?** Because they are different, we usually don't have such activities. I mean, we used to have limited activities that even if we worked in groups, only one student would answers while the others are just writing down the answers. But we were all participating this time, so we were all happy and had fun.

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3. Did you like the listening text "Sharon and Sydney"? Why?

Yes, I liked it because they started asking each other questions to be able to imagine each other. It was nice and unusual. Also, it was nice that they were laughing because she said she is "a single mum" although it is not something nice. But, they were laughing, having fun, and not taking things seriously, so it was nice.

4. Did you like Cinderella story? Why?

Yes. Because it is nice that we all participated and we all had similar ideas, so it was nice.

5. Did you like the text "Interesting facts about Snow White"? Why?

It was nice but I did not watch Snow White, so I did not know anything about Snow White but the girls told me. But it is nice. It is nice that we learned things we did not know before, I mean I did not know Snow White but I liked it.

6. Did you like the listening text "Meeting a famous person"? Why?

Yes, it was funny.

7. Did you like the teacher's method of teaching? why/ why not?

I personally liked it. It is nice because it was all easy. You made things easier for us instead of making them difficult. You always tried to help us to understand better, I mean, you were supporting us. I swear, it was really nice, I really liked it and thank you.

8. Do you think the teaching method helped you develop your English skills ? explain how?

Yes, it helped me. Before, I did not want to learn English but then with this method I felt it could be easy to learn English. So, I was wondering why they are making it seem so difficult. Even when we were learning English at school, we did not talk. Only the very good student would be able to speak English back then. But now, all of us became able to speak, so I really liked it, it improved lots of things really. All the skills improved.

9. Do you think the teaching method encouraged you to interact better in the classroom? explain how?

Yes, it definitely encouraged me because changing is nice. Because we have been taught English in the same way all over the past years, all the English teachers were teaching in the same way. So, this change in the way of teaching is nice. We felt happy in these classes not like the usual classes. I mean these classes are enjoyable.

10. Would you recommend the lessons to your friends?
Yes, definitely.

11. Would you like to say anything regarding the lessons we had in the previous week?
I swear all of them are enjoyable, so I wish that all the teachers would do the same thing because it is extremely wonderful. Because I haven't seen myself communicating as much as this time. Even if I didn't talk, I was able to understand, I felt happy that I was understanding everything. Not like the old days when we did not really understand anything.

CB Group

Student (7)

1. How did you find our previous classes in general? Did you enjoy them? why/why not?

Yes, because everything was clear in front of me, and even if I faced something in the class, I can get back to it, check it, and understand it. I also can see it from the coursebook.

2. What do you think about the activities we used in our previous lessons? Are they enjoyable? Why/why not?

Yes. To improve myself and be able to understand better, without being very serious. **What do you mean without being very serious?** It means changing the atmosphere. For example, when you tell us to answer, we sit in groups and answer together. Instead of listening a lot, we now practice more. For me, I don't like listening a lot, I love to practice and answer.

3. Did you like the reading text " A family in Kenya"? Why?

No. I don't like reading and listening a lot. Although the text was short and I learned new vocabulary, but I don't like reading and listening a lot.

4. Did you like the reading text "The face of seven billion people"? Why?

No, because I didn't understand it.

5. Did you like the listening texts? Why?

It was nice because it was simple, and everything was clear. Even the questions were in the coursebook, it is clear what they ask us to do and what to answer, it was simple.

6. Did you like the teacher's method of teaching? why/ why not?

Nice. Miss…. teaches with a little bit of Arabic and English, so those who don't know English very well like me, she teaches us firstly in Arabic and then in English. This is nice, but if it is all in English, I won't understand, I'll be lost, I'll feel bored. Actually, when I hear a word in Arabic, I feel excited to know it in English. This is what I prefer in the method of teaching. **So, you had a problem in the language when teaching?** The method of teaching is nice and I understand through it but we were answering all the questions, some questions we didn't need to answer them, and this was not nice.

7. Do you think the teaching method helped you develop your English skills ? explain how?

When I compare myself now with the previous year, I wasn't enjoy participating at all, I wasn't enjoy reading. The nice thing is that you let us feel ok to make mistakes, just participate. I also liked that in each class, you emphasized the importance of introducing ourselves. You let us talk a lot, and this strengthen our self-confidence and make us speak a lot in English. **I want you to tell me about each skill, did you notice any improvement or not?** The reading, no, because we didn't read a lot, you didn't let us read anything from the coursebook and maybe because no one asked to read. The writing, yes, we were writing, and I was focusing on that. The listening, I don't think so. The speaking was the best thing because you made us speak a lot, and introduce ourselves. Also, you encouraged us to turn on the mic, the other teachers would never allow us to turn on the mic and speak.

8. Do you think the teaching method encouraged you to interact better in the classroom? explain how?

Yes, you asked us to answer, so we turned on the mic and we talked. It is something nice that makes us feel like answering and interacting. So, you let us all interact, especially, when you let us work in groups and not in pairs. Like me and another 3 girls , talking and discussing the lesson and anything difficult for us, so we were talking.

9. Would you recommend the lessons to your friends?
Yes, especially, the first lessons. They will be very useful for their daily life.

10. Would you like to say anything regarding the lessons we had in the previous week?
No.

Student (11)

1. How did you find our previous classes in general? Did you enjoy them? why/why not?
Yes, I enjoyed it a lot because it was not as the usual classes. The class was new, and we did a lot of things which we didn't do before such as the group work. It was very nice, I enjoyed it and the girls enjoyed too.

2. What do you think about the activities we used in our previous lessons? Are they enjoyable? Why/why not?
Yes. Some of them were not nice, were not enjoyable. The rest were very nice. I did not feel bored, I did not want to leave.

3. Did you like the reading text " A family in Kenya"? Why?
No, I did not like it a lot. **Why you did not like it?** It was a little bit boring and the family had lots of members, also there were some dates, I think they were birthdates of each one, it was a lot.

4. Did you like the reading text "The face of seven billion people"? Why?#
Yes, it was different. It is was the first time we had a passage like this. For example, the age, then the language, so they were not all in one paragraph. The passage was separated (into sections), and was enjoyable, I was able to find the answers I wanted very quickly. I meant, anything I wanted to look for was clear not like the previous passage.

5. Did you like the listening texts? Why?
All of them were enjoyable not like the reading texts. The listening is nice, I liked it because I'm not the one who reads, focuses, and searches (for the information). There was somebody reading and I was listening, this by itself was waw.

6. Did you like the teacher's method of teaching? why/ why not?
Yes, I liked it very very much. We were taking everything one by one, then we worked in groups, answered the questions together, then we returned to the main group, so we were switching. It is not the same as the classes everyday, where we have to do the activities, and answer the questions individually. We do not work in groups (in everyday classes), so they are a little bit boring and you even feel that they are very long, but your method was not like this.

7. Do you think the teaching method helped you develop your English skills ? explain how?
Yes, very much when we were taught using your method. I was participating and talking a lot. Although there were some mistakes, I was ok with participating though I did not use to participate before. Today I didn't feel like participating because the class was confusing, and

everything was presented altogether. I feel that today's class did not help me to improve myself, it did not help me at all.

8. Do you think the teaching method encouraged you to interact better in the classroom? explain how?

Yes, I'm the kind of person who does not participate in the classes at all, although I love the English course very much. But, by this method of teaching, I was always ready to participate and I did not hesitate to turn on the mic and answer.

9. Would you recommend the lessons to your friends?

Yes, it was not boring at all, I enjoyed participating and listening, instead of practicing all the skills together. I don't like answering the questions individually all the time. When I work alone, I feel scared a little bit, I feel that it might be wrong or something. But in groups, each one helps the other, i.e. when I have a mistake, one of the girls would correct it, and when one of the girls have a mistake, I would correct it for her. This class was not as the normal routine, it was a little bit different.

10. Would you like to say anything regarding the lessons we had in the previous week?

I really liked it. It helped me, every day I feel that something has changed, something has improved. Even when I made a mistake, I used to keep correcting it for some days. I feel that I've improved a little bit in grammar.

Student (12)

1. How did you find our previous classes in general? Did you enjoy them? why/why not?

Like what we used to take in the old days, I did not enjoy them, and they were not boring either. They were just Ok.

2. What do you think about the activities we used in our previous lessons? Are they enjoyable? Why/why not?

They were ok and useful. I enjoyed the group work, i.e. being able to have a discussion with another girl.This helped me to interact more, and not feel bored by only doing nothing but listening throughout the whole lecture. The activities were enjoyable with the group, but when I do the activities a lone, it's like I am studying something (alone at home).

3. Did you like the reading text " A family in Kenya"? Why?

Yes, I liked it. Because it is taken from real life such as the names of the uncles.

4. Did you like the reading text "The face of seven billion people"? Why?

It was enjoyable. I love reading passages more than learning grammar and vocabulary.

5. Did you like the listening texts? Why?

Honestly, not really. I wasn't excited to finish listening to them and know what they are really about.

6. Did you like the teacher's method of teaching? why/ why not?

Honestly, I liked it. Because it is a method we are used to before. It's not new to us or a method we aren't familiar with, and it was enjoyable.

7. Do you think the teaching method helped you develop your English skills ? explain how?

Not that much improvement, the difference is a little, it was only a week. My reading is better than before. The listening is good. The grammar is not really. The vocabulary is good. The writing was the skill that improved the most because I had to write about myself, like express myself. Back in school, they were not concentrate on writing, they were concentrating more on the other skills. My speaking is Ok.

8. Do you think the teaching method encouraged you to interact better in the classroom? explain how?

Yes, very much. Like when we worked in a group, I didn't feel bored. I didn't listen to half of the conversation and skip the rest. I was excited to answer and go to the next question and so on.

9. Would you recommend the lessons to your friends?

Yes.

10. Would you like to say anything regarding the lessons we had in the previous week?

Nothing.

Appendix 15: Interactional Patterns (Definitions)

Type of patterns	Definitions	Examples
Closed question	Any question to "check the retention of previously learned information, to focus thinking on a particular point or commonly-held set of ideas." (Blosser, 2000, p.3)	T: ok, so what's the <u>difference</u> (.) between half-brother (.) and step-brother (.)?
Open question	Any question to " promote discussion or student interaction; to stimulate student thinking; to allow freedom to hypothesise, speculate, share ideas about possible activities, etc." (Blosser, 2000, p.3)	T: so, ↑now <u>you</u> are the <u>nasty</u> step-sisters, what you gonna do? (3.0)
Managerial Q	Any question "to keep the classroom operation moving." (Blosser, 2000, p.3)	T: can you see my screen now?
Meaning negotiation	**Confirmation check:** "expressions that are designed to elicit confirmation that an utterance has been correctly heard or understood" (Gass & Mackey, 2015, p.186)	L6: er my grandfather is Wafa? **T: your grandfather is Wafa?**
	Clarification request: "expression designed to elicit clarification of the interlocutor's preceding utterances" (Gass & Mackey, 2015, p.186)	L3: err yes because they have a wide [imagination] **T: yes, you mean nowadays ???**
	Comprehension check: "expressions that are used to verify that an interlocutor has understood" (Gass & Mackey, 2015, p.186)	L1 : و أنجلين اللي هي بنت سندريلا ((and Angeline is Cinderella's daughter)). **L1: OK?** L(1): ايوا ((yes))
Comments	A spontaneous utterance/s expresses an opinion without any conscious effort. It also includes nonverbal actions such as laughter and emojis.	L5: 😂 😂 😂 😂 L5: its so funn hhhhhhhhh L18: 😂 ----------------------- L7: يا حبيت??? ((I liked it???)) L1: ((laughter))
Reading the text/ students' answers	Group of utterances in which the teacher reads aloud the text or students' responses.	T: OK, I'll start to read now, ↑>sister, we have step-sister, we have half- sister<,a::nd we have(.), ok we ne:ed another word ↑here.
Writing students' answers	Group of utterances in which the teacher writes the learners' responses.	T: I have two brothers and one sister? (T writes the student's sentence).
Feedback	Utterance/s made in response to a previous utterance/s by a speaker/s. It could also be an evaluation of the students' performance.	T: ok, so what do you think this story is about? L2: lucky girl. L1: [about a poor girl] L3: [a beautiful girl], princess. **T: yes, it's about a princess.**
Giving instructions	An explanation of how to perform the activity or the sequence of the learning process.	T: so, I want you to do the same (.) with these three words, in groups.
Explaining	T: An utterance or series of utterances describe the meaning of language points. Ss: An utterance or series of utterances describe the given task.	T: so, your brother's daughter (.) is your niece, and your brother's son (.) is your nephew. L1: بابنات , الأخ و ال ااا الأخت و الأب ,تبغانا نطلع ال ااا الجذر ((girls, the brother and the:::: sister and the father, she wants us to find the errr root)).
Giving information	Providing grammar/ vocabulary answers or making predictions of events with partner/s.	L(1): 1 B L(2): ايوا 1 حيكون ((yes 1 will be)) B.

		(**providing language answers**)

		L10: حتجي الساحرة ((the witch will come))
		L8: 🙍🏻
		L10: وحتعطيها ملابس ((and she'll give her clothes))
		(**making predictions**)
Requesting information	Eliciting predictions or language points from partner/s.	L4: (10.0) (.) ويس بعدين (.) اش صار؟ ((then (.) what happened?))
		L1: بعدين؟ ((then?))
		L4: رقصت مع الأمير؟ ((dance with the prince?))
		L1: uhmm (yes)
		(**eliciting predictions**)

		L(1): who's James?
		L(2): husband of Cinderella?
		(**eliciting language points**)
Off-topic	Any utterance/s not relevant to the topic of discussion.	L9: مين تغني 😭 😭 😭 😭 ؟ ((who is singing?))
Opinion Q	An utterance produced to gain feedback from partner/s.	Hi Cinderella, thank you for inviting me and my family, I will come… inviting me and my family to the dinner, I will come with my older sister Sarah, she is 22 years old and she is in her finally year at university, and she loved drawing very much, اشرايكم؟ ((**what do you think?**))
Repair	"the treatment of trouble occurring in interactive language use" (Seedhouse, 2004, p.34), usually in pair utterances.	L(2): يعني نقول ((so we say)) the witch cc come لا ((no))? come?
		L(1): came (.) انه جات وخلصت يعني ((means she came and finished)).
Presenting family/friends	Series of utterances produced by the learner to introduce their family or friends.	L: Ahlam is my mother, and (.) Faisal is (.) my father, Shahad is my sister and Hala (.), my brother err Fahad and Assaf and Mulham.
Sharing writing	A sentence or group of sentences produced by the learner/s in response to their writing tasks.	L5 (G2): hi Cinderella i'm majd thank you for inviting me and my father i'm so exaitd to attend my lettle sister her name is taleen she's 11 years old she love taking photo and draw
Translation	Translation of a single or group of utterances from English to Arabic to explain the meaning.	L7: I can't understand!
		T: انطقيها انطقي الكلمتين ((say it, say the two words)).
		L7: ah ok. he is his.
Encouraging	A single or group of utterances produced by the teacher to promote learners' participation.	T: T: >girls it's ok if you want to speak in Arabic,< but please try to speak in English? ok? try? even if it's few words, it's fine.
Role-playing	An activity that requires two or more participants e.g T→Ss or Ss→Ss to be involved in a conversation on a particular topic.	L7: talk about me girls, come on?
		T: yeah exactly, what do you think about ??? (:, how old is she? how does she look like?
		L3: I think she has a short hair? and she:: short?
Technical issues	Any utterance/s expressing a technical issue.	L5: المايك عندي مشكلة فيه ((I have a problem with the mic))

Appendix 16: Classroom Interaction Transcriptions (TD Group)

TD Lesson 1

1 T: ↑so I'm gonna now break out the groups, and there will be, let's say 4 in each group, and you'll
2 play Sharon and Sydney guessing game, Ok? So I want you to make assumptions about your partner,
3 how does she look like? What's her age? And is she married/single? Does she have a job? Ok? and
4 <ask questions you want to know about her?> you can use your own questions? >the ones that you
5 created before, about the age, about the job, I know that you may have other questions< please
6 girls, too personal questions should not be asked? Ok? > you can ask any question you want< but
7 <not too personal> ok? So, as I told you before if you want to speak in Arabic? You can, but try as
8 much as you can to speak in English, and your friend might help you.

9 --

10 **Making assumptions (development activity)**

11 L26: نخمن اشياء عن بعض ((we make predictions about each other))

12 L3: 😭 😭

13 L19: 😊 تتكلمي عن نفسي وعن شريك حياتك)) talk about yourself and your partner))

14 L27: فهمتي هيا ايش تبغا ((do you understand what does she want))

15 L19: ؟خمني كيف شكل شريك حياتك ((guess how does your partner look like?))

16 L19: ايوا اسمعك ((yes I can hear you))

17 L8: 🙃 افهميها عاد ((try to understand it))

18 L26: ايوا يعني زي الاسئلة ((yes like questions))

19 L19: كل وحده تخمن ((everyone makes predictions))

20 L19: 😭 😅

21 L15: اوكيه تبينا نعرف ب انفسنا ((ok she wants us to introduce ourselves))

22 L8: 🙃 اتوقع المس تشوف صح ((I think the miss can watch us right))

23 L15: 19

24 L28: مدري ((I don't know))

25 L26: يعني الاسم واللقب والعمر وكذا يعني ((so the name and surname and the age and like that))

26 L29: ؟نبدا ((shall we start?))

27 L19: كم وزن شريك حياتك ؟ ((what is your partner's weight?))

28 L23: Are you short

29 L5: 156

30 L15: مواهب ((hobbies))

31 L3: اتوقع؟ ((predict?))

32   L19: اي ((yes))

33   L27: الـي فـهمتو انو كل وحده تسأل الثانيه اسئلة ((what I understood is that each one asks the other one
34   questions))

35   L8: ياخـي ليش في انقلش بالدنيا ((why there's English in the world))

36   L19: يضحك ((it's funny))

37   L23: Are you 19?

38   L3: 78

39   L15: العربيه للابد ((Arabic is forever))

40   L3: كم وزنه انتي 😭 ((what is his weight))

41   L19: انا اتوقع ف 80 ((I guess in 80s))

42   L23: You like to eat pizza

43   L19: 😭😂

44   L15: كيف ((how))

45   L3: طوله كم تتوقعين؟ ((can you guess his height?))

46   L19: ١٧٠ يارب ((I wish 170))

47   L19: 😭😂

48   L26: are you tall

49   L3: كم طولك انتي 😭 ((what is your height))

50   L15: الوظيفه ((the job))

51   L23: No

52   L15: عاطله ((unemployed))

53   L15: قصيره للاسف ((unfortunately I'm short))

54   L15: شعري قصير ((my hair is short))

55   T: Girls please guess your partner's age, hobbies, and how does she look like?

56   L15: خليها مستوره ((let's keep it as a secret))

57   L26: do you have job

58   L15: ١٥٣ ((153))

59   ---

60   T: how about others? Does anyone want to share? Their assumptions?

1 L16: errr her name is Sura (:, ummm err she had err a short hair? I asked her about err [hobbies] she
2 had no (:

3 T: it's ok (:

4 L16: umm that's it, yes.

5 T: ok, anybody else? You want to share your assumptions? (6.0) Come on, the last one? The last two
6 students, can you share your assumptions? (3.0) It's ok girls even if you made mistakes, it's alright?
7 (6.0) no?

8 L7: talk about me, girls, come on?

9 T: yeah, exactly, what do you think about ??? (:, how old is she? how does she look like?

10 L3: I think she has a short hair? and she:: short?

11 T: ok?

12 L3: and she is (tall as me)

13 T: and what else? (:

14 L: I guess she had err she have err a long legs? because she know how to lay in bath (I guess she
15 know) as she had long legs, and err (4.0)

16 T: well, that's great? so you're all talking about ??? now, ايش ال؟ كيف شكلها؟ ؟؟؟ يالله وروني ايش نظرتكم عن
17 ((come on show me what your assumptions about ??? how does she look like? What are her))
18 hobbies? ((how old is she? how old is she from her talking, كم عمرها؟ كم تعطوها عمر من كلامها من صوتها؟
19 her voice?))

20 L: _she is 18 (laughter)

21 T: 18? ok, I want you now all (.) to talk about ??? and then we will ask ??? whether it's right or
22 wrong? ok? so go ahead.

23 L3 : mmm short hair?

24 L2: she's tall?

25 L7: yes (:

26 L: long legs?

27 L7: no.

28 L3: are you skinny (.) so much?

29 L7: mmm no (:

30 L3: you're 18 or 19?

31 L7: yes yes.

32 L: do you have brother or sister?

33 L7: yes (:

34 L: I think you look (children) (laughter)

35   L7: again? oh my god (: no no.

36   L: (laughter) (3.0)

37   T: and that's it? (3.0) That's it? or you need to say anything else about her?

38   L7: Miss Eman what about you?

39   T: what about me (: ok guess? You can guess ??? you can start? You're the first one (:

40   L7: no talking about me?

41   T: ok? about you? ??? I think, from your voice, I think you're 16 years old not 18 actually?

42   L7: oh my god (laughter)

43   T: and yes as the others, I thought your hair is short, and you are not very tall? may be 157?

44   L7: YES.

45   T: are you (.) thin?

46   L7: what?

47   L7: nope yes? yes yes.

48   L2: miss can I guess you?

49   T: ??? yes you can guess? give me guesses (:

50   L2: do you have a short hair?

51   L: your age is 25? 26?

52   T: you're close!

53   T: ok??? what did you say? my hair is curly?

54   L2: short? is it short?

55   T: ok?

56   L: you have a white skin? =

57   L16: = ye::s that's a right guess (laughter), yeah (: short hair and white skin (:

TD Lesson 2

1   T: the lesson today is about <story of a poor girl> ok? so, we gonna read a story today (.) it <u>could </u>be
2   one of your favourite <u>children's</u> story (.) can you guess the name of the story?

3   L1: ammm Cinderella?

4   T: ↑ wow that's a really good guessing!

5   T: yes ??? it's Cinderella, this one. ((T shows Cinderella' picture))

6 L2: الله/((wa:w)).

7 T: ok, so what do you think this story is about?

8 L2: lucky girl.

9 L1: [about a poor girl]

10 L3: [a beautiful girl], princess.

11 T: yes, it's about a princess.

12 T: ok, so now look at this picture, can you see the picture?

13 LL: yes.

14 T: great.

15 T: so where is Cinderella?

16 L1: in the garden =

17 T: =yes in the garden.

18 L1: or with the horses?

19 T:↑yes that's Cinderella with the horse (.) is she happy?

20 LL: [yeah]

21 L4: [no]

22 L1: yeah, she looks happy.

23 T: yeah, she looks happy (.) and, do you notice something?

24 L1: is that her stepmother? or whatever in the (.) window?

25 T: well? a kind of, yes.

26 T: so what else? the mother, the step-mother?

27 L1: is that her father with her?

28 T: well? yes I think so.

29 T: ok, so who are these people on the top of the picture?

30 L5: her sisters?

31 L1: her mother and her step-sisters?

32 T: well? yes.

33 T: who's this man? in the picture?

34 LL: father, her daddy, daddy

35 T: yes, yeah, this is Cinderella's father, you're right (.) and, is this Cinderella's mother?

36 LL: no, step-mother.

37   T: actually yeah!

38   T: ok, so you're going to listen to the first part of the story (.) Cinderella (.) so as you listen (.) ↑try
39   to visualize the events of the_story, ok? relax_and enjoy listening!

40   T: once upon a time, in a faraway land, there lived a rich widowed gentleman, and his beautiful
41   daughter Cinderella, so, ↑where do you think ↓is Cinderella's mother?

42   L1: ah, did she pass away?

43   T: yes (2.0), she died.

44   T: so, Cinderella's father was kind and ↓loving (.) He married for a second time, so his daughter had
45   a mother to care for her, so, where's his second wife? (1.0) can you see her in the picture?

46   L6: she behind the window?

47   L1: yes.

48   T: and who are those two little girls?, in the picture.

49   L1: her daughter?

50   T: yes, exactly.

51   T: so, Cinderella's step-mother had two mean and ugly daughters called Anastasia and Drizzella (.)
52   so, when Cinderella's father died (.) ↑now you're Cinderella, what's going to happen to you? (4.0)
53   will your step-mother be kind to you?

54   L1: NO.

55   T: ok lets continue, her stepmother stopped pretending to like her, so she forced her to become a
56   servant in her own home (1.0) Cinderella? why do you think she treats you badly? why she is mean
57   to you?

58   L1: because she's_much more beautiful than her daughter?

59   T: well, yes, she was jealous of Cinderella's charm and beauty.

60   T: ok, can you see this slide now?

61   LL: YES.

62   T: what is happening? [what is in this letter?]

63   L7:   [she (grow)] more]

64   L1: that her father passed away.

65   T: ok, so listen now and see what's going to happen, ok?

66   LL: ok.

67   T: so, not faraway, in the royal palace, the king and the grand Duke were talking about the prince, so
68   "it's time he married" grumbled the king↓, ↑Suddenly, he had an idea "we'll have a ball tonight" he
69   cried, "and invite every young maiden in the kingdom, the prince will surely fall in love with one of
70   them", so invitations were sent out that very day (.) so this letter invites every girl in the kingdom, so
71   do you want to go?

72   L1: yes.

73   L7: طبعا ((of course))

74   T: ok.

75   T: can you see now the next slide?

76   L6: yes.

77   T: what's she doing? [What is Cinderella doing?]

78   L5:   [she's (preparing)_ her_]

79   T: whose this dress?

80   LL: her mother.

81   T: is it hers?

82   LL: her mother.

83   T: so, Cinderella ↑took out one of her mother's old gowns, ↓"it's a little old fashioned but I'll fix
84   that" she said (1.0) so look at this picture, do you know what happened to this dress?

85   L5: شقته الأم ((the mother tore it)).

86   T: ok, I want you to listen now, so lets continue, the mice knew that ↓poor Cinderella would never
87   have time to finish the dress, so ↑they decided to work on _it themselves, it was trimmed with an
88   old sash and beads which Anastasia and Drizzella had thrown away, ↓But, when Anastasia and
89   Drizzella saw their step-sister looking so: beautiful, they were filled with jealousy, so, ↑now you are
90   the nasty step-sisters, what you gonna do? (3.0)

91   L1: [nothing]

92   L7: [mmm]

93   T: _ what will you do with the dress? (3.0)

94   T: you are not Cinderella now, now you are the nasty step-sisters, you're Drizzella and Anastasia, are
95   you gonna do anything with the dress or you gonna just leave her?

96   L1: I'm gonna ruin the dress!

97   T: alright, lets move on and see what will happen, can you see the picture now?

98   LL: yes.

99   T: so all of you can see the picture?

100   LL: yes.

101   T: ok, so lets continue to see whether your predictions right or wrong?↑"why you little thief"
102   Drizzella screamed, spotting her a:ll beads around Cinderella's neck (.) then, Anastasia looked at the
103   sash ↑"that's mine" ↓she cried, rapping the sash and ripping Cinderella's dress (.)↓poor Cinderella,
104   what you gonna do? there's no dress and there's a ball tonight (.) so what you gonna do?

105   L1: ↑cry

106   T: alright, so what do you think is going to happen next? I want you now to work in group and agree

107   on the sequence of the story (.) please I want you (.) to save your work if you write it down (.) but for

108   the moment, I want you just speak what is going to happen next? ok?

109   --

110   **Group work activity 5:** 5 min

111   **Group 1:** Chatting

112   L8: بنات يلا توقعو الاحداث؟((girls com on predict the events?))

113   L15: انا ع الاب((I'm working on my laptop))

114   L9: تتكلمون؟((are you talking?))

115   L5: تسمعوني((do you hear me))

116   L8: انشاءالله يكون انا فهمي صح ((I hope that my understanding is right))

117   L9: م اسمع شيء((I can't hear a thing))

118   L13: ايش السالفه((what is it about))

119   L10: حتجي الساحرة((the witch will come))

120   L8:🙍🏼‍♀️

121   L10: وحتعطيها ملابس((and she'll give her clothes))

122   L8: قلت نخمن وش يصير بعدين؟((she said guess what will happen next?))

123   L8: أتوقع((predict))

124   L10: ايوا((yes))

125   L8:ايوا كيف اقول بتجي الساحرع بالانقلش؟ 😭 ((yes how to say the witch will come in English?))

126   L5: i think the witch is come out

127   L5: المايك عندي مشكلة فيه ((I have a problem with the mic))

128   L5: ف حنتكلم في الشات((so we'll speak in the chat))

129   L5: وقبل وقت معين لازم تكون في البيت ((and before a specific time she should be at home))

130   L9: مين تغني 😭😭😭😭؟((who is singing?))

131   L5: قبل 12 في الليل((before 12 midnight))

132   L16: انا معلق عندي((it's cutting off))

133   L12: the witch?

134   L5: ايوه((yes))

135   L9: عيدوا القصه والله توني اسمع ((repeat the story, I've just heard you))

136   L5: ويشوف بنات القرية كلهم مين الكعب يجي قدها((and he saw all the girls in the village to see which girl's foot

137   can fit the shoe))

138 L4: عن الجزء الثاني من القصه ((about the second part of the story))

139 L11: انا جايه اسألكم ((I'm here to ask))

140 **Group 2:** (16.0)

141 L(1): the witch came and (give) her a dress.

142 L(2): يعني نقول ((so we say)) the witch cc come لا ((no))? come?

143 L(1): came (.) انه جات وخلصت يعني ((means she came and finished)).

144 **Group 3:** (2:52)

145 L4: انه يجيبو يقطين (.) ويجيبو فار, أعتقد (.) صح؟ ((they bring pumpkin (.) and a mouse, I think (.) right?))=

146 L1: =اي صح ((yes right)).

147 L4: بس عملو من اليقطين عربة(.) ومن الفيران أصحاب العربة (.) سواق يعني, وبعدين الفستان(.) كان من ايش صحيح؟
148 ((but they made a carriage from the pumpkin (.) and horsemen from the mice (.) it means driver, and
149 then the dress (.) from what was it made?

150 L1: نتكلم انجليزي طيب؟ [((we should speak in English ok?))]

151 L(1): وأعطوها بطاقة دعوة جديدة [((and they gave her a new invitation card))]

152 L4: ايوا نبهتها الساحرة انه الساعة 12 تماما(.) كل هذا الماجيك والسحر حيختفي ((yes the witch reminded her that at
153 12 exactly (.) all this magic will disappear)) =

154 L(1): ترجع؟ =((return back?)).

155 L1: غلط يا ذا ((no it's wrong))

156 L4: يختفو قبل _ ايوا, يرجعو ((yes, they disappear before_))

157 L(1): ترجع بالوقت اللي قبل ترجع فيه عمتها؟ ((she should return before her auntie's return?))

158 L4: لاا السحر هذا يرجع زي ماهوا صح؟ ((no: this magic should return as it was right?))=

159 LL: لا غلط =((no it's wrong))

160 L1: ye:s, on 12 p.m I guess

161 L4: وبس بعدين (.) اش صار؟ (10.0) ((then (.) what happened?))

162 L1: بعدين؟ ((then?))

163 L4: رقصت مع الأمير؟ ((dance with the prince?))

164 L1: uhmm (yes)

165 L4: وروحبها وكأنه قالها انه ضلي ومدري ايش (.) وبس بعدين جت الساعة 12 وهيا هربت وطاح منها الكعب ((and he liked
166 her and may be he told her to stay and so on (.) and then at 12 she ran and left her shoe))

167 L1: OK?

168 L(1): وتأخرت صح؟ ((and she was late right?))

169 L1: uhmm (yes)

170 L(1): وطاح منها المفتاح (.) أتوقع (.) ورجع اعطاها المفتاح مره ثانية ((and she dropped the key (.)I think (.)and
171 he gave her the key again))

172 L:4: هذه التفاصيل أحفظها ؟ ((Do I need to save these details?))=

173 L(1): اكيد تسألنا عن كل شي هيا بتقولها حتى لو ماقلتوها انتو =((sure she will ask us about everything she'll say it
174 even if you didn't))

175 L4: aha.((yes)).

176 (7.0) L(1): المهم ترجمو ترى معرف أقولها ((the point is you translate because I don't know how to say it))

177 L4: بعدين (.) اه ايوا(.) بعدين بعد ما أخدو الجزمة هادي صار يدور فيها على كل القرية انه يجي مقاس يعني (.) انه بنت تجي
178 مقاسها على مقاس الجزمة ((then (.) ah yes (.) then after they took this shoe, he was searching all the
179 village to fit (.) I mean a girl that her size fits the shoe size))

180 L1:ايه ((yes))

181 L4: طلعت __ كل بنات القرية امم قاسو ماجا على رجلهم وصارت الأم تخبي سندريلا عشان مايشوفوها وبعدين ((all the village
182 girls mmm tired the shoe but it didn't fit their foot and the mother was hiding Cinderella so they
183 can't see her and then _ she came out)).

184 L1:وبعدين كانت تغني [((then she was singing))]=

185 L4: (على فكرة) =[((by the way))] (1.0)

186 L1: أعطيكم معلومة, بعدين راحو _[[[(do you want me to give you information, then they went_))]=

187 L4: (قاسته) بعدين أخر شي = [[[(then the last thing she tried it))]

188 L1: uhmm (yes) (3.0)

189 L1: توته توته خلصت الحتوته ((the story [is finished))]=

190 L(2): لسا ماخلصت الحفلة = ((the party is not finished yet))

191 L4: ايوا خلصنا ((yes we finished)).

192 L1: ok خلاص ((finished))

1 --

2 **Sharing writing: development activity**

3 T: welcome back?

4 L(1): waw

5 L(2): welcome miss

6 T: OK, can you ↑share your writing please (1.0) please from each group, I want only one to share the
7 writing, ok ??? go ahead.

8 **Chatting:**

9   L6 (G 5): Hi cinderella im anmar thank you for inviting me and my family to the dinner i will come
10 with my older sister sara she is 22 years old and she is in her final year at university and she loves
11 cooking very much. we are so excited

12 L5 (G2): hi cinderella i'm majd thank you for inviting me and my father i'm so exaitd to attend my
13 lettle sister her name is taleen she's 11 years old she love taking photo and draw

14 hi cinderella i'm majd thank you for inviting me and my lettle sester i'm so exaitd to attend my lettle
15 sister her name is taleen she's 11 years old she love taking photo and draw

16 L2 (G4): Hi Cinderella, thank you for for inviting us me and my sis maria , she has 22 years old , She
17 love when We sit together and Sing together or dancing, she is dazzling with the handwork

18 L4 (G6): Hi cinderella!! Thank you so much for ur invitation for me and my sisters sarah and mona!
19 It's such an honor to attend to ur dinner. My sister sarah is 20 years old and my other sister is 22.
20 They both like to cook for us as a hobbie. They are both students as well. And last but not least thank
21 you again so much for the invitation.

22 L11 (G3): hi Cinderella , thank you for inviting us to your dinner , i invited my sister Amad she's a
23 nurse and she's 29 years old , her favorite hobby is baking a cake

24 L (G1): Thank you, Cinderella, for inviting me and my niece, Fatima! I am very happy to attend. His
25 niece, Fatima, is 17 years old. She loves to draw and swim.

Cinderella's family tree: input activity

1 T: ok, so now look at this figure, the charming family, you will work in groups, and you have to
2 answer what is the relationship between Cinderella and the other family members, so, for example,
3 who's Tristan? Tristan here ((T points at the picture)), so, who's Tristan? Tristan is Cinderella's father
4 in law, ok? can you do A, B, C, and D? with those here ((T points at the activity)), who's Reine? who's
5 Florence? who's Raoul? James? Angeline? Mireille and Ivon? Baxter? Drizella and Anastasia? and
6 then what's the relationship between Anastasia and Drizella, here and the little girl Angeline? ((T
7 points at the picture)), so, what's the relationship between them? ok, I'm gonna divide you now into
8 groups again, please write your answers because you gonna go back to your answers, ok?

9   --

10 **Group work activity 13:** 5-7 min

11 **Group 1:** (3:01)

12 L7: Cinderella's sister from the step-mother.

13 L(1): يعني الأب من لا ((no it means from the father)) <step-father?>, >step-mother?< صح؟ ((right?))

14 L7: STEP-MOTHER.

15 L7: اقصد قلتلك ايوا ((yes I told you I mean)) Cinderella's sister from the step-mother.

16 L(1): بعدين؟ ((and then?))

17 L7: who's Baxter?

18 L(1): sister?

19 L(1): هذا أخوهم ((this is their brother)) brother أخوهم ((their brother)).

20 L(2): أول مره اشوفه ؟ ((this is my first time to see him?))

21 LL: ((laughter)).

22 L7: Cinderella's brother from the step-mother.

23 L(1): who's James?

24 L(2): husband of Cinderella?

25 L7: he_ her: husband.

26 L(1): طيب بعدين؟ [((ok then?))]

27 L7:   [Cinderella's husband]

28 L(2): يعني زوجها يا بنات ?she ,((no?))لا ?her ((girls)) بنات ((it means her husband)).

29 L7: ايوا قلنا ((yes we said)) her husband.

30 L7: who're Mireille and Ivon?

31 L(1): mother of… mother and father… أبو سندريلا, أبوها وأمها ((Cinderella's father, her father and
32 mother)) .

33 L(2): parents?

34 L(7): ايوا ((yes)).

35 L7: Cinderella's [parent].

36 L(2): yeah, Cinderella's parent?

37 LL: who's Reine?

38 L(1): Reine Angeline [daughter], لا((no)) Cinderella [daughter], [daughter].

39 L7: daughter? daughter? (.), daughter.

40 L(1): [dor…]

41 L7: [Cinderella's daughter]

42 LL: ((laughter)) صعبة ((it's difficult)).

43 L(2): daughter, daughter, dau:ghter.

44 L(1): (what is the relation between_)

45 L7: طيب ((ok)) (who's Florence?)

46 L(2): Cinderella daughter James and …Cinderella=

47 L(1): هذا ولدها=((this is her son))

48 L(2): لا//((no:) Anglina.

49 L(2): تعالي تحت ((go down)) Roaul هذا الولد يابنت ((this boy)).

50   L7: ah, *ايوا ايوا* ((yes yes))

51   L(1): *هوأ أخو لمين؟* ((whose brother he is?))

52   L(2): *ولد سندريلا* ((Cinderella's son)).

53   L(1): what is the relationship between Anastasia and Drizella, and Angeline?

54   L(1): *اللي من_تصير بنت أختهم؟* ((she's their niece? Who is from_))

55   L (2): *مين هيا دي؟* ((who is she?))

56   L(1): *بين اناستازيا و_بنت سندريلا, اشبك؟* ((Cinderella's daughter, what's wrong with you?, between
57   Anastasia and_)).

58   **Group 2:** (4:22)

59   L1: who's Reine?

60   L1: Reine *اللي هي ال* ((she is the)) mother-in -low *حقة* ((to)) James.

61   L1: *تصير ال ااا أم* ((she is the::: mother)) *ل* ((to)) James.

62   L(1): *من فين جبتي الصورة ؟* ((from where did you get the photo?))

63   L1: *من القروب* ((from the group)).

64   L(1): aah (ok)

65   L1: *و* step-mother, *اللي هي الأم* ((the mother)) *اللي هوه* ((he is err)) *اللي هي الأم* ((the mother)) who is Florence? *بعدين* ((then))
66   ((and)) Drizella and Anastasia her step-sisters (4.0).

67   L1: Roul *اللي هوا أتوقع ولد ال اه سندريلا* ((I think he is the son of err [Cinderella))]

68   L(1): *ولد الهادا(.) رينا ,مدري اش اسم_ هاديك صح؟* ((the son of this (.) Reena, I don't know the name_that
69   one right?))

70   L1: *ولد مين؟* ((whose son is he?))

71   L(1): *ولد هذا, اش اسمه؟ الاسم مو واضح ؟* ((the son of this, what is his name? the name is not clear?))

72   L1: *لا أتوقع ولد* ((no I think the son of)) Cinderella and James.

73   L(1): *مين هوا ؟* ((who is he?))

74   L1: Roul *مدري شسمه* ((I don't know how to pronounce it)).

75   L(1): *اه ايوا ايوا صح* ((aha yes yes that's right)).

76   L1: who's Baxter? *اللي هو* ((he is)).

77   L1: *اللـي هوا أتوقع ام* ((I think he's mm))=

78   L(1): *=زوج يكون اناستازيا يمكن؟* ((may be Anastasia's husband?))

79   L1: *ايوا أتوقع زوج أناستازيا , صح؟* ((yes I think he is Anastasia's husband, right?))

80   L(1): *ايوا زوجها* ((yes her husband)).

81   L1: *ايي, وبعدين مين باقي؟* ((yes, and then who is left?)).

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82   L1: who's James? اللي هو ((he is)) the prince.

83   L1: Mireille and Ivon, شسمهم نوله, اللي هماا, ام وأب // سندريلا ((those, a:::re the mother and father err of
84   Cinderella)).

85   L(1): سندريلا ايوا ((yes, Cinderella)).

86   L1: و أنجلين اللي هي بنت سندريلا ((and Angeline is Cinderella's daughter)).

87   L1: OK?

88   L(1): ايوا ((yes))

89   L1: بعدين ((then)) what the relationship between Anastasia and Drizella and Angeline? (.) اللي هي تصير
90   انجلينا تصير بنت سندريلا ((she is (.) Angeline is Cinderella's daughter))

91   L(1): ايوا (.) بنت أخت سندريلا ((Cinderella's niece (.) yes)).

92   LL: تصير ((she is)) auntie

93   L(1): أتوقع ((I think)).

94   L1: step-aunt أتوقع ((I guess)).

95   L(1): ايوا ((yes)).

96   L(1): خلاص؟ ((finished?))

97   L1: hmm (yes).

98   --

99   T:ok, lets start with Reine, who is Reine?

100 L: the mother-in law?=

101 L7: =Cinderella's mother? =

102 L: = mother-in law? =

103 T: = Cinderella's mother?

104 L: NO =

105 L7: = Cinderella's mother.

106 L: mother in-law?

107 T: yes, Reine is Cinderella's [mother-in-law]

108 L: [mother-in-law]

109 T: yes.

110 T: a:nd who are Drizella and Anastasia?

111 L1: Cinderella's stepsisters?

112 L3: daughter of stepmother?

113 L: daughter and errr Cinderella's step err stepdaughter?, step-sister?

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114   T: step-sisters yes, Cinderella's step-sisters.

115   T: and who is Baxter?

116   L: step-brother?

117   L: husband?

118   T: yes but what is the relation between Cinderella and Baxter? Baxter_ is Cinderella's? what do you
119   think?

120   L: friend?

121   L1: brother in law?

122   T: YES, brother in law, yes.

123   T: ok, do you have brother in law? girls? in your family?

124   LL: no:

125   T: ok, let's continue then, who are Mireille and Ivon? here ((T points at the picture)).

126   L: parents of (Cinderella) =

127   L1: =Cinderella's _and mother?

128   L: mother and father?

129   T: ok, mother and father, what do we call mother and father?

130   LL: parents.

131   T: yes, parents, so Cinderella's parents.

132   T: and who is Florence? here ((T points at the picture)).

133   L(1): mother in law?=

134   L(2): = step-mother?=

135   L(3): = mother? (.) [step-mother]

136   T: YES, or   [step-mother]

137   T: so:, Florenec is Cinderella's step-mother.

138   T: and where is the mother-in law? where is Cinderella's mother in law? What's her name?

139   LL: Reine?

140   T: yes, Reine.

141   T: ok, and who is Raoul? where is Raoul? Here ((T points at the picture)).

142   L1: Cinderella's and James …

143   L: son of Cinderella?=

144   L: = brother?

145   T: Cinderella's son?

146   L: Cinderella's brother?

147   T: yes (.) son? you need something else with son? because it's not mm a real son, so [he's] Angeline's
148   Husband.

149   L: [law?]

150   T: yes, it's son in law, exactly.

151   T: and who is James?

152   L1: a prince?

153   LL: her husband?

154   L: Cinderella's_

155   T: so, how can we say it?

156   T: yes, Cinderella's husband.

157   T: and who is Angeline?

158   LL: daughter?

159   L: Cinderella daughter.

160   T: yes, Cinderella's (.) [daughter]

161   L: [daughter-in-law?]

162   T: well, daughter-in-law is something else, ok? daughter-in-law is like son-in-law, so if Cinderella has
163   a son and he:: gets married to a girl, >this girl will be daughter-in-law to Cinderella, ok?<

164   L: ok.

165   T: ok, so what is the relationship between Anastasia and Drizella a::nd Angeline?

166   L: mmm step-aunt?

167   T: yes, Anastasia and Drizella are Angeline's aunt, or maybe, we could say (Angelin) is Anastasia and
168   Drizellas' (.) what?

169   L: mmm [aunt-in-law?]

170   L:err aunt?

171   L: nephew?=

172   T: =I know it's a bit difficult but_

173   L: niece?

174   L: nephew? or niece?

175   T: YES, you're so close, is it nephew or niece?

176   L: niece?

177   T: yes, niece for the girls, and nephew for the boys, ok?

178   L: yes.

179   T: so, does everyone now know the meaning of these words? or you want explanation?

180   L: no.

181   T: is everything ok?

182   L: YES.

183   T: can we move on?

184

TD Lesson 4

1   T: great? so today's lesson is about introducing yourself, ok? ↑so I want you to look at these
2   pictures, (5.0) ((T shows the pictures)) can you see the pictures in the slide?

3   LL: yes (chatting)

4   T: ok great? so, you will work in groups, and I want you to predict, what is happening? in these
5   pictures? so just predict, what can you see in these pictures in groups, so you will have 3 minutes.

6   ---

7   **Group work activity 1:**

8   L(1): طب اش يسمونه _((so what do they call it_)) (unclear speech)

9   L(2): errr (thinking) (3.0)

10   L(1): interv_(6.0)

11   L(3): اعتقد انه/((I guess it is)) interview?

12   L(4): بـنات؟ مو شكلهم قاعدين يتعرفو على بعض؟ شكلهم يعرفو بعض بس انهم اتقابلو وقامو يسلمو على بعض. ((they girls?
13   [don't seem that] they are introducing each other? they seem that they know each other but they've
14   just met and say hi.))

15   L(5): لا لا[((no no))]

16   L(1): شوفي المكان (1.0) احس انه عمل؟ ((look at the place (1.0) I think it's a working place?))

17   L(2):   لا كأنهم في مكتبة (:. ((no as if they're in a library (:))

18   L(4): لا لا (.) يمكن زي شركة شي كذا((no no (.) may be a company or something similar.))

19   L(2): ايي ايي ((yes yes))

20   L(3): طيب نكتب ال ((so should we write the)) interview ؟ايش؟ولا لا((or not? what?))

21   L(1): لا//((no::))

22   ---

23 T: ok, can somebody tell me what's happening in this picture, this one ((T points at the picture)),
24 what's happening here?

25 L16: umm number 1?

26 T: yes, here ((T points at the picture)) what's happening?

27 L16: umm (laughter) داخلين عالغرفة؟ ((they're entering the room?))

28 T: yes? and can somebody tell me what's happening in this picture? ((T points at the picture))

29 L7: she was [surprised] to see err them?

30 T: to see them? =

31 L5: = she saw a new person? (1.0) she doesn't know?

32 T: yes?

33 L5: and then she introduced introduced herself.

34 T: OK? and how about this picture? ((T points at the picture)) (2.0)

35 T: so, for this one? is she surprised?

36 LL: yeah.

37 T: do you think she's surprised?

38 L7: yes, she know them.

39 T: why do you think she's surprised?

40 L: may be because err she know them?

41 T: may be?

42 T: how about here? do you notice anything here in this picture? ((T points at the picture))

43 L5: come a new person?

44 T: yeah? this one ((T points at the picture)), this girl right?

45 L5: yeah.

46 T: can you see this girl? ((T points at the picture))

47 L5: she also surprised and then, she introduced introduced herself.

48 T: yes? and here, she introduced herself?

49 T: how about here? In the last picture? (5.0)

50 T: what do you think is happening?

51 L6: er shake hands?

52 T: yes, they shaked hands? and what else? what do you notice about the men? (1.0) this man, the
53 last one? ((T points at the picture))

54 L7: err they get to know each other?

55   T: yes? is she happy? are they happy?

56   L7: yes.

57   T: do you think they are happy or excited?

58   L7: I think happy?

59   T: ok thank you ??? for sharing.

60   T: ok, ↑so now I want you:: (1.0) to discuss these questions (.), again in groups, ok? so the first
61   question have you ever met a famous person? (.) will you be happy, excited, or nervous if you meet
62   a famous person? and why? (.) what would you do if you meet your fa::vourite celebrity? ↑so now
63   work in groups and discuss these questions together, you have fi::ve minutes to discuss it together?

64   T: so, are you ready?

65   LL: yes, we are ready.

66   T: ok.

67   ---

68   **Group work activity 2:**

69   **Group 1:**

70   L7: انه اش شعورك لو قابلتيبي ((it means what is your feeling if you mee::::t)) =

71   L3: = (famous person) or_

72   L5: يالله بنات طيب مين قابلت؟ ((ok girls who met a famous person?))

73   L7: ايش؟ ((what?))

74   L(1):مو _ قابلت طيور الجنة ((I met Toyor aljana_ they are not)) famous?

75   L3: اصلا حكون متحمسة وفرحانة؟ ((honestly, I will be excited and happy?))

76   L7: yeah?

77   L7: الأسئلة سهلة؟ اخر سؤال بعدين اش حيكون شعورك لو قابلتي شخصيتك المشهورة؟ ((the questions are simple? and
78   then the last question >what is your feeling if you met your favourite celebrity<?)) mmm I'm gonna
79   be (.) happy?

80   L3: excited?

81   L7: umm, yes.

82   L1: happy? excited? dying out of happiness? (4.0)

83   L7: mm what else? we're done? I think.

84   L(1): خلصنا خلاص ((we finished)).

85   --

86   T: _have you ever met a famous person?

297

87 L16: mm yes, err about Team? I meet a Ball Team but err I didn't care err I (1.0) don't like a
88 [photograph?] so err I was not excited? that time!

89 T: ok? thank you ??? for sharing (:, how about the others? (5.0)

90 L7: yes, I think I met a famous person, I think the last year? err Ahmad AlBargi if you know him?

91 T: Ahmad AlBayed?

92 L7: no? AlBargi?

93 T: well? no I don't know him? how did you feel that time?

94 L7: mm, I can't remember but err ؟وقتها شعوري أتذكر ما بس يعني مرة مو فرحانة شوية كنت مدري))(I don't know
95 I was a little bit happy but I don't remember my feelings at that time?))

96 T: ok (: thank you ??? for sharing.

97 L5: I meet err fourth four person (: in the same time? but I was young so::[I was so excited (:]
98 (laughter)

99 T: [really? (: waw that's great (:]

100 L5: I was so excited and:: [a little bit nervous?]

101 T: [so who are those four persons?]

102 L5: (Fares) Bogna, Adel Sabwan, mmm Ibrahim (.) Saleh I think? and errr Moayed Althagafi.

103 T: all at the same time?

104 L5: yeah (: (1.0) they have a show in the MBC so they was in err a Red Sea Mall? In the err event?
105 there's event in Red Sea Mall? for them? so er when we was in the Red Sea I saw them? so that's
106 why?

107 T: so, you were so lucky then ??? (:

108 L5: yeah (:

109 T: ok, how about others? have you ever met a famous person? and will you be happy, excited or
110 nervous? If you meet the famous person? (5.0)

111 T: so, for those who didn't meet a famous person? will you be happy? excited? or nervous? (.) if you
112 meet a famous person? (9.0)

113 L7: err I will be happy because <I saw someone known?> may be mm ؟حاجة فهمتي)) (do you
114 understand?))

115 T: no? can you repeat that again please???

116 L7: yes? I will be happy because <I saw someone known?>

117 T: ok (: thank you ??? why you'll be happy? (1.0) you will be very happy? why?

118 L7: because I saw, I saw someone known?

119 T: ok? how about others? I want you to hear other voices? I have a very long list (:, do you want me
120 to choose the names? (3.0) or you participate by your own?

121 L3: err miss I will be happy? err when I meet er famous person? I know? because I saw someone I

122 know but err may be err بستانس دايما مو دايما مو يعني؟ بيكون مين الشخص حسب على؟ شفته اني بتحمس مرة مو يعني

123 it ?him saw I that excited very be not will I mean I)) اوبفرح اذا شفت هذا المشهور؟ على حسب انا احبه او لا ؟

124 depends on who the person is? I will not be always I will not be always happy if I saw a famous

125 person? it depends if I like him or not?))

126 T: طيب ((ok)) ??? <what would you do (.) if you met (.) your favourite celebrity?>

127 L3: oh my god (: =

128 T: = you said it depends on the person? so you met your favourite celebrity?

129 L3: err mmm I will be happy very happy because errr I saw someone err هذا المشهور مرة احب يعني

130 the_ I love or much very person famous this love I mean I)) اوال _هذا هذا مره احبه؟ فا بكون مره فرحانه ومستانسه.

131 him very much? so I would be very happy.))

132 T: ↑ok ??? you haven't met? a famous person before?

133 L3: no.

134 T: no? (: and I wish that in the future for you??? I'm so excited to see your face? (laughter)

135 L3: I wish too (: (laughter)

136 T: thank you ??? for sharing that (:

137 L33: miss I didn't err meet er any [famous] person, but if I? meet a famous person, I will be happy

138 and excited, and little nervous, little (: (laughter)

139 T: a little bit nervous? why a little bit nervous? (: (laughter)

140 L33: (laughter), I:: will take a picture with them?_

141 T: yes?

142 T: ok, thank you ??? for sharing.

143 L1: yes I would be so::_happy and nervous at the same time? I mean I would die out of happiness? I

144 don't know what I would do if I see them?

145 T: and who's your favourite celebrity? ??? the one that you would die for? (:

146 L1: laughter, I'm a great a fan of BTS?

147 T: alright? I see? (:

148 L1: yes? I do (:

149 T: so, you'll of course be a little bit nervous? (: (laughter)

150 L1: (no matter) I would be pressed out of nervous (:

151 T: (laughter), ok I wish that to happen in the future for you ???

152 T: yes ??? thank you ???

153 L16: umm err if I met another [celebrity] err I err I will be excited an::d if a girl? I will take a picture

154 with her (:

155   T: alright? that's great ??? and who's your favourite celebrity? ???

156   L16: هوا مستحيل بس/// ((it's impossible but errr)) my favourite is err Roz? Model Roz?

157   T: alright? it might happen? who knows? (.) [so], I wish that you meet her in the future?

158   L: [yeah] (:

159   T: yes ??? go ahead, thank you ??? for sharing?

160   L2: if I met my err celebrity ↓umm I would be happy and I would be too much excited to meet him?
161   errr and I will take photo? that's it?

162   T: ok, thank you ??? for sharing, who's your favourite celebrity ???

163   L2: I don't have celebrity?

164   T: you don't have a celebrity?

165   L2: no.

166   T: ok, thank you ??? and how about you ??? you raised your hand?

167   L6: ummm I have not see any celebrity? err but when I see my favourite celebrity I was (.) I will be so
168   happy and excited.

169   T: ok? and who's your favourite celebrity? ???

170   L6: هما أكثر من يوتيوبر بس اكثر عيلة احبها عصابة بدر (: ((they are more than one YouTuber but the most
171   family I like is Bader group (:)) (laughter)

172   T: alright? I see? (: , well most of these celebrities, I don't know them to be honest? (: and I wish that
173   you meet at least one of them in the future??? and thank you for sharing.

174   L6: you're welcome (:

175   T: ok, most of you said? ↓you will take a picture with them, why you want to take picture with
176   them? (2.0) what's the purpose of this picture? (2.0) is it for you to keep it? well? let me hear your
177   voices?

178   L16: err because I want remember err the day when I meet him?

179   T: alright? ok, I see? thank you ???

180   T: and anybody else want to share? ياالله بنات بشوف فيه احد قابل ناس مشهورين ولا لا؟ (come on girls I want
181   to see if somebody met famous people or not?)) go ahead? Just speak? it's ok? <this class will be
182   open conversation (1.0) so some of you feel shy? so do you want me to say the names? and you can
183   speak? (2.0) if yes? please say yes? if you don't prefer? It's fine we can move on.>

184   T: YES, ok go ahead ???

185   L31: my favourite celebrity is taylor swift (chatting)

186   T: yes ??? you raised your hand?

187   L7: did you know that I have a celebrity in my family? err

188   T: ↑in your family? (:

189   L7: YES.

190   T: ok, can you tell me? I'm so excited to hear it?

191   L7: I don't know if you know them, but their names is طلال الشيخي و عبد الرحمن الشيخي ((Talal alshaiki
192   and Abdulrahman alshaiki)) they are working in err the comedy club? Er I don't know, you don't
193   know him? them? صح؟ ((right?))

194   L7: you can see them in er YouTube.

195   T: what are their names?

196   L7: the comedy club طلال الشيخي و عبد الرحمن الشيخي ((Talal alshaiki and Abdulrahman alshaiki)).

197   T: ok, طلال الشيخي و عبد الرحمن الشيخي, بإذن الله ((Talal alshaiki and Abdulrahman alshaiki, in sha allah)), I
198   will: (.) watch them in the YouTube (:

199   T: ok, so does anyone want to say anything? before we move on to another slide?

200   T: .hh ??? ↑you're exactly like me:: (:, you will see it in our lesson today? (: oh_ (6.0) alright ok?

201   **Break time**

202   T: ok, so we stopped in this slide, so ↑now you 're going to watch the video, well? before this task, I
203   don't know ??? are you here? I actually watched طلال الشيخي ((Talal Alshaiki)) he was so:: funny(: (2.0)
204   _while I'm watching the song Taylor Swift's song, I watched طلال الشيخي ((Talal Alshaiki)) as well? so
205   girls, I really recommend it for you to watch it? You'll have lots of fun (:

206   L7: يضحكو ولا لا يا مس ((miss are they funny or not?))

207   T: ↑yes (: they're ??? والله ((I swear)) you make me so happy (: hh and thank you (:

208   L7: welcome!

209   T: ok, let me just try (.) to share, >ok so to let you watch the YouTube<, I can not hear your voices, so
210   if you need anything? if you want to say anything? please write it in the chat I can see it? ↓but I can
211   not hear you, ok?

212   **Watching the video: 2:53**

213   --

214   **Chatting: while watching the video**

215   L23: مادري ليش ذكرني بمسلسل فريندز ((I don't know why it reminded me of the Friends' series))

216   L5: صح ههههههه ((right hhhhhhhh (laughter)))

217   T: can you hear the sound now?

218   L6: No

219   L21: no

220   L32: لا ((no))

221   L5: no

222   L22: حتى انا هههههه ((me too hhhhhh (laughter)))

223   L1: i found it on YouTube

224   T: no one can here it ?

225   T: yes it is on YouTube

226   L13: no sorry

227   L19: اشتغللل/((wor::ks))

228   L6: اشتغل/((works))

229   L5: yes

230   L21: yees

231   L22: Yes

232   L2: اخيرا نسمع/((finally we can hear))

233   T: great 😂

234   L19: هه ((laughter))

235   L5: 😂 😂 😂 😂

236   L5: its so funn hhhhhhhh

237   L18: 😂

238   L22: 😂 😂 😂 😂

239   L7: His voice😂

240   T: I'll repeat it for those who couldn't hear it at the beginning.

241   L6: علق؟ ((cut off?))

242   L19: لا((no))

243   L9: لا((no))

244   L3: لا((no))

245   L19: يضحك ((it's funny))

246   ---

247   T: ok? so did all of you watch it? (3.0) yeah? you didn't have a problem?

248   L7: NO:.

249   T: ok, great (1.0) so can you see the screen now?

250   L: yes.

251   T: ok great? ↑so you will work in groups now? I want you to discuss these questions, do you think
252   that the director will act differently (.) if he knows Morrittie? and do you meet a new people the
253   same way as you meet a famous person? and why? >did you like the video?< why or why not? and
254   what was the most interesting part? Ok? so work in groups a::nd discuss these questions.

255   T: ok, are you ready? (10.0) yes? you took picture of the screen?

256   LL: yes (chatting)

257   T: good, off you go then.

258   ---

259   **Group work activity 4:**

260   **Group 1:**

261   L2: الأسؤالين هيا اللي ناس شفتي قيد يعني ايوا ,ايواا/// ((ye:::s, yes it means did you see people_ which are the

262   two questions)) do you meet a new people the same way /// مع تعاملهم ناس شفتي قيد يعني (which means

263   did you see people meet with errr)) famous person غلط فاهمة أنا ولا قصدها؟ ((is this what she meant?

264   or I misunderstood?))

265   L7: err different when meet them. (3.0)

266   L7: غلطت كني أمزح ((I'm joking may be I misunderstood)).

267   L2: did you _no I don't like it.

268   L7: why?

269   L2: عشان ماكانت الجودة اقولك؟ انا ((I will tell you why? because the video's quality did not…)) (laughter)

270   L2: what is the most interesting part? =

271   L7: أقول أنا أنا =((I, I will say)) ok?

272   L2: (: قولي؟ هوا اش ((what is it? say it?(:))

273   L7: err when the girl meets_famous person and she's surprised?

274   L2: oh my god (L imitates the character)

275   LL: (laughter)

276   L2: what is the most? interesting part? (8.0)

277   L2: (singing)

278   L(1): الفيديو؟ عجبكم بنات ((girls did you like the video?)) (2.0)

279   L2: لا ((no))

280   L(1): لييييش؟ :(w:::::hy?):))

281   L2: أعجبني ما هيك عشان _ اقولك قاعدة ((I told you_ because of this I didn't like it))

282   L(1): المقطع من البوينت ياهو ((the point of the video)) its_

283   L2: ما نوعا ,عاجبني كان انه اتوقع بس الفيديو أنا نسيت الصراحة, يعني عادي ((it's normal, to be honest? I forgot

284   the video but I think I liked it, sort of))

285   L(1): عجبك؟ شي أكثر اش طب ((and what is the most thing that you liked?)) =

286   L2: أستمتعنا ,أستمتعنا ((we enjoyed, we enjoyed)) بعيد صوتك ((your voice is so far a away))

287   L(1): اش البارت اللي أعجبكم؟ ((which part did you like?))

288   L2: اش البارت اللي أعجبني فيه؟ ((which part did I like?)) (2.0) كذا هذاك الرجال الاااا ال شافت البنت لما ((when the
289   girl saw the errr that man like this)) ↑.hh when she was surprised?

290   L(1): (laughter) طب ليه قاعدة تقلدينها يعني؟ ((ok why you're copying her?))

Appendix 17: Classroom Interaction Transcriptions (CB Group)

CB Lesson 2

1   T: okay, our listen today is about ↑a family in Kenya, <before we start>, I'm gonna talk about my
2   family?, ↑I have two brothers, two sisters, five nephews, five nieces, and (.) two daughters, OK, so,
3   how about you guys? is your family big or small? (1.0) a::nd can you tell me about your family?
4   before we start? just turn on the mic and speak (32.0)

5   T: I need one of you to talk about (.) family?

6   T: I told you about my family =

7   L1: = teacher?

8   T: yes ???

9   L1: mmm my family is (.) so small, I have one sister and I have one brother, I am the big sister.

10   T: you are the big sister?

11   L1: yes.

12   T: lucky you ??? (:

13   L1: you're welcome (:

14   T: ok, how about the others? do you have a big or small family? (1.0) so, no one have nieces?
15   nephews? (2.0)

16   T: so, if your brothers and sisters are married? and they have a kid? If it's a boy, then you have a
17   nephew, ↑if it's girl, then you have a niece? (2.0)

18   T: so, can somebody tell me about her family? (3.0)

19   T: ↓come on girls, ???, ???, ???, ???,???,???

20   T: you can tr:y to speak in English? and if you couldn't, ↓you can use Arabic a little bit, it's fine.
21   (13.0)

22   T: ok ???, yes?

23   L2: I have big family, four sister, four brother.

24   T: Mashallah (:, ok?

25   T: are you the fifth sister? (.) ↓or the little one?

26   L2: ah little one.

27   T: that's really cute? so do you have? I think you have nieces and nephews ??? right? (4.0)

28   T: so, are any of your sisters married? or (1.0) no? so do they have kids?

29   L2: three married.

30   T: three married? do they have kids?

31   L: yes.

32   T: boys or girls?

33   L2: boy و ((and)) girl.

34   T: then, you ha:ve nieces and nephews? thank you ??? for sharing.

35   T: ok, <read about the Leaky family> and then answer the questions (.) so, >you won't answer the
36   questions now?< ↑you gonna read and listen at the same time to the reading text, okay?

37   **Listening to the audio (1:45)**

38   T: ok, so ↑now you gonna work in groups, and try to answer from one (.) to six, you will have (.)
39   three minutes (.) to answer these questions, ok?

40   --

41   **Chatting:**

42   L12: 1-mary

43   L13:اول سؤال يقول هما فين ساكنين ((the first question says where do they live?))

44   L14: سؤال 2 ((question 2)).

45   --

46   T: so, ↑I need from each group, <one of you to give me the answer of question 1> .

47   T: ↑where are the leakey family?

48   L1: in [Kenya]?

49   T: yes, in Kenya.

50   T: and the second question, are Louise n Meave explorers? yes ???

51   T: yes.

52   T: and then what's Richard's job?

53   L4: [retired].

54   T: mm number 3 ??? what's Richard's job?

55   L5: [retired]?

56   T: mmm I don't think so?

57   L1: he's conservationist?

58   T: ↑yes, he's conservationist. thank you ???

59   T: and (.) number 4, what's Colin's job?

60   L4: he doesn't work, he is retired.

61 T: ↑ yes, he's retired, thank you ??? let me underline it (2.0) that's number 4. ((T underlines the
62 answer in the text))

63 T: ok (.), is Philip married? yes ???

64 L6: yes, his wife Katy.

65 T: yes, and number 6 is (1.0), is Katy an explorer? yes???

66 L25: err no.

67 T: ok what's her job? (1.0) does anyone know?

68 L: she has an international company?

69 T: yes, she has an international company.

70 T: ok, so now let's move on to number 3 (.) read the article again and complete the family tree, so,
71 I'm gonna divide you into groups again, ↑ try to fill in this family tree, you have also three minutes.

72 --

73 **Chatting:**

74 L4: 3 richard

75 L7: 5 kate

76 L4: 5 Katy

77 L14: mary

78 L2: 2 colin

79 L10: colin

80 L5: meave

81 L8: katy

82 L10: katy

83 L2: katy 5

84 L10: 6 samira

85 --

86 T: so, who gonna answer number 1?

87 T: ok, ??? go ahead.

88 L25: ah Mary?

89 T: yes, Mary, thank you ??? could you please ??? write it down in the PDF file? so everyone can see
90 it?

91 L14: mary (chatting)

92 T: ok, num_ber 2?

93   L2: 2 colin (chatting)

94   L10: colin (chatting)

95   T: yes, it's Colin.

96   T: and number 3?

97   LL: Richard.

98   T: yes, it's Richard.

99   T: how about (.) 4?

100   L: Meave or Meavy? I think?

101   L5: meave (chatting)

102   T: ok, give me a second , it seems the screen gone. (2.0)

103   T: ok? number 4? what is number 4? (11.0) yes girls? come on.

104   LL: Meave.

105   T: yes, Meave, ↑well done.

106   T: how about five?

107   L: kate?

108   L: Katy?

109   L8: Katy (chatting)

110   L10: 5 Katy (chatting)

111   L2: katy 5 (chatting)

112   T: ↑yes (.) Katy.

113   T: and number 6?

114   LL: Samira?

115   T: yes, it's Samira. Well done?

116   L10: 6 samira (chatting)

117   T: can somebody write >1, 2, 3, and 6?<, so everyone can see it? (44.0)

118   T: well done? who is writing_the answers here?

119   T: thank you ???

120   T: ok, how about number 1? Can you write number 1,so we can move _to the next activity?

121   T: thank you so much.

122   T: and now let's move on (9.0) to:: page 5, so, in number 4, it says look at these family words, <which
123   are men? which are women? and which are both? Ok?>, so this time, you gonna work in pairs. (3:17)

124   T: please I want from <u>each </u>(.) of the pair work (.) to write only one answer, ok?

125   T: so I already divided the screen into three? men (.) women (.) and both, so please just write here
126   ((T points at the whiteboard)) what is under men? what is under women? and so on.

127   T: so of you go, the screen for you guys. (1:53)

128   T: ok, so let's start with men?

129   L4: father.

130   T: yes father.

131   T: can somebody tell me (.) what words under men? other than father? (4.0)

132   L4: uncle?

133   T: uncle? yes.

134   T: and what else?

135   L9: cousin?

136   T: well::? cousin?

137   T: ↓your cousin actually can be a boy or a girl? so? under which one?

138   L9: both?

139   T: ↑yes, she should be under_because the cousin could be ↑a man or ↓a woman? ok?

140   T: so what do we have <u>under </u>(.) men? let's continue men first, and then we gonna go to women.

141   L1: [parents]? its…both.

142   T: yes, parents both.

143   L9: step-father under men?

144   T: yes, right?

145   T: and what else do we have for men?

146   L: nephew?

147   T: yes, well done nephew.

148   T: ok great? how about women?

149   L4: aunt.

150   T: yes, aunt.

151   T: and what else?

152   L(1): um mother?

153   T: a::nd what else?

154   L(1): mother in law?

155   T: yes mother in law.

156   L(1): ↑niece also.

157   T: ↑and niece.

158   T: ↑ how about both?

159   L: gra::nd _

160   T: yes (.) parent, cousin, and _parent.

161   T: well, do we have sister? in the question?

162   L: no.

163   T: we don't? but sister under woman (.) of course? yeah?

164   T: ok, ↑question number five, write the correct word, from exercise 4, ok? so, you will fill in (.)
165   <from number 1 to 7 from this box> ((T points at the box)), ok? read number 1 and then answer it (.)
166   lets' answer number 1 together? then you can do the rest in groups?

167   T: so number 1, it says, ↑<your father's brother and sister>.

168   T: yes ???

169   L9: ancle and auntie?

170   T: ↑yes, uncle and aunt.

171   T: so ple:ase (.) do the rest (.) the same in groups? Ok? you'll have let's say (.) 2 minutes to do it
172   together? (4:13)

173   T: ok, number 2, I already answered number one?_

174   L: ah number 2 [nephew] and niece.

175   T: yes, number 2, is it nephew and niece? or niece and nephew? so, <your brother's daughter? is
176   your niece? or your nephew?> yes??? (7.0)

177   T: so girls, I'm asking you now? is your brother's daughter (.) your niece? or your nephew?

178   LL: your niece?

179   T: yes (.) niece.

180   T: so, your brother's daughter (.) is your niece, and your brother's son (.) is your nephew.

181   T: ok, number 3, who can answer number 3?

182   L9: cousin?

183   T: ↑yes, 3 cousin (.) your uncle and aunt's son (.) or daughter.

184   T: how about number 4?

185   T: ok (.) ↑ if you want to answer (.) you can speak, it's fine!

186   L: mmm number 4, step-brother?

187   T: yes, a brother but from one different parent is stepbrother.

188   T: well? (2.0), ↓>I don't think it's step-brother number 4 girls?<↑yes, it's half-brother_ come from
189   one different parent? Ok so what's the <u>difference</u> (.) between half-brother (.) and stepbrother (.)?

190   T: does anyone know?

191   L: stepbrother is err your husband brother, right? I think?

192   T: mmm not really? (1.0) ok, let me explain =

193   L11: = your stepbrother have (.) a different parent.

194   T: what do you mean ???

195   L11:mmm

196   T: can you give me an example?

197   L11: mmm err يعني مو أخوها؟ مايتشاركون الأهل؟ ((not her brother? they don't share the family?))

198   T: ok يعني ايش يا؟؟ ؟ ((which means?))???

199   L11: يعني (.) ولد (.) زوج الأم ((means (.) the son (.)of the mother's husband)).

200   T: uhmm, yes??? أو العكس؟ ((or the opposite?))

201   L11: ايوا ((yes)).

202   T: so, for example, ↑if your father (.) <u>married</u> <u>another</u> woman (.) and this woman already have a son
203   (.) or a daughter (.) from her husband, then this son or daughter (.) will be your step-brother (.) or
204   your stepsister, ok? is it clear?

205   L11: so miss is it like ah if your (.) mother married (.) another man, if he had a son, he will be a [step-
206   brother right?]

207   T: ↑yes exactly, stepbrother or stepsister.

208   T: how about half-brother? =

209   L11: = if they get a son after they married? it's your half brother, right?

210   T: yes, exactly.

211   T: so, for example (.) if your father married <u>two women</u> and at the same time (.) your mother and
212   this woman have daughters or sons, then (.) they will not be your brother, they will be (.) <u>half-</u>
213   <u>brothers</u>, so <u>there is</u> blood connection in half brother, but in <u>step-brother</u>, you do not have <u>any</u>
214   blood (.) connection, ok?

215   T: ↓alright, lets move on then, number five, ↑your husband's or wife's mother? (15.0)

216   T: ok, yes ???

217   L26: number 5 mother-in-law?

218   T: yes, mother-in-law.

219   L12: شسمه بحل سؤال 6 ((I want to answer question 6)).

220   T: ok, your mother or father?

221   L12: [parent]?

222   T: yes, ↑parent.

223   L12: parent.

224   T: and number 7? your parent's mother (.) ↓or father?

225   L5: step-brother?

226   T: umm not really? we already explained what is the difference between step-brother and half-
227   brother?

228   T: girls? ↑can somebody please tell me number 7 and then I'm gonna go back ↓to revise the
229   difference between half-brother and step-brother.

230   L9: can I answer?

231   T: yes, what's number 7?

232   L9: grandparent.

233   T: yes, gra::nd parent.

234   --

235   **Chatting:**

236   L2: 1 uncle

237   L4: 1 uncle , aunt

238   L4: 2 nephew , niece

239   L4: 3 cousin

240   L2: 2 nephew , niece

241   L3: sister

242   L5: 4 half -brother

243   L: 5 mother in law

244   L15: وستر ان لاو 5 ((5mother in law))

245   L10: 3 cousin

246   L5: 7 step brother

247   L15: وسته بارنيت ((and six parent))

248   L15: مافيني اكتب بالانقليزي ((I don't want to write in English))

249   L8: 2- nephew - niec

250   L2: 1uncle and aunt

251   L10: 3 cousin

252   L14: cousin

253   L8: 4- half -brother

254   L14: halif- brother

255   L16:نص اخو اتوقع)) (half brother I guess))

256   L16: يعني شقيقها))(means her sister))

257   L6: the same mean

258   L10: 6 parent

259   L5: grand….

260   --

261   T: ok, ↑can somebody explain in Arabic to others (.) what's the difference between > stepbrother
262   and half-brother?< or maybe step-sister and half sister? just to make sure that everyone (.) knows
263   the meaning.

264   L9: in Arabic? Yeah?

265   T: yes, in Arabic.

266   L9: اوك طيب نحين لمن /// أمك تتزوج رجال ثاني؟ اذا كان عنده ولد (.) هذا رح يكون ال))ok so when errr your
267   mother getting married to another man? If he has a son (.) this will be the)) step-brother لكن اذا,
268   تزوجو خلاص وجابو ولد, حيكون ((but if they got married and they have a son, he will be)) half-brother.

269   T: ok is it clear? Is ??? explanation clear? for everyone? (6.0)

270   T: ok, ↑if you still didn't understand, please raise your hand (.) ↓it's fine we can explain again.

271   T: ok, ↑so let's move on word building, word roots (.) can somebody read this box for me? (10.0)

272   T: yes ??? go ahead.

273   L9: you can make more words from a root word, for [example], mother (.) grandmother (.) step
274   mother (.) and mother-in-law.

275   T: well, thank you ???

276   T: so <↑the root word (.) is (.) mother, that's the root word, and then you can make (.) more than
277   one word from this word> ((T points at the word)), for example, gra:nd mother (.) stepmother (.) and
278   mother in law (.), ok?

279   T: now, ↑<I want you to work in pairs (.) and try to find (.) six more words (.) from the root words
280   sister (.) and father (.), so you'll do the same as mother?> ok? ↑You'll have two minutes, I'm gonna
281   divide you now into pairs (.)

282   T: ok, can you tell me what are the words (.) from the **root** word (.) ↓father.

283   T: yes ???

284   L4: grandfather.

285   T: yes we have gra:::nd father.

286 T: and what else?

287 L: father in law?

288 T: yes, father (.) in law and the third one?

289 L: stepfather.

290 T: yes, step (.) father.

291 T: ok, how about sister? yes???

292 L26: sister in law?

293 T: yes, < sister-in-law>, and what else? yes ???

294 L11: er step sister?

295 T: yes? step sister.

296 T: and third one?

297 L: half-sister?

298 T: ↑yes, half-sister, ↓somebody actually write it down, great?

299 T: so, do you have any questions before we move on? (3.0) do you have any questions girls?

300 T: so for_ the root word father, and then we created three different words from (.) father, and the
301 <u>same</u> thing with sister.

302 T: so, do you know the meanings? of sister in low? ↓we already explained step-sister and half-
303 sister, exactly like (.) step-brother and half-brother.

304 L: can I?

305 T: yes of course?

306 L: /// أخت الزوجة أو (.) أخت الزوج((the husband's sister (.) or the wife's sister errr)).

307 T: yes exactly,↑yes, thank you so much.

308 **Break**

309 T: ok, <possessive 's and possessive adjectives>, possessive 's, for example, Mike' s wife is a teacher
310 (.) Mike and Sally's home is in Canada.

311 T: so now 's (.) is also the contracted form of <u>is</u>, >and then you have< the possessive adjectives (.)
312 from I (.) my, you (.) your, he (.) his, she (.) her, it (.) it's, and then we have we (.) our, you (.) your,
313 then, they (.) their, ↓I'm gonna explain now more (.) in my slide?

314 T: ok, so the first question says, ↑underling possessive 's, so can somebody underline possessive 's
315 for me? here (.) in number one and number 2? ((T points at the sentences))

316 T: yes exactly, so we have ↑Mike's wife, and Sally's home. ((a student underlined the sentences))

317 T: ↑this 's now ((T points at the sentence)) is for both Sally (.) and Mike, and this 's ((T points at the
318 sentence)) is for Mike only, ok? <u>Mike's wife</u> and here Mike and <u>Sally's </u>home.

319   T: ok, now in number two, what's the difference in these two sentences? Mike's wife is a teacher

320   and mike's a teacher? ↑can somebody turn on the mic and tell me what is the difference? (.)

321   ↓between this one and this one? ((T points at the sentences)) (28.0)

322   T: ok, who can tell me the difference between Mike's wife is a teacher? and Mike's a teacher? (3.0)

323   T: اللي حتطلع الفرق معناتو ماشاءالله عليها (.) مركزة معاية فالدرس حق اليوم (.) وحق أمس ((the one who will find the

324   difference, means that mashallah (.) she is focusing with the lesson today (.) and the lesson

325   yesterday)).

326   L1: عادي تعيدين؟ ((is it fine if you repeat ?))

327   T: mm repeat what exactly ???, the possessive?

328   L1: ok, Mike's (.) wife is (.) a teacher (.)↑ it's wife a teacher, that's Mike, it's true? (1.0) Mike is a

329   teacher, ↓is Mike a teacher?

330   T: ↑yes, it's right.

331   T: Mike's wife is a teacher, <u>his</u> wife, and Mike's a teacher, he is a teacher?, so the difference is in

332   here. ((T points at the sentences))

333   T: This 's (.) is possessive, but this one is the <u>shorter </u>form of is (.) the one that we took <u>yesterday</u>,

334   ok? ((T points at the sentences)), so, this one is actually (.) Mike <u>is</u> (.) a teacher, <but this is the

335   shorter form of is>, okay?

336   T: ok, ↑another question, what's the difference in these two sentences? my <u>sister's </u>home and my

337   sisters' home? can somebody turn on the mic and tell me the difference?

338   L1: first one is (.) singular, and errr

339   T: yes, the first one is [singular], and [the second one]

340   L1:   [singular], [two, plural]

341   T: yes, thank you so much ???

CB Lesson 3

1   T: ok, our lesson today is about <the face of seven billion people>, ok? so, can you tell me what can

2   you see in this picture? (2.0) what is in this picture? (3.0) >can you tell me what you can see?< this

3   picture here. (11.0)

4   L11: a person? (chatting)

5   L19: 7 billion ppl (chatting)

6   T: well? yes a person? may be a seven billion people? (1.0) ok. (27.0)

7   T: ok, ↑now you will <u>read</u> and <u>listen</u> to the text? ok? you will read and listen at the same time.

8   L26: it many pices (chatting)

9   T: yes ??? it has many pictures, you're right. (9.0)

10   T: so, are you ready? to listen and to read the text? (9.0) girls? are you ready?

11   LL: yes (chatting)

12   T: alright, ok.

13   **Listening to the audio (2:39)**

14   T: ok, so ↑now I want you to listen and to repeat these numbers a::nd percentages, ok?

15   LL: ok (chatting)

16   **Listening to the audio (7.0)**

17   T: ok, can you repeat that for me? can you pronounce it?

18   L26: one billion?

19   T: yes, thank you ???, can somebody else pronounce it? (10.0) yes??? (6.0)

20   T: ok, I'm gonna open them all, and then you can (.) one of you or two can pronounce (.) the others.

21   **Listening to the audio (26.0)**

22   T: ok, do you want me to repeat it again? (13.0)

23   LL: no (chatting)

24   T:ok, can somebody_ raise your hand, so I can see who can repeat these words for me, these
25   numbers, mmm let me see, ok, yes ??? go ahead.

26   L9: one billion, one point three billion, three point five billion, five point er point five billion, seven
27   billion, twenty-three percent, thirty-eight percent, fifty-one percent.

28   T: thank you so much ???

29   T: ???

30   L11: er one billion, one point three billion, three point five billion, five point five billion, seven billion,
31   er twenty-three er per cent, er thirty-eight percent, five er fifty-one percent.

32   T: yes, thank you ???

33   T: ??? yes, go ahead.

34   L26: one billion, one point three billion, three point five billion, five point five billion, seven billion, >
35   twenty-three percent, thirty-eight percent, five fifty-one percent. <

36   T: thank you so much ???

37   T: ok, so ↑now you're going to read the text about the people in the world , and ↑ match the
38   numbers in exercise 1 with the information 1 to 8, ok? so now you will work in groups, I want you to
39   read the text (.) and then match, for example, let's do number 1 together and then you do the rest in
40   groups, ok? so, the number of people in the world, mmmm let me see how, ok, can you see the
41   number of people in the world? (4.0) it's here ((T points at the sentence)), I gave you the clue?

42   L11: er seven billion people.

43   T: yes, seven billion people, thank you so much ???

44   T: ok, then you will write here (14.0) seven billion, ok? ((T writes the answer next to the question)),

45   so you will do the rest from 2 to 8 in groups, ok? so be ready (45.0)

46   --

47   **Group work: activity 2**

48   **Group (1):**

49   L(1): حق الهند ((for India)) (1.0) one point three billion. (5.0)

50   L(1): اش هوا؟ ((what is it?))

51   L(1): سؤال رقم 2, التعداد, اي أعرفها)) question number 2, the population, yes I know it))

52   L(2): بنات المايك ((girls the mic)) (10.0)

53   L(1): سؤال رقم ثلاثة؟ عدد المتحدثين باللغة ((question 3? The number of speakers of)) =

54   L(2): ثلاثه = ((three)) one million?

55   L(1): ايوا انه اللي يتعلمو اللغة الانجليزية انه لغتهم الثانية , يصلح اثنين واحد او 3, بس رقم ثلاثة اللي هوا ((yes, it means

56   those who learned English as their second language, it could be 2, one or 3, but number 3 is)) one

57   billion, المتحدثين باللغة الانجليزية لغتهم الثانية ((those who speak English as a second language))

58   L(3): سؤال أربعة نسبة المسلمين ((question 4 the percentage of Muslims))

59   L(1): بالمربع رقم عشرين ((in the square number 20))

60   L(2): ازعاج)) ((noise))):

61   L(3): مره)): ((a lot)) (:

62   L(1): بالمية سؤال خمسة يقول حق ال ا اللي هوا المربع الرابع, ثلاثة وعشرين ((question five says for the er which is

63   the fourth square, 23%)) (15.0)

64   L(4): سؤال أربعة حليتوه؟ ((did you answer question 4?))

65   L(1): ايوا ((yes)).

66   L(2): ثلاثة وعشرين بالمية ((23%)) (20.0)

67   L(3): رقم خمسة؟ // ((er number 5)) 38 (1.0) 38%.

68   L(1): باقي رقم سبعة خمسة ؟ ((we need number 7, 5)) =

69   L(2): = billion.

70   L(2): ازعاج((noise))

71   L: (laughter)

72   L(1): رقم ستة ((number 6)) 51% اللي هم يعيشون فالمدن ((those who live in cities))

73   L(5): رقم خمسة ايش؟ ((what is number 5?))

74   L(3):ثمنية وثلاثين بالمية رقم خمسة, ((number 5, 38%)) (8.0)

75   L(1): رقم سبعة // (err number 7)) 3.5 (2.0) // رقم ثمنية ((er and number 8)) 5.5.

317

76   **Group work (2):**

77   L(1): يالله ثاني سؤال ((come on the second question)) the people, population of India one point three

78   billion. (2.0)

79   L(2): سؤال اي ؟ [((which question?))]

80   L(3):   [3]

81   L(1): سؤال ثلاثة ((question 3))

82   L(2): [the number of]

83   L(3): [the number of]

84   L(3): اوك قولي انتي ((ok say it)) =

85   L(2): لا انتي قولي = ((no you say it))

86   L(3): طيب ((ok)) the number of spe ايه ؟ ((what)) speaker of English (1.0) =

87   L(1): as =

88   L(2): = as second language.

89   L(3): هذا / ((this is er)) one billion.

90   L(4): one billion صح ((right))

91   L(2): رقم اربعة اللي هوا ثلاثة ثمنية وعشرين ((number four is 23 28)) 28 =

92   L(3): ثمنية وعشرين ؟ ((28?)) =

93   L(2): بالمية اللي هوا النسبة ثمنية وعشرين ؟ ((the percentage 28? %)) =

94   L(2): رقم خمسة حق / استنو اشوف الأرقام ((number 5 for err wait let me see the numbers)) =

95   L(5): تسعة وتمانين ؟ ((89?)) =

96   L(2): ثمنية وثلاثين (38))

97   L: مو ثمنية وثلاثين لا ((No it's not 38))

98   L(2): الا ((it is)).

99   L: ثمنية وثلاثين ((38))

100   L(2): ايوا مافي أرقام غيرها ((yes there are no other numbers))

101   L: طيب ((ok)).

102   L(2): رقم ستة ؟ (5.0) رقم ستة معرف (: معرفت لا لا اتوقع // ((number 6? (5.0) number 6 I don't know (: I don't

103   know no no I think err))

318

CB Lesson 4

1   T: now? you will work in pairs? <take turns to spell <u>these</u> words, listen and write the words, ok? and
2   then check your partner's spelling,> so what you gonna do, I'm gonna divide you into pairs, and then
3   you should ask each other questions like <can you spell your first name?> for example ??? and ???
4   and then ??? says it's Farah, F A R A H, ok? and then can you repeat that?, and then she can say,
5   sure? >it's F A R A H< , ok? and then the same thing you will do it with other _here, can you spell your
6   surname? and can you spell your country? can you spell your job? ok? ↑so you can try this together
7   in pairs.

8   --

9   **Working in pairs: activity 2**

10 L6: اللـي هوا تحت تسألينـي عن اسمـي, أبدأ أنا ولا انتـي؟ تسمعينـي؟)) (which is at the bottom you ask me about my
11 name, I start or you start? do you hear me?))

12 L22: ايوا اسمعك)) (yes I hear you))

13 L6: تمام مين يبدأ؟)) (ok who will start?)) (3.0)

14 L22: أسألينـي أنا)) (ask me))

15 L6: can you spell er spell your name?

16 L22: ???. ((L22 spelt her name))

17 L6: تمام)) (ok)) can you repeat that? (3.0)

18 L22: خلـي وحدة تعيد)) (let somebody repeat))

19 L6: اللـي هوا تعيدين اسمك؟)) (repeating your name?)) (10.0)

20 L22: ثانـي وحدة مافهمت, دقيقة اش هيا؟)) (the second one I didn't understand it, what is it?))

21 L6: اللـي هوا السؤال الهذا)) (which is اللـي هوا عيدي ال؟)) (it is this question)) can you, can you repeat that?
22 repeating the)) spelling حق اسمك, من جديد عيديه)) (of your name, repeat it again))

23 L22: ???. ((L22 spelt her name))

24 L6: ها يالله أسألينـي)) (now ask me)) questions.

25 L22: دقيقة بس عشان اشوف السؤال, أكتبه)) (one minute to see the question, write it)) (19.0)

26 L22: can you spelling errr your first name?

27 L6: it's ???, ???. ((L6 spelt her name)

28 T: ok girls? tell me about your partners? first name? surname? country? or job? I think all of you are
29 in Saudi Arabia? right? a::nd all of you are students? so can you tell me your partner's first name or
30 surname? (1.0) your friend? the one that you worked with? (2.0) صحبتك اللـي دوبك اشتغلتي معاها ؟)) (your
31 friend who you just worked with?)) can you tell me her first name? or surname? is very easy? is very
32 simple question? (11.0) come on girls? (4.0) yes ??? (3.0)

33 L22: er first name ???. ((L22 spelt her name))

34 T: ok, thank you ???

35   L22: welcome.

36   T: and can somebody tell me your partner's surname? (3.0) yes ??? (6.0)

37   L7: surname is er ??? ((L7 said her surname))

38   T: thank you ??? a::nd her first name? (4.0) do you know her first name ??? (5.0) ok, yes ???

39   L1: her first name is ??? and er surname is ???, ((L1 spelt her partner's surname))

40   T: ok, thank you so much ???

41   T: alright, so let's move on to 13, so look at the expressions for meeting people for the first time,
42   then listen again and tick (2.0), only tick the expressions you hear? ok? so please if you hear it, just
43   tick.

44   **Listening to the audio: (2:51)**

45   T: ok? so now for all of you, could you please tick on the whiteboard what did you hear? ok? tick
46   only the expressions that you heard. (17.0)

47   T: yes? hello, (2.0) they said hello. (11.0)

48   T: ok, can you raise your hand? and tell me what are the phrases? the expressions? so I can (1.0)
49   circle it? or may be put a line under it? (6.0)

50   T: ok, can you tell me? (2.0)

51   T: yes? I'm. (9.0)

52   T: so? what did you hear girls? which expression did you hear? (5.0) yes??? (35.0)

53   T: yes? nice to meet you? (2.0) nice to meet you too? (2.0) this is? (2.0) a::nd see ya later? it was nice
54   meeting you? bye? that's it? (11.0)

55   T: ok, they actually said, hi? my name is? (9.0) I'm from? good bye? (3.0) mm and they didn't say he
56   is, ok?

57   T: so, <all the lines in blue and green already said in the listening audio, ok?> >others, like she's from
58   , he's from,< no: they didn't say it?

59   T: ok? let's move on, >so work in groups of three, A, B, and C, practice the conversation_ roles, and
60   repeat the conversation two more times<, so now you will work in group of three? ok? so, what you
61   will do, is to introduce yourself, so two of you, for example, let's say ???, ???, and ??? are together?,
62   so ??? and ??? will introduce themselves to ???, and then, they will also ask each other questions,
63   then ??? will ask ??? questions, and then ??? will introduce ??? to ??? , a::nd the last thing, you
64   would say good bye, ok? so you will work in three? introduce yourselves? ask each other questions?
65   and introduce <u>another</u> person, so practice this, you will have about three minutes to do this in
66   groups.

67   --

68   L7: miss? miss? ((me and ??? will participate, I will ask her, and she أنا ؟؟؟ حنقوم, انا حسألها, وهيا حتجاوب
69   will answer))

70   T: ok.

320

71   L7: اوك ؟؟؟ جاهزة؟ ((ok ??? are you ready?))

72   L39: يالله يالله ((yes yes))

73   L7: what your first name?

74   L39: my name is err ???.

75   L7: ok, what your surname?

76   L39: ???.

77   L7: ok, what your job?

78   L39: err I'm student, University errr Jeddah.

79   L7: nice? er you're from?

80   L39: Saudi Arabia, I'm [live] Jeddah.

81   L7: ok, see you [later].

82   L39: Bye.

83   T: thank you so much ??? and ???

84   L: you're welcome.

85   --

86   T: ok, now you will work in groups, I want you to rewrite these two sentences as one sentence, use
87   and or but, for example in number 1, >I live in Spain, I'm from Argentina<, so the answer is, I live in
88   Spain, ↑but I'm from Argentina.

89   T: in 2, I'm 21, my sister is 21, so I'm 21 AND my sister is 21, ok? so the second one, you give extra
90   information? the first one? you differentiate these sentences? ok? so, you will work in groups to do
91   the rest? you will have three minutes.

92   --

93   **Working in groups:**

94   L(1): اها اذا كانو جملتين معلومتان مرتبطة فبعض, تحطين ((if the two sentences are known and connected, you
95   add)) and واذا مختلفة, تحطين ((and if they differ, you add)) but.

96   L(2): ايوا ثلاثة ((yes in three)) I am British, but Hindi is my first language, رقم ثلاثة ((number 3)) but.

97   L(1): رقم كم؟ ((which number?))

98   L(2): ثلاثة ((three)) (7.0)

99   L(2): أربعة ((number 4)) he's from Germany, (1.0) but he works at Russia, روسيا ((Russia)). (5.0)

100   L(2): حليتو؟ ((did you answer?))

101   L(1): ايوا , رقم خمسة؟ ((yes))

102   L(2): خمسة ((five)) er my friend [is 13], and he's single, and.

103   L(1):   [but]

321

104   L(1): but.

105   L(2): خمسة ((five)) and.

106   L(1): مو ((not)) but?

107   L(2): no (2.0), أتوقع ((I think)) and. (4.0)

108   L(1): مدري, احس ((I don't know, I think)) but.

109   L(2): خلينا نسوي الأسئلة, خلاص نسويلها ((let us answer the questions, we will)) skip it. (1.0)

110   L(2): ستة ((six)) I live in Spain, and I work, but I work in France, ستة ((six)) but. (5.0)

111   L(1): طيب سبعة؟ ((ok and seven?)) (2.0)

112   L(2): سبعة ((seven)) she's a student, (2.0) >Oxford University<, and. =

113   L(1): mm and.

114   L(1): err ثمنية ((eight)) my framily is in =

115   L(2): = countryside =

116   L(1): but =

117   L(2): = and.

118   L(2): I'm in the city =

119   L(1): = but. (2.0)

120   L(2): ok, خلصنا صح؟ ((we finished right?))

121   L(1): ام خلاص ايوا خلصنا ((mm yes we finished.))

122   ---

123   T: = ok, in number 3, <write a personal description for you, and then use the table in exercise one,>
124   _help you, you can use this table, to write personal mm description about yourself, >you should
125   write your first name, your surname, job, occupation, home country, language and family,<ok? so
126   this, you should work individually, so I'm gonna give you about 5 minutes to write it, and if it's not
127   enough, please tell me, ok? (2.0), so please start writing your personal description طب يا مس من فين
128   نكتبه؟ ((ok miss from where should we write it?)) you have to use this table (3.0) this table, ok?

129   **Working individually: 5 minutes**

130   T: ok girls? are you ready?

131   LL: yes (chatting)

132   L: yes.

133   T: ok, ↑so now before you start your speech, I want you to work, do you want to work in pairs? or
134   you want to work in groups? because I want you to exchange your descriptions with other students?
135   to check whether they include (.) these information? and whether she used and? and but? ok? so
136   you want to work in groups or in pairs? (9.0) girls? I'm asking you? do you want to work in groups?
137   or in pairs?

138   LL: groubs (chatting)

139   T: groups? ok.

140   **Working in groups:**

141   **Group 1:**

142   L35: شوفي انا كتبت /// ((listen I wrote errr)) hello my name is ???, I err, I am from Jeddah, err mmm

143   ما كملت حتى, استني اشوف (1.0) وقفت هنا (2.0) (6.0) ((one minute)) دقيقة (4.0)(I didn't complete it yet,

144   wait I will see (1.0) I stopped here. (2.0)

145   L(1): اش هوا ال ((what is the)) job? (4.0)

146   L(2): حطي انك ((add that you are)) student. (7.0)

147   L(1): اش هوا ال ((what is the)) hobby اللي كانت تتكلم عنه؟ انا مافهمت اش هيا هذه؟(she was talking about it? I

148   didn't understand it?)) (4.0)

149   L(3): اش هوا؟ يا ؟؟؟ ؟ ((what is it ??? ?))

150   L(4): اللي اتكلمو عنه فالجدول, دقيقة _ ((the one that they talked about in the table, one minute_)) =

151   L(1): اهم شي تكوني كاتبة, يعني ضايفة اسمك؟ ضايفة هذه الأشياء اللي فيها, فاهمة؟ ((the most important thig is to

152   write, I mean add your name? add the things there, do you understand?))

153   L(2): اسمك الكامل قدام ال ((your full name in front of the)) surname =

154   L(1): = اسمك الكامل ايوا ((yes, your full name)) =

155   L(2): = ؟؟؟ يعني ((I mean ???))

156   L(3): ايش؟ ؟؟؟((??? what?))

157   L(4): ؟؟؟((???)). (2.0)

158   L(3): وبعدين أتوقع ((then I think))[job]وهذا مدري وش اسمه (and this I don't know what it's name))

159   L(2): مو لازم ((it's not necessary)) job خلي انك ((write that you're)) student جامعة جدة ((at University of

160   Jeddah))

161   L(3): ايوا ((yes)) (6.0)

162   L(4): تكتبي أتوقع أفراد عائلتك ((I think you write your family members)) (10.0)

163   L(3): بعد ماكتبت ((after I   about طيب اكتب // ((ok, shall I write errr)) (8.0) استني اشوف ((wait I will see))

164   wrote)) from Jeddah? اكتب((I write)) (2.0) about (1.0) first Jeddah او ((or)) and?

165   L(1): and? دقيقة (2.0) مدري((I don't know (2.0) one minute)) (48.0)

166   **Group 2:**

167   L(1): هذا المقطع, اقول هذه الجملة معاها ((this part, I say this sentence with it))

168   L(2): ايوا ايوا انا عارفه, انا ماحطيت, دحين بحطها ((ye yes I know, I didn't add it, I will do it now)) =

169   L(1): انا حطيت = ((I did))

170   L(2): ok.

171   L(1): ‫اعتقد كمان زودي‬ ((I think you need to add)) and ‫و‬ ((and)) I am

172   L(2): I am ‫وحطيت‬ ((and I added)) and ‫بس ماحطيت‬ ((but
173   I didn't add)) but.

174   L(1): ‫حتى أنا‬ ((me too)) (10.0).

175   ---

176   T: yes???

177   L1: hi, my name is ??? ???, I'm from Jeddah, err it's a beautiful city, and err I'm student at Jeddah
178   University, and I speak English but my first language is Arabic, and I have a brother and a sister.

179   T: thank you so much ??? can you repeat that slowly? so I can write it down? (2.0)

180   ---

181   T: ok, does anyone want to share? (4.0)

182   L25: ‫دكتوره عادي اشارك هنا؟‬ ((Doctor, can I share here?)) (chatting)

183   T: yes ??? you can, and if anyone wants to share writing? in one room? in a single room? just me_
184   you, it's fine too, we can do it together, not in this main room? ok?

185   L25: hi, my name is Atheer Baabdullah and I am 20 years old. I'm student but I'm work too. I have 2
186   sisters and I'm the middle one. I speak Arabic and English. (chatting)

187   T: who said first? ??? yes ???

188   L30: hi, I'm Aseel Alharthi, and I am from Jeddah, it's a wonderful city in the:: red sea, I am student
189   at er Jeddah university, I speak Arabic but I don't speak English normally, I am single, and I have
190   three brother and two sister, just?