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ASSESSING EFL LEARNERS COMMUNICATIVE COMPETENCE THROUGH THE MULTIMODALITY APPROACH: A CASE STUDY OF THIRD-YEAR EFL STUDENTS AT THE UNIVERSITY OF BISKRA

Thesis submitted to the Department of English in candidacy for the degree of Doctorate (Didactics and Assessment in English Language Education)

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In the Name of Allah, the Most Beneficent, the Most Merciful. All the praises and thanks be to Allah, the Lord of the 'Alamin'

Statement of Originality

This is to certify that to the best of my knowledge, the content of this thesis entitled "Assessing EFL Learners Communicative Competence Through the Multimodality Approach A Case study of Third-Year EFL (LMD) students at the University of Biskra" (supervised by Dr. Naima Bouyakoub) is my own work. This thesis has not been submitted for any degree or other purposes.

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Dedications

I dedicate this paper to the people who mean a lot to me

My Parents who were always there by my side during the happy and hard moments

My sisters and brother who were for eternity around at times supporting me and pushing me further

My husband who provides me with the needed support and encouragement

My lovely daughter

I would never be able to pay you back the love and affection you showed to me, thank you all for always being there. Indeed, it would have been harder without you being there for me.

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"One day I will find the right words, and they will be simple."
Jack Kerouac, The Dharma Bums the world

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ABSTRACT

It is a timely moment for those involved in education; teachers, learners and stakeholders to flexibly survive with the dynamic change of teaching and learning demands in the 21st century .The current study seeks to research the adequacy of applying the multimodality approach in the classroom -as a new envision- for assessing the learners' communicative competence. Consequently, we speculated that through the execution of this recommended approach in the classroom, the instructor would have the capacity to assess his learners' communicative competence most efficiently. To validate this hypothesis both quantitative and qualitative studies are used. The goal of this thesis is to further examine the effectiveness and validity of adopting such approach in the classroom to assess the learners' communicative competence. This study employed a "Classroom Action Research" design which is composed of four steps (planning, acting, observing and reflecting), it was carried out on Third Year learners in the Department of English at Biskra University during the second term of the academic year 2017-2018. The tools used to reach the settled objectives are pre-test and post-test that were designed and administered before and after the intervention phase, a further tool was questionnaires that EFL teachers and learners were invited to fill in. Adopting the triangulation of the method, an interview with teachers was carried out in the academic year 2018- 2019 in order to gather the needed data about the topic under study. There were two raters to evaluate the learners 'communicative competence; Pair sample t- test was used to analyze the quantitative data and the hypothesis testing was computed using SPSS "Statistical Package for the Social Sciences". Findings obtained in this research indicate that the multimodality approach can lend a hand to learners to develop their communicative competence, mostly; linguistic, sociolinguistic, discourse and, strategic competence .Furthermore, it helps teachers assess their learners' competencies innovatively using educational videos, educational games, educational songs, role plays and discussions.

Keywords: Multimodality approach- Assessment- Communicative Competence- Learning styles- Educational songs- Educational videos- Educational games.

"It is not the actual methods or tools of assessing which we believe should be changed in many cases, rather the underlying philosophy and the aims of their use and application".

From: Harris, D., & Bell, C. (p. 97. 1990).

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LIST OF ABBREVIATIONS AND ACRONYMS

4C'S.	Critical Thinking, Creativity, Collaboration, Communication
AAC	Augmentative and Alternative Communication
AAL	Assessment As Learning
AFL	Assessment For Learning
AM	Année Moyenne (Middle School)
AOL	Assessment Of Learning
ARP	Action Research Project
AS	Année Secondaire (Secondary School)
BAC	Baccalaureate
BEM	Brevet d'Enseignement Moyen
CBA	Competency Based Approach
CBI.	Content-Based Instruction
CBI.	Competency-Based Instruction
CBT.	Computer -Based Test
CLT.	Communicative Language Teaching
CRT.	Criterion-Referenced Test
DT.	Drill Technique
EFL.	English as Foreign Language
ELT.	English Language Teaching
EOC	Ethnography Of Communication
ESL.	English as a Second Language
EU.	Educational Unit
IAR	Individual Action Research
ICT	Information and Communication Technology
LMD.	Licence, Master, Doctorate
MS	Middle School
NCLB.	No Child Left Behind
NRT.	Norm-Referenced Test
NST.	Non-Standardized Test
PBA.	Process-Based Approach
PBA.	Product-Based Approach
PPT.	Paper and Pencil Test
SE	Secondary Education
ST .	Standardized Testing
TBI.	Task-Based Instruction
TBI.	Text-Based Instruction
VAK .	Visual-Auditory-Kinesthetic
DV	Dependent Variable
IV	Independent Variables

GENERAL INTRODUCTION

GENERAL INTRODUCTION

Nowadays, the most established instructional contexts in second and foreign language program are "Communicative Language Teaching" (CLT), its goal is to enhance learners' communicative competence as the knowledge of grammatical rules is not sufficient for speaking and communicating a language. Classrooms today entail to be more productive through the use of "multimodal assignment" for communicating digitally, be it texting, blogging or through social media. This rise in computer-assisted communication has required classes to become multimodal in order to teach learners the skills required in the 21st century work environment (communication, collaboration, critical thinking and creativity). Nonetheless, in the classroom setting, multimodality is more than just combining multiple technologies, but rather creating meaning through the integration of multiple modes. Learners are learning through a combination of these modes, including sound, gestures, speech, images and texts.

Moving from page to screen is the most noticeable shift in Education in the 21 century (Kress, 2010). Therefore, Algerian schools and universities have to adapt to this change in a way that suits its learners' needs, and teachers' strategies. No one can deny the fact that learning a foreign language currently is no more a matter of mastering the linguistic knowledge, but rather being able to use this knowledge in real-life situations, what Hymes (1966-1968) dubbed as "Communicative Competence". According to Canale (1983), communicative competence includes four components: grammatical, sociolinguistic, discourse and strategic competence. That sub-competence- being argued- need to be taken into account when assessing the learner's communicative competence.

The primary objective of the present research is to better understand the correlation between the two variables: "Communicative competence" and "Multimodality" as being related to assessment which is still a subject of debate, especially when it comes to assessing learners' communicative competence. The latter is a challenging and a tough mission for both teachers and learners for three argued reasons;

- Assessment is not a matter of an ordinary pencil and paper tests if negative backwash is to be avoided.

- Language is not only the case of mastering the linguistic and accurate structures if communicating fluently is the main target.

- Classroom practices are not the subject of stodgy mono-modal activities that neither fits the learners' learning styles, nor keep them extrinsically engaged and highly motivated if the learners are the main concern of classroom activities.

It is undoubted that being an effective teacher requires more than knowing the subject matter; it involves other perspectives likewise, assessment of learning. The latter is a crucial part of any educational system. Skinner (2005,41-42) goes on to say that *"if you want to know the truth about an educational system you should look at its assessment procedures"*, he purports that assessment is *"judging the worth, value or importance of something, it is judging what has been learned or what learners are able to do"* (Ibid,' 42). Admittedly, assessment can be written or oral; this former is preferable to be used when evaluating the learners' communicative competence.

When go back and look at the history of communicative competence approach and exactly in the 1960th, we notice that a lot has been said about it by Dell Hymes (1960) who counter reacted to the linguistic competence that was advocated by Noam Chomsky (1965). Hymes (1960) presumes that being communicatively competent means being able "to construct a grammatically correct sentence and to produce a socially appropriate utterance". To move into deep elucidation, competence for him is being accurate and being appropriate with regard to both structural and social dimensions of language. To that end, how can communicative competence be assessed?

As a reply, Luoma (2009) stated several communication tasks in which communicative competence and oral performances can be assessed such as pair and group tasks. He propounds that peer interaction makes communication more realistic and authentic. Another task can be "rating checklist" which is considered as another interesting area for evaluation;peer evaluation for him is another promising technique.Behind it all, what is most important for the teacher is to use a variety of modes to assess his learners' performances.

Then again, Assessment has assumed a primordial role in a recent effort to improve the quality of education. Assessing the learner's communicative competence,

in particular, is of vital importance as well. To evaluate the learner's communicative competence the teacher has first to design a multimodal communication environment; multimodality can be defined as the use of different modes (audio, visual, kinesthetic) through a range of media for the sake of communicating and conveying meanings. Kress (2010) puts forward the view that multimodality is a Social semiotic theory for creating the meaning of communication using a variety of representation modes such as; layout, music, gestures, speech, moving image, 3d objects,etc.

Multimodality has procreated a great deal of interest among academics and educational practitioners working in the area of new technologies and technology-mediated learning such as Stein (2008), Kress (2010), and Smith (2012). In spite of that, few pieces of research have been conducted about multimodality, which is not an alien concept in the field of foreign language teaching and learning because communication has always been multimodal.

Things become more complicated when trying to delineate the area of multimodality. Terminologically speaking, it was described as a phenomenon by (Scollon & Levine, 2004 and O'Halloran, 2011). From another standpoint, researchers such as (Kress & van Leeuwen, 1996/2006; O'Halloran, 2005; Kress, 2009 and Bezemer & Jewitt, 2009) believe that multimodality is a domain of inquiry or research field. While others assume that it is rather an analytic approach (Jewitt, 2008 and O'Halloran,2007).

With respect to all the previously mentioned descriptions of multimodality, we would like to refer to the definition provided by the chief learning officer and founding partner of multimodality Ray Smith (2012) in one of his interviews. His definition looks more elaborate, and it serves the aim of our study ; *"Multimodality is one of the models of learning that I developed during my careers; Multi means many, models means different approaches, applications, and technologies that can be leveraged to really promote good learning"*(Retrieved from : https://www.youtube.com/watch?v=nt5wPIhhDDU)

In this way, we can refer to multimodality as whatever can be used by the teacher (videos, films, games...) when-conditionally- learning is taking place. With regard to this definition, we assume that using all or most of the formerly mentioned modes from

the part of the teacher do by no means enhance the learners' communicative competence and, going further, it assists the teacher in assessing his learners' performances innovatively and creatively.

Inspired by this definition, the present action research primarily focuses on the implementation of the three approaches: Musicology, Game Theory, Film Theory, in addition to a variety of technologies (Computer-assisted language learning) that are implemented to put multimodality into practice. Assessing the student's communicative competence is such an arduous and fastidious task for the teacher and the learners as well. On the one hand, "The teacher as a researcher" has to look for the most appropriate ways to develop -as to assess- his learner's interpersonal skills and performances without affecting the "validity", "reliability" and "fairness" of the tests. Learners, on the other hand, have to adapt with the transfiguring from "competence-based" to "performance-based assessment".

Besides, the utilization of "the mono-modality" approach in the classrooms during the process of assessing learners' performances is –axiomatically- not very apparent nowadays, because of the fact that using one mode (e.g. Visual mode) may fit only one learning preference or style (e.g. Visual learners). And it is commonly known that a class of forty learners (the case of most Algerian university classes) encompasses a variety of learning styles that need all to be taken into account , not only while teaching but also when assessing performances taken that assessment is an integral part of teaching.

The overall problem of this research work is that languages are taught for "communication purposes" but –paradoxically- when it comes to the learners' evaluation only the linguistic aspects are taken into account. And more emphasis is given to the written form at the cost of the spoken one. In other terms, the learners "success" or "failure" lies mainly and heavily on how well they adequately perform in a written test. The best example of this noticeable imbalance between communicative and linguistic competence in the Algerian universities is that eleven courses are to be tested wittingly (3[ed] year learners), while only one course (Oral Expression) requires oral performances from the part of the learners (The case of Biskra University).

Furthermore, it is noticed that only one or two modes are being used in EFL classrooms (such as; role plays in most cases, oral presentation...) despite the fact that the mono-modality is no more apparent in our digital age where learners are exposed tremendously to technology. Multimodality seems to be more efficient for three persuasive reasons (for the researcher); first, it wishfully reduces monotony in the classroom and consequently, learners get more engaged and motivated. Second, using a variety of modes while testing guarantees fairness and reliability of the test, since all learners' styles and types are to be fulfilled. Finally, multimodal resources will -by no means- enhance the learner's communicative and interpersonal skills which are the skills required in the 21stcentury.

This study is undertaken in an effort to answer the following leading questions (the aims behind these questions are formulated correspondingly).

- How to develop the learner's communicative competence? (using the Multimodality approach) Beneath this question, we seek to investigate the kind of strategies which are actually being used, and which should be used instead from the part of the teachers to boost their learners' interpersonal and communication skills.

- How can EFL teachers assess their student' communicative competence? (with the implementation of the Multimodality approach) Propounding that, by making use of a multiplicity of modes (visual, auditory and kinesthetic),the teacher might be able to assess his learner's competence elaborately, with regard to their learning styles and consequently "no child will be left behind!"(Communicative competence can be assessed in a multimodal environment that best fit the communicative needs of the learners)

- What kind of teaching and learning difficulties are encountered when assessing the learner's Communicative Competence? -applying a variety of modes- In another word, is it possible to assess the learner's communicative competence without affecting the validity and reliability of the test? Admittedly, the task of assessing learner's communicative competence is loaded with drawbacks, such as subjectivity and bias, all of which makes us to think of an accommodating approach to solve this dilemma.

- How can the multimodality be applied in the field of foreign language teaching? The aim of our research is to test out Canale and Swain model of communicative competence (1980), to ensure its validity in the field of assessment. In the light of this need, this paper is directed toward an initial attempt to measure the effectiveness of assessing the student's communicative competence in a multimodal environment.

To answer the previously mentioned questions, the researcher propounds four hypotheses which run as follows

- The teacher might develop his learners' Communicative Competence through the integration of the 21stcentury skills; Communication, Collaboration, Creativity and Critical thinking,

- EFL Teachers might assess their learners' communicative competence using a multiplicity of modes (visual, auditory, kinesthetic) including activities such as; songs, games, videos, role-playing, monologues, problem-solving activities,ect.

- Subjectivity, bias, invalidity and unfairness are few of many drawbacks, EFL teachers might face when assessing their learners ' communicative competence in implementing the multimodality approach in the classroom.

- Multimodality can be applied in foreign language teaching through designing programs that best fit the communicative needs of the learners and their learning styles.

In the present study, we employed a classroom action research which was conducted to assess the learners' communicative competence using a range of multimodal speaking tasks (videos, games, songs, role plays, oral presentations and discussion tasks). We opt for the use of both quantitative and qualitative methods for two chief reasons; first, to investigate the effectiveness of using the Multimodality approach while assessing learners' competencies and performances, Second to explore the area under study.

The targeted population is Third-year Learners at the University of Biskra, we assume that after having studied for two years at the Department of English, these learners have almost reached a satisfactory language proficiency level in English. Assuming that, First and second-year license learners – due to time shortage-have not developed their Communicative Competence yet (unlike third year learners). It is worth mentioning that master learners do not study oral expression module which is the only space where communicative competence can be assessed.

For the qualitative study, two questionnaires were administrated to both teachers and learners of English at Biskra University. Besides, the questionnaires were piloted beforehand to bring imperative corrections and feedback in both learners and teachers' questionnaire. For the quantitative study, tests (pre and post-test) were conducted using oral presentations, open ended questions, or multiple response questions, ect. Besides using checklists and rubrics where the teacher as an observer rate the student performance of several communication behaviors, using a numeric scale of rating in addition to keeping track of learners' progress.

Coincidentally, Learners were exposed to three modes: visual mode (videos and pictures), auditory mode (songs and discussions) and kinesthetic modes (games and presentations). With this in mind, the reason behind our choices for each mode is to assess learners in an authentic way as possible and with regard to their preferred learning mode. Our action research study is anchored in Canale and Swain' s (1987) model of Communicative Competence;

The Structural competence was assessed through (multiple choice test, Cloze tests, or through listening to a given text and summarizing it in an oral or written form). As far as the sociolinguistic competence is concerned, learners were assessed by role-playing where they have to show how to perform in a semi-authentic context. Learners' discourse competence was assessed through dialogues and monologues. What is more, to assess their strategic competence, learners were exposed to communication problems such as misunderstanding and breakdowns of conversation and were asked to use their interpersonal strategies to solve these problems. It is worth noting here that the activities being used during the whole second semester include educational games, educational songs and educational videos, all of which were constantly implemented.

The type of assessment that looks appropriate to evaluate the learners communicative competence is a "Formative assessment" to avert the learner's frustration and anxiety; additionally, the tests were scored analytically using checklists (Observation grid). The teacher as "an observer" observes closely all the dimensions and sub-dimensions of the learner's communicative competence. Besides the assessment process was continuous, i.e., in each session the teacher assesses one dimension. Not to mention that, the tests were "integrative point tests", i.e., testing the learner's skills in an integrative way; this – hopefully- guarantee the validity, reliability and fairness of the test.

This thesis is composed of five chapters; the theoretical and the practical part, the theoretical part constitutes of one chapter that is loyal to conceptually answering the research questions. The first chapter makes up three sections highlighting the shift of focus; the first part tackles the required and rather fostered shift from linguistic to communicative competence. The second tries to find the truth about the change of concern from competence- based assessment to performance-based assessment. The last section deals in brief with the move from mono-modality to multimodality in EFL classrooms. The second chapter is dedicated to the current situation analyses. The third chapter is practically designed for the analysis of data .The fourth chapter recapitulates the research findings while the summary and conclusion(s) are included in the last fifth chapter, they are incorporated with classroom recommendations.

What is worthwhile to mention, anyhow, is that the objectives of the study were hard to be reached due to the following distortions: First, assessing the learners' performance is not an easy task due to a large number of learners per class. Second, the use of multimodality in the classroom is time-consuming; assessing the learners four competences took three sessions often. Also, in the performance test, few tasks can be included due to time constraints; the judgment of learners' work can fall in the trick of subjectivity. All of which makes performance assessment expensive and open to bias.

Given the above, the utility of our study is to put the multimodality approach to an empirical test in order to have a firm grasp of the relation between communicative competence and the multimodality approach since they are both based on communication .Also to determine the effectiveness and importance of using a multimodality approach while assessing the learners' performances and finally, to test

the feasibility and practicality of teaching and assessing the so-called 'communicative competence' by the employment of diverse multimodal resources (linguistic, visual, gestural..) to enhance learners' communicative competence and to assess their performance.

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REVIEW OF LITERATURE

1.1.Introduction

This chapter is devoted to the review of related literature about (assessment, communicative competence and multimodality). In this sense this part of research provides some important strategies and techniques that help the teacher better assess his learners' communicative competence. The following sections are directed toward three objectives:

- Identifying the areas of change of assessment in the 21st century.

- Investigating the teachability of communicative competence.

- Deepening into the literature of "the multimodality approach" reviewing what has been said by researchers so far.

PART ONE

THE SHIFT TOWARD COMMUNICATIVE LANGUAGE TEACHING AND TASK-BASED INSTRUCTION

1.2.1. Introduction

> *"The silence of speechlessness is never golden; we all need to communicate and connect with each other – not just in one way but in as many ways as possible. It is a basic human need, a basic human right. And more than this; it is a basic human power"(William, 2000, p. 248)*

Be it overtly admitted or no, within the language classroom, communication remains an inescapable and a distinguished parcel of the foreign language learning process, so that at any rate, it can be argued that the communicative approach is the most popular direction in ESL and EFL teaching settings. This section provides some backgrounds and perspectives on communicative language teaching. Within the current section, we portray the notion of communicative competence with a condensed description of a range of models propounded by previous studies (Canal and Swain 1980, Bachman and Palmer 1990, Verhoever and Vermeer 1992) with greater focus on Canale and Swain's perspectives on which this study is grounded on. Finishing up with a concise report of how to teach and assess the learners' communicative competence.

1.2.2. History of Communicative Language Teaching

Whenever you ask a teacher about his implemented methodology in the classroom, his reply will be certainly ; " Communicative Language Teaching" (CLT), when you ask him/her about the meaning of CLT , he will mention things like the absence of grammar and the over emphasis on all what is oral , spoken and communicative (Richard ,n.d). Richard defines CLT as *"a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom"* (Richard,n.d. p.3) . The goal of communicative language teaching might include knowledge of how to use language differently and in different contexts (formal and informal speech), knowledge of different kind of texts (reports, interviews..) .Another vital goal of CLT might encompass the

knowledge of how to maintain the communication channel and avoid misunderstanding through the implementation of different communication strategies (Richard , n.d) .

How learners learn the language has changed tremendously in the last thirty years. Years ago , the primordial focus of language learning was the mastery of language usage and the grammatical aspect of language, including the ability to form correct sentences and to avoid making mistakes as much as possible .The learners were asked to continuously memorize dialogues and perform drills , the teacher was the authority in the classroom. Nowadays, things have changed, the role of the learners in the classroom is more emphasized through the interaction and collaboration (Ibid, nd).Even classroom activities become different, teachers nowadays tend to use less drilling and memorization, the reliance is on group work, pair work activities and project work ...The individualistic approach to learning is no more supported, teachers are facilitators and mentors in the classroom (Ibid, nd).

The history of CLT goes through three main phases that summarizes the development of language teaching over the years

- Phase 1: Traditional approaches (up to the late 1960s)

- Phase 2: Classic communicative language teaching (1970s to 1990s)

- Phase 3: Current communicative language teaching (late 1990s to the present)

In the first phase, all the approaches gave priority to grammar as an indication of language proficiency. Learners learn through drilling, memorization and direct teaching. Grammar was taught deductively, learners learn the rules and practice them later, and a huge emphasis was devoted to the accurate pronunciation, grammar and the mastery of language usage. Errors were not very welcomed as they indicate deficiency of language, such approaches include (Audiolingualism, structural situational approaches and situational language teaching) (Richard, nd).

In 1970's, the orientation of language teaching began to take a different direction, attention was shifted to the knowledge of how to use the grammar for communicative purposes with an emphasis on the needed skills for that .Correctness is required, but appropriateness is compulsory. Learners need to use language communicatively in

different contexts (making requests, giving advices, describing needs ...). Knowing what to say is not enough, learners need to know how to say it appropriately; unfortunately, traditional methodology does not serve such purpose (Richard, nd).

Stimulated by the Swiss Linguist "Ferdinand de Saussure"[i], Chomsky[ii] made a distinction between "competence" as being against "performance". Implying Saussure's "langue-parole" division[iii], competence is defined as the speaker-listener knowledge of the utilized language, though performance alludes to the genuine utilization of this information. From that point forward, there has been an uncertain verbal confrontation about whether grammaticality by its own forms a hypothesis of language. This presumption propounded by Chomsky experiences a plenty of entanglements. Applied linguists communicate their objection before long; one of them is Savignon (1972) who advances the view that linguistic competence cannot be used as a theoretical ground of teaching-learning methodology (Bagarić and Djigunović, 2007).
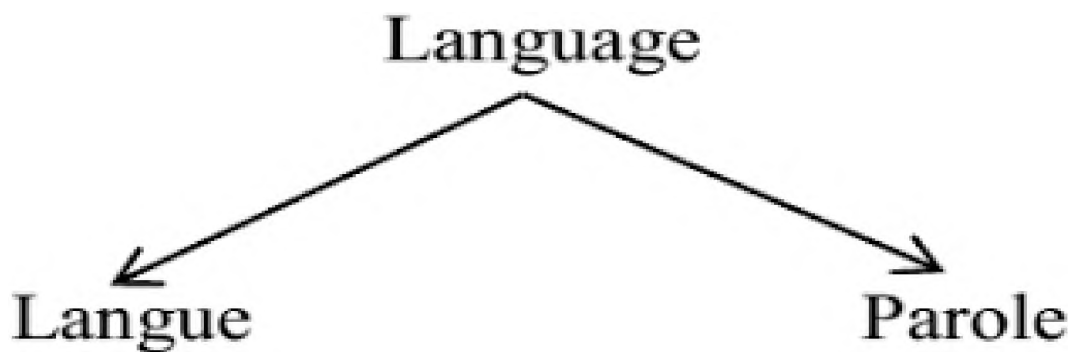
Figure 1.1. Saussure's Language Dichotomy (Saussure's Language Dichotomy, Cours de linguistique générale.1976)

As a counter movement against the perceived inadequacy of Chomeskyan (1965) distinction between linguistic competence and performance, the notion of communicative competence was firstly presented by Dell Hymes in the 1960, 1962, 1964, and 1972. He claims that a successful communication is more than mastering the grammatical aspect of language; it is rather related to the effectiveness and appropriateness of the act of communication. Within the same line, Strohner & Rickheit (2008) view rests on the assumption that appropriateness is related to the settings where the social interaction takes

place, whereas effectiveness is much more concerned with the outcomes carried out by this social interface.

Language

Competence   Performance
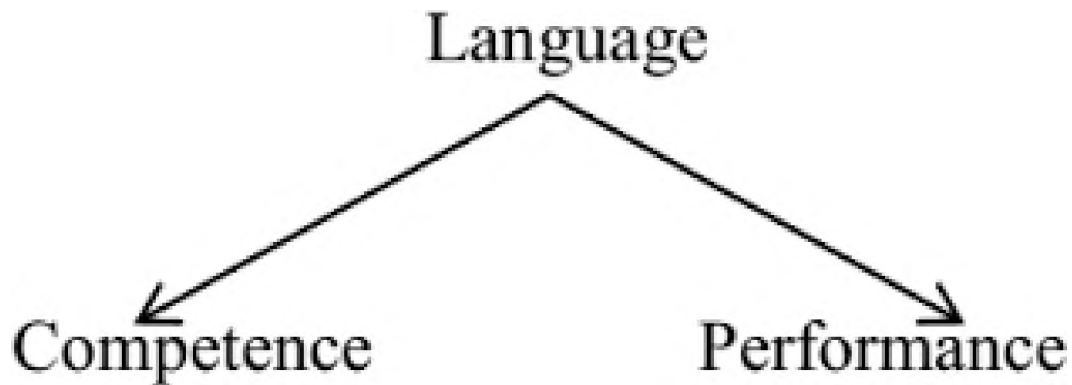
Figure 1.2. Chomsky's Language Dichotomy (Chomsky's Language Dichotomy, Aspects of the Theory of Syntax. 1965)

Communication is judged to be effective when it relates to the capacity to accomplish or deduce a speaker's meaning, and it is said to be appropriate according to the social factors of a given situation. To give an illustration of what is meant by effectiveness and appropriateness- as being two crucial criteria of communicative competence- Spitzberg (2003, p. 98) develops the claim that: "Competence, according to the dual criteria of appropriateness and effectiveness, is the extent to which an interactant achieves preferred outcomes in a manner that upholds the emerging standards of legitimacy of those judging the interaction"

Within the same area but from a different standpoint, the British linguist Michael Halliday[iv] (1971) worked on the liaison between grammatical structure and discourse; he puts forward the view that the interpretation of one element depends on the interpretation of the other. Halliday's theory of communicative competence highlights the functions of language and explores language use in its "context of situation". He stated that "it is predominant in our thinking about language that we want it to allow us to communicate something" (Ibid, 1971. p. 145).

Further research in this area may include the work of other language philosophers such as Grice (1957), Austin (1962) and Searle (1969). All of them validate the view that language has more functionality than the descriptive one. In his theory of speech act[v],

Austin proposes that when talking the speaker tends to convey a meaning or to do something with words; the success of talk relies not on its truth but rather on the appropriacy of speech act (Schierloh.2011).

Along similar lines, the German philosopher Jürgen Habermas (1970) has encouraged debate on the Chomsky's concept which seems not to serve as a relevant element in a theory of real-life communication. His criticism of the Chomsky's' narrow linguistic competence can be easily identified in his view that "*general semantics cannot be developed sufficiently on the narrow basis of the mono-logical' linguistic competence proposed by the North- American linguist Chomsky*" (1970, p. 137–138). Acceptability of language for Habermas (1970) is of vital importance for successful communication, yet there is a missing value that should be added to guarantee an effective interaction, what he called "the notion of rationality". He pointed that successful communication depends on a shared understanding of the validity of the truth.

Notwithstanding, Hymes puts forward the view that Chomskyan theory was loaded with drawbacks; one was the distinction made between "performance" and "competence". He proposed that four questions should instead be asked to produce a comprehensive study of language and communication;

- Is something possible?

- Is something feasible?

- Is something appropriate?

- Is something done or performed? (Habermas,1970)

The most commonly implemented models of communicative competence test are basically grounded in Hymes's (1971-1972) theory of language use in which he purports that there are four levels of analyses in language use that help understanding communication. The first level is "What is possible" in terms of grammar, while the second level is "what is appropriate "in terms of social rules. Another level is "what is feasible" in terms of time and processing constraints, finishing up with "what is actually done" in terms of the already existing conventions, norms and habits. Each level, says Hymes, is governed by a set of rules that speakers of language need to know to

communicate effectively (cited in Luoma, 2009). All these dimensions are recapitulated in his "SPEAKING Model"[vi].

Setting/Scene	The setting refers to the time and place, while scene describes the "psychological settings" or "cultural definition" of a scene
Participants	Speaker and audience
Ends	Purposes, goals and outcomes
Act sequence	Form and order of events
Key	The tone, manner, or spirit of the speech
Instrumentalities	Channels, forms, and styles of speech
Norms	Social rules governing the event and the participants 'action and reaction
Genres	The type of speech or event

Table 1. 1. Hymes' Speaking Model[vii]

For further clarification of the concept of communicative competence, Widdowson (1987) made a valuable distinction between "competence" and "capacity". According to him, Competence refers to the inclusive understanding of linguistic and sociolinguistic conventions while capacity refers to the procedural or communicative capacity. By the same token, "the ability" is not a component of competence; it is a force to realize what Halliday called "meaning potential"[viii].

Notably, Canale and Swain (1980) and Canale's (1983) view of communicative competence is different from the other researchers. According to them, communicative competence denotes the underlying system of knowledge required for communication. This system is composed of three types of knowledge; "Knowledge of grammatical principles", "Knowledge of language use", "Knowledge of how to combine utterances and communicative functions with respect to discourse principles" (Vesna, & Djigunović, 2007). Stated in more details, communicative competence refers to the knowledge of grammar rules and how to use them appropriately within discourse.

Interestingly, Light (1989) declares the notion of communicative competence as being related to what he called AAC (Augmentative and Alternative Communication).In

other words; "communicative competence for individuals who require augmentative and alternative communication. His system is solely designed for individuals with a complex communicative need. In his proposed system, Light (1989) stated four main demanded competencies:

- **Linguistic Competence:** it goes without saying that individuals must develop a satisfactory knowledge and skills in the linguistic code of language, and individuals with complex communication needs are no exception.

- **Strategic Competence:** refers to the reliance on a series of strategies as effective tools to overcome linguistic constraints.

- **Social competence :** it encompasses the element of appropriateness where individuals are fully aware of when and when not to communicate certain ideas, what is being communicated and with whom, where, when and in what way (Hymes, 1972)

- **Operational Competence:** it includes the skills in the technical operation of AAC strategies for the part of individuals with complex communication needs (Light, 1989)

Peculiarly enough, Light (2003) assumes that those competences are impacted by a set of psychological factors which are mainly (motivation, attitude, confidence, resilience). Motivation is usually defined as the desire or the urge to communicate with others. Together with "attitude" which denotes the stance of individuals towards the use of language for communication. As well as "confidence" which refers to the individual's tendency to communicate in a given situation, it is used synonymously with self-assurance. While "resilience" means the individual capacity to maintain communication channels despite of any potential challenges or distortions.

All things considered, Light (1989. p. 137) summarized his holistic view of communicative competence by saying;

Communicative competence is a relative and dynamic construct based on the functionality of communication, adequacy of communication, and

sufficiency of knowledge, judgment, and skill in four interrelated areas: linguistic competence, operational competence, social competence, and strategic competence.

Bearing this in mind, teachers need to mull over all the sub-competence (linguistic, sociolinguistic, strategic, discourse) during the teaching and the assessment processes.

1.2.3. Communicative Competence: A Critical Look at the Basis

The concept of communicative competence has been the object of a considerable debate within the higher education community since it was first proposed by Hymes (1966-1968). Gumperz and Hymes published their article entitled "Ethnography of communication "(1972) in which they holistically define communicative competence as "what the speaker needs to know to communicate effectively in a culturally significant setting"(Gumperz & Hymes, 1972. Vii).The typical language teacher says Bratt, (1992), tends to view communicative competence as the ability to perform linguistic interaction in the target language, yet knowledge of social rules is highly required. That is to say, knowledge of when ,how and to whom the linguistic form of language is appropriate simply because the same linguistic form varies from one culture to another" (Bratt, 1992, p. 49). It is important to realize that "Competence" is the "knowledge, skill, ability, personal quality, experience, or other characteristics that are applicable to learning and success in school or in work" (Wheeler & Geneva, 1993, p.30).

In addition to what has been stated above, Savignon (1978) defines communicative competence as "the ability to function in a truly communicative setting, that is, in a spontaneous transaction involving one or more other person" (p. 12). Taking this definition into reflection, it can be argued that EFL teachers have to create real communicative settings in their classroom. This can be successfully achieved through the utilization of the different modes within the classroom environment. Due to the fact that "our learners need practice in using the linguistic form for the social purpose of language" (Bratt, 1992, p. 54). Arguably, this can be straightforwardly realized by the implementation of the multimodality approach in the classroom where the instructor exposes his learners to English songs, real videos and communicative games that may foster their communication strategies and help them cope with potential communication problems.

To move into a deep elucidation, Canale and Swain (1980) proposed three sub-components which make up communicative competence: grammatical, discourse and sociolinguistic component). Language users must be able to create free-mistakes utterance (linguistic competence) coupled with the ability to produce a socially appropriate utterance (sociolinguistic competence), not only that, but also, the ability to produce coherent and cohesive utterances (discourse competence) in addition to being able to solve communication problems (strategic competence).

As already mentioned in the preceding section, the term communicative competence emerged in the early 1966 by Hymes to explore the association of language to society and culture. Yet there have been different interpretations by scholars of this newly emerged term due to the complexity of communication. Among many in the list we can cite the following:

- Scholars in Great Britain such as Campbell and Wales(1970)

- Scholars in West Germany like Habermas (1970)

- Scholars in the United States, Hymes (1971) is a good example.

The American anthropologist "Dell Hymes" is well remembered for his reaction against the Chomskyan view of language as being restricted to the acquisition of grammatical competence and solely the mastery of linguistic rules. He assumes that "a normal child acquires knowledge of sentences not only as grammatical but also as appropriate" (1971, p. 5). Thus, far from the notion of correctness, the individual, be it a child or an adult, should have knowledge of "appropriateness" by respecting the sociolinguistic rules of language. To this end, language cannot be said to be adequate without including the performance feature of communication which was deserted by Chomsky and emphasized by Hymes in his notion "Ethnography of communication".

Communicative competence, adds Hymes, is the knowledge of rules that allows us to comprehend and produce language, those rules were explained exhaustively by Gumperz and Hymes "ethnography of communication"[ix] and Hymes 'SPEAKING model (Bratt, 1992). Motivated by Hymes, Spitzberg (2000) defines communicative competence as the extent of effectiveness and appropriateness in a given situation; in this term, communicative competence can be used as an equivalent to "Spontaneous expression"

(River, 1972, p. 26). Appropriateness refers to the extent to which the speaker's behavior is considered to be rightful, adequate and fitting to the context where it is said, while communication is said to be effective when it achieves the intended outcomes and objectives of the interaction (Morreale, Spitzberg& Barge, 2007).

1. 2.3.1. Competence and Competency

Regularly a question is asked: are competence and competency the same or not? Few dictionaries have used them interchangeably, i.e., which means they are equivalent. Notwithstanding, they refer to different things (Sinha, 2014):

Table 1.2. The Difference between Competence and Competency (Sinha, 2014)

Competence	Competency
1. Skill-based	1. Behavior-based
2. Standard attained	2. Manner of behaviour
3. What is measured	3. How the standard is achieved.

From the table above, we can deduce that "competence" refers to what the person can do while "competency" focuses on how s/he can do it (Ibid, 2014) . Given the fact that both terms are multilayered, Woodruffe (1993), states that competence is related to behavioral tasks, whereas competency is related to the personal traits that support the performance of these tasks.

1. 2.3.2. Fluency VS Accuracy

Accuracy alludes to the capacity to deliver grammatically correct sentences, whereas fluency refers to the ability to speak and produce appropriate utterances to play out a dialogue easily, precisely and effortlessly. In addition to the capacity to produce a written or spoken language easily, it means being able to communicate precisely and fluently, it indicates the level of proficiency in communication (Shen, 2013).

In his book "Communicative Language Teaching nowadays", Richard (nd) purports that the imperative goal of CLT is to develop the learners' fluency through the implementation of a range of classroom activities in which learners communicate and negotiate meaning, implement communication strategies and avoid misunderstanding and

breakdowns of communication. The following table demonstrates a range of proposed fluency and accuracy activities of CLT:

Table 1.3. Fluency and accuracy activities (Richard, nd, p.13)

Activities focusing on fluency	Activities focusing on accuracy
• Reflect natural use of language	• Reflect classroom use of language
• Focus on achieving communication	• Focus on the formation of correct examples of language
• Require meaningful use of language	• Practice language out of context
• Require the use of communication strategies	• Practice small samples of language
• Produce language that may not be predictable	• Do not require meaningful communication
• Seek to link language use to context	• Choice of language is controlled

1.2.4. Approaches to Communicative Language Teaching

Wilkins proposed two newly established syllabuses for the content 'organization of language teaching; national and functional syllabus. As a response, Piepho assumes that learners can develop a high skill of communication when they recognize what they have to communicate, and when they are sure of roles and functions associated with the language and the context (Cited in Bern, 1991).Before going to investigate these approaches in detail, it is worth mentioning that all these approaches view communication as "expression, negotiation, and interpretation of meaning" (Bern, 1991, p. 101).

The researchers differ in their perspectives on the purpose of teaching. Some of them like Savignon study the holistic purpose of foreign and second language progress, while others like Widdowson focus on teaching English for specific purposes. From his side, Piepho, on the other hand, investigates language teaching at the political and pedagogical level (cited in Bern, 1991). In the same breath, Bratt (1992) emphasizes strongly that teachers should not correct learners' mistakes or errors during activities, because the main objective, Bratt claims, is getting the message across. The author assumes that overcorrection of every single mistake makes the learner lose self-confidence. The teacher,

instead, may devote five minutes for clearing up the confusion by correcting mistakes in a friendly way.

Before discussing the approaches of communicative language teaching, it is preferable to define the latter; today the vast majority of teachers assume to implement this approach in their classrooms. Richard (2006) argued that CLT can be defined in term of four dimensions; language teaching goals, ways of language learning, classroom activities and finally the teachers-learners' roles in the classroom. To put it in another word, if the goals of language learning are to master the language and to be able to use it in real life situation, and if the learners learn the language through interaction and negotiation, and if the types of classroom activities are role-playing, group work, project work and the like, and if the learners are participating in the learning process, then, and only then we can surely confirm that the context is a communicative language teaching-learning classroom.

Nowadays, the ultimate goal of the most language teachers is to achieve a communicative classroom that promotes their learners' communicative competence. To best achieve this goal, there are two methodologies; "product based CLT approach" and "process-based CLT approach". The starting point of the first approach is the process that facilitates language learning, while the second focuses more on the outcomes and products of learning.

1.2.4.1. Process-based Approach

There are two types of instructions that lie under the big title of process-based CLT approach:

1.2.4.1.1. Content-based Instruction

In process-based CLT approach, communication is seen as a result of different processes such as the interaction between teachers and learners, collaboration between teachers and learners and the teachers' feedback. CBI gives more attention to the kind of input the learners receive what they hear. Those processes are best created by the implementation of CBI as suggested by Krahnke (1987), he defines CBI as " the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught" (p. 65). That

is to say, teachers have to focus on the subject matter that they teach rather than on the language used to teach that subject matter. Therefore, the starting point of CBI is the mastery of the subject matter rather than promoting the learners' accurate use of language simply because the grammar is learned implicitly.

1.2.4.1.2. Task-based Instruction

As it has been said before, the interactive classroom is the most suitable atmosphere for the process-based instruction. To create the right kind of interactional process, the teacher has to design his own instructional tasks rather than thoroughly employing the ones of the syllabus, especially grammar based syllabuses. The idea of "Tasks" here refers to the real use of language such as listening tasks, sorting and ordering, comparing, problem-solving and sharing personal experiences. These types of tasks are called "real world tasks", if the task does not exist in the real world and if it requires the use of specific types of language (grammar, vocabulary) then, it is considered to be a " pedagogical task"3.

1.2.4.2. Product-based Approach

Unlike the process-based approach, the product-based approach focuses on the outcomes rather than the process of learning. PBA takes two routes to achieve the goals of communicative language teaching:

1.2.4.2.1. Text-based Instruction

This approach fosters the implementation of different types of text within the course of instruction such as a casual conversation exchange with a friend or a stranger. Therefore, being able to use the appropriate vocabulary and grammar in context is the ultimate goal behind the implementation of text-based instruction.

1.2.4.2.2. Competency-based Instruction

Recently, this framework has become adopted in many countries such as Indonesia, Thailand, and the Philippines because its main focus lies on successful functioning in society .Particularly, it enables the learners to cope with the new demands of the world and teaches them the basic skills needed in the everyday situation (Richard, 2006).

1.2.5. Models of Communicative Competence

There have been many books and articles tackling the issue of testing the writing ability and proficiency comprehension, but unfortunately, only few treat the issue of testing oral language proficiency. In every classroom, EFL teachers are in an urgent need for a valid framework that helps them evaluate their learners' communicative competence; the latter refers to the learners' ability to perform competently in tasks that require fluency as well as accuracy. It is composed of four main competences; linguistic competence, sociolinguistic competence, strategic competence and discourse competence. These four areas were maintained by Canale and Swain (1980). Applying a model while assessing learners 'competence will arguably guarantee objectivity and fairness and that what the current research paper focuses on.

To guarantee the objectivity of a language test, teachers have to break the language down into various elements and think of a way to testing one element at a time. This can be identified as "discrete point test" which is opposed to the "integrative point test" where the teachers are supposed to test the learners' abilities all at once. Nicuolo (1991) is among many researchers who spoke extensively about the betterment of measuring one aspect of a language to test the learners' performance; "assessment of the underlying skills does not necessarily imply an assessment of the global performance" (p. 143). In the same line, Savignon (1991) seems to agree with the Nicholo definition as he sees communicative competence as the learners' ability to well perform on a "discrete point test". The healthy and balanced test view would be the one which encourages the use of both types of test to promote the learners' language proficiency.

After deciding about which type of test the teacher uses to assess his/her learners' performance proficiency, an observational scale is required from the part of the teacher because, according to Verhoeven and Vermeer, assessment of communicative behaviors "requires an accurate observation of the learners in the communicative context. In order to validate the content of the observation, it is important to provide a data point that covers all relevant aspects of the communication process" (Verhoeven and Vermeer, 1992. p. 165).

That is to say, assessment of communicative competence requires a valid observation of the learners in communicative settings (Pillar, 2018).Based on the assumption that communicative language teaching (CLT) should be ,by one way or another, grounded in

some models of communicative competence, Several communicative models have been established by authors in order to better clarify how language teaching and learning work (e.g. Canale & Swain, 1980; Canale, 1983; Bachman, 1990; Celce-Murcia et al. 1995) . The current study is heavily grounded on Canale and Swain model because of its simplicity in the sphere of testing (see chapter two)

1.2.5.1. Canale and Swain Model

The first model that was designed to serve instructional, as well as assessment purposes, is the one proposed by the North Americans Canale and Swain (1980)

- Grammatical Competence: (or shall we say, structural competence) is the knowledge of language inventory (grammar, vocabulary, pronunciation, and spelling). It should be noted at this level that learners need a procedural knowledge (knowledge about how to use language) rather than a declarative one (knowledge about language).

- Sociolinguistic Competence: The knowledge of social and cultural conventions of language use that governs communication in a specific culture, such as the appropriate use of vocabulary, register and politeness strategies in conversations. Those norms and conventions are not just related to the way messages should be expressed (form) but rather to how appropriately they are expressed in a given cultural context.

- Discourse Competence: The knowledge of language structure as being combined with cohesive texts.

- Strategic Competence: The knowledge of communication strategies which help to avoid misunderstanding and breakdown of conversations. Learners may compensate their lack of structural knowledge by using certain verbal and non- verbal strategies in order to communicate. Canale and Swain (1980) define strategic competence as "how to cope in an authentic communicative situation and how to keep the communication channel open" (p .25). The following figure is a further illustration of Canale and Swain model:
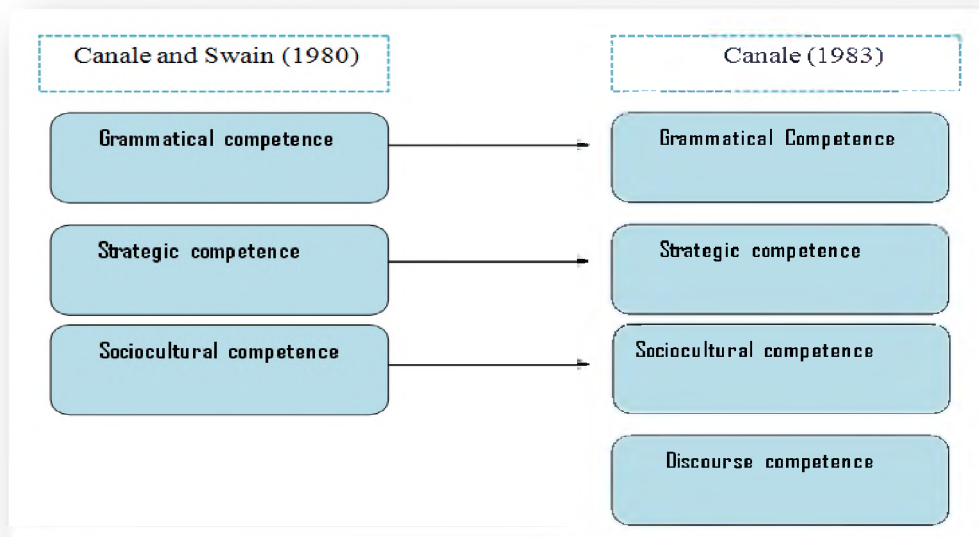
Figure 1. 3. Communicative Competence according to Canale and Swain (1980) and Canale (1983)

1.2.5.2. Bachman and Palmer Model

Another model has been offered by Bachman (1990) and Palmer, they suggest two classifications of language knowledge (Celce-Murcia and Dornyei, 1995, p .7):

- Organizational knowledge: which consists of:

    - Grammatical knowledge

    - Textual knowledge

- The pragmatic knowledge that encompasses

    - Lexical knowledge

    - Functional knowledge

    - Sociolinguistic Knowledge
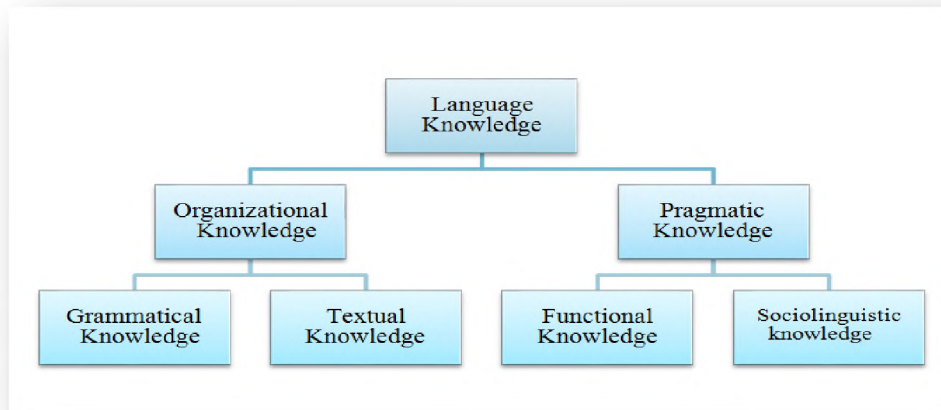
Figure 1.4. Communicative Competence according to Bachman and Palmer (1996)

As a trial to explore the interrelationship of language to culture and to society, communicative competence has emerged in the early 1970's. This newly emerged concept had contributed significantly to the field of linguistics and language teaching. (Bern, 1991). Chomsky's view of language was restricted to the mere knowledge of grammatical rules. Out-turn, Hymes proposed a totally different story at that time. Being accurate, for him, is not enough for the child to be said competent. Hymes proposed another crucial criterion that he labeled "appropriateness" which goes hand in hand with "correctness" and lies under the big title of sociolinguistic rules. As a matter of fact, the language cannot be said to be complete without the intervention of performance features, simply because meaning is rarely clear without the contexts in which it appears. Supporting his claim, Hymes suggested "Ethnography of communication" which is the study of communication as being related to social-cultural practices.

Very confident of his claim, Halliday purports that the notion of communicative competence is something which is unnecessary to speak about, because he believes that communicative competence is what the speaker can do with language; the same definition can be given to competence. For him, nothing new has been established by Hymes; knowing how to use language is the same as knowing what to do with it. But, in spite of their conflicts, Hymes and Halliday share the view that language is crucial in social life (Bern, 1991). Keeping in mind that "context of situation" plays a major role in the understanding of communicative competence; Firth has recognized his own interpretation of the context of a situation which describes the individual communicative competence. In

his book "Context of Competence", Bern (1991) states that "the cultural settings and personal history of each participant in a speech situation determines what is appropriate within that setting" (p. 32).

To illustrate, if we use the expression " I bow my forehead" in India, it would be very appropriate since it is considered as a form of greeting, while in an American setting, this expression would carry no meaning at all if not going further and say it is inappropriate. L.Smith and C.Nelson (1985) identify three levels of understanding:

- Intelligibility: which refers to the appropriate pronunciation

- Comprehensibility: refers to words meaning and utterances

- Interpretability: refers to what the speaker means by saying (Cited in Bern, 1991)

1.2.5.3. Verhoever & Vermeer Model

Motivated by Canale and Swain (1980), Bachman (1990) and Palmer, Verhoever and Vermeer (1992) designed a framework for describing communicative competence. They view communicative competence as composed of five competences; "linguistic competence" which is the mastery of grammar and the ability to produce correct sentences and being able to understand the meaning of utterances. The second competence is "discourse fluency" which is the skill of combining grammar and meaning to produce spoken texts in different genres , the third one is " sociolinguistic competence" which refers to the knowledge of culture , language and discourse , all of which guarantee " appropriateness of communication within a cultural context. Another competence of the same importance is the "illocutionary force"[x] which is being able to use illocutionary acts (complaining, requesting and apologizing) appropriately (Searle and Austin). The last competence which is of vital necessity is the "strategic competence", it involves the implementation of verbal and non-verbal strategies to avoid misunderstanding and to compensate for breakdowns of conversation (As cited in Pillar, 2018). This model is illustrated in the following figure:
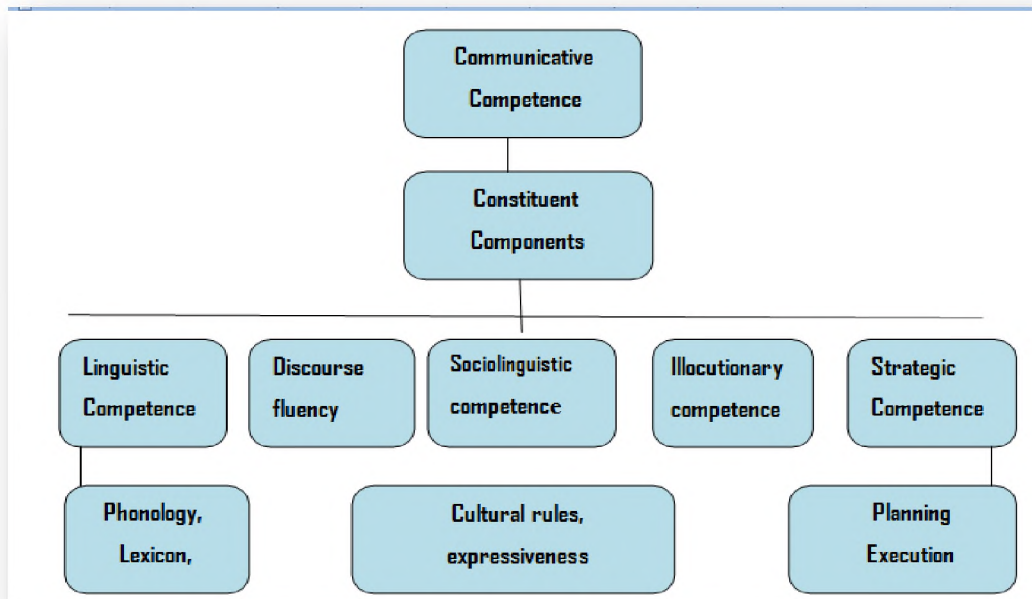
Figure 1.5. Communicative Competence according to Verhoeven and Vermeer (1992)

1. 2.6. Developing the Learners' Communicative Competence

Before discussing the ways of developing the learners' communicative competence, it is important to tackle the distinction between linguistic and communicative competences. Linguistic competence, on the one hand, refers to the system of rules of grammar "it consists of the ability to concede and construct grammatically accurate sentences which are appropriate both to the circumstances of utterance and the intention of the speaker" (Wilkins, 1972, p. 219). So being able to produce and perceive sentences, is what linguistic competence is all about. Communicative competence, on the other hand, focuses on how well the speaker can perform in communicative settings for the fact that knowing the language is as weighty as knowing how to use it appropriately (Remache, 2016).

So, then, why to consider the difference between linguistic competence and communicative competence? Simply because it helps the teacher to promote his learners' communicative competence which is not an easy task to be done. Learners might argue that the years that they spent studying English were not as fruitful as expected, because of the lack of ability to participate in a two-way dialogue in English. It is hard for them to express their ideas and feelings fluently in different social contexts. Their main problem is not the lack of vocabulary, but rather the lack of appropriate ways to use the learnt

vocabulary and grammar (Remache, 2016). That may lead us to deduce that in order to promote the learners 'communicative competence, teachers have to focus on the language use rather than the language usage. To simply recap, Communicative competence and linguistic competence are highly interconnected;

Figure 1. 6. Linguistic Competence and Communicative Competence

At first glance, the figure illustrates that there is an unbreakable tight link between linguistic and communicative competence. In fact, it is quite difficult to draw a line between the two. A message of importance, therefore, is that, being able to use the language in real life situations should be the main concern of teachers simply because "To produce graduates who are prepared to work and function as a responsible citizen, educators at all levels must understand society needs "(Palomba and Banata, 2001, p. 4). Teaching the language is important, but teaching how to use it is what does really matter. Language use and language 'usage should be coupled together to produce learners who are able to apply the learned grammar rules in order to communicate in real interactive settings. This goal cannot be achieved by divorcing "use" from "usage". To put it in a simple way, communicative competence is the continuation of linguistic competence (Remache, 2016).

1.2.6.1. The Role of the Teacher

The job of the instructor changes from one of being an information provider to that of a facilitator (Organization of American States, 2006; Sturgis and Patrick, 2010). This does not imply that teachers never again give information, but rather that they give diverse sorts of data and convey them in various ways. Educators give the materials, the exercises, and the training chances to their learners (Paul, 2008). The quality and realness of these materials are fundamental to the accomplishment of class tasks.

Every competency must be subdivided into relevant skills. Therefore; modules which permit the learners to learn and practice those skills should be created. Teachers must decide precisely what and how well learners must perform so as to ace the competency. Moreover, explicit rubrics evaluating every competency must be created and made open to the learners from the earliest starting point of the exercise (Auerbach, 1986; Richards and Rogers, 2001). Teachers should devote enough time to making exercises identified with the explicit aptitudes important to satisfy the competency prerequisites. It is noteworthy that time will likewise be required to survey learners and give explicit, coordinated and customized criticism (Richards and Rogers, 2001).

1.2.6.2. The Role of the Learner

The role of the learners should also change. Learners will never again have the capacity to depend just on the teacher and the classroom to be the essential source of information. Rather, learners move toward becoming disciples. Their role will be to incorporate, deliver, and expand learning (Jones et al., 1994). Learners take a functioning part in their own learning and work toward being autonomous learners. They figure out how to think basically and to adjust and exchange learning in a variety of settings. Since desires and models are clear and exact, learners must be focused on proceeding to take a shot at every competency, acing it, and after that advancing to another (Richards and Rogers, 2001; Sturgis, 2012).

Learners might be impervious to this methodology to start with, particularly in the event that they don't perceive any genuine requirement for learning the language. Effective classroom interaction relies upon learners' participation. Learners need to discover approaches to inspire themselves and discover approaches then to put them into practice in their own lives and to integrate them into the classroom. Learners must test to address and to start in the CBLT classroom (Marcellino, 2005).

1.2.7. Communicative Interaction Activities

Bratt (1992) suggests four types of communicative activities through which the teacher might develop his learners' communicative abilities

- Social formulas and dialogues: refers to maintaining social relations by making use of such formulas as greeting complement, complaining...

- Community-oriented tasks: it means allowing the learners to interact with native speakers

- Problem- solving activities: it denotes exposing learners to problems and proposing an alternative solution and asks them to choose

- Role-playing: it can be defined as acting out a set of improvised dialogues

1.2.8. Assessing Communicative Competence

Palomba and Banata (2001) put forward the view that teachers are required to follow certain procedures to evaluate their college learners' competence; according to them *"to ensure that a student has attained competency, three items of information are needed: a description of the competence, a means of measuring the competence, and a standard by which the learners may be judged as competent"* (p. 1).

Thus, teachers need to be aware of what to assess as well as how to assess. Luoma (2009) argues that the most frequently used model of language testing of communicative abilities has been Bachman and Palmer (1996) model. For them, language use can be defined as the correlation between users and their contexts. To clarify their arguments, they propose five components of communicative competence: language knowledge, topical knowledge, personal characteristics, strategic competence, and affective factors.

From another intricate side, assessing the learners' communicative competence is not an easy task because it is composed of components and each subcomponent needs to be tested using a different strategy. Teachers seem to have a variety of options when it comes to the assessment of their learners' structural knowledge; multiple choice test, close test, reading a text, writing an essay or an email, summarizing an oral or a written text are among those options. The latter is limited when it is about assessing the students' sociolinguistic competence, so that is why role playing is always the choice. Discourse competence can be tested through acting out a dialogue, debate or narration, while strategic competence is best assessed through pair work where learners work collaboratively to describe a picture or a situation to see how well they use politeness strategies and other conversational strategies. (Astrid, Ester and Birgit, 2018)

1.2.9. Conclusion

To put it in a nutshell, one may state that communicative competence is given minority in the Algerian Universities in spite of its importance. The noticeable imbalance between teaching the communicative and linguistic competence in the Algerian Universities is truly problematic , given the case of Biskra University , among the 12 courses taught to Third year learners (pragmatics, psycho-pedagogy, language acquisition , didactics, linguistics, written expression , oral expression, methodology , French , statistics) , the learners are required to speak only in "Oral Expression" module , which might be the explanation for their noticeable lack of fluency. All of which must urge instructors and stakeholders to review the current situation and to design more speaking-based activities to boost the learners' speaking abilities and communication skills. The following section will explore preliminary issues on "assessment" with a greater emphasis on "how to assess the speaking ability"

PART TWO

FROM PENCIL AND PAPER ASSESSMENT TO SCREEN ASSESSMENT:

THE POTENTIAL FUTURE MOVE

"There is more leverage to improve teaching through changing assessment than there is in changing anything else "(Gibbs & Simpson. 2004. p. 22)

1.3.1. Introduction

At first blush, the flourishing literature on assessment inspires that assessment is undertaken to provide learners with feedback and certificates of achievement. But unfortunately, these assessment practices in higher education are not efficient. .Boud and Falechikiv (2006) assume that they do not provide students with "a lifetime learning and assessment challenges they would face in the future" (p. 400). That is, assessment should not only address the need for feedback and certification but rather contribute to the learners' future learning: "assessment practices should be judged from the point of view of whether they effectively equip learners for lifetimes of assessing their own learning" (Ibid, p. 400). The purpose of this section is to provide a very brief description of assessment of the 21 century and how it should look like. We will first define the concept of assessment and briefly portray its types and purposes, focusing on validity and reliability assurance, and then we will discuss some creative ways to assess the speaking ability of the learners.

1.3.2. Weaving Through the Demystification of Terms

Evaluation, assessment and testing are sometimes used interchangeably, but certainly that is not an indicator that they are the same. Assessment is often equated and confused with evaluation, the truth is that the two concepts are highly different. So, as an introduction, it is necessary to draw a clear line between the three concepts:

1.3.2.1. Evaluation: evaluation in common parlance is the way toward making judgments in view of certain criteria or proofs (I study for success, 2017) to determine the worth and value of what has been taught (Iseni, 2011)

1.3.2.2. Assessment: refers to the measurement process of collecting recordings and documenting the awareness, skills, attitudes and beliefs of the learners. Its main goal is to improve the learners' level rather than simply judging their achievement (I study for success, 2017). Assessment is used to determine the learners' knowledge and what they can perform (Iseni, 2011).

1.3.2.3. Testing: A "test" is utilized to look at somebody's information about something to figure out what has been learned. Testing estimates the level of aptitude or learning that has been established (I study for success, 2017).

It is worth noting here that the three terms are used to estimate the learners' mastery of the learning materials and how much knowledge they have about a given topic.
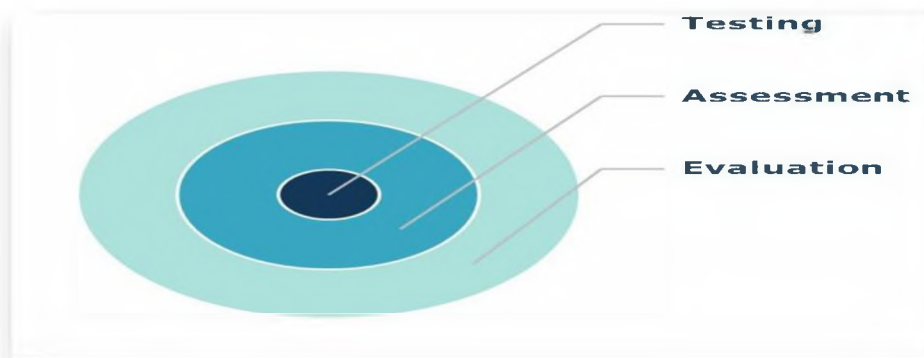
Figure 1.7. Evaluation, Assessment and Testing (Beasley, 2016)

The three concepts are different in term of scope; more so, they are being used interchangeably in some cases and they are inextricably related to ELT.

1.3.3. The Concept of Assessment

What is assessment? It seems that everybody knows what assessment is .This wider term is " used in so many different ways, in so many different contents, and for so many different purposes" (Gary, 1997, p. 8) .Generally speaking, assessment refers to evaluating the worth and importance of something, whereas in educational settings, it refers to evaluating the learners' achievement and progress (Skinner, 2005) . Hopkins (2000) propounds that assessment is the key to an outstanding teaching and learning process. Skinner (2005) goes further by saying that "if you want to know the truth about an

educational system you should look at its assessment procedures" (p. 41-42). Since assessment is then of a huge importance, teachers need to be careful of the methods and strategies of assessment being implemented simply because "assessment method which is poorly used can be destructive and central to the failure of pupils and courses" (Hopkins, 2000, p. 170).

1.3.4. The Teacher Mission: What to Assess?

It is not surprising to say that without assessment, teachers would not be able to identify any progress made by learners or any adjustment needed to be made by them. Before tackling the importance of assessment, we will first answer the question of what to assess:

1.3.4.1. The Learners' Attainment : which refers to the learners' current level and skills in a certain topic, for example , reading, spelling, comprehension, mathematics, but this general ability or "intelligence" are measured by a specialized "intelligence test" which is not related to the curriculum.

1.3.4.2. The Learners' Knowledge: the number of facts and information that each individual student possesses can be assessed by direct or indirect questions.

1.3.4.3. The Learners' Skills: the ability to do things "well" and "at will". The skills can be assessed simply by carrying them out. A good example of this would be an exercise of reading comprehension where learners are supposed to read a specific text, understand its meaning and answer the questions writtingly.

1.3.4.4. The Learners' Understanding: the ability to apply the possessed knowledge in a newly created situation.

1.3.4.5. The Learners' Aptitude: in an aptitude test, the teacher measures the learners' potential and talent for future attainment. In London education, they propose an aptitude test based on which they place learners according to their abilities. That way a talented child finds his way at the very beginning of his/her career (Long et al., 2011).

There are a number of reasons why assessment is important. First, it helps English language teachers to signal out learners who need further instruction. Besides, it enacts the

appropriate placement for learners (placement test), it also helps to supervise the learners' language development (Dunlap and Weisman, 2007).

1.3.5. The Value and Essence of Assessment

Behind it all, while teaching, the reflective teacher has to stand for a while and ask himself a couple of questions about his assessment process to see whether his planned objectives have been accomplished or not. The urgent questions at this level are "why to assess?", "why assessment is important?" Hopkins (2000) states a list of assessment reasons that every teacher, whether novice or experienced, has to reflect upon; Teachers need assessment to verify whether any progress is being marked by their learners so that they can plan for the next step in their development. Learners can be given the opportunity to reflect on their process by their own (self- evaluation), the teacher can also have a knowledge of his learners strengths and shortcomings by making use of continuous assessment .This diagnostic process can give the teacher an insight of sources of defects; is it the teacher himself, his methods and material used, or is it the learners or the learning environment .After a deep reflection, the teacher can find out the reason why whether by his own or with the help of another teacher Hopkins (2000). Cizek (1997, p. 1) points out that "Answering the question about the purpose of education also requires us to confront the question about the purpose of assessment"

Beyond question, testing is helpful for teachers and learners as well, since it gives the teacher an insight about where the learners are standing and what should be done next. As for the learners, it enables them to have knowledge about their learning process also it motivates them to view specific materials , and not to mention that testing can be used as a strategic way of making the noisy learners calm and concentrated . To add, it promotes the learners' sense of achievement and progress (Ur, 1999).Additionally, assessment allows the teacher to decide about the effectiveness of the program in order to make modification and changes or omitting of some learning activities and resources, also, it gives the teacher the opportunity to reflect upon his way of presenting the lesson (Ibid, 1999).

In every classroom there is always that needy student who is in constant call for help and additional information, assessment helps the teacher find those learners and provide them with assistance and guidance. Far from school, there are those parents who are curious to know about their children's progress; summative assessment and grading help

parents on that matter. Furthermore, educational authorities as well are more involved in this process of assessment because they need to know the achievement level in schools, all of which leads us to deduce that everybody is involved in the assessment process, not only the teacher, but also, learners, parents, administration, government education authorities (Westwood. 2008).

1.3.6. The Purposes of Assessment

Learners are being assessed for a variety of reasons, some are looking for certification for their professional career, others look for promoting learning through adopting a set of different strategies, and another purpose might be encouraging the learners to boost their lifelong learning capacity (Bloxham & Boyd, 2007) . Fundamentally, assessment is generally used to serve three purposes ; 'assessment of learning' (AOL) which is used to promote and support learning (Judy et al. 2004) in addition to measuring the learners 'achievement for the purpose of selection and certification (Bloxham & Boyd. 2007). While 'assessment for learning' (AFL) is used to check if learning is taking place. It refers to assessing student's achievement in a formative way in this way the teacher can decide about the next step which is adopting the way of teaching and learning activities to the learners' need. Another purpose which is equally important is 'assessment as learning' (AAL) which refers to involving learners with an assessment by using feedback, peer and self-assessment while learning is taking place (Bloxham & Boyd. 2007).

AOL, AAL and AFL are considered as three approaches of assessment which allow the teacher to judge the learners' level and attainments , it is worth mentioning that these approaches can be used in an integrative or separate way , formally or informally (Board of Studies NSW, n.d.).

1.3.6.1. Assessment of Learning: (Summative assessment)

AOL helps the teachers decide about the learners' learning and to assess their attainment against their achieved outcomes. It usually takes place at the end of a unit, a term or a semester. It ought to be valid and reliable thanks to grading and ranking. Assessment of learning helps to plan for future learning and informs parents, teachers and learners of the achieved outcomes. Additionally, it guarantees transparency of the achieved outcomes (Board of Studies NSW, n.d.).

1.3.6.2. Assessment for Learning: (Formative assessment)

It ordinarily happens all through the teaching and learning process to define learners' learning and understanding. Assessment for learning enables the learners to learn better, as opposed to simply accomplishing a better mark; it includes formal and informal assessment tasks and incorporates clear objectives for learning activities. Furthermore, it gives a powerful feedback that inspires the student and can prompts improvement and reflects the conviction that all learners can move forward, it encourages self-assessment as part of the ordinary classroom schedule .What is more, it includes teachers, learners and even parents to consider the evidence, in addition to involving all the learners (Board of Studies NSW, n.d.).

1.3.6.3. Assessment as Learning (self-assessment)

It takes place when learners take charge of their own assessment and monitor their own learning .It is the learners who choose their potentials and abilities and the best way to be assessed .Assessment as learning promotes the learner autonomy and the sense of responsibility and encourages them to ask about their own learning and supports the cooperation between learners and teachers towards the achievement of teaching and learning goals. It assists the learners to decide about their next move in learning and enhances peer-assessment, self-assessment and reflection upon their own learning (Board of Studies NSW, n.d.).

Table 1.4. Assessment *for* Learning, Assessment *as* Learning, Assessment *of* learning (Balubayan, 2015)

Comparison Between The Three Types Of Assessment		
Assessment for learning	**Assessment as learning**	**Assessment of learning**
*Assessment for learning is ongoing, diagnostic, and formative.	*Assessment as learning actively involves students. It is ongoing, and it involves self and peer assessment.	*Assessment of learning occurs at end of year or at key stages. It is summative. It is for grading and Report cards.
*diagnostic and formative *teacher assessment, student self-assessment, and/or student peer assessment	*self-assessment *the development of self-assessment skills	*summative *teacher assessment

In short, Bloxham & Boyd (2007) identified "four" purposes of assessment; providing certification: for further studies and employability and motivating learners' learning in addition to providing evidence for stakeholders to take the necessary changes in the program; what is called 'quality assurance' another purpose with future results is developing learners ' lifelong learning. Unlike Bloxham and Boyd (2007), Boud and Falchikow (2006) propound that there are only two main purposes of assessment; providing certification of achievement and facilitating learning.

1.3.7. The Methods of Assessment: How to Assess

Another burning question would be "how to assess the learners?" There are a number of ways in which the teacher might assess his learners. Learners' achievement can be judged with reference to a set of criteria. 'Criterion-referenced test' (CRT) or in comparison to other learners 'Norm-referenced test' (NRT) (Long et al ,2011) , before doing so , the teacher needs to diagnose his learners' weaknesses to figure out what kind of support his learners are in need of in order to promote their language skills and develop their future achievement " diagnostic assessment" . The teacher next move is to design an oral language assessment, "observational checklist" which is of a great help at this level because it provides evidence of oral English language development. Another way might be

"retelling"; after exposing learners to a written or spoken test, they are asked to retell what stuck in their minds, this kind of tasks is considered as a performance assessment (Dunlap and Weisman, 2007).

CRT and NRT are different in terms of perspectives and roles; CRT is to measure what learners are able to do against a specific criterion, whereas the province of NRT, by contrast, is the comparison between learners themselves. The subsequent is a further detailed description of each type:

1.3.7.1. Criterion Referenced Test: CRT is meant to assess the learners' abilities with regard to only one specific feature .CRT is normally formative and serve to identify learners' skills and spotlight their weaknesses (Long et al, 2011)

1.3.7.2. Norm Referenced Test: unlike CRT, NRT is used to measure learners' abilities against a certain population (i.e. other learners of the same age).The type of test that is used in NRT has a formative constitutes (Ibid, 2011)

1.3.8. The Forms of Assessment

The assessment takes a number of forms (formal and informal) and only by the combination of those forms assessment can be successfully completed:

1.3.8.1. Formative Assessment: (Informal Assessment) refers to the ongoing process where the teacher is supposed to monitor his learner's progress and diagnose their strengths and weaknesses in order to decide about the next step to be taken. There are plenty of activities through which a teacher can conduct a formative assessment, such as observation, homework or just asking questions. Teachers are not supposed to give marks because they have a negative effect on the learners; instead, they may give constructive feedbacks .So the main goal of formative assessment is to improve learning (Skinner, 2005).Westwood (2008) suggests four effective ways of conducting formative assessment:

- Observation as a natural mean of measuring student progress

- Using the learners' work samples, homework, and portfolio as an indicative way of objective' achievement

- Interviewing and discussing the learners' work as a powerful manner of knowing how learners are thinking

- Quizzes and informed tests as a motivated and enjoying way of revising what has been taught.

1.3.8.2. Summative Assessment: (Formal Assessment) In contrast to formative assessment, this type of assessment is set by the end of the unit or semester or a year, it takes the form of tests and examination and it tells a lot about learners' progress and teachers' strengths and weaknesses (Hopkins, 2000). The main goal of summative assessment is to measure the extent and quality of learning (Skinner, 2005).

Jackson (2000) argues that gathering information about learners' progress can be obtained through a number of methods; the teacher observation of the learners' presentations, group activities or through written tests and examinations or even through homework, another method might be the learners' final products (Hopkins, 2000).The following table recaps the difference between the two types of assessment:

Table 1.5. The Difference between Formal and Informal Assessment (Kampen, 2013)

Informal vs. Formal Assessments	
INFORMAL ASSESSMENTS	**FORMAL ASSESSMENTS**
1. NON-STANDARDIZED	1. STANDARDIZED TESTING
2. NO SCORES	2. SCORES ARE CONSIDERED
3. NO COMPARING TO OTHE STUDENTS	3. SCORES ARE COMPARED
4. OBSERVING AND INTERVIEWING	4. SUMMATIVE TESTS
5. NORMAL CLASSROOM ENVIRONMENT	5. COULD GO BEYOND NORMAL CLASSROOM ENVIRONMENT LIKE TESTING FACILITIES

1.3.9. Standardized Vs Non-Standardized Assessments

Both standardized and the teacher-made tests have their own advantages and disadvantages. Standardized testing (ST) measures the quantifiable, whereas non-

standardized test (NST) measures what is not measurable, such as the learners' skills, Robert (2018) differentiates between the two in terms of the following rudiments:

- School funding: it is known that ST is funded by states unlike the NST.

- Measurability : the NCLB (No Child left Behind) act requires schools to assess learners' achievements based on standardized tests, in NST there is no space for comparison between learners' achievements, unlike the NST, ST are measurable.

- Grading: in NST learners are not really graded, but rather evaluated in term of their skills development.

- Formality: ST tends to be formal relying on direct questions such as (true- false questions/multiple choice questions), while NST is informal based on techniques such as (observation, portfolios, checklists...).

- Academic achievement: learners in the NST are being assessed using alternative assessment methods, whereas in ST, learners are being assessed given the same level of complexity.

- Consistency: ST is controlled and consistent, it is conducted to evaluate the teacher, the learners, the schools and the educational system based on the student achievement on the ST.

Table 1.6. The Difference between Standardized and Non-standardized Tests (Sethi, 2012)

ELEMENTS	STANDARDARIZED TESTS	TEACHER-MADE TEST
PURPOSE	Measurement of educational outcomes of students of a number of schools.	Measure the outcome of a teacher's teaching or outcome of learning in his class.
SCOPE	Its scope is very wide.	Its scope is limited.
ACCURACY	More accurate	Less accurate
REFINEMENT	They are duly edited.	It is crude.
NORMS	Provides norms	Doesn't contain norms

1.3.10. Ensuring Validity and Reliability of the Test

The test is reliable according to the extent of trustworthiness and dependability, it is valid when it tests what it is supposed to test (Luoma, 2009) .This definition seems to be

clear until the question of 'how' is raised; how can the teacher guarantee that his test is valid and reliable? After conducting an oral test, teachers are often confused by whether or not their tests were reliable and valid. Grove and Brown (2001) were clear enough about the need to rate directly after the test finishes. Otherwise; teachers lose information about the quality of test performance. Therefore, it goes without saying that the rating process should be designed at the very beginning to ensure the validity of scores .Another important criterion to bear in mind while testing is that time and effort spent when rating should be equal (Luoma, 2009).

Deciding whether to use scales or score points is up to the teacher. It depends on the length of performance, the teacher might rate the holistic performances, but, a detailed report should be given to examinees as a feedback. Teachers are expected to design a "rating-form" of the test which includes his/her main points of attention and starts gathering information about learners' performances based on his rating criterion. In this form, the teacher may include a room for comments and feedback in case learners are not convinced by their rating. Also, he may provide them with oral feedback about their strengths and weaknesses to get their level developed (Luoma, 2009).

1.3.10.1. Reliability Assurance

Subjectivity is one of the greatest fears of classroom assessment. Brown & Hudson (2002) put forward the claim that rating learners anonymously helps reducing subjectivity .According to them, this strategy does not work with oral assessment simply because anonymity can be removed right after the teacher listens to his learners' voices even without seeing them (audiotape).In this case, double check of rating after the test is finished with his task and his learners' performances, and he may change his mind concerning scoring after checking (Luoma, 2009).

1.3.10. 2. Validity Assurance

Luoma (2009) recognized a number of steps to guarantee the validation of the test. First, identifying the intended purpose of the test, after that, the test designers should clarify the type of speaking they intend to assess. Moreover, test construction is of crucial importance, it includes implementing the test specification and exploring the relevance of the task to the main purpose of the test .To take the multifaceted nature and critical

procedure of evaluation for both teaching and learning, educator needs to ensure that his/her methods for making decisions and assessing learners are valid and reliable, so as to ensure positive washback.

1.3.11. Diversifying Assessment Methods

A logical question that can and should be asked by teachers is, why to diversify the assessment methods in the classroom? And, what are the consequences of using the conventional mono-modal teaching and testing methods? The answer is as follows:

- Meeting the various roles of assessment: Using multiple modes in assessment does certainly guarantee the validity and reliability of the test.

- Assessment methods should cope with the different purposes of assessment (certification, learners' learning, quality assurance...)

- Alignment: Using different assessment methods helps the teacher to assess more than a restricted range of skills.

- Inclusivity: Applying different styles and formats of assessment can be regarded as an inclusive approach "certain assessment methods prevent some group of learners from fairly demonstrating their learning" (Bloxham & Boyd, 2007. p. 190).

- Motivation: "Alternative assessment" is indeed a practical operative way of maintaining the learners' motivation. Consequently, if assessment is part of what is taught and the test tasks are real-life and purposeful, the learners will certainly get involved and motivated.

- Practicability: A lot of assessment methods like essays are seen to be very heavy in term of material used, therefore, the utilization of "alternative methods" of assessment would ensure the test practicality.

- The Learners' Involvement in Assessment: Alternative methods of assessment are not afforded by traditional assessment, the outcome would potentially be a dependent learner who do not master the skills of peer and group interaction, but alternative modern assessment does, the result of the latter would be hopefully independent lifelong learners who master the required communication skills (Bloxham & Boyed .2007).

1.3.12. Assessment of the 21 Century Skills: The Way Forward

In the 21 century, the stage we are entering seems to be different than ever before, learners nowadays are rising up with technology. Accordingly, teaching and learning at the present time is not a matter of information, but rather how to manage it .Teachers are required to teach their learners the skills necessary in the 21 century (critical thinking, creativity, collaboration, communication)

1.3.12.1. The 21 Century Skills: the following elements are further illustrations of each required skill:

1.3.12.1.1. Collaboration: Fostering the learners to physically and hypothetically collaborate with real or even virtual partner is the mission of schools nowadays, not just for the sake of promoting learning, but also for enriching their mental and emotional health which builds *"collaborative fluency"*.

1.3.12.1.2. Communication: Learners need to have the capacity to communicate visually and imagery using videos, written texts and speeches that promote their *"media fluency"*. This method helps them express their identity to the world by face to face conversation, blogging and texting... the list is limitless.

1.3.12.1.3. Critical thinking: Learners do not have to take things for granted, but rather to be able to cut elements into pieces and to critically analyze them by (comparing, contrasting , evaluating, synthesizing and applying), all of which makes up Bloom's' taxonomy. The teachers' mission is to direct learners towards "analytic thinking" and to form their *"information fluency"*.

1.3.12.1.4. Creativity: Refers to the learners' ability to think and work in a creative way. The teacher of the 21stcentury is the one who fosters the learners' creative way of expressing themselves and overcoming challenging problems uniquely. Creativity is, then, the learners' executioner to shine outside the box.

1.3.12.1.5. Problem solving: Learners need to solve complex real life problems and improve their "solution fluency"; which is the effective genuine ability to find solutions to intricate problems and quandaries. This skill becomes an imperative requirement in the

global marketplace, those who lack it are perceived to have a hard time in the 21 century

(Crockett, 2016).

Figure 1.8: The 21 Century Skills (the 4Cs) (ETEC 510 Wiki Basics, 2018)

The first previously mentioned four skills are called the four C's: At this level, one might ask how assessment of the 21 Century skills could be

- Balanced and inclusive: it should be exhaustive and served to fit the needs of all learners

- Responsive: assessment should give the learners' the opportunity to reflect upon their own progress

- Flexible: assessment needs to be floppy t o   various learners' responses

- Integrated: it should encompass the everyday practices and the learners' prior knowledge.

- Multimodal: using multiple methods and strategies of assessment

- Communicated: by giving learners constant feedback about their learning achievement aloof from their scores

- Technically sound: assessment should substantively be precise and accurate (Singh, 2013).

Practically speaking, the teacher can implement the following 21 Century assessment strategies (Ibid, 2013)

- Rubrics

- Checklist

- Self assessment

- Peer review

- Teacher observation

- Logs[xi]

- Concept maps

- Journals

- Questioning

Setting up a student for a world that does not yet exist is not a simple assignment for any teacher, especially those living in the "Third world" suffering from a fragile economy and a blatant need for resources. The task for teachers in undeveloped countries is undoubtedly challenging within the non-digital environment. It should be noted that these already mentioned skills cannot be taught through rote learning, nor assessed through a simple pen and paper test.

1.3.13. Computer -based Test (CBT) VS Paper and Pencil Test (PPT)

Computer -based test "CBT" has gained a great portion of interest these days due to its wide popularity; it is expected to be the future solid way of testing. Many studies have been conducted to view the influence of CBT on learners' anxiety, achievement and attitude. And due to the positive results of CBT – confirmed by studies- many universities have started to replace the simple pencil and paper test by CBT. Interesting studies done by (Creed et al 1997, Dillon 1994, Dundar 2012) encourage the use of CBT for testing, surprisingly enough, these studies' findings confirmed the contrary and that CBT seems not to be the tool of choice for assessing the learners .

The two modes are different in terms of validity, reliability and scores. When comparing the CBT to PPT with regard to time, the second seems to be a total misuse of time and effort. Many studies have confirmed that there is no significant difference between the two (taking the study done by Alakayleh. 2018) which evaluates the

comparability of PPT and CBT . The study analysis was conducted in Jordan and the population was 35359 learners enrolled in the academic year (2017-2018). The purpose of the study was to examine the effects of the two modes (CBT and PPT) on learner outcomes. Surprisingly, the results indicate that there is a significant difference between the scores obtained in both modes (Alakayleh, 2018)

1.3.14. Using Technology to Assess Learners 'Learning

Teachers design tests to check whether learning has occurred and to examine the areas where reinforcement is needed in learners' learning, in addition to deciding about the next step for their instruction .One can wonder about the benefits of using technology in the classroom for assessment. The answer can be recapitulated as follows:

- Test preparation takes a huge amount of time by teachers. The process of preparation, grading and feedback given can become quite time absorbing when using technology

- Thanks to the digital tools available, teachers can make an immense difference regarding the assessment procedures and the type of assessment that expectantly meets the learners' needs.

Taking a CBT facilitates everything for the learners. First, it makes the entrance and exit slips easier and shorter in terms of the time period. ALSO, it enables them to get their results within a few minutes, and finally, it promotes their self-reflection and personal growth, as for the teacher, it helps him reflect on his own teaching, optimistically, learners may create their own games, quizzes and surveys (Ploth, 2017).

There are many other benefits of using technology in the classroom, which has a tremendous influence on the learners' learning and teachers' methods, which drives us to assume that integrating technology seems to be optional. The truth is that the increasing interest of learners in digital media made it highly required.

1.3.15. Speaking Tasks: The Three Types

To assess learners speaking skills, the teacher has to foster his learners to speak by providing them with a range of tasks since "Task design is a very important element in developing assessment" (Luoma, 2004, p. 29). But setting up a task for learners is not the

only requirement; teachers need to create instruments to be followed by examinees without forgetting the task materials to be used such as pictures or role play cards (Luoma .2009).

1.3.15.1. Open-ended Speaking Tasks: the teacher asks his learners to practice their skills using the language. A good example would be a presentation, narrating a story or describing a picture. Role-playing is also classified under the title of open-ended tasks.

1.3.15.2. Semi-structured Speaking Tasks: using language to react in a specific situation, for instance, the teacher describes a socially multifaceted situation for his learners who are exposed to imagine themselves a part of a complex situation and describe what they would say if so (E.g. Learners might be asked to complain about the noisiness of their neighbours party in order to prepare for exams).

1.3.15.3. Structured Speaking Tasks: unlike the open-ended tasks, structured speaking tasks require short answers as a response to multiple choice tasks, they are not fair in terms of fostering creativity and getting astonished by learners ' unpredictable answers, but they are fair in term of scores. For instance, learners may be asked to read aloud in order to focus on their pronunciation skills (Luoma, 2009).

The teacher might feel confused about the tasks that can be implemented in his classroom, no one can answer this question, but him, simply because he knows his learners, their needs, their difficulties and what best fits them; according to William and Black "*teachers need to know about their pupils' progress and their difficulties so that they can adapt their own work to meet pupils' needs*" (1998, p. 2).

1.3.16. Quality Assessment

Being able to examine new inquiries, propose solutions, collaborate potentially and communicate cogently are the major interest of schools and colleges nowadays .These skills are consequential to be included in teaching and assessment .Hammond (2013) contended that high quality assessment relies on a number of determined criteria:

- Assessment of cognitive skills by urging learners to invent solutions to the existing problems

- Assessment of   the   critical abilities   such   as   the   four skills, communication, collaboration, problem solving, researching...

- Assessment should follow the international standards by respecting the severe constraints of the presented tasks and the expected level

- Designing an educational valuable test that develops their real-life skills

- Validity , reliability and fairness
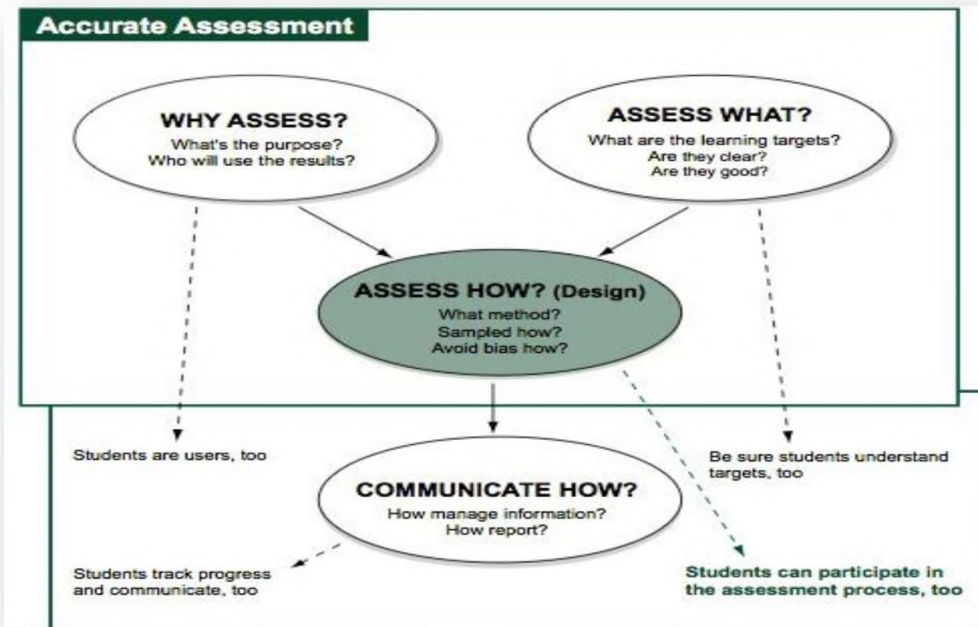
Figure 1.9. Keys to Quality Classroom Assessment (Adapted from: Stiggins, Arter, Chapuis, & Chapuis, 2004)

1.3.17. Conclusion

This section has evoked the what, how and why of assessment. Before doing this, we cleared the confusion between the three terms (Evaluation, assessment and testing), then we tackled the issue of assuring the validity and reliability of the test, finishing up with the broad topic of the 21 century assessment and examined how much it should relate to quality assessment. Having examined the concept of assessment, the upcoming part will be devoted to the concept of "multimodality" as an innovative approach to assessment. The next section presents an envision of a new approach for assessing the learners communicative competence; "The multimodality".

PART THREE

MULTIMODALITY: THE OVERDUE INVENTION OF THE OBVIOUS

1.4. 1. Introduction

Technology has invaded our lives in many domains, especially the area of Education. Accordingly, everybody (stakeholders, teachers, learners and even parents) is asked to cope with this observably overwhelming change. The first section tackles the alter in orientation from accuracy and heavily reliance on linguistic competence to fluency and the knotty communicative competence approach. In the second section, we highlight the different criteria that showed the clear transformation of direction from the conventional pen and paper assessment to the modern assessment of the 21 century skills. The current section, additively, suggests a new visualization of communicative competence' assessment which is the "multimodality approach" with an apparent spotlight on the "speaking ability". Having offered a review of related literature on communicative competence and assessment, the purpose of the present section is to sketch out several key ideas in the history of multimodality.

1.4.2. Multimodality in the Literature

The new generation of the 21 century is said to be digital in nature (Prensky, 2001). The environment where they have raised is fully rich with digital technologies (Visual, image, sounds). Consequently, they master the use of a multiplicity of modes of tasks 'representation, such as PowerPoint slides, diagrams, mind maps and information posters (Anderson & Leong. 2011). Kress (2010) provides a remarkable example to classify the need of using modes in our life in general and in the classroom in particular; the signs used in traffic are a good example. He wonders whether writing alone would work without the use of images! , of course not, so using a variety of modes such as writing accompanied with image and color has its huge benefit. Sometimes the image may have the edge over writing that is why multimodality has to be conceived as a normal state of human communication. The supermarket, says Kress, also has signs which differ in how modes are used in term of colors, lines are drawn differently (Kress, 2010).

1.4.2.1. The Monomodality: Conceptualization

The question is: are those differences in style accidental or arbitrary? To answer this question, Kress (2010) suggests a kind of theory that deals with all the shapes of meaning-making, what he called the 'Multimodality'. Lots have been said about the multimodality but only in the context of the science classroom and as being related to writing ability, which drives us to think of turning the multimodal lens on the English classroom taking into consideration that multimodality is not a new issue in the process of communication. It was described by researchers as "the discovery of the obvious "(Ventola, Charles and Kaltenbacher, 2004, p. 9). Despite of that, few researches have been done on the multimodality which emerges as a reflection of the changing communication landscape from language to mode and as a practical tool to discourse analysis.

1.4.2.2. The Multimodality: Conceptualization

The diverse nature of Multimodality requires different people to say different things about it. Few research papers about this phenomenon -as being related to teaching and learning- are conducted in spite of its crucially important role .The first who openly tackled the issue of multimodality was "Gunther Kress", the latter describes it as a social semiotic approach to communication. From the same stand point, Weng et al (2009. p. 84) asserts that the concept of multimodality is used to *"describe the practices of communicating through a combination of natural speech, written language, gestures and manual signs, device –generated, speech output, and graphic symbols"* .

1.4.3. Multimodality: Desired by all, Defined by Few

Using a variety of modes is the crucial part of the multimodal approach. The modes might include (image, writing, layouts, sounds, gestures and 3d objects). These modes have become one of the requirements of the 21 century and bringing all or some of the previously mentioned modes under one theoretical roof is what multimodality is all about. (Kress, 2010). Mode is *"a socially shaped and culturally given semiotic resource for making meaning; image, writing, layout, music, gesture, speech, moving image, soundtrack and 3D objects"* (Kress, 2010, p .79). Multimodality is not something new, classroom practices have been always multimodal, in a hint at this point Ventola, Charles

and Kaltenbacher (2004) noted that : "the purely mono-modal always been an exception while the core practice in communication has essentially been multimodal all along" (p .1).

1.4.4. The Audiovisual Part of Multimodality Battery: Teaching According to How Learners Learn

It goes without saying that learners learn differently, each one has his/her well-liked learning style or "learning preference or, the best manner in which they think, process information and demonstrate learning" Ventola, Charles and Kaltenbacher, 2004, p. 41),as it can be seen, learning styles can be used exchangeable with "learning mode". But, one might ask, are learning modes similar to teaching modes or not? The answer of this question would be that 'Teaching modes' refer to the adaptation of new pedagogical practices in a way that fits the learners' expectations and the technological growth (Sheffield, 2018) while 'learning modes' refers to the individual's ideal approach of learning.

Another question might be, what have learning modes to do with teaching modes, and why teachers should be aware of learning styles? In his book "Ways of Learning ", Pritchard (2009) provides an elaborate answer to this query; *"Learning style awareness should make an impact on pedagogy – the ways in which teachers choose to teach – and should help teachers to a better understanding of the needs of learners, as well as an awareness of the need to differentiate materials, not only by the level of difficulty but also by learning style (p. 42).*

1.4.5. The Teaching and the Learning Modes

For learners being aware of their preferred learning style will aid them accomplish better learning outcomes, teachers are also concerned, their focus nowadays should not be related to ' what the learners learn' but rather 'how they learn' .i.e., their preferred learning style (Gokalp, 2013). In his VAK (Visual- Auditory-Kinesthetic), Neil D. Fleming proposed three different ways of learning:

1.4.5.1. Visual Learners

They prefer the use of visual cues such as charts, graphs, maps, whiteboard and PowerPoint presentations. In other terms, visual learners learn best by seeing things.

Usually, they are learners who sit in front of the class in order to follow the lesson closely. So to facilitate learning for them, teachers have to explain the lesson with the implementation of visual aids such as charts and pictures (Fleming, 2018). Visual learners like to see and remember what they see and read easily. They often get attracted to activities such as (presentations, visual projects, reading activities, handouts), so when information is presented visually (diagrams, maps, posters, graphs ...) visual learners are more satisfied and engaged with the lesson (Pitchard, 2009).Visual learners appear to achieve better results in tasks related to diagramming, mapping and multiple choice tests (Fleming, 2018) and they tend to be active in classroom activities and formative assessment since they rely heavily on visuals in the classrooms such as boards, handouts, photos, all of which enhance their performance in the classroom (Roell, 2018).

1.4.5.2. Auditory Learners

They are those who better learn by listening and speaking, they prefer the spoken directions over the written one, they are highly focused when listening to songs and music, they like participating in discussions with the teacher and the classmates (Weichel, 2018). Unlike the visual learners, auditory learners learn by hearing and remember what teachers say. They usually enjoy all that is oral, they are more likely to be engaged in activities such as (musical performances, debates, verbal games, poems). Auditory learners are better assessed through oral exams and writing responses (Wickramasingh and Hettiarachchi, 2017)

1.4.5.3. Kinaesthetic Learners

Kinaesthetic learning means more than a pair of scissors and some cards, it is rather being able to get the learners wholly engaged with all their senses, to feel and imagine all what is happening around them (Clausen –May, 2005). If one wants to know more about kinesthetic learners, the quote of Benjamin Franklin summarizes it all; "tell me and I forget, teach me and I may remember, involve me and I learn". This type of learners learn by active movement in the classroom and by doing things and exploring what is around them by their senses, their preferred type of activities might include games , role-playing, acting scenarios ...all of which might inspire the teacher to be creative when assessing this type of learners (Weichel, 2018). To get them wholly involved, teachers may use activities such as (body games, puzzles, plays, displays) (Pitchard, 2009).

Learning styles	Preferred assessment method	Worst assessment method
Visual	Essay , diagramming ,maps , demonstrating a process	Listen and respond
Auditory	Writing responses to lectures, oral exams	Reading Comprehension exercises
Kinesthetic	Multiple choice, short definitions, fill in the blanks , hands on practical	Long essay tests

Table 1.7. The Learning Styles, the Preferred Learning Methods and the Worst Assessment Methods (Wickramasingh and Hettiarachchi, 2017. P .07)

To wrap up, the assessment of learners' learning should be based on their preferred learning style. In order to reduce 'rote learning in the classroom, teachers might use any teaching ideas in his classroom, no matter how strange or inspirational, what does really matter is finding out what works best for learners. 'Hearing', 'seeing' and 'doing' should not be discounted in every signal session to guarantee a better learning result (Clausen-May, 2005) .Guskey (2003) affirms that *"When teachers' classroom assessments become an integral part of the instructional process and a central ingredient in their efforts to help learners learn, the benefits of assessment for both learners and teachers will be boundless"* (p.11).

The latter quote reinforces the assumption that assessment should not be separated from teaching, both forms of testing (summative and formative) are required to be undertaken to certify a better learning outcomes ;

No single assessment can evaluate all of the kinds of learning we value for learners or meet all of the goals held by parents, practitioners, and policymakers. In a coordinated system of assessments, different tools should be used for different purposes: formative and summative, diagnostic, and large-scale reporting. However, all assessments should

faithfully represent the Standards and model good teaching and Learning practice.(Hammond et al , 2013 .p.2)

As a trial, to literally apply the alternative method of assessment, we design a multimodal assignment of instruction to be followed during the whole thesis, the following proposed diagram further explains:

Visual learners	Auditory learners	Kinesthetic learners
video- based activities	Songs-based activities	Game- based actvities
Picture -based activities	Oral presentation	Role plays
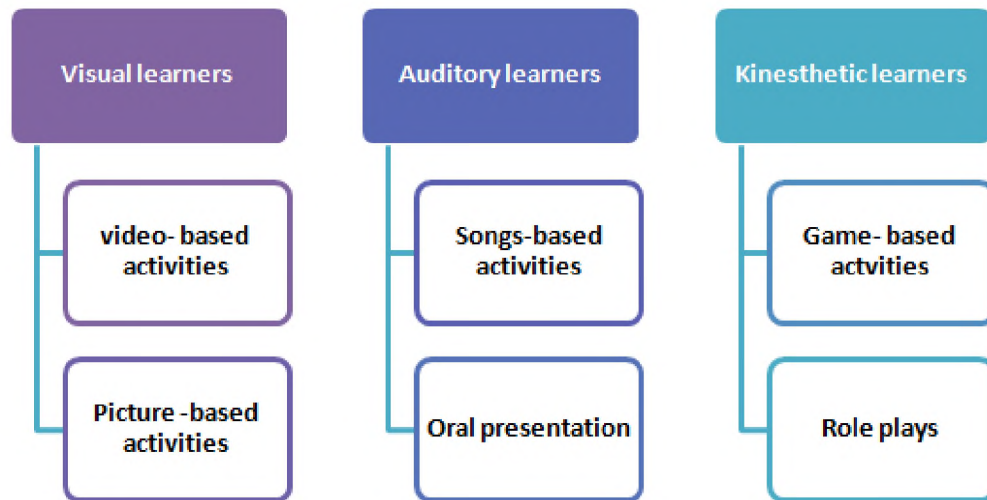
Figure 1.10: The Adopted Multimodal Assignment for Assessment

1.4.6. The Multimodal Assignment:

The teacher can implement two or three of the following suggested modes in his classroom:

1.4.6.1. Game –based Activities

Hadfield (1999) classifies language games into two types; linguistic games that Focus on accuracy and communicative games which highlights fluency. Communication games are generally used to develop communication abilities and mainly speaking and listening skills, they usually focus on language use rather than language practice. Byrne & Rixon (1979) argue that, unlike linguistic games, communicative games are used for cooperation rather than competition. What is most important for them is the need for communicative tasks to be interesting and attractive .Another vital point to be underlined is giving the learners the opportunity to work in pairs or in groups. This would increase the

amount of speaking between learners. These qualities of communicative games allow the teacher to act as "a manager" rather than "a supervisor". As for the learners, it is important to give them time by the end of the game in order to discuss their success and failure. This would give them the chance for self- evaluation and peer- evaluation. (Byrne and Rixon, 1979) .A good example of the communicative game would be the 'Picture Talk', this game should have a volunteering student who is " the describer", he describes an image on a card without mentioning its name, the other learners who are the copiers have to draw what is being described without speaking (Rufo-Tepper, 2017).

Thusly, it is very crucial for the teacher during the playing process of a game lesson to make sure that the right choice of the right topic has been carried out. To do so, certain steps need to be taken into consideration (Ketterlinus, 2017):

- Setting up the purpose of the game right from the beginning

- Considering the level of complexity of the game

- Some games might require a huge amount of time or a big space, this should be taken into account from the part of the teacher

- Giving suitable and clear instructions for the learners to make sure that the game is properly understood

The implementation of game-based learning in the classroom is highly required but unfortunately, teachers and educators face a number of barriers including lack of access to technology in some schools, lack of experience concerning the use of games for learning and the lack of information about the assessment feedback.(Richard et al, 2013) .Another obstacle faced by teachers is the lack of support of games use as an instructional material from the part of stakeholders who are not wholly convinced that the use of games has to do with quality learning (Siia, 2009) .

To raise the stakeholders, learners and teachers' attention to the effectiveness of using games for learning, scientists have conducted a remarkable amount of research in support of games usage in the classroom. MC Farlane et al (2002) are among those researchers who highly support games-based learning. The latter purport that the implementation of both commercial and educational games in the classroom fosters the learners' critical thinking and promotes their communication and negotiation skills, in

addition to boosting their cognitive competencies; it also helps the learners assess their knowledge and understanding of instructions. Furthermore, it assists teachers to collect all the information needed about lower performing learners as it promotes the learners' engagement and collaboration (Millstone, 2012).

Supposed that everybody is convinced about the importance of using games as a powerful mechanism in the classroom, the next step is to think about models of assessment-based games, so, what is the assessment tool that can best fit this instructional intervention? The use of games in the classroom gives the teacher information which can be used as a formative assessment of learners' learning, teachers might use observation, discussion, quizzes and group problem tasks (Gosper and Mc Neil, 2012) .

All the previously mentioned tools of assessment do not interrupt the game play because disruption prevents the learners from being engaged and interested. Sandford et al (2006) proposed a number of strategies that should be taken into account for supporting learning and assessment while using games. First , checking whether or not learners have understood the main purpose of the game, second deciding about the assessment strategy to be used and finally, checking the learners' understanding and reflecting upon the importance of games (Groff et al., 2016).

1.4.6.2. Song-based Activities

No one can deny the fact that *"motivation is one of the most important factors in your success in English"* (Brown, 2000, p. 17). Motivation is highly demanded from the part of the teachers and learners, and it is directly linked to the use of songs in the classroom. Songs as an effective pedagogical tool for speaking English fosters the curiosity of many researchers who tackle the importance of this innovative tool, Morales (2008) is one of many, he argues that the use of songs promotes the learners' speaking skills and pronunciation; also it helps them express their opinions and discuss different topics. In the same vein, Orlova (2003) purports that using song helps the learners to practice the innovation pattern of the language in addition to encouraging the classroom discourse.

Using songs in the classroom is of huge benefit; it fosters the learners' creativity and helps them develop their performance skills. Additionally, it is considered as a fast way of identifying the learners' strengths and weaknesses. Songs can be used as a summative

assessment by asking learners' to create their own verses at the end of the unit or, it can be used as a formative assessment that can take place instantaneously by observation (Classroom-Assessment-Theory- into-Practice - Assessment for Rhythmic and Musical Learners", 2018).

1.4.6.3. Video-based Activities

The benefit of audiovisual materials is countless starting from getting the learners' attention and increasing their motivation in addition to fostering their learning experience, all of which led to a raised attention over the past 20 to 30 years .Educational videos develop the learners' knowledge also it enhances the classroom discussion and suits the different learning styles. Likewise, it boost the teachers' effectiveness and develop the learners' motivation (Cruse, 2018) Furthermore, videos can be implemented " *to promote awareness of the interrelationship between modes (pictures, movement, sounds, captions)*" (Aiex, 1999, p .2) ; it is apparent that the use of a multiplicity of modes guarantees a better result than using one mode . In addition to all the previously mentioned utilities, "*videos can have a strong positive effect on both motivation an effective learning*" (Cruse, n. d. p. 6) .

Exposing learners to videos in the classroom fosters them to actively engage with the learning process and help them develop an elaborate understanding of instruction rather than just consuming, it gives them the chance to develop their own views of conception and discuss it with teachers and classmates (Higgin, 2016). Learners can assess themselves through the use of videos by recording their performances and reflecting on them ("Using Video as a Powerful Self-Assessment Tool", 2015), they can control the videos by pausing, repeating and using subtitles, all of which help the learners in the motivation and self-evaluation of their work. (Schmidt, n.d.). Concerning timing, it is better to use short clips rather than lengthy videos.

1.4.6.4. Picture –based Activities

At first place, it is useful to clarify what is meant by the pictures .Pictures can be (photos, drawings, paintings, illustrations, symbols, cartoons, flashcards Collages, picture stories, magazine ads, newspaper and website illustrations, stills from video, doodles.) (FluentU English Eduactor Blog, 2018) .

It has been said that "a picture is worth a thousand words", learners can learn plenty of things through pictures, this latter can be enormously effective if properly implemented from the part of the teacher. First, it promotes learners' vocabulary and communication skills specially the pictures and images that are used for speaking practice, also, it increases the student' motivation for learning, it best fits visual learners who learn by visual materials. One might ask the question, why to use pictures to teach English, why not to use the traditional ways of teaching which are highly secure and easily implemented. The answer can be recapitulated in the following elements (Zahara, 2014):

- The current multimedia learning context of the 21 century is visually oriented

- Learners learn differently, the use of pictures fosters their visual orientations.

- Using pictures is highly attractive, it guarantees that everyone is paying attention, engaged and motivated.

- Implementing pictures in the classroom bolsters vocabulary.

- Pictures are usually open to a variety of interpretation which enables the learners to be creative and invent new construction to things.

- They can be used as a talking point for shy learners who are usually hesitant and anxious to speak.

- The pictures are really fun and enjoyable, learners find themselves anxiously speaking and expressing ideas and discussing topics.

- They are good for promoting the student sub-skills (prediction, discussion, explanation, reorganization of the ideas).

The utilization of pictures in the classroom is highly significant for the learners and the teacher, because it fosters the learners' motivation and creates a meaningful context, it gives the learners information about various topics also, and they are faster than words. It is worth mentioning that the teacher has to take into account the size of the pictures which should be large and easy for the learners to understand. So why are pictures used in the classroom? The answer of this would be the following:

- Introducing new vocabulary and grammar

- Providing a good opportunity for writing

- Expanding the learners' motivation

- Offering the chance to use the language in real life situation

Pictures can take a variety of forms (flashcards, large wall pictures, cue cards, sliders...) and despite of the richness of picture based tasks, the use of the latter can result in various problems, especially if the pictures are small and distant or not obvious, this may lead to the learners' misunderstanding. Besides, some learners fail to interpret the pictures, but, the advantages of using pictures are more than the drawbacks. Also, *"pictures are; easy to prepare, easy to organize, interesting, meaningful and authentic and hold a sufficient amount of language"* (Zahara, 2014, p. 28).

In accordance with the benefits of using pictures in the classroom, Pirrozzolo and Wittrock (1981, p. 212) have offered the following arguments:

- Pictures are very useful for presenting new grammar and vocabulary items. They help to provide the situations and contexts which light up the meaning of words or utterances, and help the teachers to avoid resorting to translation or too lengthy explanation of meaning.

- Pictures can be used for revision from one lesson to another as well as for long-term revision of vocabulary and structures.

- Pictures can be used as the basis of written work, for instance, question writing.

- Pictures increase learners' motivation and provide useful practice material as well as test material

- Pictures can be used to give learners an opportunity to practice the language in real contexts or in situations in which they can use it to communicate their ideas.

There are plenty of creative ideas for using pictures in the classroom to develop the learners' communicative competence. The following are suggested by Mc Loughlin (2016):

a.   Dialogue Bubbles

The teacher might expose the learners to a picture of two people chatting and ask them to add a dialogue bubble; this will be a real delectation for learners with an implicit focus on grammar and vocabulary

b.   Story boards

This technique is highly implemented in ESL classrooms where the teacher shows a series of pictures and asks the learners to use their imagination to tell the story.

c.   Picture Profile

The teacher displays a profile picture of a famous person and asks his students to describe him/her. This would be a good way to teach the present simple and adjectives

The list is limitless; the creative teacher is the one who invents his own manners and accommodate them in a way that fits his learners' needs.

1.4.6.5. Role Plays Activities

Starting from the assumption that *"The classroom itself is a life experience in which the learners engage in social interaction" (Chesler& Fox, 1966, p. 11)*, researchers work to examine ways to improve the classroom environment. We note that, a considerable number of scholars support the use of role playing in the classroom as an innovative teaching practice and an effective tool to reflect upon themselves, the others and society in general. Scrivener (2005 .p. 155) puts forward a good definition of role playing:

> *In role-play, learners are usually given some information about a role (e.g. a person or a job title). These are often printed on "role cards". Learners take a little preparation time and then meet up with other learners to act out small scenes using their own ideas, as well as any ideas and information from the role cards. A simple role card could do nothing more than name the role, e.g. mother, detective or alternatively they could offer guidance as to what to do rather than the role itself, e.g. buy a train ticket to Brighton.*

As proposed by scrivener, "role cards" have a crucial function of relating learners with information about their "roles" and to add their own distinctive touch. Classroom role playing is used, briefly, *"as a means of making the classroom a real life laboratory for social academic learning"* (Ibid. 1966. p. 12) The use of role playing in the classroom has a number of remarkable benefits:

- By pretending the feelings, thinking, and acting roles of the others, learners increase their spontaneity and creativity

- Stereotyping a problem would reduce the learners' anxiety towards the unreal acting of roles

- By putting themselves in the shoes of others, learners begin to identify the impact of their behaviours on the other, it provides them with an envision of how to behave if it was a true and not acted situation

- Being able to understand others by acting their roles, paves the path for future behaviour modification

- Acting out a scenario helps the learners to comprehend their behaviors and use their intellectual abilities to improve their academic performance

- Role playing ought to be an efficient instructional technique for non-verbal communication

- Another very distinctive feature of implementing the role playing in the classroom is the active nature of role playing which fosters shy learners to initiate the conversation and move freely and confidently around the classroom (Chesler &Fox, 1966).

- Enhancing the learners ' speaking fluency

- Fostering their imagination and critical thinking

- Ensuring the element of fun and learning at the same time (Kusnierek ,2015)

Despite of the various advantages it offers, role playing as a creative technique has few drawbacks such as "shy learners" and inexperienced teachers who ignore the suitable mechanisms of using this technique (Ibid, 1966). In addition to being less safe in comparison to the other didactic methods (such as videos, songs..) The huge amount of time spent in each group. Some learners cannot disclaim their own persona and engage in the role (Woodhouse, 2008).Being unaware of how to implement this technique may cause management problems (Kusnierek, 2015). Finally, considering the advantageous and

disadvantageous of role-playing, it can be argued that this method helps the teacher to better achieve a safe enjoyable environment that promotes learning.

1.4.6.6. Discussion Tasks

Discussion is a type of classroom discourse, it is a kind of verbal interaction between the learners and the teachers during classroom sessions, and it is, in most cases, a dialogue or two-way communication between the teacher and the learners. In the 21 century, this type of interaction has gained a remarkable spread because;

> *Discussion-based teaching has led to gains in general subject mastery, reading comprehension, conceptual understanding, problem-solving ability, moral development, and attitude change and development, and communication skills. (Henning, 2008, p. 2)*

Yet, this technique is not exceedingly supported by everybody, especially teachers who prefer the autocratic way of teaching, another serious issue which might prevent the utilization of such technique is the problem of "large classes" (Ibid, 2008).From different viewpoints, it can be concluded that through the implementation of the multimodal assignment for assessment, the teacher, confidently, will:

- Get the learners engaged and motivated

- Assess the learners with regard to their learning styles

- Ensure the validity, reliability and fairness of the test.

There are many more things to be considered here, but we should note that the multimodality is a very broad approach. Consequently, we did not tackle all the issues that lie under this very big heading. It should be noted that this paper emphasizes the multimodal communication (speaking), not the multimodal discourse (writing). Teachers can communicate, teach and test the meaning through the multimodality; *"The concept of multimodality begins with the understanding that language is but one of the communicative resources through which meaning is (re)made, distributed, and interpreted"* (Early et al, 2015. p 447).

1.4.7. Conclusion

As stated at the beginning of this section, the central idea behind our proposal is the "wholeness" in the assessment of learners' competence (Linguistic, sociolinguistics, strategic, discourse). The norm is that the test is designed to measure how much has been learnt so far from the whole classroom, which is made up of 40 learners per class. Those learners are different in terms of styles and preferences, the difference ought to be considered not only when teaching, but also when assessment takes place. This can be reached through using an approach that feeds the learners' uniqueness and equips with the changing demands of the century, "multimodality" is viewed as a promising approach to serve such a goal.

1.5. Conclusion

Discussing the Three main variables of this research and developing an elaborate understanding of the studied area were the main purposes of the first chapter. At the beginning and throughout this part of the investigation, the researcher deepened into the literature of language teaching and learning to have an elaborate insight on whether and how communicative competence can be taught and most importantly be assessed;

- Section One portrays the notion of communicative competence, its teachability and the assessment

- Section Two provides a brief description of the concept of assessment with a bright light shoot across validity and reliability assurance

- Section Three sketches out several key ideas in the history of multimodality and suggests a range of multimodal tasks that works to improve the learners' communicative competence and helps the teacher to effectively assess it.

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[i]**Ferdinand de Saussure:** 26 November 1857 – 22 February 1913) was a Swiss linguist, semiotician and philosopher. His ideas laid a foundation for many significant developments in both linguistics and semiotics in the 20th century. He is widely considered one of the founders of 20th-century linguistics (Wikipedia)

[ii] **Avram Noam Chomsky :** (born December 7, 1928) is an American linguist, philosopher, cognitive scientist, historian, social critic, and political activist. Sometimes called "the father of modern linguistics", Chomsky is also a major figure in analytic philosophy and one of the founders of the field of cognitive science(Wikipedia).

[iii] **Langue and parole** is a theoretical linguistic dichotomy distinguished by Ferdinand de Saussure in his Course in General Linguistics. The French term langue (an individual] language) encompasses the abstract, systematic rules and conventions of a signifying system; it is independent of, and pre-exists, the individual user. It involves the principles of language, without which no meaningful utterance, or parole, would be possible. In contrast, parole ('speech') refers to the concrete instances of the use of langue, including texts which provide the ordinary research material for linguistics.

[iv] **Michael Alexander Kirkwood Halliday** (often M. A. K. Halliday; 13 April 1925 – 15 April 2018) was an English-born linguist who developed the internationally influential systemic functional linguistics (SFL) model of language. His grammatical descriptions go by the name of systemic functional grammar

[v] In the philosophy of language and linguistics, **speech act** is something expressed by an individual that not only presents information but performs an action as well.

[vi] In sociolinguistics, SPEAKING or the **SPEAKING model**, is a model socio-linguistic study (represented as a mnemonic) developed by Dell Hymes. Hymes developed this model as part of a new methodology referred to as the ethnography of speaking. This model is a tool to assist the identification and labeling of components of interactional linguistics

[vii] Retrieved from : Hymes, Dell. Foundations of Sociolinguistics: An Ethnographic Approach. Philadelphia: U of Pennsylvania P, 1974.)

[viii] Halliday described language as a semiotic system, "not in the sense of a system of signs, but a systemic resource for meaning".[2] For Halliday, language was a **"meaning potential"**; by extension, he defined linguistics as the study of "how people exchange meanings by 'languaging'".

[ix] **The ethnography of communication** (EOC), originally called the ethnography of speaking, is the analysis of communication within the wider context of the social and cultural practices and beliefs of the members of a particular culture or speech community

[x] The concept of **illocutionary acts** was introduced into linguistics by the philosopher J. L. Austin in his investigation of the various aspects of speech acts. In Austin's framework, locution is what was said and meant, illocution is what was done, and perlocution is what happened as a result.

[xi] Learning **Logs** are a personalized learning resource. In the learning logs, the learners record their responses to learning challenges set by their teachers. Each log is a unique record of the child's thinking and learning. The logs are usually a visually oriented development of earlier established models of learning journals, which can become an integral part of the teaching and learning program and have had a major impact on their drive to develop a more independent learner

CHAPTER TWO: TEACHING AND TESTING ENGLISH IN THE ALGERIAN EDUCATIONAL SYSTEM

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SITUATION ANALYSIS

2.1. Introductiona

There is a direct and a complementary relationship between teaching and assessment. This chapter analyzes the situation of teaching and assessment in Algeria under the LMD reform and in the globalization era. It highlights the urgent changes brought through the implementation of the LMD reform. Furthermore , it tackles "ELT" in Algeria with special reference to the University of Biskra and more precisely the English department in order to provide the data needed about the learners , the teachers and the methodology of testing implemented in the targeted department.

Most importantly, this chapter emphasizes the assessment process in ELT classrooms and examines the status of fluency in the English department, starting from the assumption that communicative competence is not given a significant consideration at university level, learners are invited to speak only in "oral expression module" in most cases, that is the first reason behind learners' taking speaking for granted and their focus on writing.

PART ONE

ENGLISH IN THE GLOBALIZATION ERA

2.2.1. Introduction

Nowadays, individuals have little chance to choose whether to globalize or not. Things are out of hand because of the quick development of this recently arisen and exceptionally affected phenomenon which has negative and positive outcomes on every aspect of life. Being ready to determine the greatest advantage of this phenomenon is the crucial duty of society and stakeholders these days. There is no uncertainty that globalization profoundly affects education generally and English language teaching specifically. All through this section, we explore the effect of globalization on the English language. Also, we depict the essential role pretended by English language in the globalization era.Moreover, we look at the impact of this phenomenon on education and learning from a broader perspective, and we determine the impact of globalization in the assessment process.

2.2.2. English Language in the Context of Globalization

In the preceding chapter, attention has been drawn to the implication of globalization for learning and teaching. Block & Cameron (2002) argue that people learn languages for economic motives, some commentators go more by saying that foreign languages are going to be treated as 'economic commodity' (not the case of Algeria) instead of 'ethnic and national identity'. This economic modification has its influence on education, culture, and technology

Technological changes impact directly the language learning and teaching. Globalization can be defined as a widespread phenomenon in society, economy and politics. It has its multifaceted influence in our modern life as stated by Block & Cameron (2002, p. 1):

> *"Globalization is nothing if not a fashionable term – it pervades contemporary political rhetoric and is a keyword of both academic and popular discourses on the economy, society, technology, and culture"*

It ought to be clear right from the start that it is arduous to define globalization as a result of its association with different aspects (economics, politics, and culture). Giddens (1990, p. 64) defines globalization as *"the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa"*. Globalization implies that numerous nations embrace certain cultural patterns from each other; food, music and advertising, whereas Americanization is completely different; it is when different nations develop to be considerably more like the United States by acquiring various components of the American culture and allowing international organizations like Coca-Cola, Disney Land .In this context , Friedman (1994 , p. 195) believes that *"Americanization is the diffusion of American values, consumer goods and lifestyles"* . Knowing the distinction between 'Globalization' and 'Americanization' is not enough to answer the question of whether or not the globe is becoming Globalized or Americanized. Lee (2006) describes globalization in the following way:

> *Globalization is a phenomenon that has five essential components, all of which move at varying speeds throughout the world: finance, culture, media images, technology, and people (p. 106)*

After defining globalization, the raised question is to examine the link between globalization and English language education. English has progressively achieved a worldwide status through its distinctive position among languages that are dominated before the spread of English as a global language like French and Spanish, by the time those languages are downgraded thanks to the expansion of English as a lingua Franca. The following figure shows the worlds ten most spread languages (2017).

The World's Most Spoken Languages
Estimated number of first-language speakers worldwide in 2017 (millions)*

Language	Speakers (millions)
Chinese	1,284
Spanish	437
English	372
Arabic	295
Hindi	260
Bengali	242
Portuguese	219
Russian	154
Japanese	128
Lahnda	119

你好   HOLA   bonjour   Здравствуйте   Hello

Figure 2.1. The World Most Spoken Languages (McCarthy, 2018)

From the figure, Chinese is, by a decent deal, the foremost spoken language in the world with one. 28 billion speakers (i.e., 16% of the globe population), then Spanish with a total of 437 million speakers .Whereas, English has 372 million language speakers. Arabic takes the fourth position of wide spoken languages, it includes nineteen various varieties; Egyptian Arabic (64.5 million speakers) then Algerian Arabic (29.3 million speakers) (see McCarthy, 2018 for additional details).

2.2.3 .The Importance of English in the Globalization Era

Globalization and language appear to influence each other in a way that the English language plays a primordial role in the advancement of globalization, by turn, the globalization of commerce and trade raises the importance of English language usage. One cannot deny the fact that thanks to globalization, the English language becomes a global force. English nowadays is the language of business, culture, politics and linguistic exchange, it is a communicating medium of expressing feelings and thoughts, it is the main source of computer languages, it is a tool of selling products across the globe, and it has an influence on advertising and media. So, globalization has changed the status of English and the lifestyle of human beings altogether. Learning English nowadays is indeed an urgent requirement. Knowing enough about English helps learners to get in touch with

people from all over the world, it opens opportunities for them to work anywhere across the globe, and not to mention the economic, political and cultural status of English in the society (The team, 2016).

Notably, English has reached a recognized status in more than 75 countries. This status was described by Kashru (1989) in terms of three concentric circles; "the Inner circle" where English comes as a mother tongue in countries such as; the UK and Australia. The second one is "the Outer circle" where English serves as a second language in countries such as India or Singapore. And finally, "the expanding circle" where English is taking place as a foreign language in countries such as Japan and Korea (Alfehaid, 2014).

Stepping back in history helps to figure out the reason behind the English language expansion, Crystal (2003) propounds that a language becomes global because of the political and military power, English is no exception. Crystal (2003) justified the expansion of English language by noting:

> *A language has traditionally become an international language for one chief reason: the power of its people – especially their political and military power. The explanation is the same throughout history. Why did Greek become a language of international communication in the Middle East over 2,000 years ago? Not because of the intellects of Plato and Aristotle: the answer lies in the swords and spears wielded by the armies of Alexander the Great (Ibid, p. 9)*

The industrial revolution headed by Britain during the 18th and 19th centuries, and the economic, military powers of the United States are the main reasons behind what is called 'English as a global language' (Ibid, 2014).

2.2.4.. The Effect of Globalization on English Language Teaching and Learning

The status of English as a universal language may be a convincing reason for teaching and learning this extremely demanded and absolutely honoured language. From all what has been mentioned, it's straightforward to deduce the solid relationship between the English language spread and ELT. English today is learned for pragmatic reasons, in different words, it's a 'commodity' for many people; English learning equals a better job, the next position and perhaps a future promotion. English language learning and teaching

are also related to culture since it provides teachers and learners with an insight into what is happening around them in different cultures (Alfehaid, 2014).

Globalization boosts communication with people who come from utterly different cultures and connect teachers with professionals who support various methods and resources, the profit along these lines is definitely immense. The experience seems to be thrilling through online interaction between teachers and experts and also the implementation of computer networks in ELT. Nevertheless, teachers have to think about their implemented methodologies and materials and suitability of any form of culture to ELT classrooms. (Ibid, 2014).

2.2.5. Globalization and its Impact on Assessment

Does globalization have any effect on assessment? In what manner can assessment systems change to fulfill the instructive need of the 21 century? Kamen and MCNeely (2010) add that globalization prompted the expansion of universal testing. Volante (2007) advances the view that overemphasis on test scores adds to the ascent of undesirable rivalry among teachers and school, which may prompt the absence of coordinated effort, for instance sharing encounters and strategies for teaching (Rigas, 2013).

To clarify the idea, the test is standardized when the students are being surveyed and scored similarly, to see their performances and compare it with the achievements of different students, the government law "No Child Left Behind" (2001) rose so that to put the duty of students' outcomes on the school staff shoulders; to see whether the students fulfill the given guidelines, the students' outcomes choose whether or not to move to the next grade. There are two fundamental traits of conducting standardized tests. To start with, they are objective in terms of design; second, they assess the students' academic information suitably. The benefits of standardized testing were handled by many researchers, Grant (n.d) is among those who support ST, he accepts that ST is made by individuals who are not part of the classroom condition which shows that students' scores are exceptionally dependable and liberated from subjectivity, basically in light of the fact that tests are not set up by teachers, yet they demonstrate to what extent teachers accomplish their goals. In a similar vein Gawthrop, (2014) affirms that:

Because standardized tests are created to be unbiased and objective, they supposedly ensure that the score a student receives is an accurate measurement of ability and progress. Validity and reliability are critical components test makers need, in order to create assessment tools, which create usable inferences about the knowledge and skill of learners in a particular area (p .6)

Regardless of this, the standardized test strikes dread into the spirit of numerous teachers who fear poor outcomes, tragically, this leads them to concentrate on "teaching to the test "rather than "quality teaching" (Grant, n.d). ST for Gawthrop (2014) assists with surveying and not to decide about the student's real level of performance:

However, test data is certainly more useful to administrators than learners, because a competent teacher can determine a student's proficiency level based off homework, quizzes or classroom participation. If standardized tests are not necessary to determine a student's academic level, it raises an important question, whether test results (versus other sources such as teacher input) are the best source for determining policy or curriculum changes. Since standardized tests can only assess, not determine, a student's academic status, the argument is made that it is dangerous for policymakers to rely predominantly on the data provided by these tests (p .7)

In the light of the disadvantages of standardized testing, another approach of assessment called "assessment for learning" has emerged to wrap up the discussion among researchers and educators. Assessment for learning is best characterized as a methodology utilized from the part of the teachers and students to change their pre-owned techniques. To profoundly comprehend what assessment for learning is, it is desirable over distinguish what AFL is not, AFL is most likely not "assessment of learning" which intends to assemble data about learners at the end of the learning and teaching process, and grading them based on a set of standards, actually, AOF is a way of rating teachers and schools too. The eventual future of assessment is by all accounts more inspiring when discussing "assessment AS learning "where students are responsible for their own learning process (Siedlecki, 2012).

To make the point even clearer, assessment for learning takes place during all the stages of learning where learners are part of the process. It is used synonymously with "formative assessment", AFL comes from the work of Black and William (2006) in their booklet "inside the black box" where they emphasize the use of AFL (formative

assessment) as an effective tool for teaching and assessment (Bullock, 2017). Black and William (2006) assert that formative assessment is weak when teachers' tests and questions are direct and superficial, that is what hinders deep understanding. Another mistake, according to Rigas (2013), concerns the teacher who may fall in the emphasis on the comparison between learners instead of focusing on personal improvement.

On the same train of thought, assessment for learning introduces a student-cantered approach to learning; we cannot speak about AFL without speaking about the 21-century skills movement which includes AFL. Trilling and Fadel (2009) support the 21-century learning approach and claim it to be the scale of success in a more globalized world. But unfortunately, schools remain unchanged despite the transformations of globalization which urges teachers " *to balance their time* , according to the authors, *between being 'sage on the stage,' who presents, explains, and answers questions and the 'guide on the side' who supports learners' research, discovery, and sharing of their own findings in learning projects"* (p. 39).

It important at this level to note that the 21st-century skills should encourage the students to solve problems , upgrade their critical thinking and advance their creativity, innovation and collaboration skills. Also, Trilling and Fedel (2009) underline the need to move the focal point of consideration from summative assessment to formative assessment (cited in Rigas, 2013). But before testing students on their subject matter, stakeholders, instructors, students and even parents ought to convincingly respond to the accompanying inquiry:

Are schools helping learners to develop the required 21-century skills?

> <u>Ways of Thinking</u>, which encompasses creativity and innovation; critical thinking, problem-solving, and decision-making; and metacognition or learning to learn

> <u>Ways of Working</u>, which includes communication and collaboration or teamwork

> <u>Tools for Working</u>, which addresses information literacy and information and communication technology (ICT) literacy

> <u>Living in the World</u>, which includes citizenship, life and career skills, and personal and social responsibility (Lai, 2012, p. 4)

21st-century abilities allude to the core skills required by society, teachers and business leaders to achieve accomplishment in today's world,, among those skills ;

Collaboration, Communication, Critical thinking, and Creativity, all of which called the 4 C's (Ibid, 2012).

Table 2.1. 21st Century Learning Balance, retrieved from (Trilling & Fadel, 2009, p. 38)

Teacher-directed	Learner-centered
Direct instruction	Interactive exchange
Knowledge	Skills
Content	Process
Basic skills	Applied skills
Facts and principles	Questions and problems
Theory	Practice
Curriculum	Projects
Time-slotted	On-demand
One-size-fits-all	Personalized
Competitive	Collaborative
Classroom	Global community
Text-based	Web-based
Summative tests	Formative evaluations
Learning for school	Learning for life

A New / Balance

Generally speaking, teachers need to prepare students with both the left side and the right side of the chart of learning practices on the grounds that the two must work inseparably (Ibid, 2009). Those extreme changes in teaching and testing in the 21st century drive us to consider its effect on the Algerian educational setting.

2.2.6. Conclusion

It is becoming obvious that globalization has become a challenge for education and a debatable issue in modern research, especially the theme of globalization impact on education. It is worth mentioning that, during this section, we precisely tackled the influence of globalization on education; (English teaching, learning and assessment). As a step towards globalization, the most noticeable change in the educational system in Algeria was the implementation of the LMD system (2004). So, what is the LMD system? How it impacts teaching and learning in general and assessment in particular? The following section answers intensively the mentioned inquiries.

PART TWO

ENGLISH UNDER THE LMD SYSTEM

2.3.1. Introduction

Globalization and competitiveness have driven many countries to adopt the Bologna process[i], Algeria is among these countries. It started to adopt the LMD system in 2004, looking for promotion of new pedagogical practices that enhance the quality of teaching and learning. The latter can be practically performed on the ground by urging academics to create their own pedagogical program instead of blindly applying the one imposed by the Ministry of higher education, and by the implementation of the Learner – centered approach instead of the Teacher –centered approach with regard to assessment. The LMD system can be implemented by exposing the learners to continuous assessment instead of "one shot exam" at the end of the semester or the year. In the pages that follow, a brief explanation of teaching, learning and assessment under the LMD system is provided.

2.3. 2. The LMD System in Algeria: The Case of English

The gap between the market demand and the university production is fairly encouraged by the old style framework which was made out of four-year LICENCE, two-year Magister, five-year doctorate; which drove the government and the stakeholders in Algeria to re-think about the old actualized framework and to reinforce the social, economic demand of this country (Sarnou, Koç, Houcine, &Bouhadiba, 2012). The ultimate choice was to execute the European educational framework in the Algerian Universities, thus the LMD framework (LICENCE, Master, and Doctorate). The LMD framework was applied in September 2004; it encourages the interest of the academic society concerning the efficiency of this recently executed change, placing at the top of the priority list that its implementation is costly with the absence of human and material resources (Bouhadiba, 2013) .
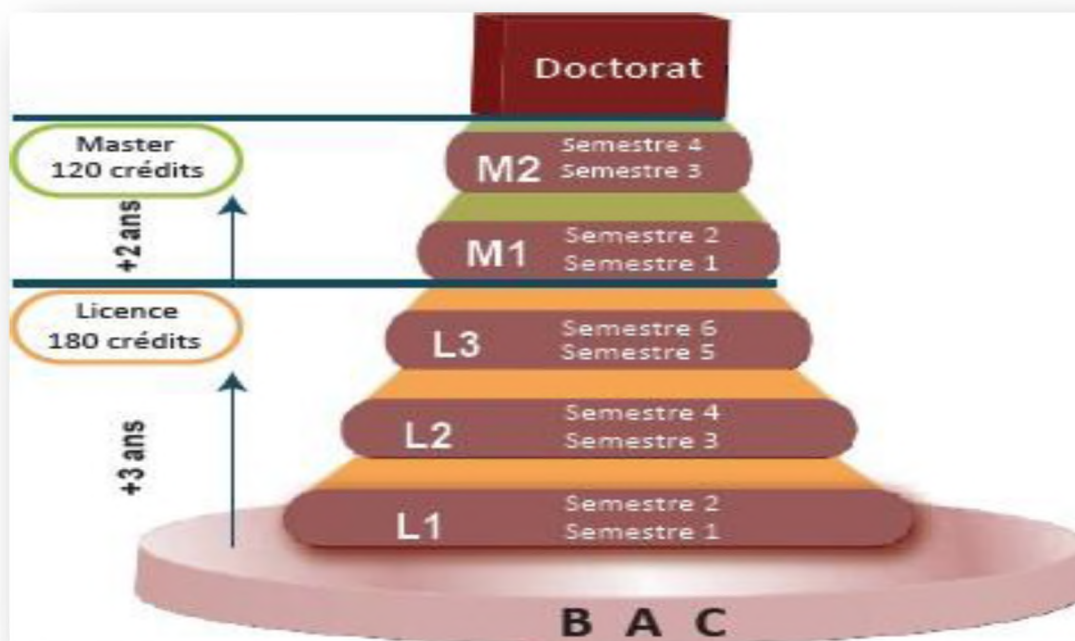
Figure 2.2. Organization of the Training cycle According to the LMD System (University of Boumerdes, n.d)[ii]

As can be seen in the figure over, the preparation cycle during the LMD framework is made out of three phases (LICENCE, Master, and Doctorate)

- Licence: (BAC +3) Three years of study; six semesters.

- Master: (BAC +5) Two years of study; four semesters

- Doctorate: (BAC +8) Three years of research; six semesters

The fundamental goal of the LMD reform is the openness to the world of globalization and to react to the changing demands of the 21st century;

> *The licence and the Master degrees require, as a principal objective, the acquisition of knowledge and talents which lead to a professionalization of two qualification levels. Each of the licence and the Master holders benefit from academic and professional diplomas: the former allows for further studies and the latter permits the holders to be engaged as professionals. The Doctorate degree or diploma is attained only after considerable research in the fields of specialization, and by getting hold*

of other proficiencies such as research methodology, group work and so on(Mehiri (2017) Ministere De L'enseignement superieur Et De La Recherche scientifique,Nouvelle Architecture ...Licence/Master/Doctorat, Pp.7-10)

On account of globalization, English turns into the most remarkable language these days, this recognizable overspread drove the government to embrace this language in their colleges, and Algeria is across the board. English is educated as a foreign language which permits the students to participate in the globalization. The LMD system carried inventive instructing and assessment practices with an extreme change in the learners-teachers role. (Sarnou, Koç, Houcine, and Bouhadiba,2012)

The LMD system has demonstrated its viability in all the European countries that is the reason it is executed in most countries these days. The Algerian local authorities demonstrate their readiness to embrace such a well-known change in order to build up their educational system and to move towards the globalization. After 1962, Algeria made different changes; the most observable one was in 1971 where higher education was Arabized and Algerianized to expel all hints of French colonization. Thusly, it paves the way for teaching English as a foreign language.

The pre-LMD framework was based on four years (Licence), Two years (Magister), five years (doctorate).The downsides of this traditional framework was the gap between the market requests and university production, in addition to not reacting to the new changes of economy, politics and society in Algeria, all of which drove the policy makers to re-consider the integration of new reform that demonstrates its achievement in different countries. Algeria adopted the gauges of the Bologna Process set in Europe in the year 1999 as a preliminary to empower Algerian universities to react to the new changes of globalization and to adapt to the advancement of science and innovation (Reguig, 2014).

2.3.3. Teaching and Learning English under the LMD Reform

The implementation of the LMD system in teaching and learning relies on the following essential elements:

- **Pedestrianisation** (Semestrialization): The LMD system is based on semesters rather than years of training, each year is divided into two semesters. Learners attend around 400 hours, thus, 25 hours per week.

- **Educational Unit (EU):** Each semester tackles four main teaching units; (the fundamental unit, the methodological unit, the discovery unit, and transversal unit)

- _ *Fundamental Unit:* it embraces the basic subject for a particular field.

- *Methodological Unit* : it highlights the methodological tools necessary for completing the training

- _ *Discovery Unit* : it includes all the training materials needed in the learners' specialty

- _ *Transversal Unit:* it comprises the exposition of learners to other languages.

- **Credits:** the full number of credits for each semester is 30/180, these credits are granted when all examinations are all successfully passed.

  ⇒ **Level 1:** Licence: 3 years of basic learning, 6 semesters (180 credits)

  ⇒ **Level 2:** Master: 2 years, 4 semesters (120 credits)

  ⇒ **Level 3:** Doctorate: 3 years, 6 semesters (180 credits)

- **The Module:** a fundamental unit of university education allocated in one semester. Courses are to be taught theoretically or practically (TD).

- **Capitalization:** is a new principle which acknowledges the learners' ownership of a validated module.

- **Fields:** the diploma obtained by learners must require the name of the specialty or the field (science, law, language...)

- **Assessment:** students sit for half-yearly continuous assessment, they have the chance to catch up exams.

- **Validation:** the validation takes place when the learners' global credit is superior or equal to 10.

- **Transferability:** the flexibility of the system paves the way for the learners' mobility.

- **Course- type:** the learners may profit from the mobility they pick up to other establishments and even nations.

- **Progressive Orientation:** learners are oriented to new disciplines depending on their progress, outcomes and academic achievement.

- **Teaching Team:** refers to a group of teachers responsible for a given program (LICENCE, master, doctorate)

- **Tutoring:** the teacher role is a guide and a knowledge provider, this does certainly pave the way for a learner-centred approach. (Reguig,2014)

In addition to the changes at the level of the teaching-learning process, The LMD system brought a number of changes at the level of curriculum design which can be summarized as follows:

- *Planning and evaluation of the learners' needs as well as those liaised to the socioeconomic market,*

- *Developing multimedia at the level of oral expression and vocabulary,*

- *Encouraging students' enhancement with mobility,*

- *Creating cooperation between universities who share the same objectives and interests.*

- *Create listening cells and audits in order to register learners' propositions.*

- *Prepare learners for vocational education through the choice of English.*

(Mami, 2013, p. 913)

Despite the noteworthy changes that were completed in 2004, for example, actualizing the LMD reform and the empowering language switch from French to Modern Standard Arabic. Regardless of these endeavors, the 2015 UN special rapporteur on education deduced that the idea of training in Algeria remains low, as a result of absence of teachers' training and overcrowded classrooms, all of which makes quality education harder to accomplish.

2.3.4. Assessment under the LMD System: Aspects and Prospects

After examining the entire framework to better comprehend the current circumstance, one ought to consider the assessment procedure under the LMD system. The assessment of students learning during every semester is "continuous", it happens toward the end of each term. The evaluation method utilized is "summative assessment" through examinations, quizzes, homeworks, oral presentations, and essays. Hanifi (2018) expects that the assessment of students' learning cannot direct well and freely without thinking about the accompanying difficulties: Focus on accuracy as opposed to fluency, lack of conversation among students and tester, featuring the scores at a cost of productive criticism and feedback, openness towards students' slip-ups and mistakes.

In a word, assessment is an integral part of the teaching process, which is the reason the teacher needs to consider its principles, taking into account the students' interests and giving them the required data and controlling their improvement utilizing motivation and self-evaluation methods.

This newly implemented reform faces a plethora of drawbacks and challenges since it was implemented in 2004, among them the lack of a clear understanding of this reform from the part of the teachers and learners as well ; the utility of this reform and whether it can be implemented in Algeria are still confusing questions . The lack of teachers specially in English department in Biskra University (24 permanent teachers and 41 full time teachers) all of them (65 teacher) are not trained to teach at the university , The huge number of learners enrolled each year (taking the example of 2017-2018) which consequently leads to overcrowded classes, the lack of materials (Datashows : n:03) , are not available all the

time) , another problem is the poor library and the lack of English books (1632 books) in comparison to French books (2189) and Arabic books (5988 books) and finally , the lack of net accessibility . The following table better illustrates what has been mentioned above; it describes the case of the English department at "Biskra University" in the academic year (2017-2018):

Table 2.2. The Number of Arabic, English and French Books in the Department of Literature and Foreign Languages in Biskra (2017-2018)[iiii]

The Departments	Number of Titles	Number of Copies
The Department of Arabic	6148	38743
The Department of English	1059	4899
The Department of French	2234	9446

2.3.5. Conclusion

The main goal of the current section is to give an insight about the LMD system in Algeria (The case of English) and to determine the changes brought by the LMD system in terms of teaching, learning and assessment. The upcoming section is devoted to the description of ELT in Algeria with a special reference to the University of Biskra.

PART THREE

ELT IN ALGERIA –THE CASE OF BISKRA UNIVERSITY

2.4.1. Introduction

English language teaching in Algeria has gained an observable improvement since 1962. Since the independence, Algeria has attempted to improve her instructive framework to fit with the expanding requests of the globalized era. "Globalized Algeria" has received another educational system of higher education (LMD system) which carried new changes to English language teaching in Algeria. This section is a general introduction of the Algerian educational system under the LMD reform; it features English language situation at the three degrees of education (Middle school, Secondary school and University) with an accentuation on teaching and testing at the level of English Department–University of Biskra.

2.4.2. ELT in the Algerian Post-independence Educational System

Before talking about English teaching in Algeria, it is wise to first look back 59 years ago to figure out why French becomes Algeria's Lingua Franca. In Algeria, the French colonization increased illiteracy reaching 90 percent of the population in 1962. In order to combat ignorance, Algeria made compulsory education to increase the number of pupils in school. The Algerian government accelerated the Arabization process to weaken the role of the French language in the reform of Algerian education, but this was not enough for Algeria to do its "linguistic cleaning", For a number of reasons, the French language continued to exercise its authority; 'the Algerian immigrant' in France was at the top of the list (Sahel, 2017), the Algerian government is still facing the same phenomenon until the time of writing this paper, which leads us to argue that reducing the use of the French language in Algeria and achieving its linguistic independence" requires serious, severe and professional work from the part of stakeholders. English is considered a foreign language in Algeria, and despite the country's increasing demand for English, it is taught after French.

In Algeria, English is regarded as a foreign language in middle, secondary and university education. In pre-university education (middle and secondary schools), English

is not given a lot of attention by the learners due to its low coefficient (2 in MS). Therefore, the marks of English learners do not affect their achievement if they perform well in other topics with a high coefficient (Arabic, Math, Science ...), which is why learners lose interest in learning English at both levels.

2.4.3. A General Presentation of the Algerian Educational System

The Algerian educational system can be devided and described in terms of three levels:

2.4.3.1. ELT in Middle School

English learning is mandatory in the middle school in the overall curriculum during the four years of learning. It is taught as a major subject matter like French, Science, Arabic, History... it is taught for three hours a week, the curriculum is based on competency based approach CBA. Concerning assessment both "formative" and "summative" assessment are used. Formative assessment takes place during each session while summative assessment takes place three times per semester in major modules. In the fourth MS year, learners take the BEM exam national contest to advance to the next level, which is "secondary school". The following figure recapitulates ELT in the middle school.

Table 2.3. ELT in the Middle School

Level	Textbook
MS1	My book of English
MS2	My book of English
MS3	My book of English
MS4	My book of English

Concerning the course book presentation; given the case of third year learners (MS3), learners are exposed to four sequences, each sequence is divided into eleven big titles which are presented as follows

Table 2.4. Presentation of Middle School Coursebook Objectives (Third year)

I listen and I do	-To adapt authentic listening materials -To enhance the learners' receptive and productive skills -To make listening a purposeful act -To integrate all communicative skills other than just listening and speaking -To encourage the learners to take notes while listening
My pronunciation tools I pronounce	-To make the learners articulate the sound as correctly as possible and, at the same time, memorize and internalize it: correct pronunciation -To enable the learners to practice and produce the targeted sounds in communicative situations, particularly when acting out dialogues or interviewing class partners
My grammar tools	- To succinctly sum up the main tenses, structures and structural Lexis dealt with in each sequence - To draw the learners' attention to special difficulties and exceptional uses related to these language forms - To help their learners deduce rules and make generalizations through analysis and comparison of relevant examples
I practice	- To consolidate and reuse the acquired knowledge in meaningful contexts -The learners work individually, in pairs or in groups to do some contextualized tasks and activities -To use of the language for the sake of real life communication -Teachers should bear in mind that most learners, especially the tactile and the kinesthetic need to keep hands on their subject matter
I read and I do	- To infer complex meaning using relevant tasks or stimulating questions -Urging the learners to *progressively* probe the reading material in order to find out the hidden, implicit or implied meaning/information they are looking for -To reach the "analysis" level and bringing the learners to think and analyze.

I learn to integrate	- This section is devoted to the reinvestment of the previous learning in terms of knowledge, skills and attitudes. The teacher trains his learners on how to integrate what they have learnt so far. Learners need to mobilize their resources and re-invest them in a problem solving situation through group work and through a collaborative format.
I think and I write	-Learners have some contact with the English language through the Internet. With the help of teachers and parents, learners should learn how to write and communicate with friends about topics related to their environment and interest
Now, I can	- Pre-assessment — both formal and informal — is necessary to determine the present needs of individual learners after a sequence study. A section is entirely devoted to learners to freely express their own involvement as self-assessment assessors through a suggested appropriate rubric.
I play and enjoy	- To give another space for learners to change the atmosphere of boredom, of hard doing activities into a bit of fun and enjoyment, for recreation, for mutual exchange of humorous events.
I read for pleasure	- It is through reading that children feel free to choose the worlds they visit through imagination, the characters they meet, the points of view they encounter while reading the peoples' ideas from different veins and the visional world they create.

We cannot talk about ELT in the Algerian middle school without handling the issue of competency – based methodology. The CBA is the principle component behind the adjustment of this new instructive framework « educational reform » which means to embrace current thoughts that outfit with the globalization necessities. Among such a large number of changes brought through the execution of the CBA in middle and secondary schools, one can make reference to the presentation of ICT's utilization in foreign language teaching, considering one's culture and identity .Obviously, such objective cannot be reached easily, especially in terms of language planning.

Regrettably, the usage of such methodology in Algerian middle schools is inadequate because of various issues that should be dealt with first. The learners' low motivation towards language learning is a genuine precedent. Some learners show a negative disposition toward foreign language learning in general (English is generally connected with French). The teacher adoptation of spoon-feeding methodology as a direct

way of teaching foreign language to beginners. Instructors, some of the time, cannot be accused of not getting any kind of training during or before their teaching. Really, some are not by any means persuaded by the usage of such complex approach that requires the utilization of ICT's which are not accessible in most cases.

Another significant issue is the overcrowded classrooms where educators are unfit to diagnose every individual student' level and check their insight or their knowledge or grasping , basically on the grounds that neither time nor the conditions are urging to do as such .All the above mentioned issues need critical arrangements . In the interim, one may wonder about the predetermination of teaching in the Algerian middle and secondary schools .In brief, education is no doubt a sensitive sector that needs to be refined from top to bottom through the joint effort of policy makers, teachers, parents and even learners.

2.4.3.2. ELT in Secondary School

In the secondary school, learners take classes for three years from the age of fifteen to eighteen; learners receive four hours of English instruction per week depending on their stream. Similar to the middle school, English in secondary school is obligatory during the three years of education, at the end of the third year, learners are exposed to the national examination (BAC). The following figure is a further illustration of ELT in Algerian secondary school

Table 2.5. ELT in Secondary School[iv]

Level	Textbooks	Units of study
1 AS	At the Crossroads SE1	Unit One : Getting Through Unit Two : Once Upon a Time Unit Three : Our Findings show Unit Four : Eureka Unit Five : Back to Nature
2 AS	Getting Through SE2	Unit One : Diversity Unit Two : Make Peace Unit Three : Waste Not want Not Unit Four : Budding Scientist Unit Five : No man is an Island Unit Six : Science or Fiction Unit Seven : Business is business
3 AS	New Prospects SE3	Unit One: Ancient Civilization (Exploring the past) Unit Two: Ethics in Business (Ill-Gotten gains never prosper) Unit Three: Education in the world (Schools different and alike) Unit Four: Advertising and consumers(Safety first) Unit Five: Astronomy and the solar system(It's a giant leap for mankind) Unit Six: Feelings and emotions(We are a family)

It is worth noting here that the textbook materials being used are beyond the learners 'learning level .

2.4.3.3. ELT at University

At the University, English is taught for general purposes. For learners who are specialized in English, all four skills are important, in addition to fluency and accuracy. As for the specialties, they differ from university to university. In other streams such as; science, math or biology. Learners study English for specific purposes (ESP).

❖ **Participants' Profile**

A. Teachers' Profile

The teachers at "Mohammed Khider -Biskra" University can be grouped into two categories:

• **Full Time Teachers:** who are between the ages of (28-60) and teaching experience (5-25) years. Some hold a Magisterial degree (32 teachers) while others hold a PhD (9 teachers).

• **Part Time Teachers:** are junior masters or doctoral students with mid-range experience (1-4) years who usually work on a contractual basis for one semester or for the entire year to offset the shortfall in the teaching staff, which is a significant problem at the departmental level.
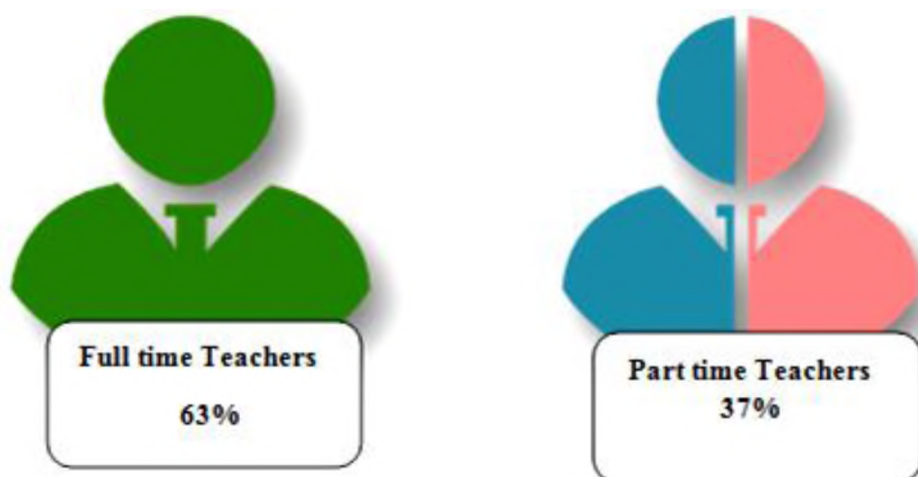
Figure 2.3. . The Percentage of Full Time and Part Time Teachers at Biskra University

B. Learners' Profile:

Third year students at the University of Biskra are judged to have an "intermediate level" in English between the ages of (21-40). Learners at the Department of Biskra can be sorted as follows (35 learners)

- **V**isual learners : learn by seeing and reading

- **A**uditory learners : learn by listening and speaking

- **K**inesthetic learners: learn by touching and doing

Based on the assumption that understanding the learning preferences of the learners allows the teacher to prepare his lessons accordingly and thus properly judge the learners, a modality questionnaire was administered to third-year students at the beginning of the academic year (2017-2018) in order to assess their preferred style, the following diaam illustrates the findings:
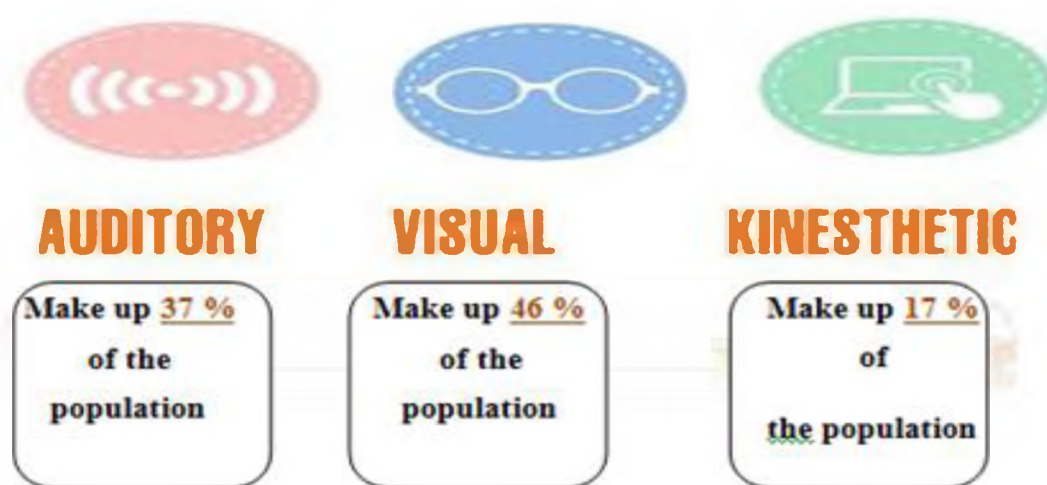
Figure 2.4. The Percentage of Third Year Learners' Preferred Learning Style

At the University of Biskra, English learners seem to rarely participate, ask questions or respond to the teachers' comments; only few are productive and energetic. The explanation behind that one, we assume, is the drill methodology (DT) pursued by some teachers at the university level. The argument is their lack of self-esteem in speaking English because they are usually afraid of making mistakes and being laughed at by their classmates. Bringing all these factors into account in the profile of the learners, the researcher carried out an action research, implementing multimodal classroom tasks (videos, songs, games, role-play and discussion) to engage learners, overcome their fears and, most importantly, foster their communication skills. The following table indicates the total number of the learners in the (English, Arabic and French) departments.

Table 2.6. The Number of the Learners in the English, French and Arabic Departments (2017-2018)

The Departments	Arabic	English	French
Learners' number	3893	2021	1697
The Total		7611	

The number of students learning English is higher than the number of students learning French and fewer than those learning Arabic, as can be seen.

2.4.4. Teaching and Testing at the Different Levels of Education

The following section summarizes teaching and testing of English at the three levels of education

2.4.4.1. Teaching and Testing English in the Middle School

The main concern of the Algerian educational reform is to allow learners to be active participants in their learning, so that they leave school with satisfactory skills in reading, writing and grammar in addition to the competences acquired in the 21stcentury. Unlike the traditional old program that focuses on memorization and drilling, the new program pays attention to the skills required in the 21stcentury. Principles, university teachers, inspectors and middle school teachers designed a "second generation textbook" that is labeled "my book of English textbook", the lesson plans of this textbook are included in the teacher training process (Miliani, 2017).

2.4.4.2. Teaching and Testing English in the Secondary School

The CBA was introduced at the secondary school in Algeria in 2003 suggesting new teaching strategies to promote the learners 'communicative competence. In Competency-based language teaching (CBLT) learners are supposed to use language in real life situations. Therefore, attention is shifted from "knowing about the language" towards "doing with the language". However, teachers are required to use authentic materials and

more task-based activities .Assessment of learners' development should focus on learners' progress instead of grading and focusing on marks (Griffith & Yeon Lim, 2014). The following table recapitulates the distinction between assessment in traditional classrooms and those in modern classrooms:

Table 2.7. Traditional Versus Competency-Based Classes (Based on the Work of O'Connor (2002)

Traditional Classrooms	Competency-Based Classrooms
One grade is given per assignment. An assignment may be a quiz, a test, homework, project, or anything the student must complete.	One grade is given for each specific competency. Students may be assessed throughout the process but these formative assessments will not typically be considered in the final evaluation.
Assessments are based on a percentage system. Criteria for success may be unclear.	Standards are criterion or proficiency-based. Specific criteria and standards are made available to students ahead of time.
Traditional grades may rely on a mix of assessment, achievement, effort and behavior to determine the final grade and may include late penalties and extra credit.	Grades measure only achievement. Information about effort and behavior may be reported but it is not part of the competency assessment. There are no penalties or extra credit given.
Everything goes in the grade book regardless of purpose. Every assessment score is included in determining the final grade no matter when it was collected during the module. The final grade determines whether the student advances to the next level.	Students advance only upon mastery of the competency.

2.4.4.3. Teaching and Testing English at University

For three years, learners are tested for "certification" to hold "the LICENCE degree" and during two years to hold "the master's degree" through an annual examination that takes place twice at the end of each term. And for those who do not get the average, they are supposed to have another chance by "make up test." The main objective of university assessment is to position students for the next step (placement test). Assessments are generally carried out to determine the degree of mastery of what was learned, although some of the tests are oral, others are written

Oral tests: typically take place in the module of oral expression, learners are tested at the level of fluency and appropriateness, and they are generally asked to prepare an oral or a power point presentation, to participate in a conversation, to tell a story or an

interesting experience, to discuss a subject or to explain a picture. Owing to the overcrowded classrooms, oral exam normally takes more than one session; and student's speaking time is about 15-20 minutes.

Written Tests: 90% of university assessments are written, all of which appear to measure the student's ability to write an elaborate, well-constructed essay or paragraph about what was learned at a specific time (mostly one hour and a half). Many assessments come in the form of clear questions that involve brief responses or ticking the correct box.

2.4.5. The English Department of Biskra

Before talking about the English Department of Biskra, it is worth talking about Mohamed Khider University. Among Algeria's 26 universities, Mohamed Khider University is composed of six faculties and 32 departments and 1383 full-time teachers in different departments. The Faculty of Arts and Humanities and Social Sciences was established by Executive Decree No. 98/258. of: 17/08/1998.

- Education at the level of graduation and post-graduation.

- Scientific research activities.

- Training and renewal of knowledge.

The above decree was amended by Executive Decree No. 09/90 dated 17/02/2009. And the Faculty of Arts and Languages was separated from the Faculty of Arts and Humanities and Social Sciences and it consists of two sections and two divisions and specialization, they are as follows:
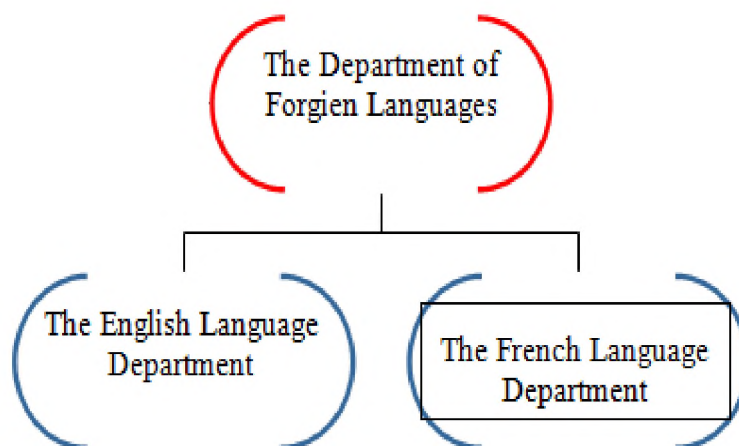
Figure 2.5. The English Department of Biskra.[v]

2.4.6. Conclusion

Before jumping to a conclusion on ELT in Algeria, it is worth recalling that the reason behind undertaking the current "action research project" was feeling dissatisfied with the way of evaluating the learners' communicative skills, the method of doing so is explained thoroughly in the next chapter. This chapter explains the history of globalization and the introduction of the LMD reform in an extensive but brief overview of ELT in Algeria and more precisely in Biskra.

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[i] **The Bologna Process** was launched in 1999 by the Education Ministers of 29 European countries in an attempt to bring coherence to higher education systems across the continent . it is a framework to allow easy comparison between the higher education systems of all participating countries

[ii] Retrieved from : http://www.univ-boumerdes.dz/Formation.html

[iii] Retrieved from : http://fll.univ-biskra.dz/index.php/2017-05-10-11-02-01

[iv] Retrieved from: https://salemzemali.weebly.com/lesson-plans-1-as.html

[v] Retrieved from: http://fll.univ-biskra.dz/index.php/2017-05-09-10-35-03

CHAPTER THREE: RESEARCH DESIGN

3.1. Introduction

3.2. Research Objectives

3. 3. Research Design

3. 4. Method and Methodology

3. 5. Research Type: Action Research

3.6. The Action Research Implementation

3.7. The Action Research Project (ARP)

3.7.1. PLANNING PHASE

3.7.2. ACTION PHASE

3.7.3. THE OBSERVATION PHASE

3.7.4. THE REFLECTION PHASE

3.8. Objectives of the Action Research

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RESEARCH DESIGN

3.1. Introduction

This chapter is an extensive explanation of how the 'action research' was conducted throughout the four main stages (planning, action, observation, reflection). In the planning phase, we explained how the research problem was formulated with an overview of the three main variables of the study (communicative competence, assessment and the multimodality). The research problem leads us to ask a range of questions which we tried to answer within a solid theoretical context, the literature review was of great help to understand the research problem, but was not enough to answer the research questions. Accordingly, a plan was designed in order to make our research more "systematic" through the implementation of " triangulation of instruments" (test , questionnaire , interview) to collect data .The aim of this chapter is to shed light on the methodological framework adopted; actually, it provides an overview of the methodology followed in the current paper. Having an elaborate understanding of the current ELT situation is- for sure- of a great help to consider the best fitting research method and instrumentation.

3.2. Research Objectives

The search of knowledge is the goal behind any piece of research; the current study is no exception. "Moving from the known to the unknown" (Kothari, 2004.p.1) has been always the process of doing research; it is the journey whereby the curiosity drives us to discover the indiscernible to gain a full understanding of whatever unknown (Ibid, 2004), in order to be more systematic, Kothari (2004, p. 2) believes that "research encompasses the process of investigating an unsolved problem, forming a hypothesis and proposing reasonable solutions after gathering the needed data and testing it, finishing up by deducing and concluding". Throughout this paper, we have been through all the previously mentioned scientific procedures in order "to find out the truth which is hidden and which has not been discovered yet" (Ibid, 2004, p.2).

3. 3. Research Design

After defining the research problems, it is crucial to prepare " the research design", the latter is defined as " *decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design . It constitutes the blueprint for the collection, measurement and analyses of data*" (Kothari, 2004. p 31). As a trial to systematically make an accurate decisions concerning the research design, we answered a range of questions that can be summarized in the following table:

Table 3.1. Decisions Concerning the Research Design

What is the study about?	The current paper is about investigating the effectiveness of implementing a new , yet an obvious methodology of teaching and assessment of the learners' communicative competence , and more precisely , the assessment of the learners speaking abilities adopting Canale and Swain model, taking into account the three modes of learning : auditory , visual and kinesthetic .
Why is the study being made?	This study was being made as a trial to prove that the "multimodality approach" is –hopefully- effective to improve the learners' communicative competence, therefore, it can be used as a tool to assess the learners' linguistic as well as communicative competence.
Where will the study be carried out?	The study will be carried out at the university of Biskra-Department of foreign languages –Branch of English and more precisely with Third year learners.
What type of data is required?	Since we cannot make 'bricks without clay', as Holmes said, we cannot make a piece of research without data .In the present study, both quantitative and qualitative data are being used.
Where can the required data be found?	To gather a relevant data is not an easy task. In the current study, we opted for the use of both traditional and modern ways of collecting both qualitative and quantitative data , from which we can mention (articles , books , questionnaires, interviews , tests..)
What periods of time will the study include?	Three years of doing research were the exact duration of the present study.

What will be the sample design?	We have chosen our sampling using a simple random sampling, i.e.each student has the probability of being selected.
What techniques of data collection will be used?	The triangulation of methodology was adopted , through the implementation of the three instruments (Questionnaire, Interview,Test)
How will the data be analyzed?	The data are analyzed using the SPSS package
In what style will the report be prepared?	A formal writing style was required and therefore implemented to report the data and findings of the current research, taking into account the flowery language and being precise .

One might ask the question "why at all do I have to plan or design our research paper? The answer to this can be summarized by confirming that "Research design is needed on the ground that it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible, yielding maximal information with minimal expenditure of effort, time and money" (Kothari , 2004, p. 32). Therefore, effective research must be set up previously before beginning the research operation (Ibid, 2004).

3. 4. Method and Methodology

It appears to be fitting at this level to clarify the distinction between "research method" and "research methodology". Research method can be defined as all the techniques which are implemented in conducting a research, it is the method used by researchers while performing the research operations, all of which takes place during the process studying the research problems. Generally speaking, research method is put into three categories:

- The methods used to collect data

- The methods used to establish the relation between data and the unknown

- The methods used for checking the results degree of accuracy (Kothari, 2004).

The research methodology is the process of studying the research methods, and how research is done scientifically through solving the research problems in order to prove that the conclusions drawn are valid and reliable. It is obvious here that the scope of research methodology seems to be wider than that of research method (Kothari, 2004).

In the present study, many research techniques and methods were implemented in the different stages of research operations, yet an elaborate understanding of how these techniques are relevant, reliable, valid and even credible (research methodology) was highly required. Having a deep understanding of particular techniques should be used, how they can be applied and why they are implemented, are the three main dimensions of research methodology.

3. 5. The Research Type: Action Research (AR)

All teachers around the world seek to be effective, successful and inspiring, the current study is opting to reach such goal, it is , indeed , an interesting way to understand learners and to develop teaching methods .AR in fact ,is part of the process of "the teacher as researcher" , "the teacher as reflective practitioner" and , most importantly, of "the teacher as a learner". (Carr & Kemmis, 2006) are among major authors interested in the area of "action research", for them, AR is said to achieve satisfactory outcomes when it follows the four main steps:

Table 3.2. Steps of Action Research (Adopted from Carr & Kemmis, 2006, pp. 11-14)

Steps of AR	Explanation
Planning	In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.
Action	The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are 'critically informed' as you question your assumptions about the current situation and plan new and alternative ways of doing things.
Observation	This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening.
Reflection	At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the 'story' of your research with others as part of your ongoing professional development.

From the table above, the first thing to note is that the process of doing an action research is very systematic. Before moving on, it might be useful at this point to mention that during the action research process, the teacher plays various roles.

3.5.1. The Many- Roles of the Teacher :

Teachers of the 21st century take on a variety of roles in the classroom that can be summarized in the acronym proposed by Malinowky and Firth ; P.L.E.F.T.E.R model (1980) standing for (**P**lanner, **L**inguistic model, **E**valuator, **F**acilitator, **T**eam member, **E**ducator, **R**esearcher) .In the action research implementation; the teacher plays the following roles:

3.5.1.1. The Teacher as a Researcher

Instructor as researchers pause every morning as they stroll into their classrooms and ask, "What will my learners show me today?" To answer that question, they tune in

to and watch their learners' participation in authentic work; gather work tests, photos, and transcripts to achieve what their learners think and do; and utilize that data to advance their training as they celebrate and bolster the voices and encounters of the youngsters they educate. In this sense, teachers try to gain from what occurs in the classroom to improve their teaching practices, teachers as researchers are innovators, curriculum drivers, specialists of school change, and the chiefs of their own "professional development" (Suskind,2016).

Among the so many articles tackling the importance of integrating the educational research with the work of classroom teachers, an article written by Hammersley is worth to be highlighted. In his paper entitled "On the teacher as researcher", Hammersley (1993) purports that the educational research should be conducted by teachers in school rather than by outsiders. The issue of fostering teachers to conduct research on their own and with their own learners and classrooms and in their schools is not something new .

The action research movement was established in the United State in 1950 by Corey who was one of the well-recognized advocators at that time .In his perception , teachers as researchers implement the scientific method that usually takes the form of an experiment that is applied to solve an educational problem . Hammersley (1993, p. 440) assumes that *"educational research should take the form of teachers carrying out research in their classrooms and schools, this being seen not as an extra activity added on to their teaching, but rather as a transformation of that teaching"* .

3.5.1.2. The Teacher as a Planner

Lesson planning is a crucial component of effective teaching. Every teacher whatever his experience, has to plan for what will occur in his classroom, if he wants his lesson to be successful. Entering the classroom without a plan is a risky experience for the teacher, but before going further, it is wise to define lesson planning at this level. Probably, the most elaborate definition of lesson planning is that provided by Harmer (2006, p. 308) *"lesson planning is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which learners can recognize, work with and react to"*, that way, every single step has to be recorded and prepared in advance.

The researcher designed ten lesson plans for third-year learners, all lessons adopt the multimodality approach and contains formative assessment tools for assessing the learners' four competences. At this level, it is worth mentioning that the researcher adopt Canale and Swain's model (1980) of communicative competence.

Figure 3.1. Theory of Communicative Competence (Canale and Swain, 1980)

3.5.1.3. The Teacher as a Feedback Provider

There are a lot of books and articles which tackle the issue of providing feedback to learners .Yet teachers could give feedback the wrong way .In fact, teachers are still passing judgmental decisions behind their direct feedback .Instead of doing this, teachers may ask their learners to rethink about their work if it is oral and to resubmit it if it is written. This will give the learners the chance to reproduce a better work .During the process of doing the action research, the teacher was very cautious about the kind of feedback provided to learners. All the learners receive positive feed-forward feedback from the part of the teacher.

3.5.1.4. The Teacher as an Assessor

The effective teacher should know what assessment is , why it is needed and how it ought to be. Creating good assessment gives learners the best possible opportunities in their learning. The teacher as an assessor should get evidence of learners' learning and make sure that his assessment is "valid", "fair" and "reliable". Given the context of current research, the teacher as an assessor uses both formative and summative assessments with special emphasis on formative assessment which is regarded as the most suitable type of communicative situations and oral contexts.

3.5.1.5. The Teacher as a Motivator

There are a lot of smart thoughts to produce motivation in EFL classrooms. However, it is important that the vast majority of the strategies create short term motivation on the grounds that long term motivation goes hand in hand with creativity. Given the case of the current action research, all the sessions were taken place in the afternoons so that the researcher tried to keep the learners engaged. Despite being tired, most of the learners were interested in the tasks and motivated to do their best to improve their speaking skills. The role of the teacher was to increase the learners' motivation through devoting time for appealing activities that were chosen most of the time by learners.

3.5.1.6. The Teacher as a Learner

The greatest change in school today is probably not the integration of ICT's and technology in the classroom, it is rather the change in the role of the teacher in the classroom .Teachers nowadays are likely to be called "experienced learners". The only privilege they have over their learners is the experience and they can learn from their learners in some cases. Hattie (2009) asserts that *"The remarkable feature of the evidence is that the biggest effects on student learning occur when teachers become learners of their own teaching, and when learners become their own teachers"* (p. 22).That is to say, a good teacher is, after all, a learner.

3.5.1.7. The Teacher as a Reflective Practitioner

"The quality of educational experiences provided to children will depend on the ability of the teacher to stand back, question and reflect on his or her practice, and continually strive to make the necessary changes" (Koshy, 2006, p. 1) . Along these lines, creating the culture of continuous improvement is how teacher quality can be improved. Effective teachers have to wonder all the time about the way they teach in order to improve the quality of their teaching strategies.

3.5.1.8. The Teacher as a Decision Maker

A huge part of the teacher' job is making decisions about "what to teach" and "what not to teach" and even "how to teach". Teachers are supposed to make countless decisions to promote learners' learning , starting from deciding about the planning of the lesson, the way the lesson should be presented and the suitable materials to be used , till the assessment of learners and the ways of testing the learners' level and grasping of knowledge .The researcher as a teacher and as a decision maker makes sure that every single step before, during and even after the session needs to be planned to guarantee successful lesson presentation and research implementation .

3.6. The Action Research Implementation

"Educational research should be an integral part of the work of teachers in schools rather than an activity carried out in schools by outsiders" (Hammersley, 1993, p. 425). It would be easy, at first glance, to implement the AR in the classroom, but the fact is that the multi-roles played by the teacher is –indeed- a quite complicated task. The teacher as a reflective practitioner's works hard to create new thoughts and ideas about how to improve teaching practices; this is a bit related to the teacher as a "decision maker". Teachers of the 21st century are not the ones who are supposed to blindly implement other researchers' productions and theories, simply because "one size fits all" is not effectively working in all cases. Teachers are in the context where a step forward needs to be taken instead of utilizing what might not work with the given condition, that is what action research is all about, and that is the focal reason behind our choice of this research type.

Action research means that *"practitioners themselves investigate their own practice as they find ways of living more fully in the direction of their educational values"* (Niff, Lomax, & Whitehead, 2003, p. 8). And that is what makes action research different than the other types of research, because the teacher is part of the situation and his mission is to improve it, regardless of how much he/she knows *"Anyone and everyone can do action research. You do not need any specialized equipment or knowledge; all you need is curiosity, creativity, and a willingness to engage"* (Ibid, 2006. p.16).

3.6.1. Feasibility Planning

As a part of the feasibility planning, it is worth noting the following steps we have followed:

- Getting the permission from the head of the department to do the action research with Third year learners during the Second semester (2017-2018)

- Protecting the participants' privacy through not mentioning their names and replacing it by (learners 1,2..)

- Assuring good faith through literary doing what is said to be done

Table 3.3. Feasibility Plan of the Action Research (adapted from MC Niff &
Whitehead, 2006)

What is my concern?	The implementation of the multimodality approach for assessment purposes
Why am I concerned?	Wrong assessment practices might have negative washback on teaching and learning
What experiences can I describe to show why I am concerned?	Oral expression teacher used to assess our communication skills using mono-mode (role playing-in most cases)
What can I do about it?	To envision a new approach of assessment that suits all the learners styles
What will I do about it?	To implement this approach in the classroom and to measure qualitatively and quantitatively its effectiveness
What kind of data will I gather to show the situation as it unfolds?	Qualitative data : interview Quantitative data : questionnaire, pre-test – posttest comparaison
How will I explain my educational influences in learning?	The learners' scores The learners' attitude The learners' observed improvement

How will I ensure that any conclusions I come to are reasonably fair and accurate?	Statistical measurement (T-test) Ethical issues
How will I evaluate the validity of the evidence-based account of my learning?	Through critical teachers and validators
How will I modify my concerns, ideas and practice in the light of my evaluations?	Through using a multiplicity of modes when assessing the learners competence

3.7. The Action Research Project (ARP)

1.	Plan :Planning the action
2.	Act: Putting the plan into action
3.	Observe: Observing the results of the plan
4.	Reflect : Reflecting and planning for further

Table 3.4. The Action Research Project.

The Research Design: The action research is carried out into Four phases:
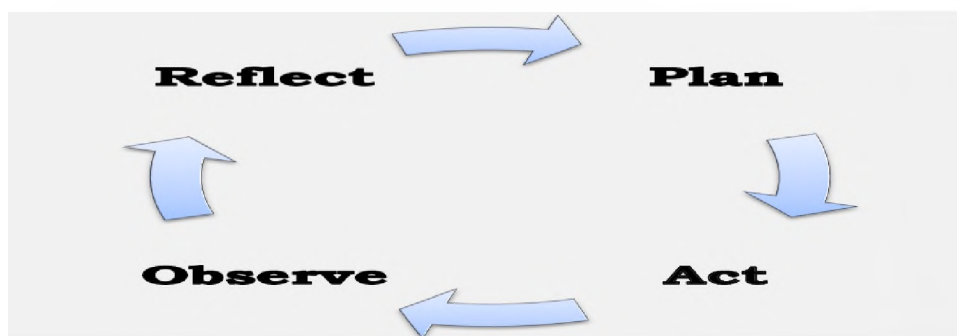
Figure 3.2. A Basic Action Research Model (Adapted from : Costello, 2007 .p .7)

3.7. 1. Planning Phase

At the very beginning of the research process, a range of "what ifs" questions appear to the surface. First, we observe a problem in term of the learners' communicative competence at Biskra University, the core purpose is to examine this problem in depth and to find convincing answers to the questions posed; the first step to do so was to identify the following:

- The research problem

- The research questions

- The research hypothesis

- The needed resources

-    The research participants

3.7.1. 1. Research Problem

In sum, the issue is that we, teachers, assess learners' learning in the same way, regardless of their learning styles and potentials. This would kill their creativity at first place and will not reflect their competence appropriately. Therefore, we wonder how the teacher can assess his learners' communicative competence most effectively and without neglecting their different learning styles. To answer this crucial question, our action research project begins with the premise that by the implementation of the multimodality approach while assessing the learners' communicative competence, teachers will be able to assess their learners most effectively. To do this, the researcher needs one group of EFL learners and a data projector, lots of worksheets and flashcards , enjoyable and motivational tasks. The current study is composed of (N: 45) participants at the department of foreign languages at Biskra University (English division). The informants were randomly chosen based on the assumption that after studying English for two years, they develop a fair level of English.

The Action Research (AR) approach: the approach of AR adopted is "Individual Action Research" (IAR), our level of focus is a single classroom (only one group made up of 45 learners) whereas our level of participation was the individual teacher as a researcher.
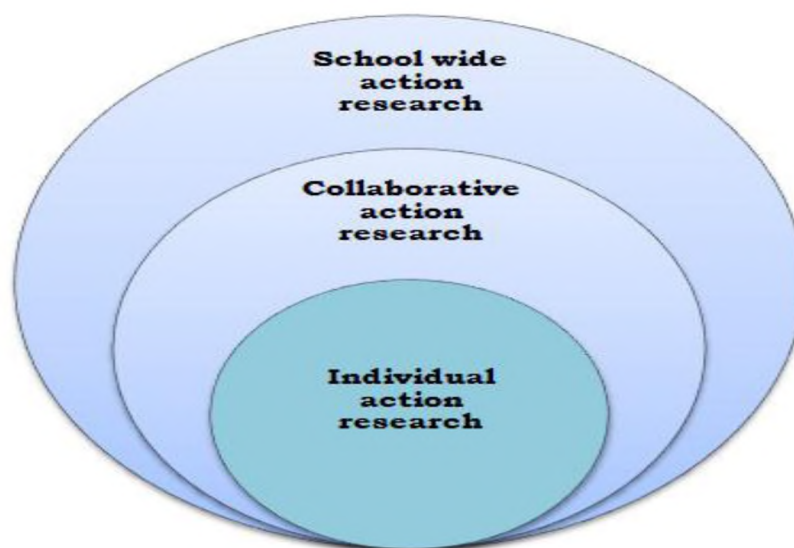
Figure 3.3. Approaches to Action Research (Adapted from: Hewitt & Little, 2005.p.5)

Identifying the previously mentioned elements require a bit of time and a lot of thoughts, after deciding about "the research proposal" which took a year of reflecting and narrowing the area of research, having an open ended conversation with some colleagues and experienced teachers and reading extensively about the targeted topic, the researcher decided to move to the next step which is" the action phase" after getting the permission for ethical issues .

3.7.1.2 .Research Variables

3.7.1.2.1. Dependent Variable: On the off chance that one variable relies on or is an outcome of the other variable, it is named as a "dependent variable" (DV), what's more, the variable that is antecedent to the DV is called the "independent variable"(IV) (Kothari , 2004). In our case, the dependent variable is the learners' communicative competence which depends on the implementation of the multimodality approach (IV) in teaching and assessment.

3.7.1.2.2. Independent Variable: The type of independent variables which affects the dependent variable and which are not related to the main purpose of the study are called " extraneous variables" (Kothari , 2004) . In the case of the current research, the extraneous variable is the learners' learning styles which might be considered as "experimental errors".

3.7.1.3. Research Questions

This study is undertaken in an effort to answer the following leading questions:

Q1: How to develop the learner's communicative competence?

Q2: How can EFL teachers assess their learners' communicative competence?

Q3: What kind of teaching and learning difficulties are encountered when assessing the learner's Communicative Competence?

Q4: How can multimodality be applied in the field of foreign language teaching?

3.7.1.4. Research Hypotheses

In setting out to answer these questions, we have proposed a null hypothesis and an alternative hypothesis. But, first, it is wise to define the research hypothesis; "The research hypothesis is a predictive statement that relates an independent variable to a dependent variable" (Kothari, 2004 .p.34).

-THE NULL HYPOTHESIS (H0): is that there is no statistical significance between the implementation of "the multimodality approach" and "the learners' communicative competence".

-THE ALTERNATIVE HYPOTHESIS (H1): is that there is a statistical significance between the multimodality approach and the learners' communicative competence.

After identifying the research problem and conducting an extensive literature review on "assessment", "communicative competence" and "the multimodality approach", we have developed five working hypotheses that were tested using various instrumentations as a systematic trial to answer the five research inquiries stated above. The following table is a further illustration:

Table 3. 5. Research Questions, Hypotheses and Instruments

The Research Questions	The Research Hypotheses	The Research Instruments
- What kind of teaching and learning difficulties are encountered when assessing the learners' communicative competence applying a variety of modes?	-Subjectivity, bias, invalidity and unfairness are few of many drawbacks EFL teachers might face when assessing their learners' communicative competence in implementing the multimodality approach in the classroom	-Teachers' questionnaire -Teachers' interview
- How can multimodality be applied in the field of foreign language teaching?	-Multimodality can be applied in foreign language teaching through designing programs that best fit the communicative needs of the learners and their learning styles.	- Pretest /posttest design

- How can teachers develop the learners' communicative competence using the Multimodality?	-Through the integration of the 21 century skills; communication, collaboration, creativity and critical thinking, the teacher might develop his learners' communicative competence.	- pre-test /posttest design
- How can EFL teachers assess their students' communicative competence with the implementation of Multimodality?	-EFL Teachers might assess his learners' communicative competence using a multiplicity of modes (visual, auditory, kinesthetic) including activities such as; songs, games, videos role-playing, monologues, problem-solving activities...	-Teachers' questionnaire -Teachers' interview

3.7.1.5. Population and Sampling

The sample might take two forms; probability sampling which lies in the random selection of the population, unlike the non-probability or non-random selection of sampling (non probability sampling) (Kothari, 2004). In our case, the sampling is non-probability. In other terms, the sample is chosen deliberately. For learners, we have chosen one class made up of forty learners to be the representative of the whole population (Third year EFL learners).As far as the teachers are concerned, we have chosen teachers of oral expression module among the entire population (all EFL teachers at the university of Biskra) .

3.7.1.5.1. Choice of Sampling

The reason behind our selection of Third year EFL learners is our assumption that those learners have hopefully achieved a satisfactory level in term of their language proficiency and communicative competence.

3.7.1.5.2. Profile of Sampling

Table 3.6. The English Teachers' Profile

	The teachers' profile
Average age	25-60
Sex	M/F
Educational level	Master-Doctorate-professor
Teaching experience	From one year to more than twenty years
Educational training	None

Table 3.7. The Learners' Profile

	The learners' profile
Average age	20-30
Sex	M/F
Educational level	BAC
Proficiency level	Intermediate

3.7.1.6. Teachers Profile in Terms of Methodology

Teaching is one of the fundamental segments in educational planning which is a key factor in leading instructive plans. Regardless of the significance of good teaching, English teaching at the University of Biskra is a long way far from being perfect, but before speaking about the teachers' methodology at the university of Biskra, it sounds more appropriate to speak about teaching methods in general. Similar to the learners, every teacher has his own teaching style which spotlights on the following five main strategies implemented by teachers in their classrooms.

3.7.1.6.1. The Authority, or Lecture Style

The authority model is teacher focused and every now and again involves long address sessions or one-way introductions. Learners are required to take notes or ingest information. This style is worthy for certain advanced education levels and settings with a substantial group of learners. The adult related address style is most reasonable for subjects like history, which require retention and memorization of key certainties, dates, names, and so forth. However, it's a sketchy model for showing youngsters that there is practically zero collaboration with the teacher. That is the reason it is a superior methodology for more established, increasingly developed learners (Gill, 2018).

3.7.1.6.2. The Demonstrator, or Coach Style

The demonstrator holds the formal authority role by indicating learners what they have to know. The demonstrator is very much like the lecturer, yet the tasks incorporate media introductions, exercises and exhibitions. (Math, Science, Music.).This style gives educators chances to fuse an assortment of formats including lectures and multimedia

presentations. Although it's appropriate for showing science, music, physical training or expressions and specialties, it is hard to fit students' individual needs in bigger classrooms (Gill, 2018).

3.7.1.6.3. The Facilitator, or Activity Style

Facilitators advance self-learning and help learners create basic reasoning abilities and hold information that prompts self-realization. This style trains learners to make inquiries and it creates abilities to discover answers and solutions through investigation; it is adequate for showing science and comparable subjects. It challenges teachers to interface with learners and provoke them toward disclosure as opposed to addressing certainties and testing information through retention and memorization. Accordingly, it's somewhat harder to gauge accomplishment in substantial terms (Gill, 2018).

3.7.1.6. 4.The Delegator, or Group Style

The delegator style is most appropriate for educational module that requires lab exercises, for example, science, or subjects that warrant peer criticism, similar to discuss and exploratory writing. It is perfect for guided discovery and inquiry based learning, it motivates learners by working pair toward shared objectives. However, it is considered a cutting edge style of educating; it is in some cases reprimanded as a dissolving educator expert. As a delegate, the teacher's demonstrations act more as an advisor instead of the conventional authority figure (Gill, 2018).

3.7.1.6.5. The Hybrid, or Blended Style

The hybrid pursues a coordinated way to deal with instructing that mixes the educator's identity and interests with learners' needs and educational modules proper techniques. It is inclusive! Also, it empowers teachers to tailor their styles to learners' needs and choose suitable topic. The Hybrid style risks endeavoring to be an excessive number of things to all learners, inciting educators to spread themselves excessively thin and weaken learning (Gill, 2018).

3.7.1.7. Learners Profile in Terms of Learning Style

- Auditory learners make up 37 % of the population

- Visual learners make up 46 % of the population

- Kinesthetic learners make up 17 % of the population

This research is based on a data gathering through a questionnaire administrated to both teacher (of oral expression) and learners (Third year LMD) in the department of English at the University of Biskra.

3.7.1.8. Lesson Plans

The first session was designed to figure out the learners' learning style and to pre-test them before the intervention phase. To achieve the first objective, learners were invited to fill in the following modality questionnaire adopted from O'Brien (1985):

To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

SECTION ONE

1. _____ I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. _____ I remember something better if I write it down.
3. _____ I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. _____ When trying to remember someone's telephone number or something new like that, it helps me to get a picture of it in my mind.
5. _____ If I am taking a test, I can "see" the textbook page and where the answer is located.
6. _____ It helps me to look at the person while listening; it keeps me focused.
7. _____ Using flashcards helps me to retain material for tests.
8. _____ It's hard for me to understand what a person is saying when there are people talking or music playing.
9. _____ It's hard for me to understand a joke when someone tells me.
10. _____ It is better for me to get work done in a quiet place.

*Total*_____

SECTION TWO

1. _____ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. _____ It helps to use my finger as a pointer when reading to keep my place.
3. _____ Papers with very small print, blotchy dittos or poor copies are tough on me.
4. _____ I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. _____ I remember things that I hear, rather than things that I see or read.
6. _____ Writing is tiring. I press down too hard with my pen or pencil.
7. _____ My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. _____ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. _____ It's hard for me to read other people's handwriting.
10. _____ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

*Total*_____

SECTION THREE

1. _____I don't like to read directions; I'd rather just start doing.
2. _____ I learn best when I am shown how to do something, and I have the opportunity to do it.
3. _____Studying at a desk is not for me.
4. _____I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. _____Before I follow directions, it helps me to see someone else do it first.
6. _____I find myself needing frequent breaks while studying.
7. _____I am not skilled in giving verbal explanations or directions.
8. _____I do not become easily lost, even in strange surroundings.
9. _____I think better when I have the freedom to move around.
10. _____When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

*Total*_____

SCORING:

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One score:_(Visual)
Section Two score:_____(Auditory)
Section Three score:_____(Kinesthetic

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

As far as the second objective is concerned, learners were asked to do the pre- test and it is worth mentioning here that the pre-test was conducted in three sessions.

Lesson plan	
Learning objectives	The learners will work on speaking and listening as communication skills -The learners will be able to use their knowledge about grammar and vocabulary to rearrange the letters of the words.
The modes used (VAK)	Song: "The Longest Time" by Billy Joel Games: Anagrams Discussion: The topic of the song
Time	01:30
Level	Third year License learners (English specialty)

Production The learners write their answers on the right-hand column, which also indicates the number of anagrams they are expected to find in each line.	10 min
Discussion: (Group discussion) What the song is about?	30 min

Beamy I've been hoping too hard	28_____
But I've gone hits far	29_____
And it's more than I hoped fro	30_____
Who knows how chum further we'll go on	31_____
Maybe I'll be sorry hewn you're gone	32_____
I'll teak my chances	33_____
I forgot how nice romance is	
I haven't been there for the longest time	
I had second thoughts at the tarts	34_____
I aids to myself	35_____
Hold no to your earth	36_____
	37_____
	38_____
Won I know the woman that you ear	39_____
You're underflow so far	40_____
Dan it's more than I hoped for	41_____
I don't race what consequence it brings	42_____
I have been a fool for lesser nights	43_____
I want you so dab	44_____
I think you ought to know	

The "Longest Time" by Billy Joel

Woah, oh, oh, oh for the longest time	
	1_____ 2_____
If you aids goodbye to em hotting	3_____
	4_____ 5 _____
There would tills be music felt to twire	6_____
	7_____
Thaw else cloud I do	8_____
I'm so inspired by you	
That hasn't happened for the longest item	9_____
	10_____
Cone I thought my innocence saw gone	11_____
	12_____
Own I know that happiness egos on	13_____
That's hewer you found me	14_____
When you put your mars around me	15_____
I haven't been three for the longest time	16_____
Woah, oh, oh, oh for the longest time	
I'm that voice you're hearing in the hall	
And the greatest claimer of all	17_____
	18_____
Is who I dene you	19_____
	20_____
And who you needed em too	21_____
That hasn't happened for the longest time	
	22_____
Beamy this won't salt very long	23_____
	24_____

Presentation :	Group 2	15 min
	1. Should laptops be allowed in classrooms?	
	2. Should fried foods come with a warning?	
	3. Should plastic bags be banned?	
	4. Can bullying in schools be stopped? How so?	
Debate topics	5. Should skateboards be allowed on pavements?	
Group 1		
1. Should there be any zoos in the world?		
2. Should junk food be banned from schools?	**Group 3**	
3. Which is better, television or books?	1. Should mobile phones be allowed in schools?	
4. Are school uniforms a good or bad idea?	2. Are sports and games as important as studies?	
5. Are there aliens?	3. Is there life on Mars?	
	4. Do we learn from history?	
	5. Animals should not be kept in cages	

Lesson plan	
Learning objective	The learners will be using their knowledge about grammar and vocabulary to fill in the gap
The modes used	Song : " your song" by Eltton Johen" Role plays: -Act 1: Daughter & mother -Act 2: Wife & husband -Act 3: Nurse & patient Discussion
Time	01:30
Level	Third year

Practice: learners listen the song for several times - First listening : They suggest a title - Second listening : They fill in the gaps - Third listening : they discuss what the song is about	1 h
Production Role plays	15 min

1. Daughter. You are a 14-year-old girl. You have a boyfriend (he's 19) and you love him. You want to move in with him. Persuade your mother to let you do this. Start the conversation with "Mom, I've got some news for you."

2. Wife. You are a very decent woman. You have a husband, but he is light-headed. He likes partying, which you hate. One day you find a picture of another woman in his pocket (you decided a finally wash his jacket). You become very angry, so you wait for him late at night, you want a divorce. And here he finally returns from another party...

3. Nurse. You are a nurse. You have a patient with a concussion (he had a car accident), who has just come in. You need to run some tests, but when you come up to him he tells you that...

1. Mother. You are the mother of a 14-year-old girl. Your daughter has a 19-year-old [   ] They are in love, but you don't like him. You think he's irresponsible and your daughter is too young to date him. One day your daughter comes to you and tells you that...

2. Husband. You are a man and you have a wife. You like partying but your wife prefers sitting at home and watching TV. That's why you go to all the parties alone. One day you come home and your wife tells you that...

3. Patient. You are a businessman. Today is a big day! You are to hold a presentation. This presentation is very important for your carrier, so you cannot miss it. You suddenly realize that you are in hospital. Your presentation is in 2 hours. You see a nurse coming up to you. Persuade her/him to let you leave the hospital. Start with "Excuse me..."

"Your Song"

("Elton John" Version)

It's a ....bit funny this..........inside

I'm not one of ....who can easily.........

I don't have ....money but .....if I did

I'd buy a ....where we ....could live

If I was a.........., but then............., no

Or a man who makes ....in a ....show

I know it's not much but it's ....I can do

My...............is my song and this one's for you

And you can tell...............this is your song

It may be...........................but now that it's done

I hope you don't.....................

***

I hope you don't .... that I put down in words

How .... life is while you're in the world

I sat on the .... and .... the moss

Well a few of .... well they've got me quite cross

But the .... been quite kind while I wrote this song

It's for people like you that keep it ....

So excuse me .... but these things I do

You see I've forgotten if they're .... or they're blue

Anyway .... is what I really mean

Yours are .... eyes I've ever seen

And you can tell .... this is your song

It may be .... but now that it's done

I .... you don't mind

I hope you don't mind that I .... in words

How .... life is while you're in the world

***

Lesson plan	
Learning objectives	Learners will be able to use their personal experience to speak about "fear"
Resources used	**Discussion** **Videos:** I'm a creep (Video) **Oral presentations**
Time	01:30
Level	**Third year**

Presentation: (Icebreakers) · Divide the classroom into four groups · Discuss, chat and talk about: **Group 1:** Emotions **Group 2:** Growing up **Group 3:** Happiness **Group 4:** Help	
Practice: learners watch the short video and answer the following questions: 1. What is the title of the film? 2. What genre is it? 3. Where is it set? 4. What is the story about? 5. What is the main theme? 6. What do you think of the film? 7. Would you recommend it?	
Production: • Learners speak about their personal experiences, what is the thing they fear the most and why (discussion) • Ask the learners' to prepare an oral presentation about the previously discussed topics (Emotions, Growing up, Happiness, Help)	

3.7.2. Action Phase

During the process of collecting data, the researcher was in the state of making decision about answering one of the two questions (proposed by Burns, 2010):

-    What do I need to see?

-    What do I need to know?

The answer of one of these questions delimits the action research method that is to be adopted; the next table illustrates what we mean:

Table 3.8. Action Research Method (Adapted from: Burns, 2010 .p .57)

Observation: What do I need to see?	Non-observation: What do I need to Know?
Examples: • Observation by teacher or colleague on particular aspects of classroom action • Brief notes or recorded comments made by the teacher while the class is in progress • Audio- or video-recordings of classroom interactions • Transcripts of classroom interactions between teacher and learners or learners and learners • Maps, layouts or socio grams of the classroom that trace the interactions between learners and teacher • Photographs of the physical context	Examples: • Interviews • Class discussions/focus groups • Questionnaires and surveys • Diaries, journals and logs kept by teacher or learners • Classroom documents, such as teacher made or textbook materials used, samples of student writing, speaking tests, assessment portfolios, or self-evaluations

3.7.2.1. Triangulation of Instruments

The action research method was –loosely- non observational, the researcher was in need to know whether the adaptation of the multimodality approach in assessment is effective, to do so, we adopted the triangulation of methodology. It is worth noting that, we opt for the use of triangulation of methodology (questionnaire, interviews and tests) as a data collecting tools in order to give more objectivity and to prove that our reflection and conclusions are rather supported by evidence.

3.7.2.1.1. The Tests

The teacher uses three phase techniques in teaching learning process; those are pre-activities, whilst-activities, and post- activities , i.e. " one group pre-test and post-test (before–after) design" were conducted before and after the intervention to track the students' progress and to determine whether improvement has occurred. In addition to using classroom documents (lesson plans), the collected copies of the learners' writing were used as well . During the second semester of the academic year (2017-2018), the researcher has implemented the action research at the University of Biskra to teach the intervention course, the action research was carried out in three phases:

3.7.2.1.1.1. The Pretest Phase

Learners were exposed to another test that resembles the pre-test in form and focus, the test measures the learners four competence (linguistics, sociolinguistics, strategic and discourse)

Session One-Two-Three: learners, at the very beginning of the lesson (the first 15 minutes) were invited to complete the "modality questionnaire" to figure out their learning styles. After handing back the questionnaire, they were exposed to the "pre-test" that was composed of four tasks, each task assesses one competence:

In order to assess their ability to produce sentences that are grammatically correct (linguistic proficiency), learners were asked to write an email to a friend and speak about plans for their meetings. It is worth noting here that, learners-at the same time of writing the email can carry out self-assessment of their writtenproduction:

> **Task One:** You are on holiday with your family. Unfortunately, the weather has been very wet. Write an email to your friend. In your email you should:
> - Describe where you are
> - Say what you have been doing
> - Say how you feel
> - Write 35-45 words.

Task Two is designed to test the learners' ability to handle the two levels of discourse (cohesion and coherence). Learners were asked to fill in the gaps with the right conjunction to measure their mastery of linguistic form and their capacity to appropriately use it in a given written discourse.

Task Two: Fill in the blanks with the given conjunctions below. (Capitalize where needed)

1. Stephen Crane's schooling was not continuous; he read all of the 19th-century English writers and the Greek and Latin classics.

2. Medical scientists have not yet discovered what causes muscular dystrophy, an inherited disorder that strikes nerve tissue and cripples its victim do they know what causes sudden death syndrome.

3. ---- more and more is learned about the biochemical changes that go on in the body ---- it grows older, scientists may someday be able to modify those changes to ensure better health for the aged.

4. ---- the emphasis on the technical study of language and literature, Roman education was remote from the real world and the interests of the schoolboys.

5 the Greeks, who considered physical health a part of education, the church considered the human body something to be ignored.

The aim behind this task is to test the student's' ability to use different strategies to overcome communication problems and get their messages transmitted through asking them to describe their attitudes toward a certain context and how they deal with it.

Task Three: Describe a situation when you faced a difficult problem and you were able to solve it?

Using the language appropriately is not enough; therefore, we need to check whether it is used correctly at the social level by our learners. Task four is devoted to doing this, learners were asked to choose among three situations and play the role of

one, taking into account that role playing is an effective approach in the development and assessment of the student's' sociolinguistic competence.

Task Four: (Role playing)

Grandma & Money

a- You are 25. You want to borrow money from your rich grandmother to start a business. You have not seen her in 3 years. You already quit your job.

b- You are a grandmother. You are rich and hate loaning money. Your grandson who never calls you, sees you, is asking for money

The bum friend

a- You have a nice friend. He lost his job and needs a place to stay. You let him sleep on your couch while he finds a new job. 2 months go by and he is still living on your couch. It is time for him to leave. Your girlfriend wants him to leave.

b- You recently lost your job unfairly. You are in debt and can't afford to move out. You have nowhere to go. You have a really good friend who let you stay at their home. In return you cook and clean the apartment. You have a new job starting in 2 weeks. You need to stay for 3 more weeks before you can afford to leave.

The party

a- You are having a party this weekend. You want to ask your friends from class. You don't have a lot of friends so it is import that you get as many friends as possible to come.

b- Your classmate is asking you to come to a party. You don't like him.

In order to present their role plays, learners were exposed to two extra sessions of three hours in the next day.

3.7.2.1.1.2. The Intervention Phase

Action research is "a small scale intervention in the functioning of the real world and a close examination of the effects of such an intervention"(Cohen and Manion, 1994, p.186),it is like the experimental research in term of the context. The 35 participants were exposed to the intervention which stretched from (07-02-2018) to (09-05-2018) for a total number of 12 hours .The treatment was the implementation of the multimodality approach to develop the learners' communicative competence.

Session Four: The researcher, who was the teacher of the class, gave the learners a range of expressive pictures to foster them to speak, every student had his own picture and was given 5 min to entitle it, then to stand up in front of the classroom, show the picture to his classmates, tell the title loudly then describe it and discuss it with the rest of the classroom. Subsequently, each student was given 2 min to express his view towards the picture and 1 min for discussion, all the learners got their own turn.

Session Five: Learners were exposed to the song "The longest time" by Billy Joel, and were given a handout which constitute the same song but with letters rearranged but still have meaning, what is called "Anagrams" .The teacher explained the instruction and introduced the learners to the new term "Anagrams", all of which took 5 min .Learners listened to the song three times:

- **The First Listening:** they were asked to identify what the song is about.

- **The Second Listening:** learners were asked to play the anagram game and find the 45 anagrams that were included in the song.

- **The Third Listening:** learners were given a handout and asked to fill in the gap .

The objective of this session was to use the multimode method (songs, games) to assess the students' communicative competence.

Session Six: learners were exposed to a short video (10 min) entitled "I'm creep" which tackles the issue of fear and were asked to speak about their personal experiences and things they fear the most and how they overcome it .The objective was to allow learners express their thoughts on the topics assigned, by the end of this discussion session, the learners were asked to prepare a power point presentation on the tackled topic (they were divided in 5 groups to present their work in the upcoming session .

Session Seven: learners were given full time to present their power point presentations and to have a little discussion with colleagues, in due time, the teacher used the observation checklist to rate their progress.

3.7.2.1.1.3. The Posttest Phase

The posttest was distributed to the targeted group made up of 35 learners , the test is comprised of four tasks , each was designed to assess one of the four competence (linguistics , sociolinguistics , strategic and discourse) .The time allotted to do the pre-test was two sessions , thus (3 hours) . The data gathered from the pre- test would hopefully contend the assumption that learners' lack of fluency is due to the overuse of the traditional mono-modality approach, the results of the pre-test will be used to compare the learners' performances after the treatment took place. The pre-test is measured with regard to the four competence proposed by Canal and Swain .The pre-test was conducted to prove that the traditional mono-modal norm of assessment of license learners during the previous years of instruction , first and second year license , was not fairly addressing all he learners' needs with regard to their individual preferences , especially their learning styles) . We presume that if the approach of assessing the student competence changes, the learners' communicative competence will develop adequately and consequently, communication breakdowns and lack of fluency among learners will be tremendously reduced.

Session Eight-Nine–Ten

Task One: T (1) was devoted to assess the learners' linguistic competence and their ability to construct grammatically correct sentences , learners were asked to write an email about their alleged visit to London , the duration of doingt his task was 20 minutes and handouts were handed back to be corrected.

Task One: Your family is visiting London next month. You have an English pen friend called Zara who also lives in London. You would like to meet her when you go to London.
Write an email to Zara. In your email, you should:

1. say when your family is coming to London
2. ask if you can meet up, and suggest a day
3. Suggest what you can do together.
4. Write 35-45 words

Task Two: to assess their discourse competence, learners were asked to identify the suitable discourse markers for each of the five given sentences; this task took 10 minutes.

Task Two: Choose the appropriate answer

1.   I get up late at weekends,_____during cold weather.
- including
- particularly
- similarly

2.   She rarely drinks,_____, not during the week.
- particularly
- in other words
- or at any rate

3.   The study also mentions two other cities that are comparable to Hong Kong,_____Singapore and Shanghai.
- namely
- in other words
- to be accurate

4.   Her manner was rather offhand,_____rude.
- at least
- particularly
- not to say

5.   The tomato is not,_____, a vegetable even though it is commonly thought of as one - it is a fruit.
- by contrast
- strictly speaking
- likewise

Task Three: learners were exposed to three situations and were asked to choose one and discuss it as a way to assess their strategic competence; the task took the rest of the time (45 minutes) because the learners were asked to describe the situation orally and one by one.

Task Three

1.   Describe a situation when you helped someone. Please say

–   What was the situation?

–   What did you do to help?

–   What was the result?

2.   Talk about your greatest achievement in life. Please say

–   What did you do?

–   How did you do it?

–   Why are you so proud of this achievement

3.   Talk about a sport that you like to watch.

Due to the overcrowded classroom (35 Ss) , the pre-test took two sessions .By the end of the session (1); learners were given seven role plays card and were asked to work in pairs and prepare an extended play to perform in the upcoming session.

Task Four: Learners perform the role plays in pairs, the teacher used a checklist to score their performances based on the settled criteria.

Task Four: read one side of one a role-play card, silently .When ready, act it with your friend

(1a) You are a working man/woman who has a large family. You are at work. Your boss wants to talk with you.

(1b) You are a manager. You have an employee that hasn't been performing well. He/she is often late. He/she also spends a lot of time checking his/her private emails and strange websites instead of doing work. Yesterday, you caught her/him sleeping at his/her desk .Please fire the employee (in a nice way).

(2a) You are a manager. You are in your office. Your best employee knocks on your door. He/she wants to talk with you.

(2b) You are at work. Please tell your boss that you have accepted a position at another company, so you will be leaving the company in 2 weeks.

(3a) employees that because of the economic crisis, they will be taking a 20% pay cut. This pay cut actually started last month, but you forgot to tell them. Also, you will need them to come in on the weekends for the next few months, until things get better.

(3b) You are at work. Your lovely boss has an announcement.

(4a) You are the manager of a busy company. One of your employees wants to talk with you.

(4b) Your boss has been forcing you to work more and more overtime every week. You have also been given many extra responsibilities that do not fall under your job description. You haven't been able to spend much time with your family, and your husband/wife is threatening to divorce you. Please talk to your boss.

(5a) You are walking on the street.

(5b) You are on the street.

You lost your job last month because of the economic crisis. You also got kicked out of your apartment yesterday because you couldn't pay rent. You are hungry, and essentially, homeless. Convince the other person, who is a stranger to you, to help you.

(6a) You are a doctor. Your patient is very unhealthy due to excessive drinking and smoking (cigarettes). He/she also eats unhealthily and does not exercise enough. Convince him/her to change the way he/she is living, or he/she might die.

(6b) You are at the doctor's office. You have just had a health checkup.

(7a) The family next to
your house has a dog. The dog
barks loudly every night, and
you can't sleep. Tell your
neighbor to make his dog quiet.
Tell him/her that if the dog
doesn't shut up, you'll do
something about it yourself.

(7b) Your neighbor comes to
talk with you about your lovely dog.

3.7.2.1.2. The Questionnaire

The types of information needed are neither "demographic" nor "behavioral" but rather "attitudinal". The questions were both open ended and closed ended. In the questionnaire, the respondents were asked to answer the factual questions to create an initial rapport, in addition to content questions about their opinions and attitudes, in the final closing question, the researcher asked the interviewees whether they had something to say. We opted for the combination of closed –ended and open-ended questionnaire for more detailed responses. The "structured questionnaire" consists of "Likert scales" , "Yes/no questions" , "Multiple choice questions" .

3.7.2.1.3. The Interview

Burgess (1984) describes it as "conversation with a purpose" (p. 102). The interview is structured, the teachers are asked to tick the box in the form of coding schemes. The interviewer takes notes during the interview because we think that audio-recording might frustrate the interviewer which is not the intention, but rather to create a smooth flow of the interview.

Against this background, in the current study, mixed method designs are implemented. The qualitative data method includes an interview and a questionnaire. The semi structured interview (in-depth interview) which consists of open-ended questions to discuss some issues in details. The first few questions are "factual questions" to create an initial rapport, in addition to content questions that reflect their opinions and attitudes, the final closing questions investigate the interviewee's further comments and thoughts . In a friendly environment, the researcher states the purpose of

the research at the very beginning of the interview, after making sure that the interviewee is feeling at ease.

Ten EFL oral expression teachers are interviewed that one may elicit information about the teachers' attitudes towards the implementation of the multimodality approach for teaching and assessment purposes.

❖ **Pilot Study**

The questionnaire was courteously pre-tested by 10 experienced teachers at the department of Biskra and 10 third year student in the same department to test the intelligibility and readiness of the questionnaire for final administration.

3.7.3. The Observation Phase

After collecting the needed data, the latter was coded quantitatively (questionnaire, pre-test and post-test) and qualitatively (interviews), then, the researcher reported the outcomes in the last chapter.

3.7.4. The Reflection Phase

By the end of the action research experience, the researcher reflects upon the impact of action research on learners learning and teacher professional development in order to make decisions for the next step.

3.8. Objectives of the Action Research

The objective is to prove the effectiveness of using the multimodality and mainly (songs, videos, and games) to assess the students' competence

3.8.1. The Action Research Procedures

The research was held in Eight meetings (1h: 30 for each) , the tests in action research were carried out in three phases:

- Assessment before learning: "Diagnostic assessment"

-   Assessment during (as) learning: strategies to assess the learners 21 century skills

-   Assessment after learning: "summative assessment"

3.8.1.1. The Pre-intervention

The pre-test was distributed to one group of third year learners. It involved four tasks, each task tended to assess one competence. Task one and two were done wittingly whereas task three and four were oral. Task one focused on measuring the learners 'linguistic competence through asking them to write an email to a friend speaking about their spent holidays .In task two , learners were asked to put the conjunction in the right place as a trial to assess their discourse competence . Learners were invited to orally describe a situation when they faced a difficult problem, the aim of this task was to identify the learners' strategic competence and their ability to suggest solutions to a given problem .In task four, learners were asked to play a role with a friend and were asked to choose among the three proposed situations, their mission was to orally improvise (in pairs) the plot of the story.

3.8.1.2. The Treatment

Learners of the same group were exposed to the multimodality approach for a total number of 13 hours (1:30 per week). The tasks given to the learners were all multimodal. Learners' learning styles were taking into account in the preparation of each session tasks .Learners were exposed to songs, videos , games, role plays and were asked to act dialogues , play roles and prepare presentation on a given topic or a topic of their interests . In most cases, tasks were done individually, in pairs and in groups.By the end of each session,they were asked about their degree of satisfaction towards the given tasks and were asked to propose other tasks that best fit their orientations.

3.8.1.3. The Post-intervention

In the posttest, learners were exposed to communicative tasks; they were put to four assignments. In the first one, they were required to write another short email speaking about their visit to London and inviting a friend to join him/her. The aim behind this task was to check the learners 'pieces of writing in terms of grammatical

competence (semantic appropiacy of lexis, vocabulary, morphology and syntax) . In the second task, learners' discourse competence was assessed by asking learners to identify the appropriate discourse marker among the suggested ones, learners were evaluated in terms of cohesion and coherence .In task three, learners were asked to describe their feelings in case they have been exposed to one of the three proposed situations in the task. The aim behind it was to measure the learners' strategic competence and fluency. Task four was devoted to measuring the learners' performance and sociolinguistic competence through role playing.

3.9. Conclusion

The present chapter is devoted to the action research implementation, throughout this chapter the researcher attempted to put into practice the "Multimodality Approach" to assess the learners' communicative competence. . It aims at describing how the action research is conducted and to provide the results in a condensed way.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATIONS

4.1. Introduction

4. 2. PART ONE: QUESTIONNAIRE FINDINGS

4.2.1. Introduction

4.2.2. Description of Data

4.2.3. Analysis of Data

4.2.4. Summary of Findings

4.2.5. Conclusion

4.3. PART TWO: INTERVIEW FINDINGS

4.3.1. Introduction

4.3.2. Description of the Interviews

4.3.3. Analysis of the Interviews

4.3.4. Summary of Findings

4.3.5. Conclusion

4.4. PART THREE: PRETEST –POSTTEST FINDINGS

4.4.1. Introduction

4.4.2. Description of Data

4.4.3. Analysis of Data

4.4.4. Summary of Findings

4.4.5. Conclusion

4.5. Conclusion

DATA ANALYSIS

4.1. Introduction

The current chapter tackles the results of both qualitative and quantitative data, thus; the teachers' questionnaire, the learners' questionnaire, the action research and the teacher's structured interview. It is devoted to the analysis of data through which we seek to answer the following inquiry: does the implementation of the multimodality approach help the teacher assess his learners' communicative competence in an effective way? Throughout this fourth chapter, an exhaustive description of the different analytical instruments of data collection is provided (Pre and posttest, teachers and learners questionnaire, interview). What follows is a detailed interpretation of the findings, all of which help us to closely and firmly diagnose the problem and therefore suggest alternative solutions and remedies that will be extensively detailed in the last chapter.

4. 2. PART ONE: QUESTIONNAIRES FINDINGS

4.2.1. Introduction

Throughout this part of research, we are going to tackle the main results of the teachers and the learners' questionnaire with high emphasis on the statistical analysis. But before going into details, here is a quick reminder of the research questions and the used research instruments for data collection.

Table 4.1. The Research Questions, Hypotheses, Instruments

The Research Questions	The Research Hypotheses	The Research Instruments
- *How can EFL teachers assess their student' communicative competence with the implementation of Multimodality?*	-EFL Teachers might assess their learners' communicative competence using a multiplicity of modes (visual, auditory, kinesthetic) including activities such as; songs, games, videos role-playing, monologues, problem-solving activities...	-Teachers' questionnaire -Teachers' interview
- *What kind of teaching and learning difficulties are encountered when assessing the learner's Communicative Competence applying a variety of modes?*	-Subjectivity, bias, invalidity, and unfairness are a few of many drawbacks, EFL teachers might face when assessing their learners ' communicative competence in implementing the multimodality	-Teachers' questionnaire -Teachers' interview

The questionnaire was distributed after it had been piloted and validated by four teachers from the English departments of both Mohamed Khider University of Biskra, and Abou Baker Belkaid University of Tlemcen .Teachers' comments in terms of form (attractiveness and organization) and content (difficulty, ambiguity and repetition of questions) were taken into consideration. Then, the questionnaire findings were described and statistically analyzed using the SPSS statistical package and finally

introduced in forms of tables and figures for extra visualization and illustration of the findings.

4.2.2. Description of Data

4.2.2.1. Learners' Questionnaire

This tool was used to get a general idea about the learners' evaluation of their communicative competence and to identify their attitude towards their teachers' current implemented methodology. The questionnaire was designed and administrated to third year EFL learners at "Mohamed khider" University of Biskra at the beginning of the first semester of the academic year 2018-2019. The questionnaire is composed of two sections and eleven questions that are carefully selected to assist the researcher in obtaining a clear vision about the learners' attitude on the topic under investigation.

- Section one (Background information) is composed of three statements and is designed to have an idea about the learners' general information (gender, age, level)

- Section two (Learners 'perception about their communicative competence and the multimodality approach) is composed of eight questions, all designed for the learners to self-evaluate their communication abilities in English and their degree of satisfaction towards their teachers' implemented approach.

4.2.2.2. Teachers' Questionnaire

The teacher questionnaire was designed and administered to EFL university teachers in charge of oral expression module and more precisely those who teach third year license learners (10 teachers). It aims chiefly to collect data about teachers adopted approach of teaching and assessment in addition to knowing their attitude towards the implementation of the multimodality approach for the sake of assessing learners' communicative competence . Also, teachers were invited to add their personal suggestions and recommendations in the same area.

The questionnaire is composed of 27 questions distributed in four sections:

- The first section (respondent details) is devoted to questions related to the teachers' educational background and experience of teaching in general and teaching oral expression module in particular.

- The second section (evaluation of the learners' communicative competence) is designed to identify the teachers' assessment of their learners' communicative competence.

- The third section (teaching and assessment in oral expression module) is loyal to identifying the teachers' ways and techniques and adopted strategies of planning, teaching and evaluating the learners' communicative competence during the oral expression module.

- The last fourth section (the implementation of the multimodality approach) aims to know the teachers' perception about the implementation of the multimodality approach in their classrooms.

4.2.3. Analysis of Data

4.2.3.1. Learners' Questionnaire

Twenty questionnaires were handed to third year learners of the English department at MKUB in the academic year 2018-2019. Thirty nine questionnaires were distributed to all the learners of the chosen group during oral expression module, but unfortunately only twenty questionnaires were returned because there were a lot of absentees on that day. The learners unexcused absenteeism in the English department of Biskra is a further serious issue , unlike the learners of other departments and scientific streams, learners at the English departments-Biskra- make repeatedly and frequently a lot of absences. The reasons are first due to absence of deterrent sanctions against this chronicle behavior and second, the full reliance on written examinations. There are a lot of other contributing factors and hidden reasons that should be investigated by researchers to help the treatment of such a thorny educational problem.

Item 1. Learners' Gender

The learners being surveyed are (n: 20) out of the total population (n: 758). As illustrated in table 4.1., almost all the learners who answered the questionnaire are female learners (85%). Only three are male (15%). This question is asked to build a holistic view on learners' profile, including gender, age and educational level.

Table 4. 2. Learners' Gender Distribution

Which option describes you?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	17	85,0	15,0	15,0
	Male	3	15,0	85,0	100,0
	Total	20	100, 0	100,0	

From the table above, it can be observed that girls represent the dominant category with 85%, which is the case of mostly every year. This indicates the female learners' propensity towards foreign language learning in general and English language learning in particular. All are signs that confirm the role of gender in foreign language learning and indicate the gulf between female and male English language learning .The gender difference issue becomes a dogma in the educational setting. Female learners tend to have superior tendency for communicating in a foreign language compared to male learners , this , soundly , may be related to their brain dominance and how their brains work .Sensibly , the myth of Mars and Venus is working in terms of gender difference .

Gender difference is not only linked to the learners' ways of communication , it has also to do with their learning styles and preferences , Wehrwein, Lujan and DiCarlo (2007) state that learners learn differently ; visual learners (V) learn from graphs ,

tables and charts ,auditory learners learn from speech , while kinesthetic learners learn by touching and doing things . These learning preferences are to be evaluated through the VAK questionnaire. They purport that learning styles are affected by the gender.
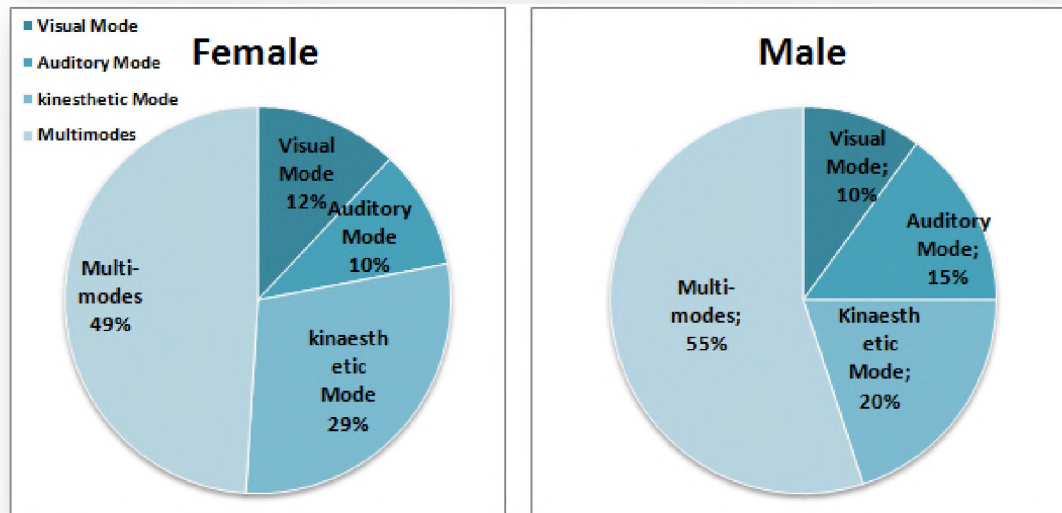
Figure 4.1. Gender Differences in Learning Styles

It seems quite obvious that most of female learners (49%) and male learners (55%) prefer the multimode for teaching and assessment. This procedure of evaluating the learners' learning preferences is required at the very beginning of the academic year; it is helpful for both teachers and learners. "One size fits all" is not more fitting in the 21 century, learners are not learning the same way ,hence , they are not supposed to be taught similarly or at least using monomode or single way of instruction .Accordingly, a modality questionnaire (see appendix ..) would convince the teacher to get rid of monomodality and move towards multimodal tasks and instructions . This step will increase the learners' awareness, self assessment and autonomy .Also; it promotes the teacher flexibility and openness towards learners' differences.

Item 2. Learners' Age

There is a great diversity concerning the learners' age in the surveyed sample .The proposed age groups are two: (20-25) and (25-30) . Most of respondents who represent 95% of the population are between the ages of (20-25) which is the normal age of third year learners; this may mean that most of respondents are not re-enrolled

for the academic year. Learners are exposed to written tests (in all the eleven modules expect oral expression module) ; they are never evaluated through high stake tests , this may justify the ease of transition from year to year .

Table 4.3. Learners' Age

Which age group describes you?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25	19	95,0	95,0	95,0
	25-30	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

It has been said that there is no accurate way to ask about someone else age, but there is a respectful way of doing so. As far as our question is concerned, we are not looking for the exact year of birth, rather, learners are asked to define their age among the options given. The reason behind asking this question is to gather demographic information about the sample under study.

Item 3. Learners' Evaluation of their Level of Communication

Table 4.4. Learners' Evaluation of their Level of Communication

As a third year student of English, how do you evaluate your level of communication?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	12	60,0	60,0	60,0
	Average	7	35,0	35,0	95,0
	Weak	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

Before asking this question, we wondered about the reliability of learners' self-evaluation. We wanted to know whether learners think that they develop the necessary competence for effective and successful communication. The vast majority of learners (60%) say that their level of English is good and that they are communicatively competent. This perception is confirmed by their teachers later.

Item 4. Learners Evaluation of their Communicative Competence

Table 4.5. Learners' Evaluation of their Communicative Competence

Do you think that you are communicatively competent?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	20,0	20,0	95,0
	No	15	75,0	75,0	75,0
	5,00	1	5,0	5,0	100,0
	Total	20	100,0	100,0	
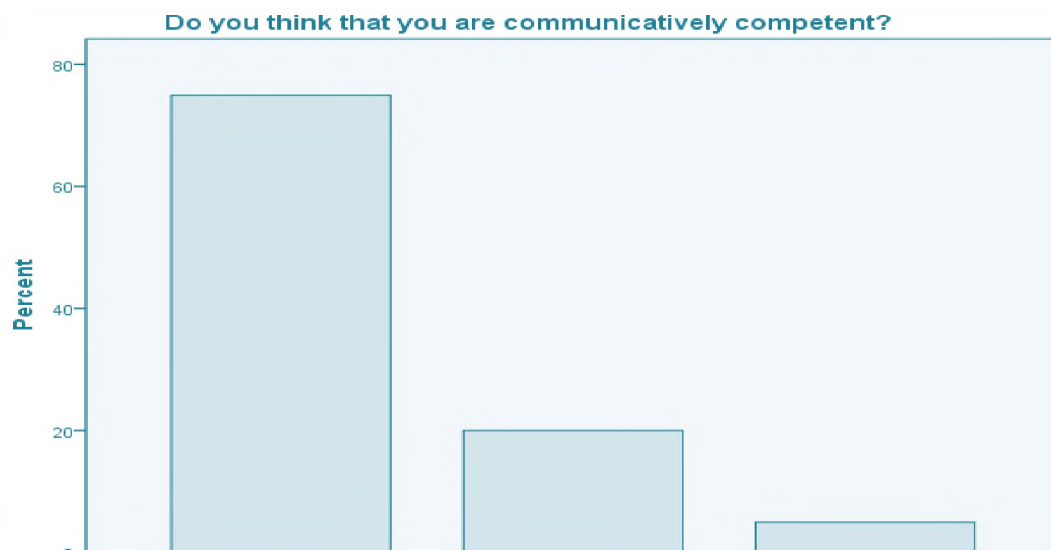
Figure 4.2. Learners' Evaluation of their Communicative Competence

The results lead to the following statement: 15 (75%) learners believe that they are not communicatively competent and show their low satisfaction with their communication skills. The rest 4 learners who represent 20% of the population claim to have high competence with communication skills which indicates that they can speak fluently, effortlessly and consequently can be understood by others perfectly.

Measuring the learners' communicative competence is not an easy task .For the teacher, he needs to adopt a framework through which he evaluates his learners' communication skills .For the learners, assessing their communicative competence depends highly on their self-perception .What is more , a range of intervening factors may take place such as the type of interaction ; face to face interaction , online interaction, group interaction , individual interaction ...a concrete example can be noticed via social media ; some silent learners show high competence when speaking in "live videos" . All depends on their socialization and some emotional factors.

The learners' oral performances are not fully shown in the classroom settings , possibly because the latter are mostly non-authentic and monomodal based .This question is asked because we intend to believe that learners' can evaluate their own communication skills away from their teachers' assessment which is mostly confined to their performances inside the lecture halls , and which often rely on marks .Moreover , teachers' implemented methodologies for assessing the learners' communicative competence are still questionable in terms of validity and reliability , and in terms of negative washback that works to hinder the learners' communicative competence .

Item 5. The Frequency of Using the Multimodality Approach (Learners' Perception)

Table 4.6. The Frequency of Using the Multimodality Approach

How often does your teacher use the multimodality in the classroom?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	5,0	5,0	5,0
	Sometimes	2	10,0	10,0	15,0
	Often	3	15,0	15,0	30,0
	Rarely	9	45,0	45,0	75,0
	Never	5	25,0	25,0	100,0
	Total	20	100,0	100,0	
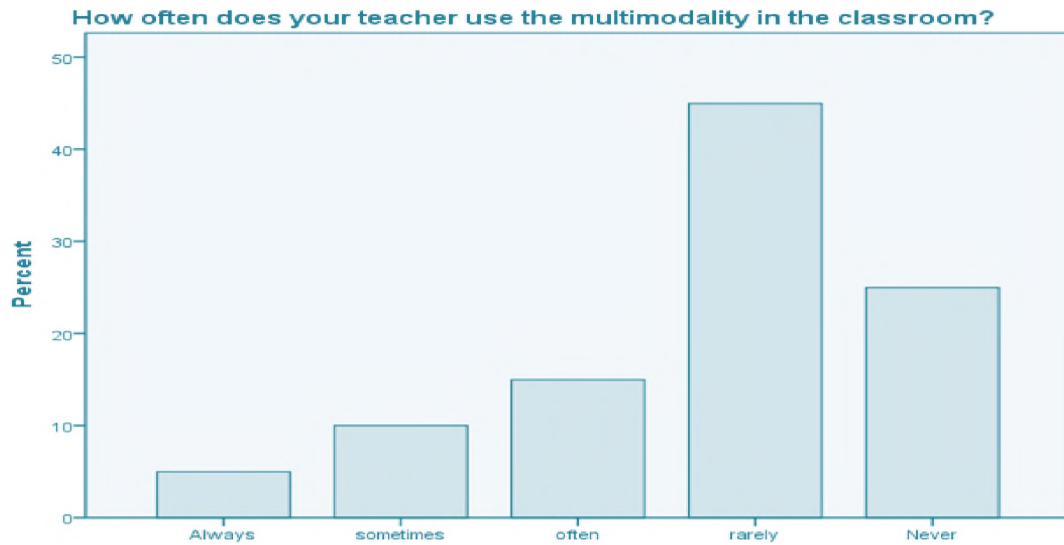
Figure 4.3. The Frequency of Using the Multimodality Approach (Learners'
Perception)

Most of the Learners (9) claim that their teachers have rarely implemented the
multimodality approach in their classrooms, which is not a fair percent with regard to
the urgent need to innovation and use of technology to promote the learners'
communicative competence and sense of creativity under the LMD system and the era
of globalization. As it is shown in the table above, a great number of learners agree on
the fact that the most effective way of assessing their performance is the
implementation of all the following modes (songs, games, videos, discussion and role
playing). Some (20%) support the implementation of songs only; others (10 %)
encourage the use of games, while (15%) think that the utilization of videos is more
helpful to reach the set goal. The rest 3(15%) informants prefer the use of discussion.

Item 6: Learners' Attitude towards the most Effective Way of Assessing their Performance

Table 4.7. Learners' Attitude towards the most Effective Way of Assessing their Performance

What is the most effective way of assessing your performances?(You can tick more than one answer)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Using songs	4	20,0	20,0	20,0
	Using games	2	10,0	10,0	30,0
	Using videos	3	15,0	15,0	45,0
	Using discussions	3	15,0	15,0	60,0
	Using role playing	1	5,0	5,0	65,0
	All of them	7	35,0	35,0	100,0
	Total	20	100,0	100,0	
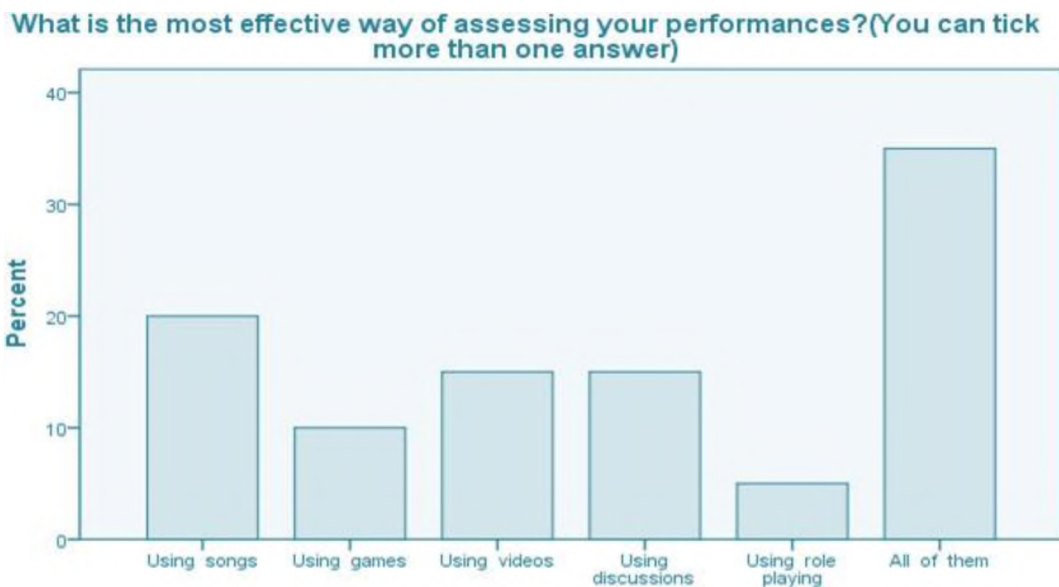
Figure 4.4. Learners' Attitude towards the most Effective Way of Assessing their Performance

Learners' answers reflect the fact of assessment at the Algerian universities. (45%) of learners affirm that they prefer written tests. Because, we suppose that , they

get accustomed with the written assessment which is less stressful and it diagnoses what they know and what they do not with less emphasis on fluency and how they express themselves We acknowledge the fact that both types of tests have advantages and disadvantages .However , the overemphasis on written tests would produce learners with a fair writing skills but who lack fluency and communication skills .What is more , there is an assumption that oral tests fit mostly the extrovert learners while it may cause stress to introvert learners . Teachers may refer their over- use of written test at cost of the oral one to the dilemma of overcrowded classrooms and the limited time, which are –to a great extent- convincing reasons.

Item 7. Written or Oral Test : Learners Preferences

Table 4.8. Learners' Preferences in Terms of Performance between the Written and Oral Test

Do you perform better in written or oral tests?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Written	9	45,0	45,0	45,0
	Oral test	8	40,0	40,0	85,0
	Both	3	15,0	15,0	100,0
	Total	20	100,0	100,0	
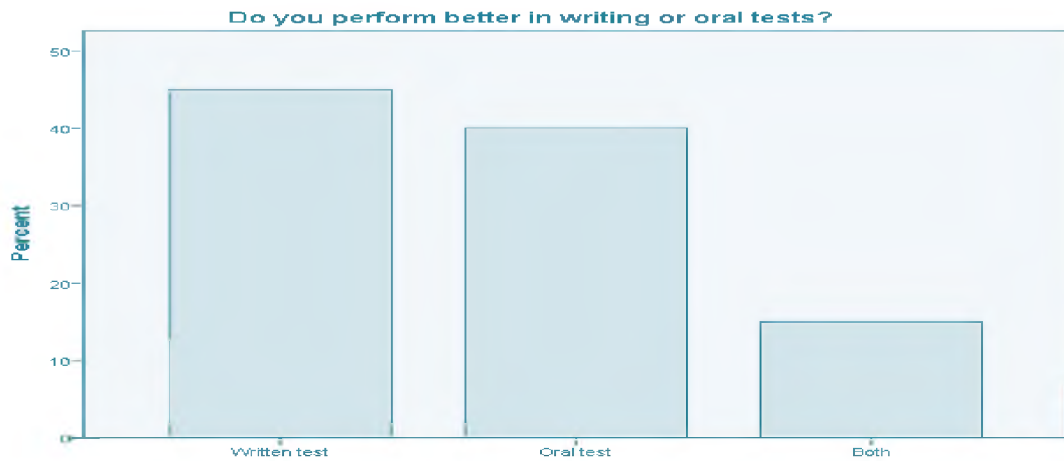
Figure 4.4. Learners' Attitude towards the most Effective Way of Assessing their Performance

If the learners' performance in 'oral' or 'written' test is low or high, who is the responsible for that? : The teacher, his teaching strategies and the learners or their learning styles. When asking this question to learners, good deals of them (25%) assert that the teachers' teaching strategies impact their performances .While (25%) think that they are the only responsible for their performance. Few learners (15%) highlight the combination of all the previously mentioned contributing factors.

Item . 8: Learners' perception about the responsible for their performance achievement

Table 4.9. Learners' Perception about the Responsible for their Performance Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	15,0	15,0	15,0
	His teaching strategies	5	25,0	25,0	40,0
	You	5	25,0	25,0	65,0
	Your learning style	4	20,0	20,0	85,0
	All of them	3	15,0	15,0	100,0
	Total	20	100,0	100,0	
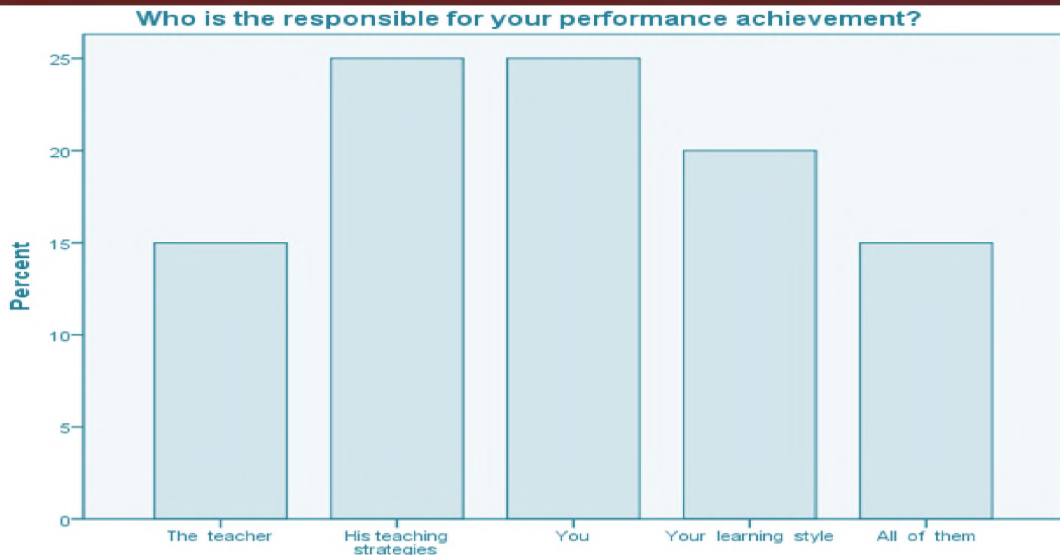
Figure 4.5. Learners' Perception about the Responsible for their Performance Achievement

Item 9: Learners' Silence during Oral Expression Module

Table 4.10. Learners' Silence during Oral Expression Module

60% of learners, as shown above, confirm that they participate in the oral expression module; while (40%) claim that they keep silent. To interpret, learners' silence during oral expression module is back to some psychological factors such as (shyness, lack of confidence, low self-esteem and demotivation...) or cognitive factors such as (lack of vocabulary, mispronunciation, lack of masterful grammar) . Realistically speaking, some factors are not related to the learners but rather to the teachers' behaviors such as offering learners with few opportunities to fully express themselves, or designing monomodal tasks that does not fit with all learning

preferences. Other reasons might be the negative implicit or explicit feedback and mistakes disallowance. Hence, we believe that if the teacher soundly manage to handle all the factors which are directly related to him (including TTT : Teacher Talking Time) , learners' psychological and cognitive factors would be reduced .

Item 10. Learners' Knowledge about the Objectives of Assessment

Table 4.11. Learners' Knowledge about the Objectives of Assessment

Do teachers clearly explain what they are trying to assess during the lesson?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nearly always	5	25.0	25.0	25.0
	Often	7	35.0	35.0	60.0
	Sometimes	8	40.0	40.0	100.0
	Total	20	100.0	100.0	
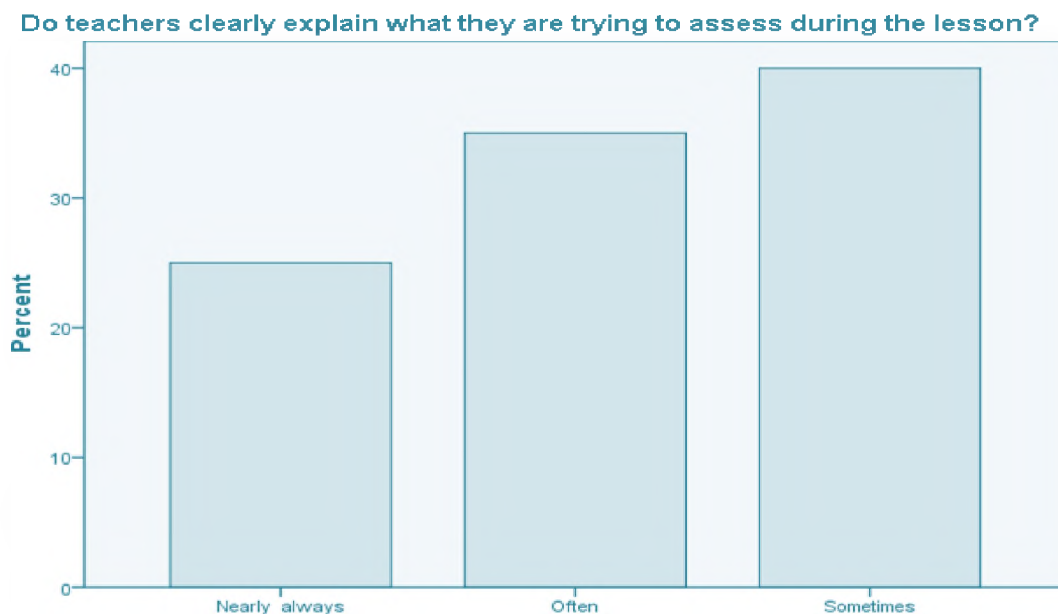
Figure 4.6. Learners' Knowledge about the Objectives of Assessment

Most learners (40%) say that they are sometimes informed about the objective of the test before taking it. Needless to say that assessment of learners is carried out to

serve a range of objectives such as testing learners' improvement and progress, increasing their motivation and thirst of knowledge, also measuring the teacher effectiveness and ability to efficiently deliver information. Another objective is ranking learners; this final objective should not be the primary concern of teachers.

Deciding about the objective of assessment would help the teacher make sure about achieving his instructional desired goals .Another pivotal remark that should not be skipped is ensuring that the objective of the test is highly linked to the promotion of learners' skills, not checking their knowledge or information retrieval, it is more about "what they can do with the information". The objective should sound more practical like saying: by the end of the session, learners would be able to think critically, to solve problems, to communicate effectively, to collaborate with the group or to write creatively. Instead of saying: at the end of the period, learners would be able to know more about culture for example. Teachers have to mind more about the development of learners' deeper thinking and communication skills instead of confining the measurement of their potentials using scores.

Item 11. Learners 'Perception towards Considering their Learning Styles during Assessment .

Table 4.12. Learners 'Perception towards considering their Learning Styles

Do you think that it is crucial to consider your learning styles in assessment?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	85,0	85,0	85,0
	No	3	15,0	15,0	100,0
	Total	20	100,0	100,0	
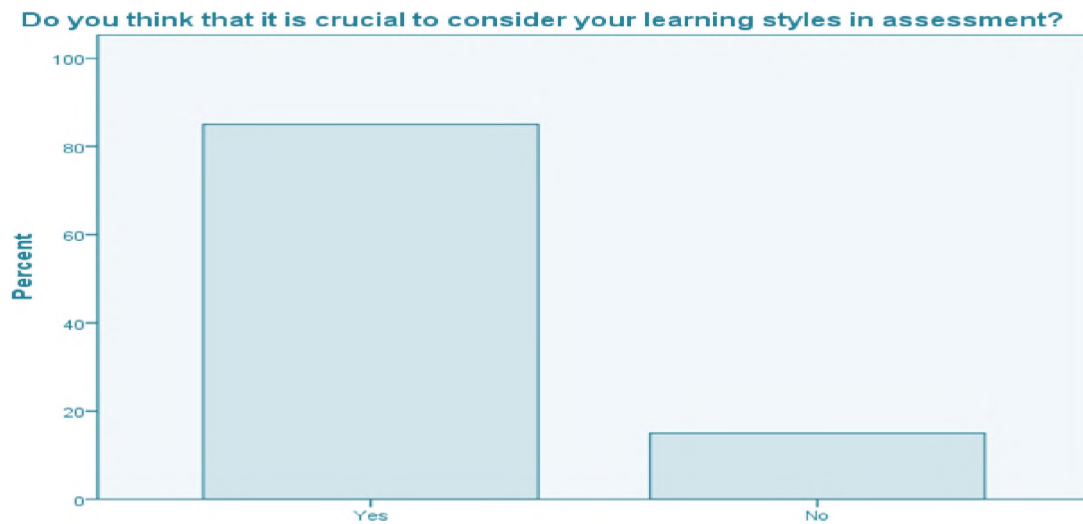
Figure 4.7. Learners 'Perception towards Considering their Learning Styles during Assessment .

Learners learn differently, each has his own learning style and a different way of absorbing information .Therefore, the teacher has to recognize his learners' different ways of learning. This assumption is highly confirmed by (85%) of the informants. Some researchers do not believe even in the existence of different learning styles in the classroom, others go further by calling the latter a "myth" that is operationalized by scholars (see Riener, Willingham, D. 2010, Dembo, Howard 2007, Olson 2006). The same researchers do not have evidence that the learning styles do not exist .Our stand point here is that even if the learners' learning styles do not exist , it has the benefit of urging teachers to use a variety of teaching strategies and instructional tasks , this would consequently increase the learners' engagement and the teacher effectiveness . Teachers have to identify the learners' learning styles, then plan their lessons and assess their learners accordingly.

"Variety is the spice of life", it is required in the classroom as well. Varying the instructional strategies in a way that fit the learners' interests and preferences should be one of the main concerns of teachers in order to apply effective teaching. To identify the learners' learning styles, the teacher can apply a test (modality questionnaire) and determine the learners' preferences based on it; this would allow him to decide about the instructional tasks that fit the wide range of the existing learning styles in the classroom.

4.2.3.2. Teachers' Questionnaire

The following few questions are mainly asked to identify the informants' profile .The informants who took part of this research are (30%) female and (70%) male teachers who are between the ages of (25-59). Of these ten, five teachers hold a Magister degree while four hold the doctorate degree; only one teacher is a master holder. Those teachers vary between novice who taught between two to nine years, and experienced teachers who taught between ten to thirty years. All of them have taught oral expression with different levels of experience (10-20). Five of them have participated in an in-service training in teaching in higher education. The following graphs and tables are further illustrations of what has been already recapitulated.

Item 1. Teachers' Age
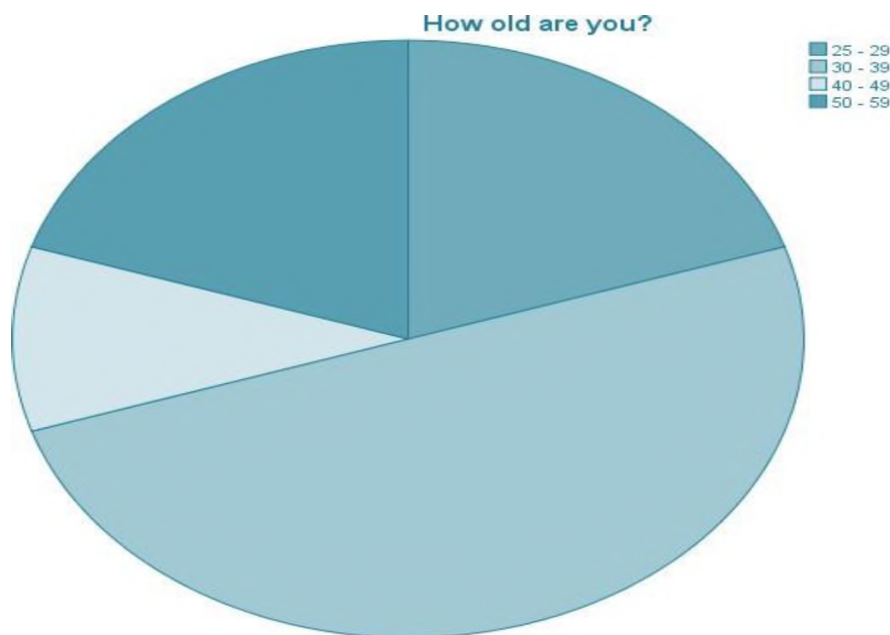
Figure 4.8. Teachers' Age

Item 2. Teachers'Highest Level of Formal Education
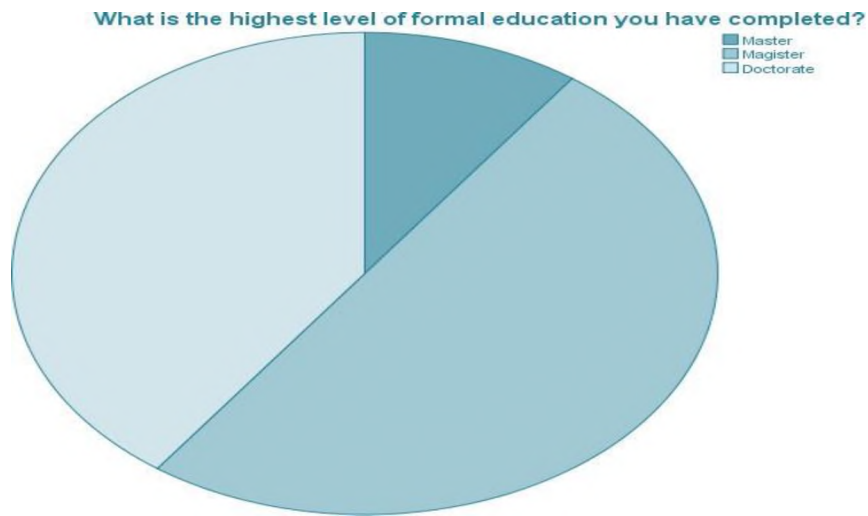
Figure 4.9. Teachers'Highest Level of Formal Education

Item 3: The Teachers' in-service Training in Higher Education
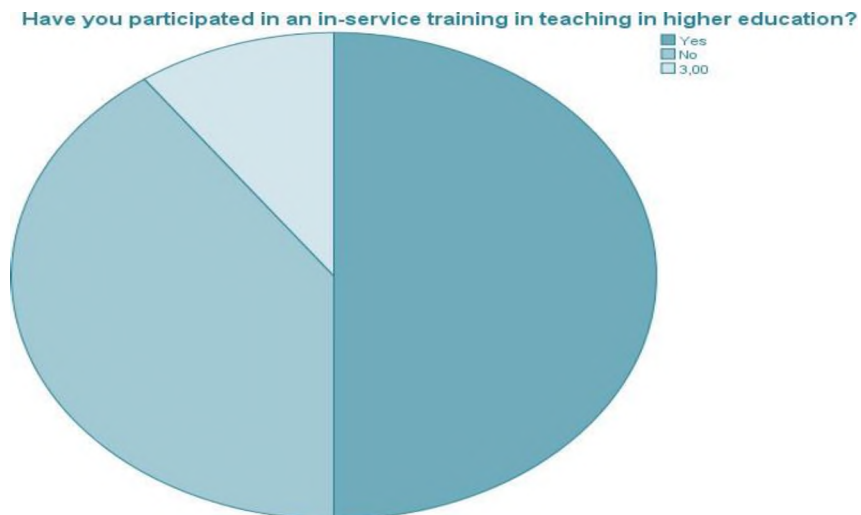
Figure 4.10. Teachers' Participation in an In-service Training

Item 4: The Teachers' Experience in Teaching
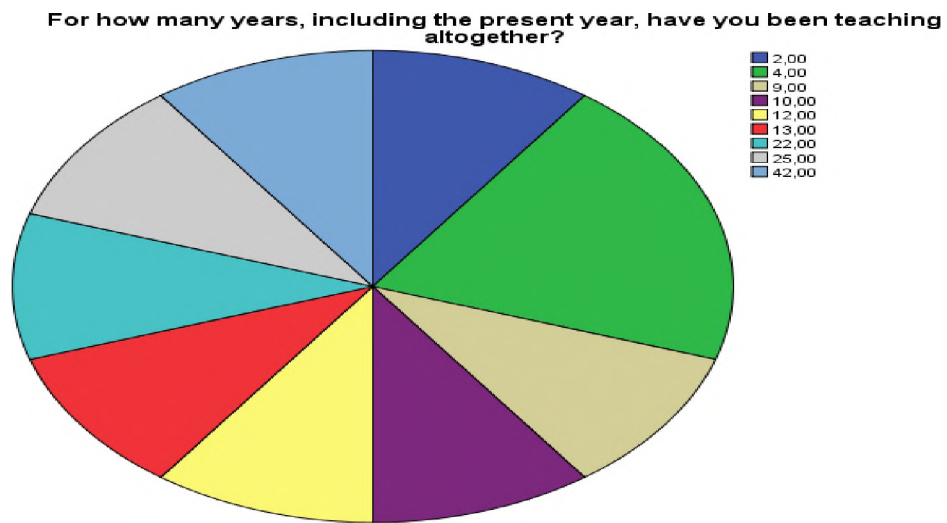
Figure 4.11. Teachers'Experience in Teaching

Item 5: The Teachers' Experience in Teaching Oral Expression Module
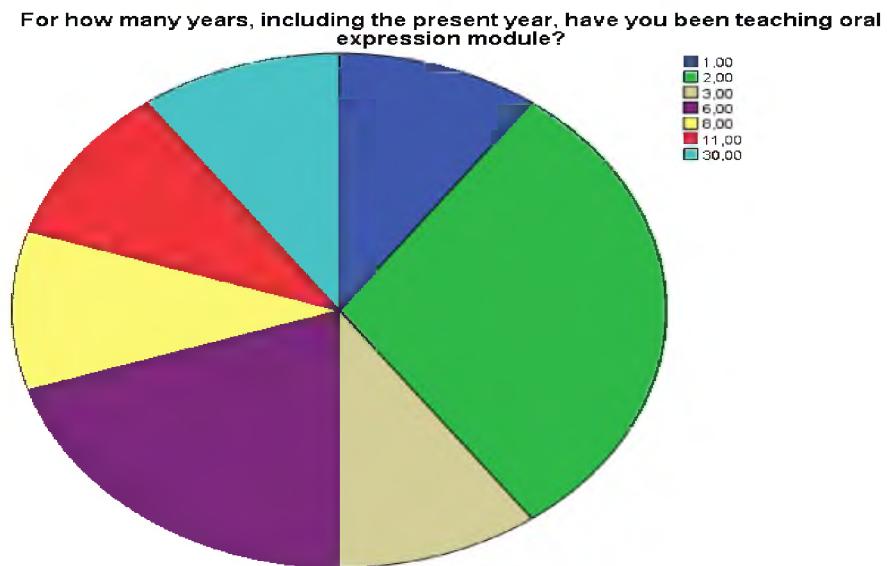
Figure 4.12. Teachers' Experience in Teaching Oral Expression Module

Item 6 : The Duration of Teaching Oral Expression Module per week

Table 4.13. The Duration of Teaching Oral Expression Module Per week

How many hours do you teach "Oral Expression" per week –per class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	01:00	1	10,0	10,0	10,0
	02:00	1	10,0	10,0	20,0
	03:00	6	60,0	60,0	80,0
	04:00	1	10,0	10,0	90,0
	06:00	1	10,0	10,0	100,0
	Total	10	100,0	100,0	
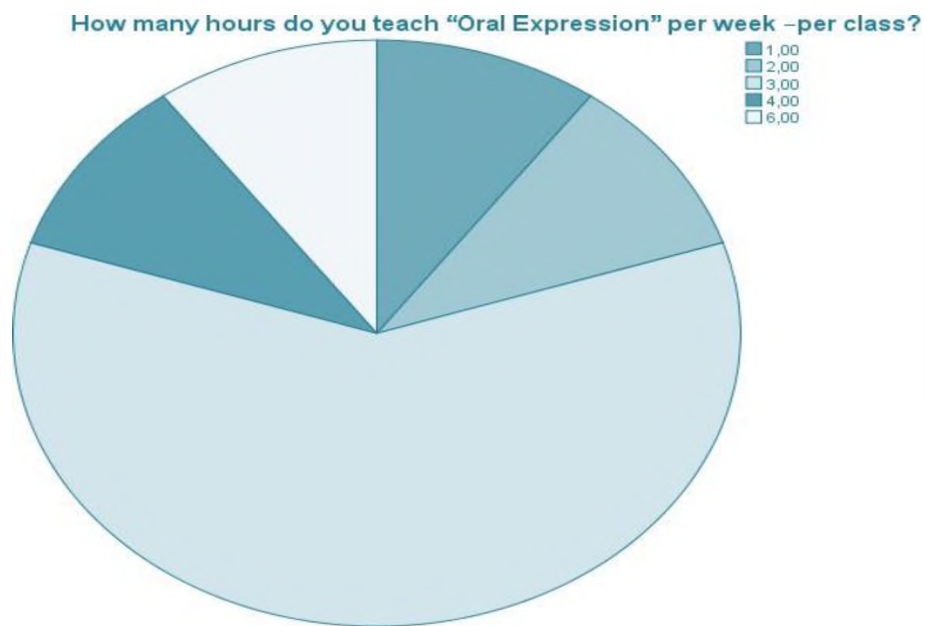
Figure 4.13. The Duration of Teaching Oral Expression Module

We must confess that teaching oral expression at the University of Mohamed Khider Biskra is heterogeneous at a different level, we assume the application of the LMD system and the adaptation of competency-based approach .The truth is that

nothing is practically applied on the ground. The LMD, CBA,TCA, 21st century skills are all big titles which we did not live up to it yet in our universities .There is a noticeable gap between theory and practice . Teaching oral expression module is homogeneous , teachers teach differently , no one is really sure about the effectiveness of his teaching methods because there is no syllabus for EFL teaching , teachers suffer from a lack of training on how to implement the CBA and the LMD system .Furthermore, there is a noticeable absence of coordination between teachers at this level .Another critical issue which hinders the effective instruction of oral expression module at the university level is time duration . Two sessions per week is not enough for learners to be fluent nor for teachers to train their learners to communicate effortlessly .Hence, we believe that, for effective teaching of oral expression module at the university level, there should be:

- An elaborate syllabus for EFL teaching

- Teacher training on how to effectively implement this syllabus

- Enough time to oral expression instruction (daily exposition to language)

Item 7. Teachers' Evaluation of their Learners' Communicative Competence

Table 4.14. Teachers' Evaluation of their Learners' Communicative Competence

Do you think that your learners are communicatively competent?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	50,0	50,0	50,0
	No	5	50,0	50,0	100,0
	Total	10	100,0	100,0	
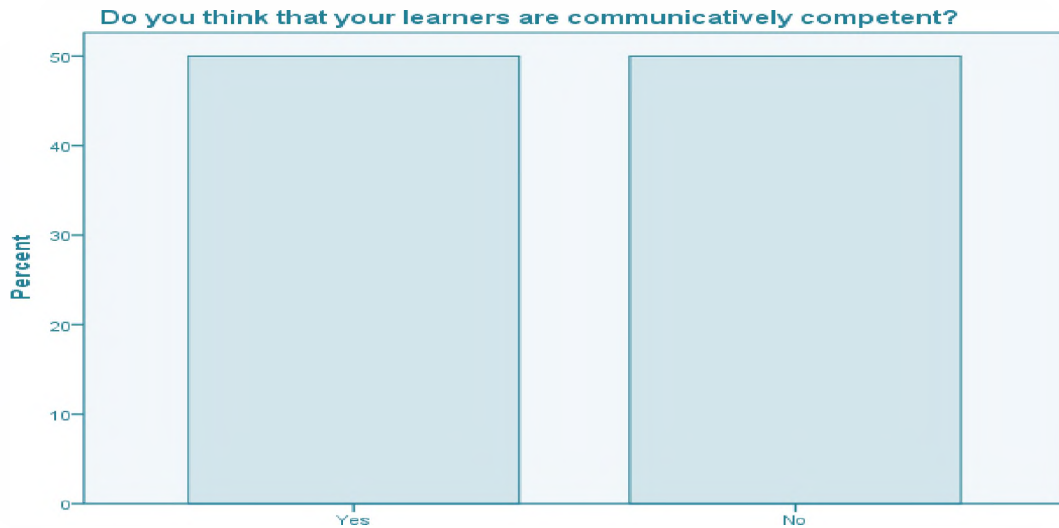
Figure 4.14. Teachers' Evaluation of their Learners' Communicative Competence

Some teachers (50%) think that their learners are competent, and they have the communication skills required in the 21 century, while some others (50%) disagree. In fact, there are several criteria of positioning learners as competent or incompetent , all of which takes place during the oral expression module .Teachers can diagnose their learners' proficiency level through their designed speaking tasks and prepared rubrics . The teachers' answers to this item pose an issue that needs further attention which is the standards by which learners are conceived as "competent".

Item 8. Teachers' Perception towards the Quality of University Tests

Table 4.15. Teachers' Perception towards the Quality of University Tests

Do you think that University tests at university measure the student's communicative competence?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	20,0	20,0	20,0
	No	8	80,0	80,0	100,0
	Total	10	100,0	100,0	
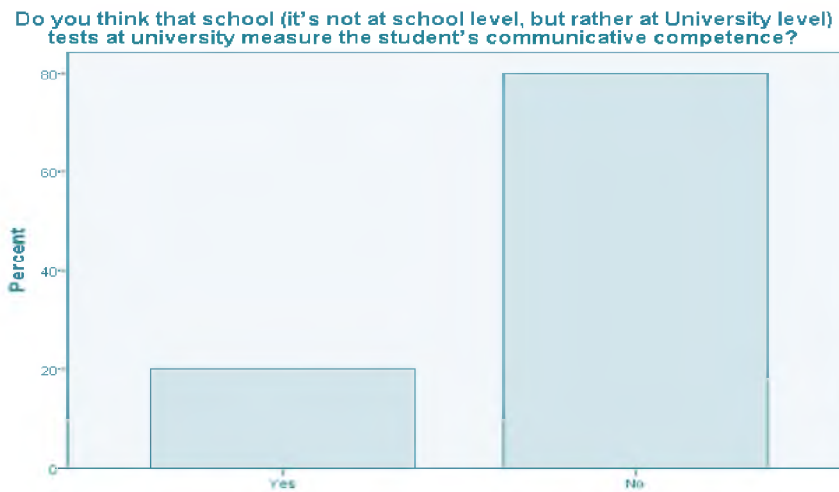
Figure 4.15. Teachers' Perception towards the Quality of University Tests

Maybe, it is time to confess that the traditional paper and pencil tests are used and adopted in most of our universities to assess the learners' accuracy (grammar) not fluency. The learners' oral performance is neglected in our universities .This assumption is supported by most of the informants (80%) who confirm that university tests do not always measure the learners' oral performance. The results of this , we presume, are individuals who do not possess the necessary skills to express themselves in real life communication , and who face a range of problems such as misunderstanding and breakdown of the conversation .Therefore, to bring back the reliability of English tests at the university level , teachers have to re-think of equally using oral performance tests beside the written ones.

Item 9. Teachers' Perception about the Negelection of Communicative Activities

Table 4.16. Teachers' Perception about the Negelection of Communicative Activities

Do you think that communicative activities are neglected in the classroom?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	10,0	10,0	10,0
	Yes	9	90,0	90,0	100,0
	Total	10	100,0	100,0	

Oral expression teachers (90%) agree with the assumption that oral fluency tasks are neglected in their classrooms, which indicates that speaking practices are not used in most cases. Teachers rely on handouts and lecturing while learners receive few chances to speak and express themselves .Therefore, promoting learners' communicative competence relies more on the learners' autonomy and self- promotion through using English outside the classroom, watching videos and listening to songs which might explain the huge gap that exists among learners in terms of their level of communication. Teachers are not to be fully blamed for non- reliance on communicative focused instruction because there is a serious distortions that hinders the implication of CBA and other communicative approaches in Algeria. Teachers mentioned the following:

- Class size (forty learners or more per class)

- Limited teaching hours (three hours per week)

- Test oriented teaching and its negative wash back on learners' learning

So, the optimal implication of CLT in our classrooms requires the urgent treatment of the previously mentioned distortions.

Item 10. The Teachers' Ways of Measuring the Learners' Competence

Table 4.17. The Teachers' Ways of Measuring the Learners' Competence

What are the standards by which the learners may be judged as competent?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fluency	1	10,0	10,0	10,0
	Accuracy	1	10,0	10,0	20,0
	Both	8	80,0	80,0	100,0
	Total	10	100,0	100,0	
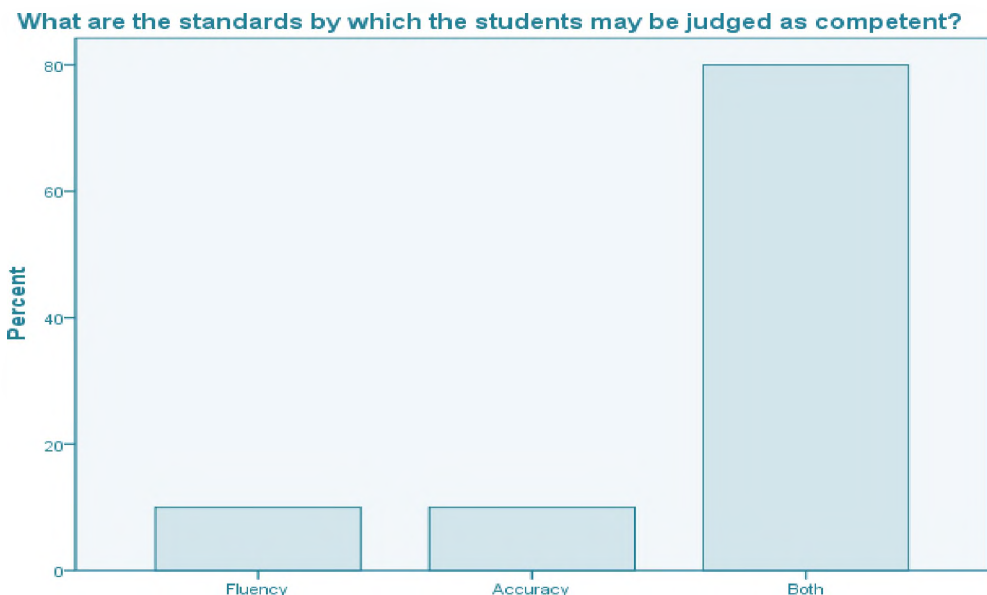
Figure 4.16. The Teachers' Ways of Measuring the Learners' Competence

From the table above, the following key findings emerge: of the many standards by which learners can be judged as competent, most teachers (80%) agree on the fact that measuring the learners' communicative competence relies on both oral proficiency

and the grammatical aspects of a given language. This finding confirms that most teachers are on the same page concerning the importance of fluency and accuracy as crucial components for the development of learners' communicative competence. To be communicative competent, learners are supposed "to be accurate" in terms of grammar, vocabulary, pronunciation and "to be fluent" through speaking smoothly, effortlessly, naturally without breakdowns or hesitation. To get their message across, learners are in need of both fluency and accuracy.

Item 11. Teachers' Methodologies for Planning the Oral Expression Module

Table 4.18. Teachers' Methodologies for Planning the Oral Expression Lessons

How do you plan for the oral expression module?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Using a textbook	1	10,0	10,0	10,0
Your own ideas	7	70,0	70,0	80,0
Valid Using Media	1	10,0	10,0	90,0
Using authentic materials	1	10,0	10,0	100,0
Total	10	100,0	100,0	
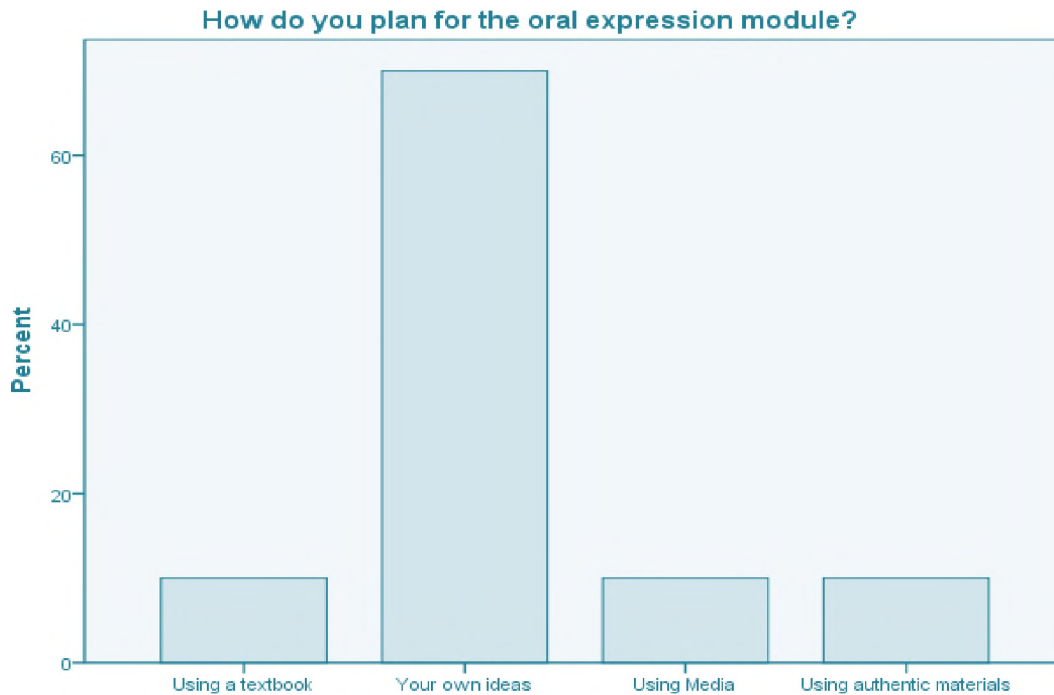
Figure 4.17. Teachers' Methodologies for Planning the Oral Expression Lessons

We describe the results of item (12) which show that (70%) of teachers rely on their own ideas to plan for the oral expression module; some (who made up 10% of the population) employ media, others (10%) use authentic materials to practice the oral communication skills of their learners. The teacher improvisation is apparent here and justified by the lack of an accurate syllabus to be implemented and the absence of coordination among teachers

Item 12. The Teachers' Strategies for Assessing the Learners' Linguistic Competence

Table 4.19. The Teachers' Strategies for Assessing the Learners' Linguistic Competence

How do you assess your learner's linguistic competence?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Multiple choice test	3	30,0	30,0	30,0
	Cloze test	5	50,0	50,0	80,0
	Essays	2	20,0	20,0	100,0
	Total	10	100,0	100,0	
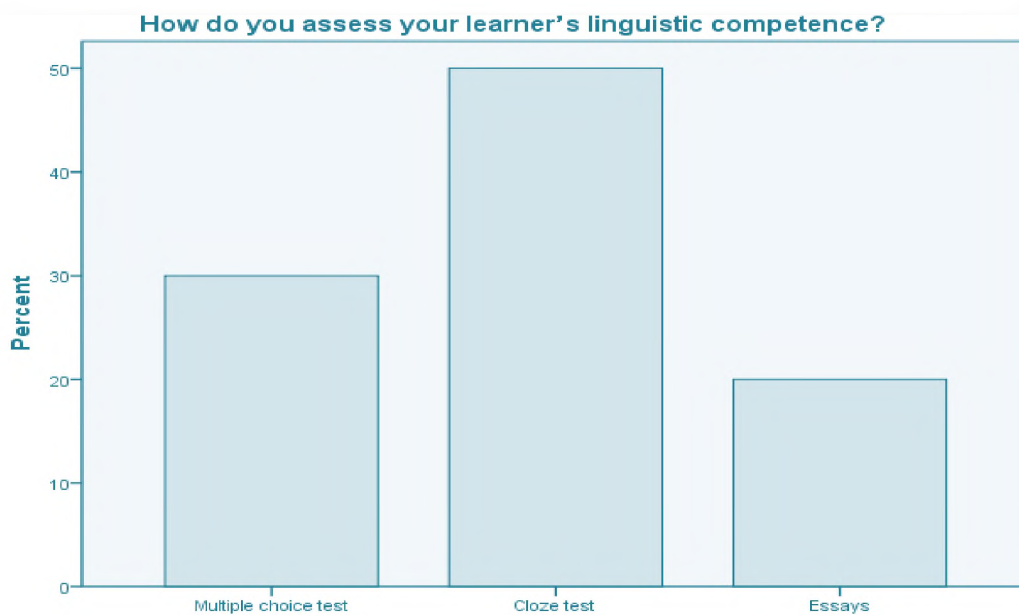
Figure 4.18. The Teachers' Strategies for Assessing the Learners' Linguistic Competence
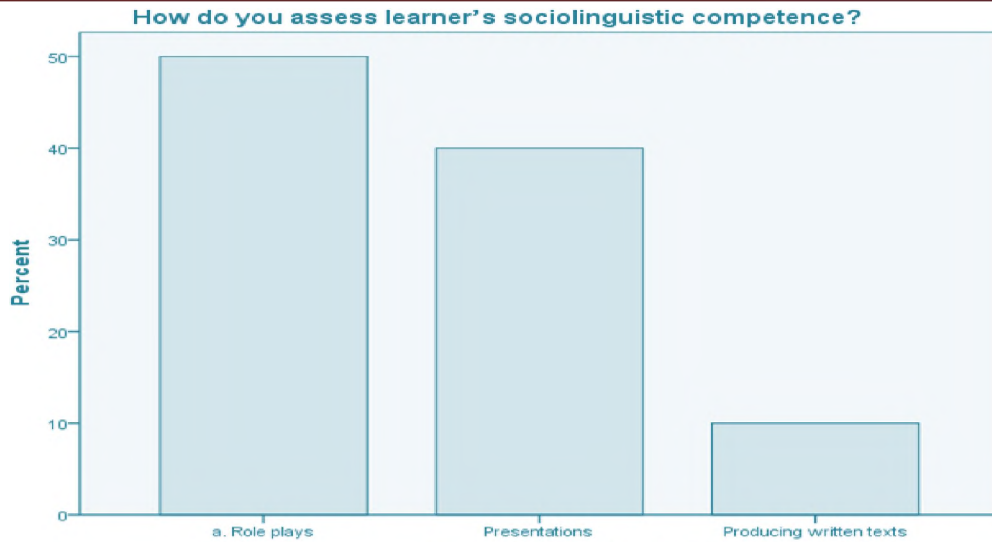
Figure 4.19. The Teachers' Strategies for Assessing the Learners' Sociolinguistic Competence

This suggests that teachers use a range of strategies to assess their learners' linguistic competence such as cloze tests (50% of the population), multiple choice tests (30%) of the population and essays (20% of the population). All of which indicates that teachers use written tests to assess their learners' linguistic competence.

Item 13. The Teachers' Strategies for Assessing the Learners' Sociolinguistic Competence

Table 4.20. The Teachers' Strategies for Assessing the Learners' Sociolinguistic Competence

How do you assess learner's sociolinguistic competence?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Role plays	5	50,0	50,0	50,0
	Presentations	4	40,0	40,0	90,0
	Producing written	1	10,0	10,0	100,0
	Total	10	100,0	100,0	
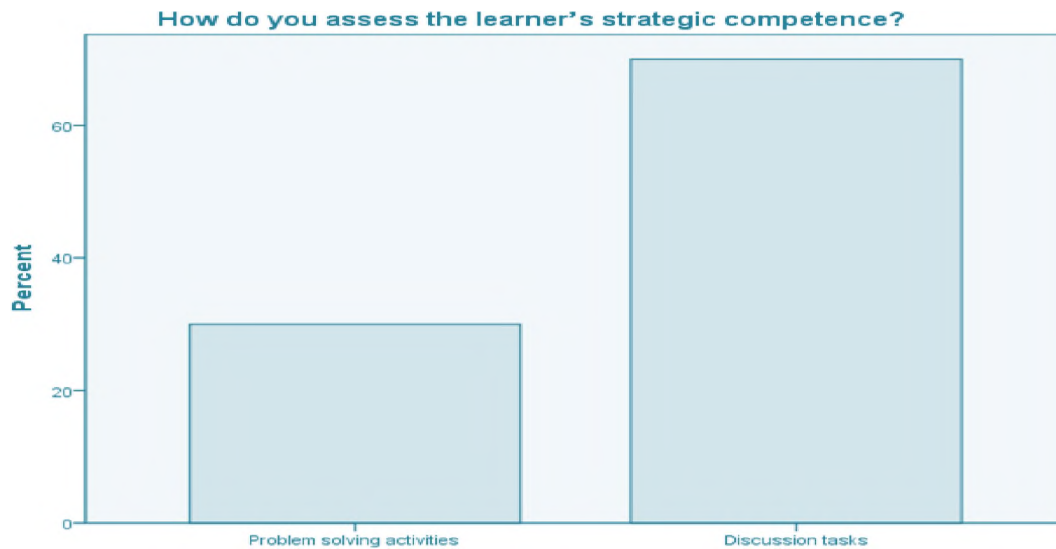
Figure 4.20. The Teachers' Strategies for Assessing the Learners' Strategic Competence

This is an important finding in the understanding of the fact teachers at the University of Biskra use a variety of strategies to assess their learners' communicative competence , among which we would like to mention role playing (50% of the population) , presentations (40% of the population) and rarely, ask learners to produce something written , only one teacher does so.

Item 14. The Teachers' Strategies for Assessing the Learners' Strategic Competence

Table 4.21. The Teachers' Strategies for Assessing the Learners' Strategic Competence

How do you assess the learner's strategic competence?				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Problem solving activities	3	30,0	30,0	30,0
	Discussion tasks	7	70,0	70,0	100,0
	Total	10	100,0	100,0	

The results demonstrate that the vast majority of teachers (70%) prefer the implication of discussion tasks in order to measure their learners' strategic competence.

The culture of promoting the learners' critical thinking and problem solving skills is not yet spread among teachers nor applied by them. Few teachers, who represent (30%) of the population, claim that they employ problem solving activities to assess their learners strategic competence.

Item 15. The Teachers' Strategies for Assessing the Learners' Discourse Competence
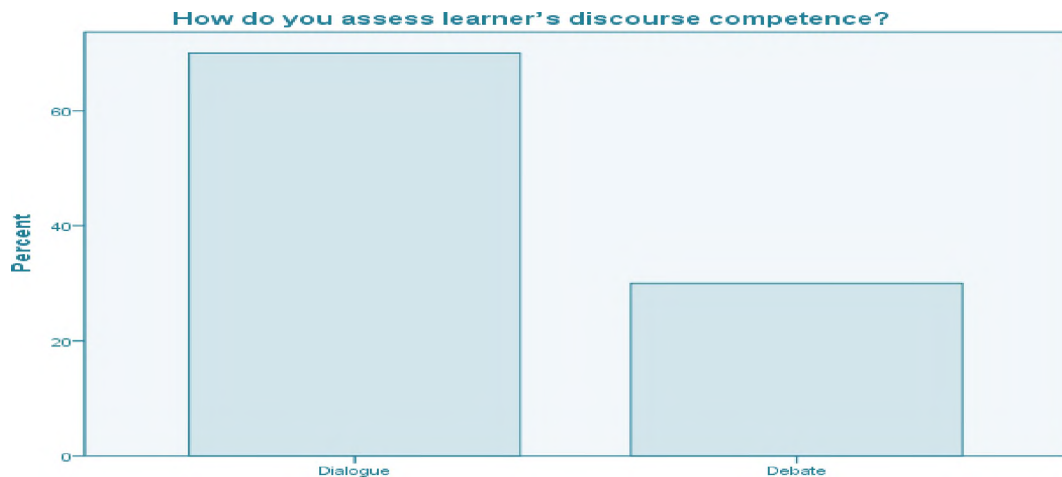
Figure 4.21. The Teachers' Strategies for Assessing the Learners' Discourse Competence

Table 4.22. The Teachers' Strategies for Assessing the Learners' Discourse Competence

How do you assess learner's discourse competence?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dialogue	7	70,0	70,0	70,0
	Debate	3	30,0	30,0	100,0
	Total	10	100,0	100,0	

The results highlight that little is known about the implementation of debate strategy as an effective tool for assessing the learners' discourse competence; instead,

most teachers (70%) implement the dialogue strategy to assess the learners' discourse competence.

Item 16. The Teachers' Adopted Methodology for Assessing the Learners

Table 4.23. The Teachers' Adopted Methodology for Assessing the Learners

Do you assess them separately or cooperatively?		Frequency	Percent	Valid Percent	Cumulative Percent
	Separate	5	50,0	50,0	50,0
Valid	Cooperative				
	2,00	5	50,0	50,0	100,0
	Total	10	100,0	100,0	
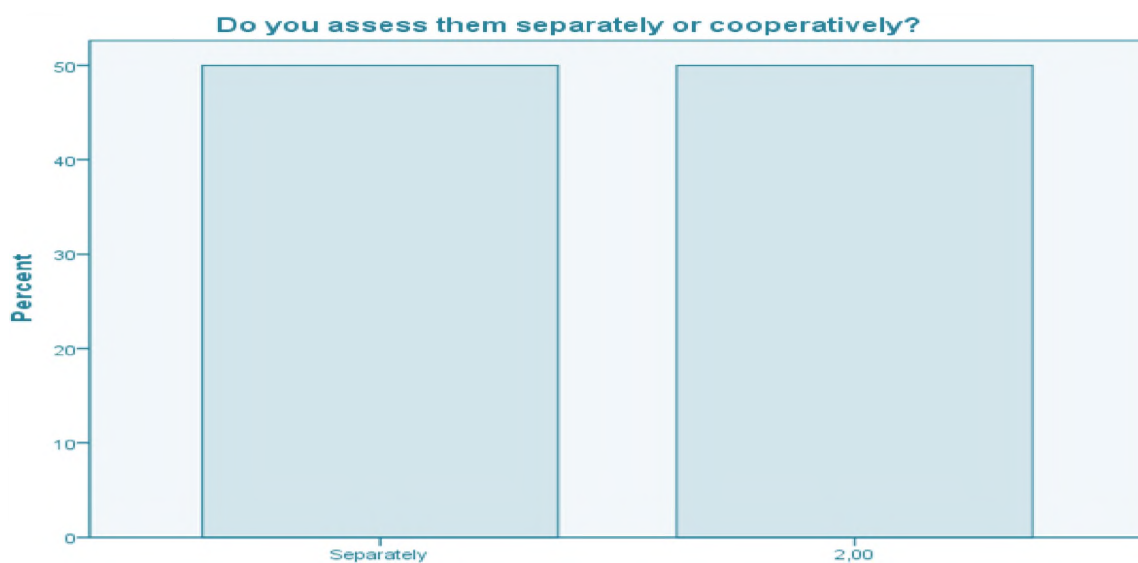
Figure 4.22. The Teachers' Adopted Methodology for Assessing the Learners

Together, the present findings confirm that some teachers support the assessment of the learners' four sub-competence of communicative competence separately (50%) others cooperatively (50%). In the literature, there is no best method of assessing the learners' communicative competence, both ways are effective .What is most important

is highlighting the four competence in teaching and assessment without the neglection of any.

Item 17. The Teachers' Perception on the Importance of Assessing the Learners' Communicative Competence

Table 4.24. The Teachers' Perception on the Importance of Assessing the Learners' Communicative Competence

In your point of view, is the assessment of learners' communicative competence important?				
		Frequency	Percent	Valid percent	Cumulative Percent
Valid	**Yes**	10	100,0	100,0	100,0
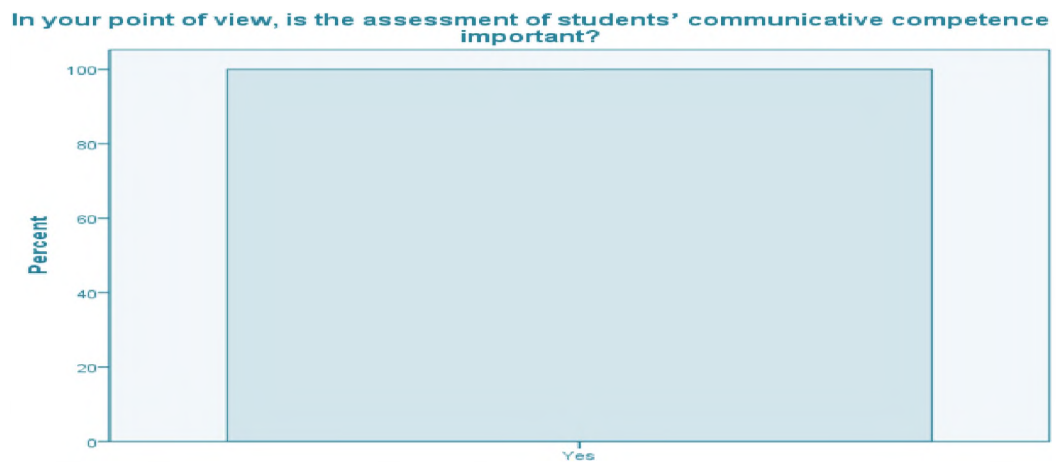
Figure 4.23. The Teachers' Perception on the Importance of Assessing the Learners' Communicative Competence

The results show that all informants (100 %) at the University of Biskra are fully alert about the importance of assessment of the learners' communicative competence .This percentage is really promising. Assessment is checking to see whether the learners can perform complex skills such as critical thinking, creativity, problem

solving, communication and collaboration. It is not about checking to see whether learners can recall information and grade them based on that superficial academic work which is free from any intellectual effort. Grading is unfair sometimes, especially if we grad learners under wrong criteria such as memorization and recalling information

Item 18. The Teachers' Adopted Approaches for Assessing the Learners' Communicative Competence.

Table 4.25. The Teachers' Adopted Approaches for Assessing the Learners' Communicative Competence.

What is the approach you adopt to assess your student's communicative Competence?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Checklist Approach	3	30,0	30,0	30,0
	Rating Scale Approach.	1	10,0	10,0	40,0
	Memory Approach	1	10,0	10,0	50,0
	All of them	4	40,0	40,0	90,0
	None of them	1	10,0	10,0	100,0
	Total	10	100,0	100,0	
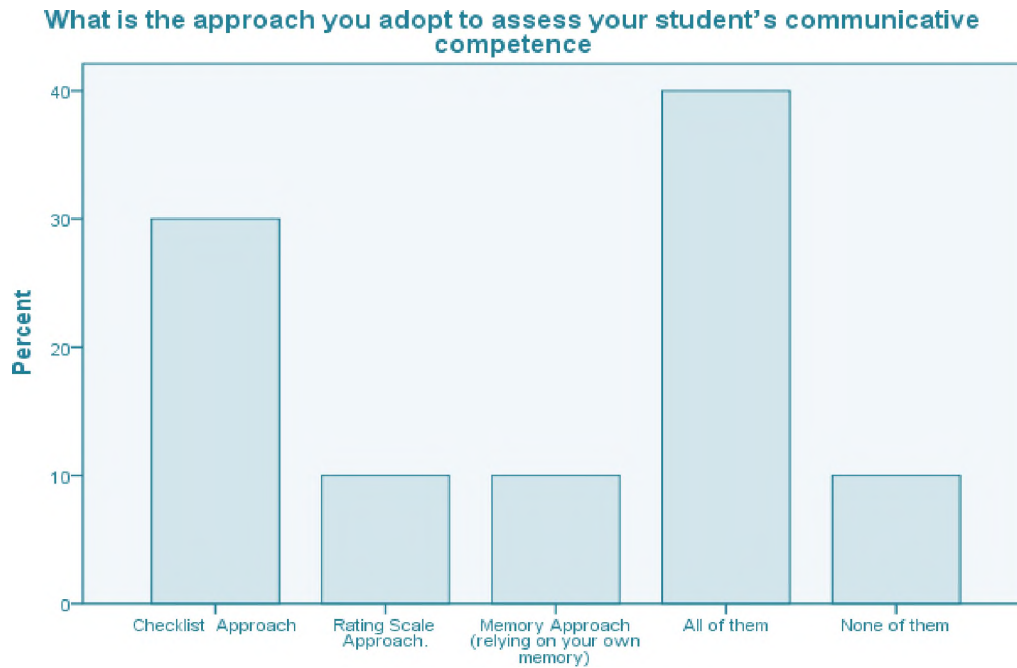
Figure 4.24. The Teachers' Adopted Approaches for Assessing the Learners' Communicative Competence.

From the results, it is clear that most teachers (40%) vary their adopted approaches for the assessment of their learners' communicative competence. (30%) of teachers implement solely the checklist approach, while 10% of teachers relies on their memory to rate the learners' performances. Only one teacher among the ten rely on rating scales. It is worth noting here that there is no best way of assessing the learners' communicative competence .It is the teachers' role to decide on the best teaching method that fits his teaching context and learners' needs.

Item 19. The teachers' used techniques for assessing the learners' communicative competence.

Table 4.26. The Teachers' Used Techniques for Assessing the Learners' Communicative Competence

Which of the following techniques you use in the assessment of communicative competence?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	10,0	10,0	10,0
	Games	3	30,0	30,0	40,0
	Essays	1	10,0	10,0	50,0
	Role playing	1	10,0	10,0	60,0
	Dialogues	1	10,0	10,0	70,0
	Monologues	1	10,0	10,0	80,0
	All of them	2	20,0	20,0	100,0
	Total	10	100,0	100,0	
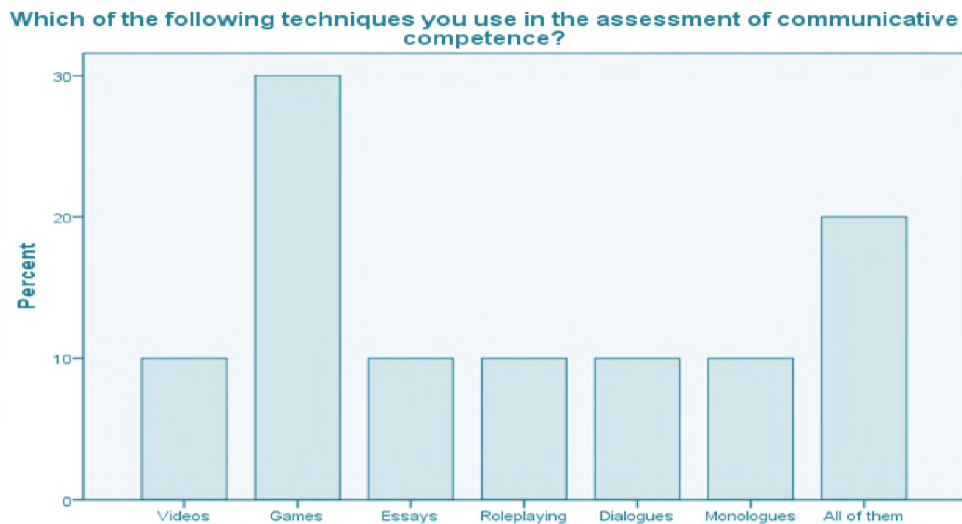
Figure 4.25. The Teachers' Used Techniques for Assessing the Learners' Communicative Competence

The results yield that teachers (20% of the population) make use of a variety of techniques to assess their learners' communicative competence. Some of them (30%) use games, essays (10%), role playing (10%), dialogue (10%), monologue (10%). Teachers, therefore, use alternative assessment techniques that would improve the teachers' teaching and the learners 'learning and improve their oral proficiency in a tremendous way.

Item 20. The Multimodality or the Monomodality

Table 4.27. The Teachers' Used Approach (Multimodality or Monomodality)

Do you use multi- modes (videos, role plays ...) or only one mode during each session?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Multi- modes	9	90,0	90,0	90,0
	Mono- mode	1	10,0	10,0	100,0
	Total	10	100,0	100,0	
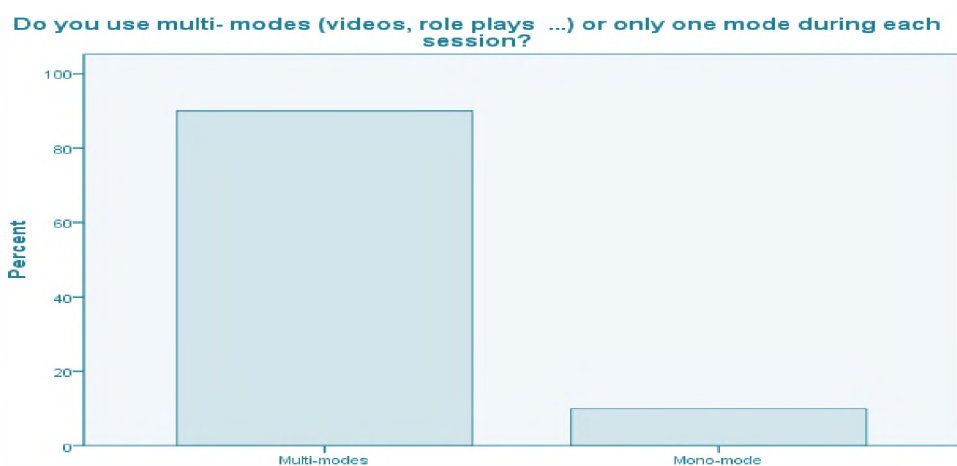
Figure 4.26 . The Teachers' Used Approach Multimodality or Monomodality

The percentage (90%) reveals that interestingly, most of informants implement the multimodality approach in their classroom. This promising finding indicates that teachers are alert about the importance of the multimodality approach to teaching and assessment. The multimodality as an authentic approach emphasizes the implementation of real world tasks and focuses more on how learners proceed with knowledge in a continuous way .The following table is a better clarification of what has been stated:

Table 4. 28: Traditional Assessment Versus Authentic Assessment Lombardi and Oblinger , 2008.p.6)

Traditional Assessment	Authentic Assessment
Generally relies on forced-choice, written measures	Promotes integration of various written and performance measures
Relies on proxy measures of student learning to represent target skills	Relies on direct measures of target skills
Encourages memorization of correct answers	Encourages divergent thinking in generating possible answers
Goal is to measure acquisition of knowledge	Goal is to enhance development of meaningful skills
Curriculum directs assessment	Assessment directs curriculum
Emphasis on developing a body of knowledge	Emphasis on ensuring proficiency at real-world tasks
Promotes "what" knowledge	Promotes "how" knowledge
Provides a one-time snapshot of student understanding	Provides an examination of learning over time
Emphasizes competition	Emphasizes cooperation
Targets simplistic skills or tasks in a concrete, singular fashion	Prepares students for ambiguities and exceptions that are found in realistic problem settings
Priority on summative outcomes or product	Priority on the learning sequence or process

Item 21. Teachers' focus when assessing the learners' communicative competence

Table 4.29. Teachers' Focus when Assessing the Learners' Communicative
Competence

When assessing the learners' communicative competence, do you focus on?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Linguistic competence	2	20,0	20,0	20,0
	Discourse competence	1	10,0	10,0	30,0
	All of them	7	70,0	70,0	100,0
	Total	10	100,0	100,0	
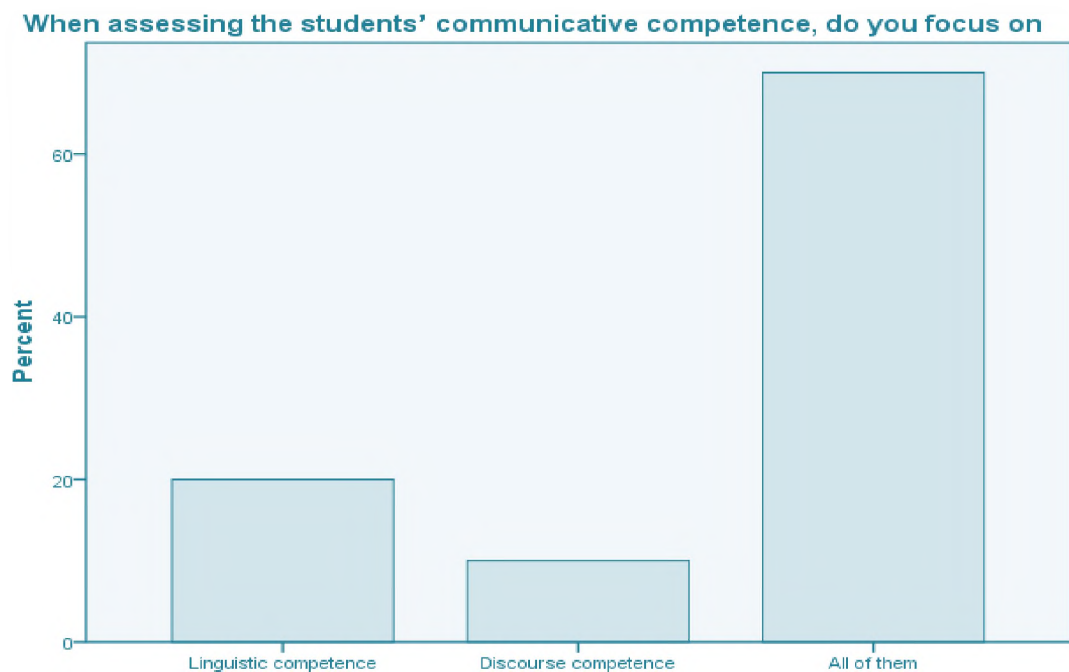
Figure 4.27. Teachers' Focus when Assessing the Learners' Communicative
Competence

The results now provide evidence that most of the informants (70%) provide great importance to both the linguistic and the communicative competence. Being able to speak the language (linguistic competence) is different than being able to use it

appropriately and effectively (communicative competence). Teachers have to focus on both linguistic and communicative competence because "goal of teaching a language is inducing the student not merely to manipulate meaningless sound sequences, but to send and receive messages in the language" (Oller , 1970. p. 507), that is to say, linguistic and communicative competence are both focal parts of the learners' language proficiency level.

Item 22. Assessing EFL Learners 'Communicative Competence Using Visual Modes

Table 4.30. Assessing EFL Learners 'Communicative Competence Using Visual Modes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	0,0	20,0	20,0
	Seldom	4	0,0	40,0	60,0
	Usually	2	0,0	20,0	80,0
	Always	2	0,0	20,0	100,0
	Total	10	00,0	100,0	
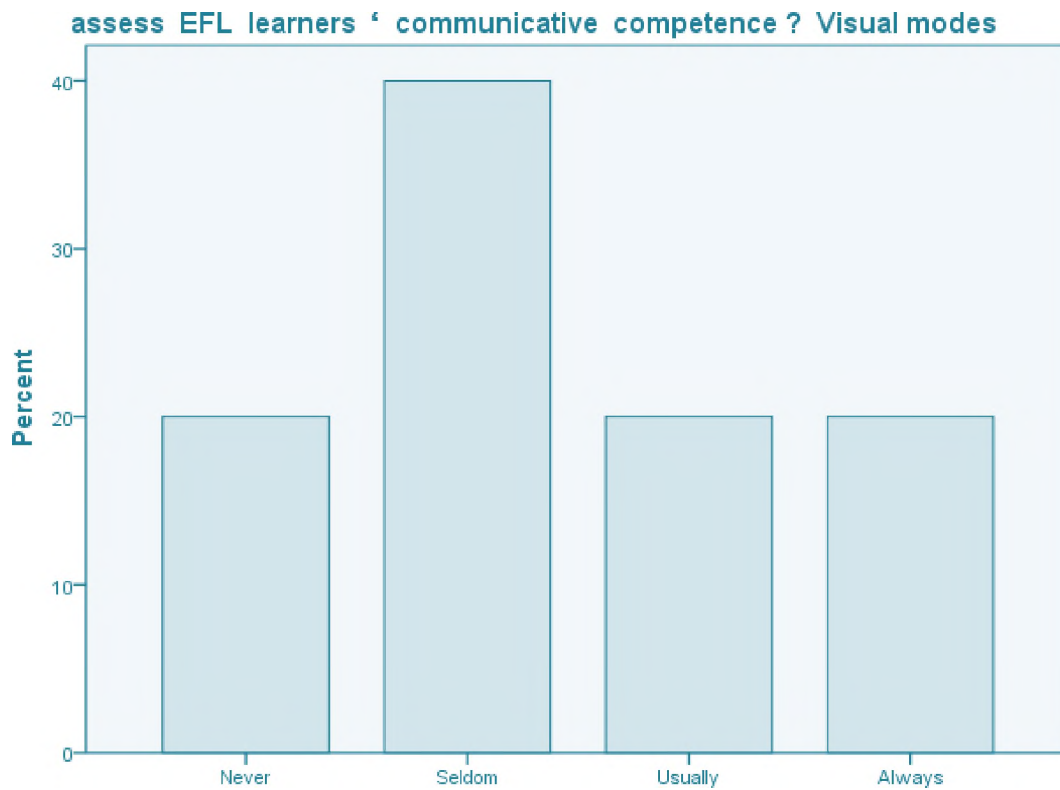
Figure 4.28. Assessing EFL Learners 'Communicative Competence Using Visual Modes

"Show me and I learn" have been always the visual learners' way of receiving information and therefore, teachers have to respond to "how learners learn" by designing assessment tasks that thoughtfully accommodate with their learning styles. With this in mind, teachers were asked about the implementation of visual modes for assessment purposes. The interpretation of the findings indicates that teachers do seldom implement the visual mode in their classroom, the result is not surprising due to the lack of materials and resources (such as the data projector) , additionally , some teachers are illiterate with the use of ICT's in their classrooms , others are comfortable with the traditional method of teaching and assessment .

Item 23. Assessing EFL Learners 'Communicative Competence Using Kinaesthetic Modes

Table 4.31. Assessing EFL Learners 'Communicative Competence Using Kinaesthetic Modes

		Frequency	Percent	Valid percent	Cumulative Percent
Valid	Never	2	20,0	20,0	20,0
	Seldom	6	60,0	60,0	80,0
	Usually	2	20,0	20,0	100,0
	Total	10	100,0	100,0	
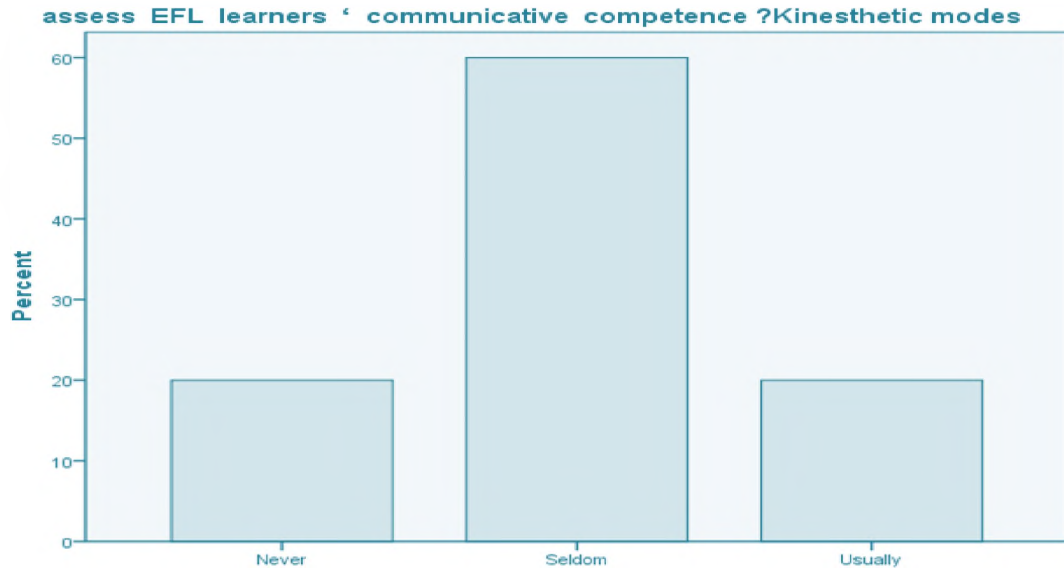
Figure 4.29. Assessing EFL Learners Communicative Competence using Kinaesthetic Modes

Throughout our study, we proposed engaging learners' through role plays activities and oral presentations, for tactile learners, who are starved for moving and

doing things during oral expression sessions. 60% of the informants confirm that they rarely use the kinesthetic mode to assess their learners' communicative competence .some of them (20%) purport that they never design tasks that require learners to move or do things or perform actions .This would affect the fairness and validity of the assigned test, kinesthetic learners need to be taught and assessed in an understandable manner. Moreover, much more emphasis needs to be put on learning by doing. Kinesthetic learners respond better through hands –on (active learning) . So, trying to incorporate learning styles to teaching and testing would fit the greatest extent of learners and therefore improve their language proficiency. To put it in other words, within a single class period (1:30 H), the teacher may vary the learning activities through the application of "multimode" (VAK modes) .

Item 24. Assessing EFL Learners 'Communicative Competence Using Auditory Modes

Table 4.32. Assessing EFL Learners 'Communicative Competence Using Auditory Modes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	20,0	20,0	20,0
	Seldom	1	10,0	10,0	30,0
	Usually	5	50,0	50,0	80,0
	Always	2	20,0	20,0	100,0
	Total	10	100,0	100,0	
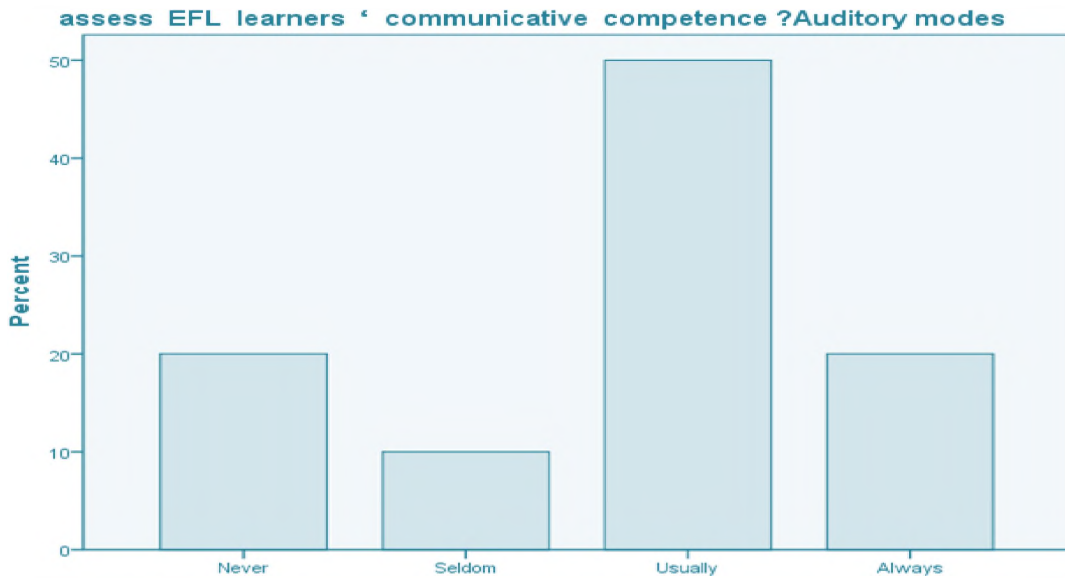
Figure 4.30. Assessing EFL Learners 'Communicative Competence Using Auditory Modes

As it is shown in the table above, teachers do usually (50 %) use the auditory mode during the assessment of their learners, especially those who recognize things the way they sound. This can be considered as a favorable result which indicates the fact that teachers assess their learners, hopefully, in a variety of ways "alternative assessment".

Item 25. Enhancing the Students' Communicative Competence using Games

Table 4.33. Enhancing the Students' Communicative Competence using Games

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	10,0	10,0	10,0
	Seldom	4	40,0	40,0	50,0
	Usually	2	20,0	20,0	70,0
	Always	3	30,0	30,0	100,0
	Total	10	100,0	100,0	
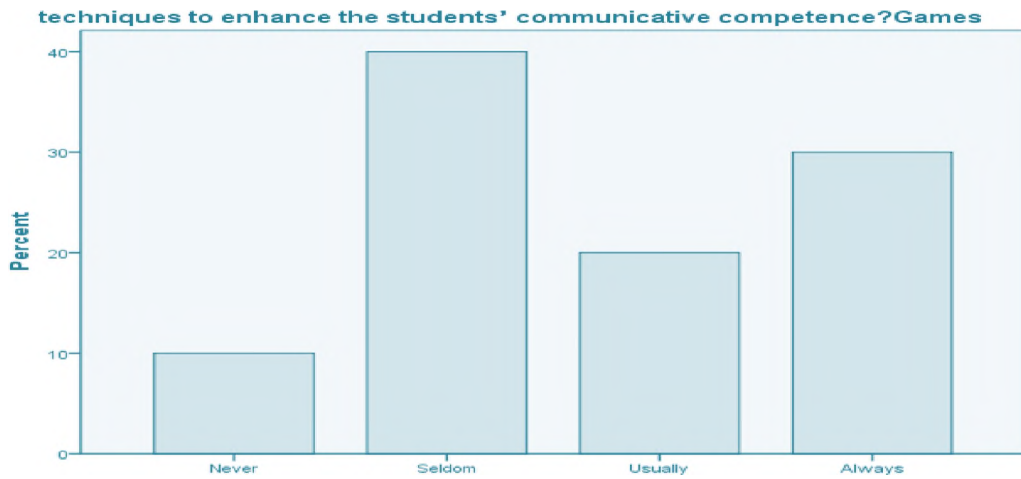
Figure 4.31. Enhancing the Students' Communicative Competence using Games

40% of teachers admit the fact that they seldom use games in their classrooms for the sake of enhancing their learners' communicative competence, what is more, (30%) of them promisingly reveal that they always implement this technique. On the other hand, only one teacher among the ten respondents, disappointingly, claims that he never uses games in his classroom.

Item 26. Enhancing the Students' Communicative Competence Using Videos

Table 4.34. Enhancing the Students' Communicative Competence Using Videos

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	10,0	10,0	10,0
	Seldom	3	30,0	30,0	40,0
	Usually	3	30,0	30,0	70,0
	Always	3	30,0	30,0	100,0
	Total	10	00,0	1 00,0	
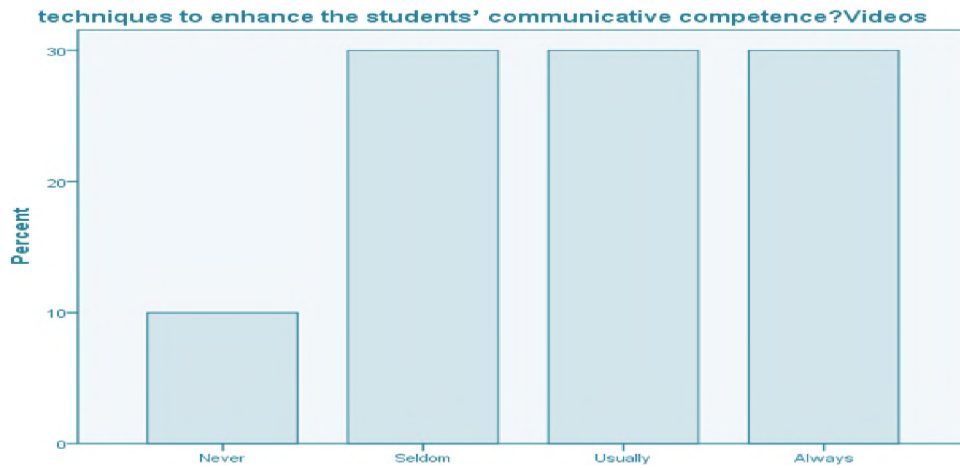
Figure 4.32. Enhancing the Students' Communicative Competence Using Videos

Interestingly, some teachers (30%) say that they use videos to enhance their learners' communication skills. Only a minority of respondents (10%) does not implement this technique in their classes, some others (30%) do usually utilize videos. Some (30%) seldom utilize this technique.

Item 27. Enhancing the Students Communicative Competence Using Songs

Table 4.35. Enhancing the Students Communicative Competence Using Songs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	40,0	40,0	40,0
	Seldom	1	10,0	10,0	50,0
	Usually	2	20,0	20,0	70,0
	Always	3	30,0	30,0	100,0
	Total	10	100,0	100,0	
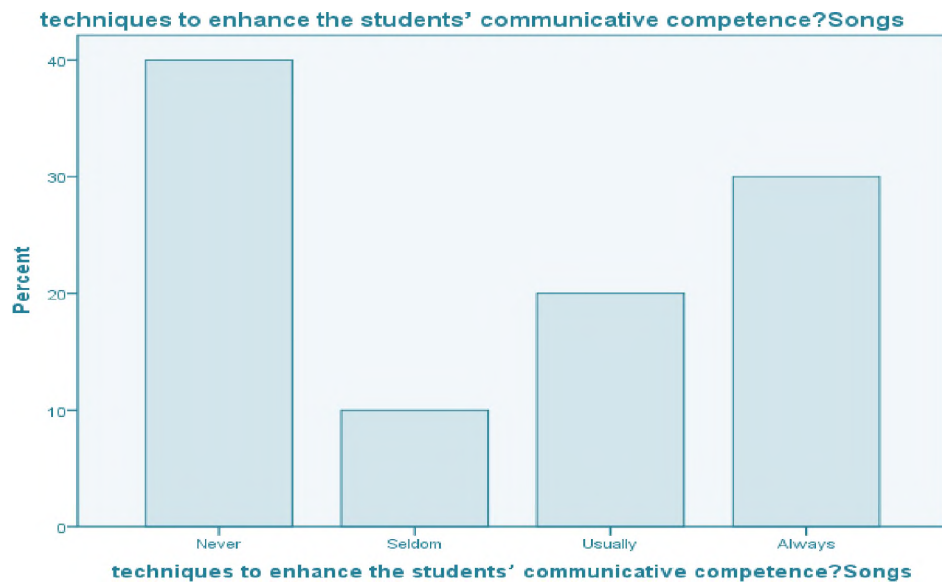
Figure 4.33. Enhancing the Students Communicative Competence Using Songs

As can be seen from the table above, a satisfactory percentage of informants (40%) do not use songs in their classrooms, very few teachers (20%) do usually employ songs and, only one teacher uses it rarely.

Item 28. Enhancing the Students 'Communicative Competence through Pictures

Table 4.36. Enhancing the Students 'Communicative Competence through Pictures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	40,0	40,0	40,0
	Seldom	2	20,0	20,0	60,0
	Usually	3	30,0	30,0	90,0
	Always	1	10,0	10,0	100,0
	Total	10	100,0	100,0	
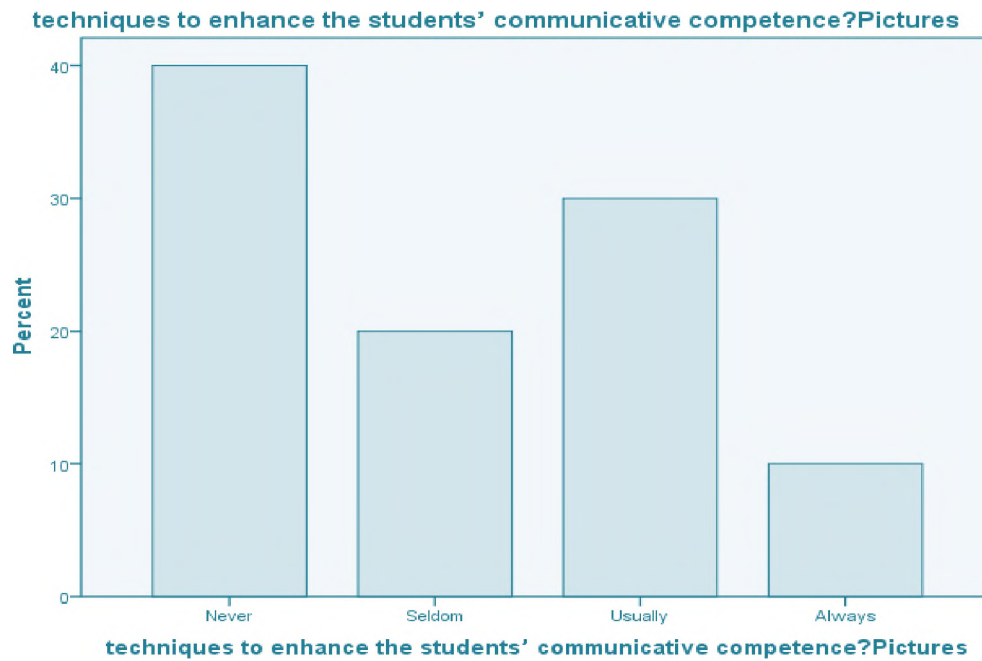
Figure 4.34. Enhancing the Students 'Communicative Competence through Pictures

From the chart above, it can be seen that the highest percentage of teachers never use pictures in their classrooms (40%), while a small number of them purports that they seldom rely on this technique.

Item 29. Enhancing the Students' Communicative Competence through Discussions

Table 4.37. Enhancing the Students' Communicative Competence through Discussions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	10,0	10,0	10,0
	Seldom	1	10,0	10,0	20,0
	Usually	2	20,0	20,0	40,0
	Always	5	50,0	50,0	90,0
	5,00	1	10,0	10,0	100,0
	Total	10	100,0	100,0	
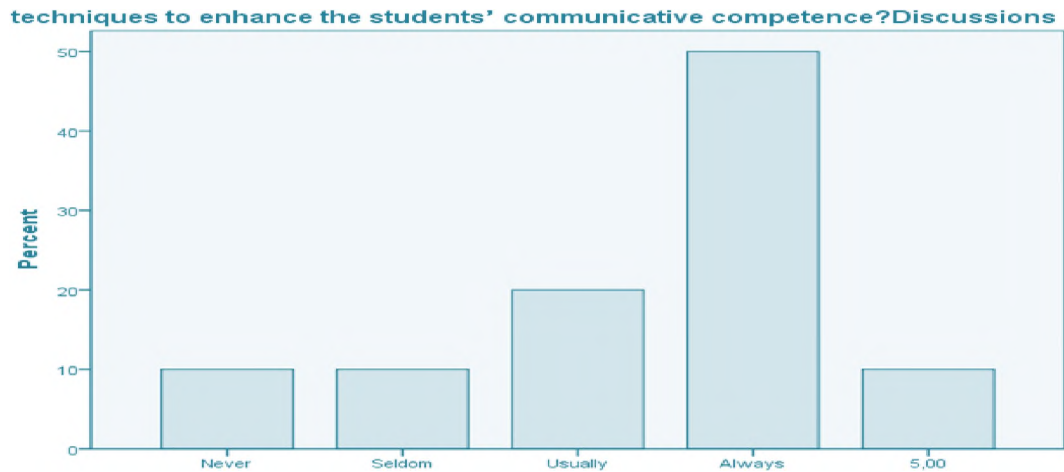
Figure 4.35. Enhancing the Students' Communicative Competence through Discussions

Few respondents (10%) claim that they never devote time for discussion, most of them (50%), on the other hand, support discussion sessions.

Item 30. Enhancing the Students' Communicative Competence through Role plays

Table 4.38. Enhancing the Students' Communicative Competence through Role plays

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	10,0	10,0	10,0
	Seldom	2	20,0	20,0	30,0
	Usually	4	40,0	40,0	70,0
	Always	2	20,0	20,0	90,0
	5,00	1	10,0	10,0	100,0
	Total	10	00,0	100,0	
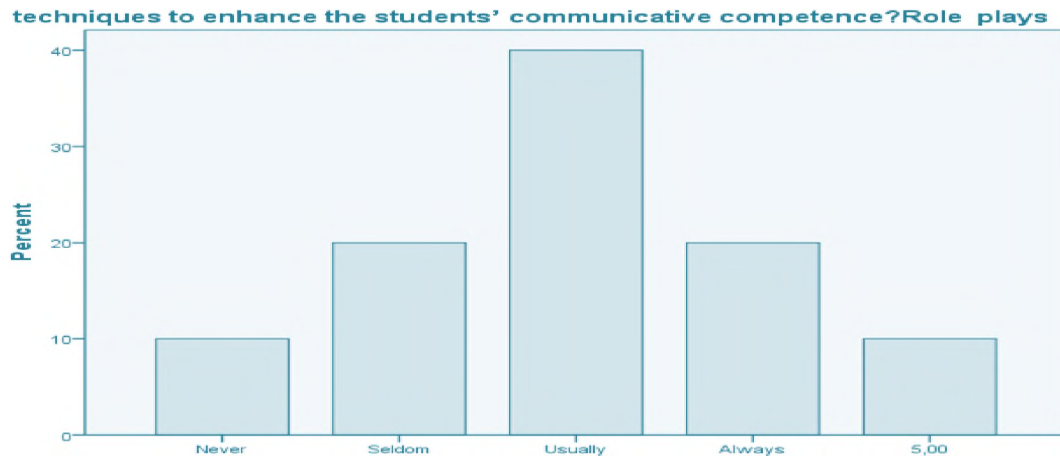
Figure 4.36. Enhancing   the Students'   Communicative Competence through Role plays

In this question, respondents were asked to indicate the extent to which they implement role plays tasks to promote their learners communicative competence. 40% of them say that they usually do so, 20% of them assert that they seldom use it, while only one teacher states that he does not use it at all.

Item 31. Techniques to assess the students' communicative competence? Games

Table 4.39. Enhancing the Students' Communicative Competence through Games

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	50,0	50,0	50,0
	Seldom	3	30,0	30,0	80,0
	Usually	1	10,0	10,0	90,0
	Always	1	10,0	10,0	100,0
	Total	10	100,0	100,0	
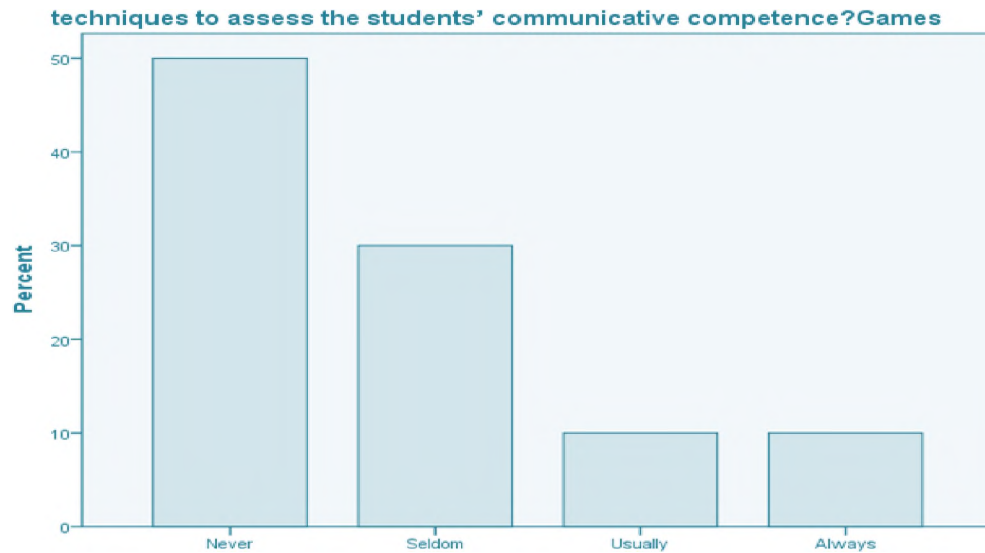
Figure 4.37. Enhancing the Students' Communicative Competence through Games

Using games as a formative tool for assessing students has a considerable role in the students' engagement. Likewise, when students are playing a game in a fun way, they do not even recognize that they are being assessed. In addition to that, students do implicitly learn new skills and promote their speaking ability through communication games. It is quite remarkable that the vast majority of respondents reveal that they never (50%) or seldom (30%) use games during oral expression sessions. This huge percentage shows the teachers' disinterest of using this technique, probably, because they are not aware of the importance of such an enjoyable and amusing technique, or maybe it's because of the remarkable lack of materials.

Item 32. Techniques to assess the Students' Communicative Competence through videos

Table 4.40. Assessing the Students' Communicative Competence through Videos

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	30,0	30,0	30,0
	Seldom	4	40,0	40,0	70,0
	Usually	1	10,0	10,0	80,0
	Always	2	20,0	20,0	100,0
	Total	10	100,0	100,0	
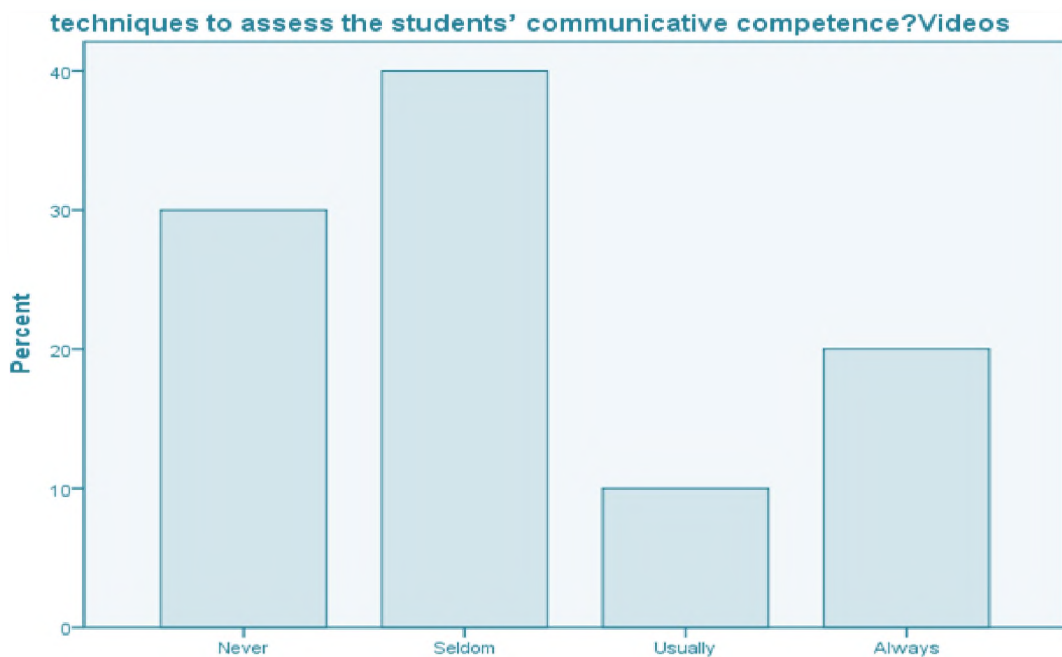
Figure 4.38. Assessing the Students' Communicative Competence through Videos

Video-based assessment is of huge benefit since it accommodates with different learning styles and guarantees getting all learners engaged and invested .But unfortunately, 30% of the respondents seem to be not convinced by the use of videos as

an "assessment for learning" technique. 40% of them claim that they infrequently use this tool, while 20% of the participants affirm that they employ it all the time.

Item 32. Techniques to assess the Students' Communicative Competence through Songs

Table 4.41. Assessing the Students' Communicative Competence through Songs

		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	5	50,0	50,0	50,0
Valid	Seldom	4	40,0	40,0	90,0
	Always	1	10,0	10,0	100,0
	Total	10	100,0	100,0	
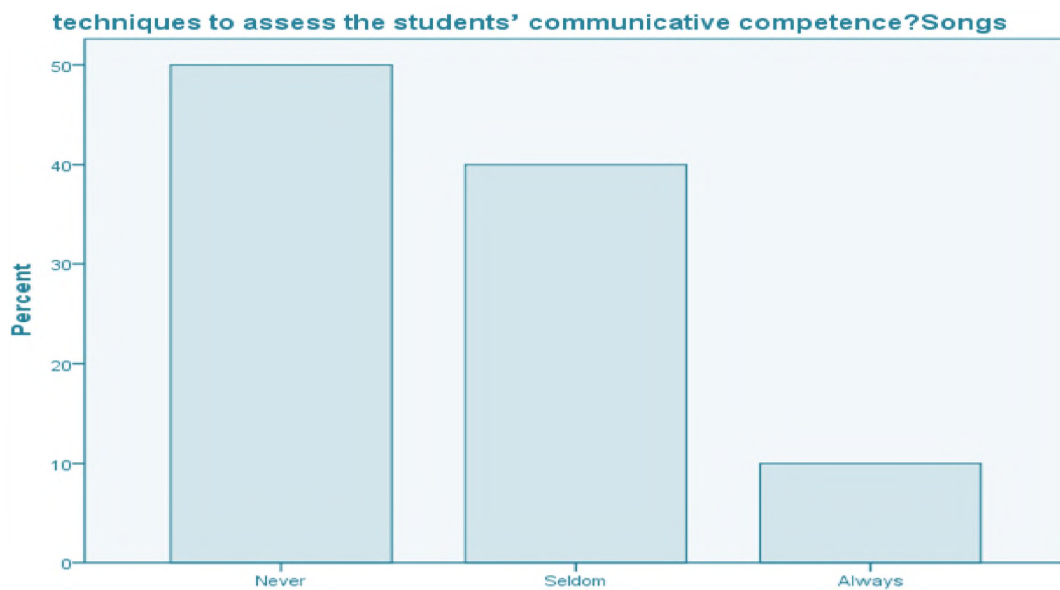
Figure 4.39. Assessing the Students' Communicative Competence through Songs

The use of songs is usually related to learning new vocabulary and to enhancing pronunciation. Also, it breaks monotony in the classroom. The surprising result here is that due to so many factors, 50% of teachers do not use this technique in their class. 40% of the respondents profess that they rarely do. Only One informant uses this technique to assess the oral skills of his students.

Item 33. Using a Multiplicity of Modes for Assessment

Table 4. 42. Using a Multiplicity of Modes for Assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	70,0	70,0	70,0
	Agree	3	30,0	30,0	100,0
	Total	10	100,0	100,0	

Figure 4.40. Using a Multiplicity of Modes for Assessment

The overall responses to this question were very positive. 70% of teachers strongly acknowledge the fact that using multiple modes in the classroom would assist the teacher in assessing his learners' communicative competence effectively and elaborately.

Item 34. Enhancing the learners' communicative competence using songs, videos, games, role plays and discussions

Table 4.43. Enhancing the Learners' Communicative Competence using Songs, Videos, Games, Role plays and Discussions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Strongly agree**	7	70,0	70,0	70,0
	Agree	3	30,0	30,0	100,0
	Total	10	100,0	100,0	

Figure 4.41. Enhancing the Learners' Communicative Competence using Songs, Videos, Games, Role plays and Discussions

Of the study population, 70% of respondents agree strongly with the assumption that implementing videos, games and songs would enhance the learners' communicative competence .30% assert on this promise.

Item 35. The Implementation of Multimode

Table 4.44. The Implementation of Multimode Makes Learning Enjoyable

The implementation of multi-modes (songs, videos ..) makes learning enjoyable		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	80,0	80,0	80,0
	Agree	2	20,0	20,0	100,0
	Total	10	100,0	100,0	
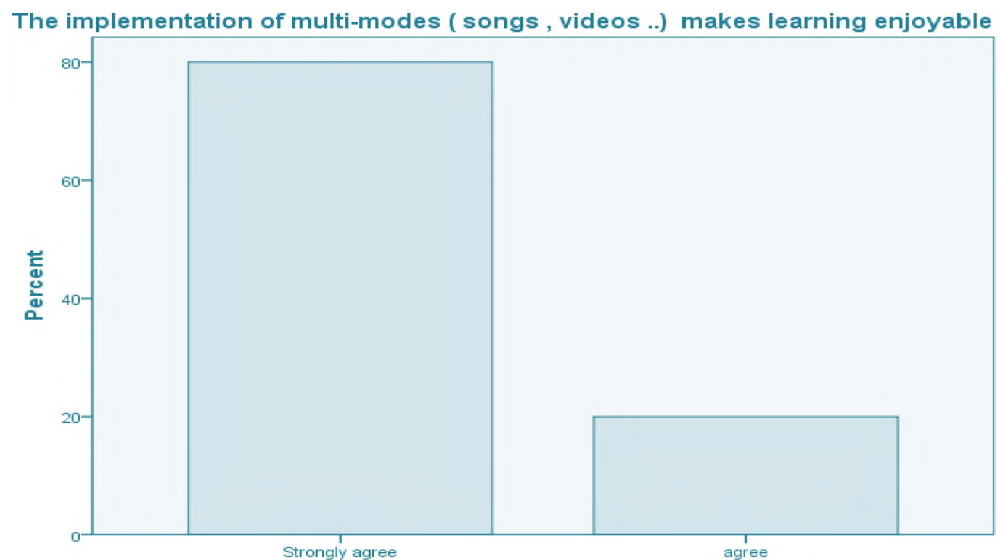
Figure 4.42. The Implementation of Multimode Makes Learning Enjoyable

Achieving classroom productivity cannot take place using one direction activities or monomodal and tedious tasks; therefore, we assumed that the utilization of multimode would make learning more enjoyable. 80% of teachers decidedly agree with this perception.

Item 36. The Implementation of Multimodality Increases the Students' Engagement and Motivation

Table 4.45. The Implementation of Multimodality Increases the Students' Engagement and Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	50,0	50,0	50,0
	Agree	4	40,0	40,0	90,0
	Disagree	1	10,0	10,0	100,0
	Total	10	100,0	100,0	
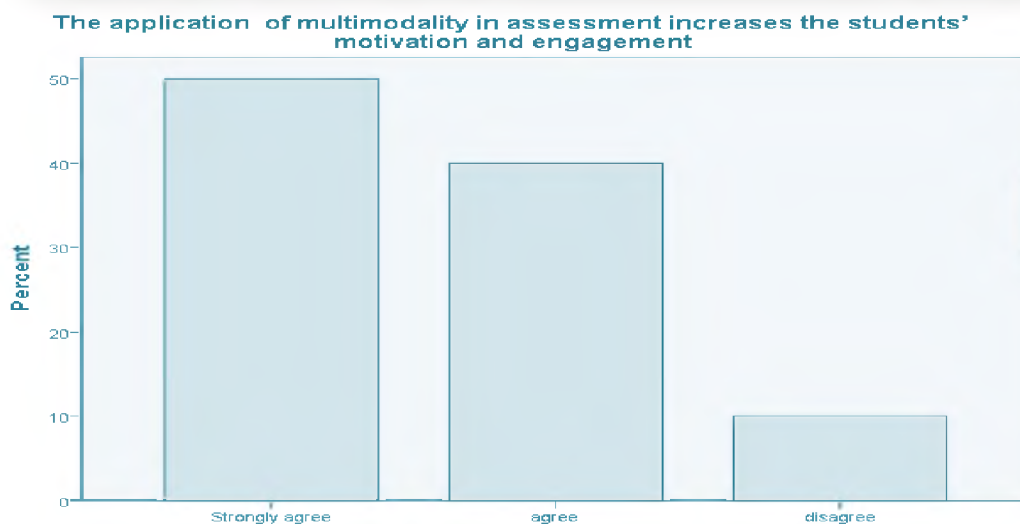
Figure 4.43. The Implementation of Multimodality Increases the Students' Engagement and Motivation

Students are always being assessed using one mode which may not fit all of them, regarding their learning differences. This fact may decrease their motivation and engagement. As a remedy to this, we advocated the implementation of the multimodality approach. Most of those who responded to this question (90%) acknowledge this conjuncture.

Item 37. The Implementation of the Multimodality helps the Teacher Identifying the Students' Strengths and Weaknesses

Table 4.46. The Implementation of the Multimodality helps the Teacher Identifying the Students' Strengths and Weaknesses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Strongly agree**	4	40,0	40,0	40,0
	Agree	5	50,0	50,0	90,0
	Disagree	1	10,0	10,0	100,0
	Total	10	100,0	100,0	
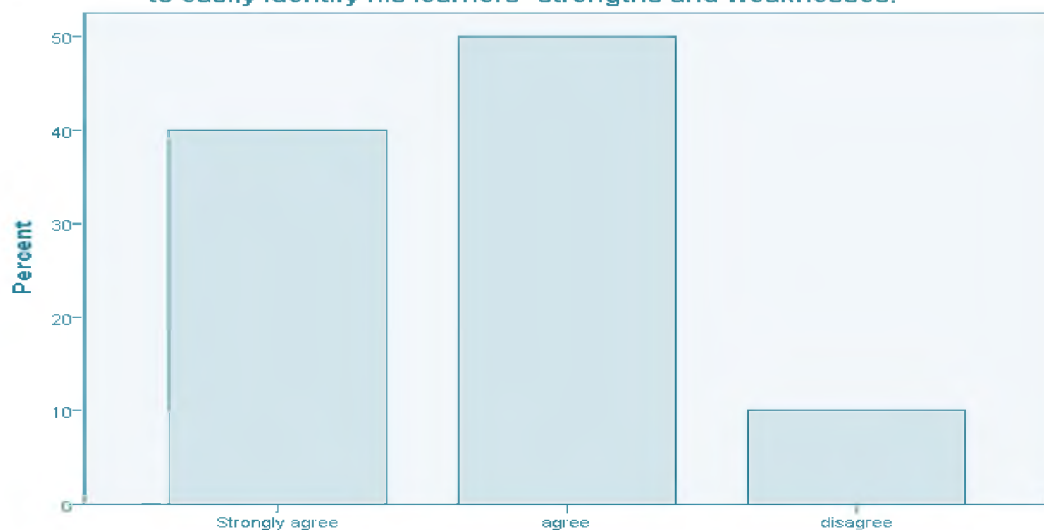
Figure 4.44. The Implementation of the Multimodality helps the Teacher Identifying the Students' Strengths and Weaknesses

There is no test that gives the teacher all what he needs to know about the learners all at once, instead, there are a range of modes that teachers can try to figure out his learners' perfection and imperfection sides. Most of those surveyed admit this supposition, while 50% of them confess it. Only one teacher disagrees with this thought.

Item 38. Considering the Learning Styles when Assessing the Students' Communicative Competence

Table 4.47. Considering the Learning Styles when Assessing the Students' Communicative Competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	70,0	70,0	70,0
	No	2	20,0	20,0	90,0
	3,00	1	10,0	10,0	100,0
	Total	10	100,0	100,0	
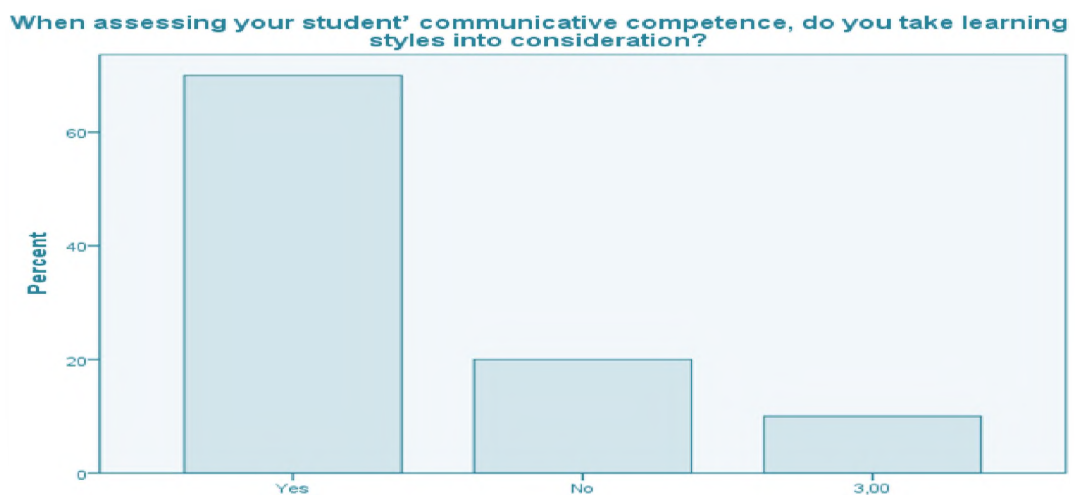
Figure 4.45. Considering the Learning Styles when Assessing the Students' Communicative Competence

In response to this question, a range of answers were elicited: 70% of teachers fully assent that they consider the students' learning preferences in the assessment of their students. 20% of them purports that they do not. This percentage indicates that teachers are fully alert about the importance of accommodating the test according to the existing learning styles.

Item 39. The Types of Speaking Strategies Used by Teachers

Table 4.48. The Types of Speaking Strategies Used by Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Talk about oneself	2	20,0	20,0	20,0
	Describe a photo or picture	2	20,0	20,0	40,0
	Discuss a topic	4	40,0	40,0	80,0
	Information gap activity	2	20,0	20,0	100,0
	Total	10	100,0	100,0	
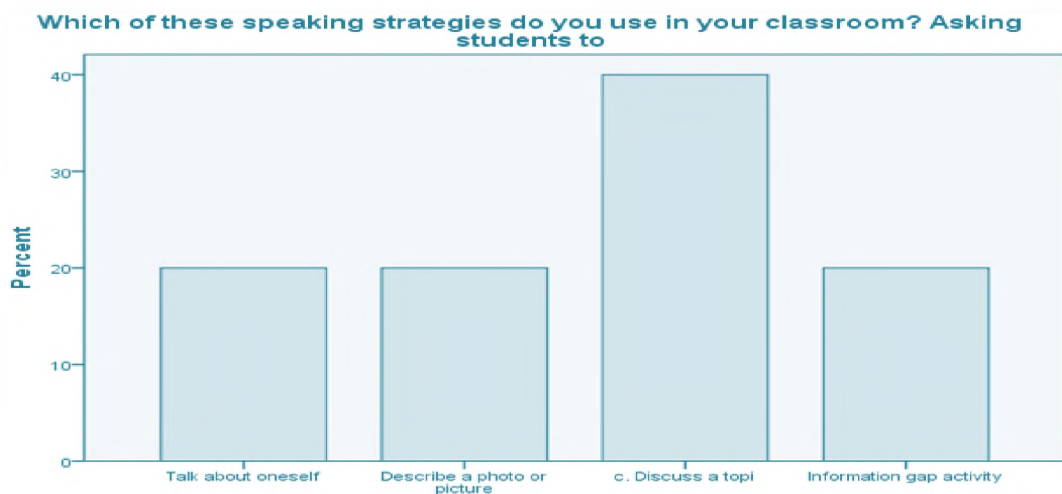
Figure 4.46. The Types of Speaking Strategies Used by Teachers

In response to this item, most of those surveyed (40%) indicate that they devote time for discussion session in their classes. While others use further strategies with similar percentage (20 %): talk about oneself, describe a photo, and discuss a topic.

4.2.4. Summary of Findings

As seen in this chapter and according to the results obtained, we can summarize by saying the following: the questionnaire was conducted to view the teachers' perception concerning the ambitious attempt to implement the multimodality approach

in order to assess the students' communicative competence. Despite the fact that there are neither 'an assessment checklist' that helps the teacher to measure students' communicative competence , nor 'a syllabus for EFL teachers' to teach oral expression module, the findings show that most of informants recognize the effectiveness of utilizing the multimodality approach for the sake of assessment of their students' communicative competence. Therefore, we proposed the implementation of Canale and Swain's model for assessing the students' communicative competence, instead of adopting a holistic scoring scale which may not be valid and reliable. It is worth noting here that we adopted Canale and Swain's model of communicative competence because unlike the other models, it represents an effective framework for assessment and testing.

4.2.5. Conclusion

In the current research work, we have conducted a questionnaire which has been validated by an interview in order to investigate the teachers' perceptions towards the implementation of the multimodality approach, their positive attitudes support the implementation of pretest and posttest methodology in order to measure the students' communicative competence before and after the intervention phase where we implemented the suggested approach using the proposed scoring scale.

<div align="center">**4.3. Part Two: Interview Findings**</div>

4.3.1. Introduction

This part of research is devoted to the description and analyses of the interview results. The teachers' interview was designed to collect further information about the teachers' implemented methodologies for promoting, developing and assessing the students' speaking abilities and communicative competence. The interview was directed to recognize the teachers' attitude towards the implementation of the multimodality approach, and to further investigate whether the students' learning styles are taking into consideration from the part of the teacher when teaching and assessing the students' communicative competence. The teachers concerned with the interview were all in charge of teaching oral expression module. The interview aims to validate and confirm the answers provided by teachers in the questionnaire and to evaluate their implemented strategies. It is worth mentioning that the interview was distributed beforehand to five university teachers for corrections and further suggestions in terms of questions' difficulty, ambiguity and repetition.

4.3.2. Description of the Interviews

Most of the teachers' interviews were conducted during the second semester of the academic year 2018-2019 and more precisely during the period (1 June 2019 - 15 June 2019). The interviews were planned to be conducted before this timing, but because of the strike that took place between the mid of February till the first of June and which caused a long break from studies, the interviews were postponed. Eight teachers who are in charge of oral expression module (Biskra University –English department) were interviewed afterward. Teachers were asked to spare the interviewer (the researcher) (30 min) from their time to answer 15 open ended questions about the topic under study. The following table contains the necessary information about the teachers from whom data have been collected:

Table. 4.49. The Interviewees' Information

	Teachers Names	Gender	Degree	Post graduate Field of specialization	Oral expression teaching experience
1.	L. Youcef	Male	Doctorate	Language and Civilization	1 year
2.	R. Salima	Female	Doctorate	Applied Linguistics	+20 years
3.	B. Ahmed	Male	Doctorate	Applied Linguistics	9 years
4.	S. Yasser	Male	Doctorate	Language and Civilization	3 years
5.	B. Sakina	Female	Doctorate	Didactics	6 years
6.	F. Yasser	Male	Master	Science Language of	1 year
7.	B.Halima	Female	Master	Science Language of	1 year
8.	A. Terek	Male	Doctorate	English for specific purposes	2 years

4.3.3. Analysis of the Interviews

The researcher adopts a "personal interview method" through face-to-face verbal interaction with the interviewees in order to collect information about their attitudes and perceptions on the main variables of the study (speaking skills, communicative competence, assessment, the multimodality approach, learning styles).The interview was structured, the questions were prepared before the meetings and they were asked in an ordered way. However, flexibility was taken place through asking for some final suggestions and recommendations concerning the implementation of this approach in Algeria. Despite of the in depth answers we got from the respondents, it is worth noting that the interviews were time consuming. Also, most of the teachers' answers were tinged between reality (what is already done and implemented) and realism (what should be done and implemented).

After making sure that the questions were clear, and preparing the interview items that would be asked during each meeting, we finally set with each individual teacher and started all the interviews first by introducing the topic and the purpose of the interview. We did not hesitate to ask some leading questions in cases where the interviewees felt confused or unclear about certain items. All the questions were direct and so the answers because it was made up clear right from the beginning that we were looking for opinions and perceptions, not for facts or knowledge. We relied on taking notes, therefore, the following few remarks and items are a condensed collection of the teachers' perceptions and the main notes taken:

- **The Order of the Four Skills According to their Suitability to the English Curriculum**

It becomes a necessity to practice the four skills and use them to improve the students' English language abilities, and it is the role of the teacher to integrate teaching the core English skills (both productive and receptive) into the language lessons and curriculum. Generally, it is always the teachers' choice to incorporate the LSRW (listening, speaking, reading, and writing) skills or teach them separately. Therefore, the effective teacher is the one who would like to implement "the integrated skills approach". The order of the four skills according to the teachers' perception was addressed by the following question; *" what is the order of the four skills (speaking, writing, listening and reading) do you think is the most suitable in the English curriculum?"*. This question is asked based on the truth that improving the students' communication skills cannot take place by the negligence of the LSRW skills (1. Listening, 2. Speaking, 3. Reading, 4. Writing).

	Frequency	Percentage
Listening First	1	14,28%
Speaking First	7	57,14%
Reading First	1	14,28%
Writing First	1	14,28%

- Listening
- Speaking
- Reading
- Writing

70%

20%

10%

10%

10%
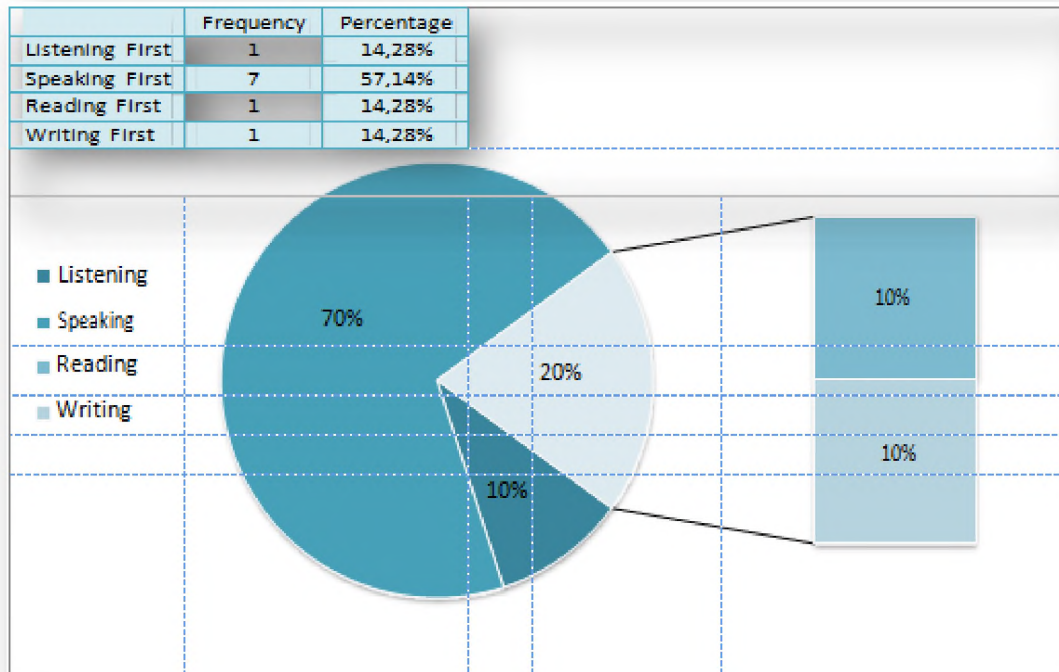
Figure .4 .47. The teachers' first choices among the four skills

Among the seven teachers, four teachers rank speaking as the first skills as they think that their ranking is the most suitable in the English curriculum. One teacher propounds that "*It depends on the approach you foster, if you adopt a behaviouristic approach then the order is typically as follows: speaking, listening, reading and writing. If you are a proponent of CLT, or other approaches, the order is flexible*

▪ **The Importance of the Speaking Skills as a Part of the Teaching of English as a Foreign Language**

The speaking skills are of vital importance for teachers and students. Promoting those skills is a necessity for language educators because it is a part of English teaching as a foreign language. Unfortunately, those skills are marginalized in most cases, maybe because "teachers' *goal is to see if the students learn the vocabulary and grammatical rules of the target language. The goal of the learners is often to pass examination rather than to use the language for daily communication interaction*" (Lightbown & Spada, 2002 .p. 92). This is usually the reason behind the students' neglect of the speaking ability. As a trial to know the teachers' perception toward the importance of the speaking skill as part of the teaching of English as a foreign

language, teachers were asked to identify "the how" and "the why" those skills are crucial in the learning and teaching of the foreign language. The following few remarks recapitulate their given answers:

- Yes of course, through speaking we can see if the learner is progressing in the process of learning and actualize what has been taught in the other skills . **T**[1]

- All the other skills lead to the speaking skill..you see !.**T**[2]

- The speaking skill is of almost importance in teaching and learning a foreign language , learning a foreign language is being able to communicate orally and in a written way .**T**[3]

- yes I do , I do think that since speaking is one of the four skills , it should be given an equal importance as the other skills for various reasons , the teaching process of English as a foreign language needs speaking because speaking enhances the students' writing . The more students speak well , the more they write well . **T**[4]

- -Yes, it is. It is the first and maybe the most important productive communicative skill that learners need to master in order to communicate with others, express their ideas and participate in interactions and discussions. **T**[5]

- -We tend to focus more and give more importance to more challenging skills.**T**[6]

- Speaking skill seems intuitively to be the most important one. It is a vitally important method of communication. It provides the learner with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings .**T**[7]

All the teachers' answers denote the full comprehension of the status of the speaking ability in foreign language teaching and learning. Despite of this promising finding, we tend to believe that there are a set of barriers which prevent the victorious integration of this skill in the teaching and learning process. These barriers can appear

in form of external factors like time allotment and imposed curriculum, or it can be internal factors such as motivation and attitude.

- **The Type of Speaking Tasks Implemented by English Teachers**

To determine the type of the speaking tasks used by English teachers at Mohamed Khider University of Biskra, the latter were asked to openly answer the following inquiry "what type of speaking tasks do you design for your students?". The seven teachers' responses are recapitulated in the following graph:

T1
- Discussions/role play
- Presentations

T2
- Linguistic drills /pair work
- Presentations /debates

T3
- Open discussion debates/group work and pair work
- Individual oral presentations /short Films and songs

T4
- Roe play /Oxymoron Games/Intensive reading
- Discussion of memorable quotations and themes /Transition /Open ending stories

T5
- Role pay/Interviews/Debates
- Class presentation or reporting /Performance activities

T6
- Role plays / dialogues/class discussion
- Story telling/songs/ describing pictures

T7
- Games/ dialogues/argumentations
- Debates/ group discussions/pair work

Designing task based speaking for a student is not an easy mission. There is a range of crucial points that should be considered by teachers such as the students level (intermediate, upper intermediate or advanced), also their learning styles and learning strategies are to be considered. It is the mission of the teacher to help students promote their speaking skills which is a standard for students, through which they measure their success or failure in learning a foreign language. Students tend to believe that their success in learning a language depends immensely on how fluent their spoken English is. Therefore, speaking ability should not be neglected or marginalized by instructors during the teaching and assessment of their students' communicative competence.

- **The Importance of Oral Communication in Teaching English as a Foreign Language**

Languages are usually learned for communication purposes. All teachers emphasize this fact when asked the following question "Do you think that oral communication is an important part of the teaching of English as a foreign language?" Referring to the importance of oral communication, one teacher goes further by saying that:

- Yes of course, communication (both oral and written) is the corner stone of the teaching and learning of foreign languages.

Another teacher highlights some psychological factors that influence directly the students' oral performances such as shyness and the lack of self- confidence:

- Yes,I do ahh, indeed oral communication is the core of the teaching of English as a foreign language. Oral communication helps students in many terms ; in lessoning their spelling and grammatical mistakes and improve their oral skills . Also, oral communication helps students to get rid of their shyness and lack of self-confidence and other psychological challenges.

It is interesting to note that teachers do always link the mastery of oral communication to "practice", "practice makes perfect" as one teacher noted:

- Through practice, the more they use language, the more they learn.

It is quite true that the speaking skill is directly linked to the other skills, and it is the mission of the teacher to integrate the four skills in the oral expression sessions, one teacher refers to that by saying:

- It enhances other skills to ensure a sound and clear communication

Another reason why teachers think that oral communication is of vital importance is the fact that it assists students in expressing their opinions and feeling effortlessly. One teacher says that:

Speaking skill seems intuitively to be the most important one. It is vitally important method of communication. It provides the learner with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings.

The same idea is confirmed by another teacher who argues that:

- Yes, it is. It is the first and maybe the most important productive communicative skill that learners need to master in order to communicate with others, express their ideas and participate in interactions and discussions

Besides, one of the teachers adds that despite of the importance of the speaking ability, the writing skill should be given an equal status:

- Speaking is the face of the language and foreign language learners tend to prioritize learning speaking and be orally proficient rather than having good writing skill

The majority of teachers' answers highlight the fact that oral communication is of huge importance in the learning and the teaching of English as a foreign language. Teachers believe that oral communication is important because of a variety of reasons that are all stated above and that urge teachers and educators to reconsider the integration of this skill in their instructions.

▪ **Teachers' Ways of helping Students to develop their Communicative Competence**

At its most basics, communicative competence is the ability to communicate effectively with other people.This ability cannot be achieved easily among students who appear to lack the mastery of the sub competences of CC (linguistic, sociolinguistics, strategic, discourse competence), therefore, teachers are always there to help and find ways through which they assist students to develop their communicative competence. To recognize these ways, teachers were asked the following question: "How do you help students develop their communicative competence?" Their answers are summarized in the following few remarks:

- By asking them to practice more in and outside of the classroom

- Through solid basis in grammar and other language skills. Students are expected to have a background about the socio-cultural aspect of the language

- Making students practice the language as much as possible:

- Encouraging them to read(extensively)

- Making them/encouraging them to be exposed to English as much as possible through movies, educative videos, listening to songs, radio, watching news. (in brief using authentic materials)

- Varying strategies and techniques in class that promote communicative competence like relying on class discussion, role plays, simulations….

- Using pair and group work for students to help one another.

- Through diverse form of practices and enough exposure to different varieties of the language in question .

- Through practicing the given language

- I try as much as possible to focus on my students' weaknesses and I work on them, in order to motivate them and help them raise their self-confidence.

- First I boost their self-confidence, motivation and build a healthy rapport (psychological aspects) , second , I focus on self-expression activities (linguistic aspects) , finally I use movies, songs, and other activities to entertain them .

It is quite obvious that most of the teachers being interviewed give a huge amount of interest to one main factor which is the psychological factor including; motivation, self-confidence entertainment, etc. which all help with the creation of a healthy teaching and learning atmosphere. The rest of the teachers throw the ball on the students by claiming that promoting their communicative competence lies immensely on their "extensive practice" and "exposure to the language". To create a balance between the two standpoints, it is fair to say that promoting the students communicative competence is the responsibility of both the learner and the teacher; the more collaboration occurs , the better results achieved .

- **Teachers' Implemented Strategies to assess the Students' Communicative Competence**

Helping the students to achieve the needed skills for communication and interaction requires a set of strategies to be utilized in the classroom settings from the part of the teacher. To have knowledge on the implemented strategies by teachers of English (Biskra University), teachers were asked to provide valid answers to the following question "Do *you use any strategies to assess your students' communicative competence?*" Their implemented strategies are recapped in the following few remarks:

- Successful teachers are able to make their students use the target language outside the classroom situation. Thus, they have to focus on a well- grammatical input. Teachers are required to make students able to use the linguistic competence appropriately and effectively in the target language and culture

- Class discussion/Oral   presentation/Story   telling/Communicative games/Face-to-face question/answer

- Debates and free choice of topics for argumentations

- MSQ/presentation and posters

▪   Formative and summative assessment

▪   Yes, I do ...

▪   I use both oral and written assessment

When assessing the students' communicative competence, teachers should consider its sub competences. Accordingly, the teacher strategies should be selected according to the sub competence being assessed. Teachers' answers revealed that they implement alternative assessment strategies that highlighted the four competences proposed by Canale and Swain(1980) and emphasized in the current research.

▪   **Teachers' Ways of Assuring Validity and Reliability of the Test**

The quality of the test is usually measured by the characteristics of validity and reliability. To evaluate the aptness of the test to the learners' needs and learning preferences, the two features are used. The question at this point is "how to predict that the test is valid and reliable?" As answers to this crucial question, the teachers being interviewed proposed a range of ways; two teachers point out that setting the objectives before designing the test would guarantee the validity and reliability of the latter:

•   I usually define my objectives before constructing tests

•   When you set test objectives

•   Another teacher propounds that the tests should be utilized beforehand on other population to judge its suitability :

•   By testing the same materials before classes

•   Setting the objectives and pretesting the materials are not enough for the test to be judged as valid and reliable. One teacher further explains that:

•   Reliability first in addition to making sure that assessments are doable and the objectives are reachable

One teacher claims that he determines the validity-reliability of the test by examining the students' achievement. If the students' scores are high, this is an indicator that the test is valid and reliable. And if the scores are low this denotes that there is a defect in the test:

- Through the scores ...

One other purports that the test is valid and reliable when:

- It indicates the quality and usefulness of the test. It should measure what it claims to measure

Another teacher asserts that the test authenticity would ensure the validity and reliability of the test:

- I use models from authentic resources., I rely on students' answers, I ask more experienced colleagues ,I vary activities and assignments to test different aspects of language

It is easy to say that a good test is "valid" and "reliable", but determining the extent by which the test is valid and reliable is the difficult part of the story. That is why we find tremendous differences in teachers' answers in this very specific question. This leads us to deduce that there are a variety of techniques by which the test can be judged as valid and reliable. What can be deduced by the end is that the two features are highly linked; if the test is unreliable, it can never be valid and vice versa.

- **Teachers' View about the Link between the Multimodality and Test Validity and Reliability**

Teachers were asked the following question: "Do you think that using the multimodality approach (such as songs, videos, games, role playing, discussion, oral presentations) would guarantee the validity and reliability of the test? Justify your answer please". The teachers' answers tendered between the opposition and support of this view:

- Yes, I do ..It depends on the choice of the material and the objectives behind the use of the tool .In each test , there is a linguistic approach which I focus on and on that basis , I choose the tool (such as , songs, videos, games , ect)

- Sometimes yes, sometimes no.These methods help in designing tests that would give a reliable feedback.

- Not necessary, we just need a certain index for the test

- The means do not guarantee the validity and reliability of the test, rather, well –defined objectives and reliable needs analyses findings could contribute heavily to a reliable and valid test.

- Yes, it could in case tests are well- designed.

- Of course

- Yes, it would as it shows students' different skills...It is used to test different aspects of language like pronunciation, grammar, vocabulary use, ….It helps see students' communicative competence

To wrap up this debate we can say that there are a set of criteria by which teachers can ensure that their designed test is valid and reliable. However, it seems that few approaches are there to be implemented from the part of the teacher and that would guarantee validity, reliability, effectiveness, equity, practicability, attribution and fairness of the test. The implementation of the multimodality approach would, therefore, be a comprehensive and an integrated approach that assure the accomplishment of three qualities at the very least.

- **Teachers' Implemented Strategies of assessing the Students' Communicative Competence**

Helping the students to develop sufficient communicative competence requires the implementation of a set of strategies from the part of the teacher. The same strategies can be used differently to assess the students' communicative competence. In the same vein, teachers were asked to identify the kind of strategies which they

implement to assess their students 'communicative competence. In response to this question, the interviewed teachers propose the following:

- Open discussion and individual oral presentation

- Design tasks and activities with scoring

- Comprehension questions /analytical questions

- Creative and innovative activities

- Successful teachers are able to make their students use the target language outside the classroom situation. Thus, they have to focus on a well- grammatical input. Teachers are required to make students able to use the linguistic competence appropriately and effectively in the target language and culture

- Asking them to do research paper to be then presented orally. This presentation will be followed by questions. The students have to answer the teacher and peers' questions. Also, he/she has to clarify, explain, justify points and interact with the whole class. Thus, his communicative competence is assessed.

- Debates and free choice of topics for argumentations

One may wonder about the necessity of using these strategies in the classroom setting, the answer is that the utilization of innovative teaching and assessment strategies can outstandingly improve the learning process of the students through promoting their engagement and increasing their motivation. This fact is recognized by all the interviewees, the evidence of this is the teachers' answers to the given question. It is quite obvious that the interviewees implement a variety of innovative strategies to assess their students communicative competence, this promising finding reveals that teachers at the University of Biskra (English department) are working for quality assessment.

- ▪ **Teachers' Perception on the Effectiveness of the Multimodality Approach**

All the interviewees agree (100 %) with the assumption that the multimodality approach to assessment is a win-win for both teachers and learners. The following remarks are collected notes of their answers:

- I do agree to some extent especially when it comes to audio visual aids.

- Yes I agree. It is very effective.

- Yes, it ensures' students understanding and assessment.

- Yes it is effective to the extent that diverse strategies are proposed to the learners to develop the various skills

- Yes, I do diversity in activities is the key to reliable and valid tests.

- **Teachers 'views about the multimodality approach effectiveness in the assessment of the students' communicative competence**

After having an elaborate understanding of what the multimodality approach to teaching and assessment is, teachers agreed upon the effectiveness of the proposed approach, and they were asked to justify "the how" and "the why". The following few notes recap their reasons and justifications:

- It helps them adopt a more positive attitude towards the course itself and be more motivated and eager to learn and practice

- Yes because it tests different aspects of the language and develop different skills. It promotes interaction and communication as well as motivation. The varieties in tasks prevent students' boredom.

- Yes, it gives the teacher the opportunity to test various skills

- The diversity of assessment strategies gives many opportunities to analyze the strengths and weaknesses of students.

- It helps to meet students' learning styles and brain dominance; multimodality could be very effective in assessing and evaluating oral expression students.

- It promotes their learning because this approach would touch all the possible language aspects in the learners communicative competence

Using the multimodality approach in assessing the students would help the production of an enjoyable and entertaining setting which differently promotes their learning. The more students are attracted to the tasks they are doing, the more their communicative competence is better and their learning is guaranteed To recap, all teachers are fully knowledgeable about the importance of the multimodality approach. Their agreement is based on a set of evidence all for the benefit of the students (motivation, positive attitude, entertainment, engagement ...), this promising answers are extra validation of the questionnaire and the test.

- **Teachers' Opinions towards accommodating the Learning Styles to Teaching and Testing**

Teachers think that it is important to distribute a "modality questionnaire" at the beginning of the year to figure out their learners' learning styles, because the effective teacher is the one who determines his learners' learning styles and accommodate them for teaching and testing.

Two teachers confirm that by saying:

- Yes, absolutely. Good teaching is not just about delivering information; it is also about caring about learners and knowing their needs, strengths and weaknesses. Knowing each one style helps determine what kind of activities and teaching strategies and methods to use in class. The reason is that not all learners are similar in one class; they have different levels and different needs and interests. They also learn differently, so a good teacher must know his students and cope with each one way of learning to develop effectively his skills.

- Yes, it is the role of the teacher to define learners preferences and to design strategies with well defined objectives

Another teacher adds:

- It is a good idea and can be helpful to identify students' learning style as well their preferences and interests and to see their needs and difficulties.

One teacher suggests that learners should be consulted before proceeding in this step:

- It would be very helpful. However, we need to take into account students' acceptance of such strategy and the ability to understand the aim before the implementation.

Another teacher confirms the necessity of doing such step, but he confesses its difficulty regardless of the teacher's competence and experience:

- It is very challenging for any teacher, no matter how skilled he or she is to serve and meet all learners' learning styles and preferences.. But teachers must do their best to do so

One teacher states that figuring out the learners' learning style assists in the tasks and tests selection:

- The more the teacher is aware of the different learning styles of his learners, the more this helps in the selection of the appropriate tests by the teacher; this would facilitate a little bit the search for appropriate tasks and would help the learners in their acquisition process.

Another teacher confirms the previous assumption and adds another benefit of such procedure which is deciding about the syllabus contents:

- That would be a good way to have an idea about the learners and to tackle the problems and design tasks and activities suitable for the learners better foresee in advance to propose an appropriate syllabus content.

One teacher relates the determination of the students' learning styles to the development of their communication skills in foreign language by saying:

- Definitely, yes meeting learners learning styles should be a goal in its own right a sensitive teacher to learners 'learning styles is closer to achieving success in helping learners effectively communicate in foreign languages

All the previously stated opinions confirm the justified agreement of teachers towards the importance of accommodating the students' learning styles and preferences for teaching and testing .

4.3.4. Summary of Findings

The findings of the teachers' interviews indicate that teachers nowadays are fully alert of how important oral communication is, and they are well-aware of the necessity to adopt a new approach to promote as to assess their students communicative competence. On the whole, it can be deduced that all the interviewees share the same positive stands, but they have different suggestions as far as the teaching and assessment of the students ' communicative competence -using the multimodality approach- is concerned.

4.3.5. Conclusion

The interview is a short term study of the attitudes of some (Eight) oral expression teachers in the English department of Mohamed Khider University of Biskra toward the implementation of the multimodality approach in their classrooms for the sake of teaching and assessment of their students communicative competence. The overall objectives of the present study were first, to investigate what attitude teachers have toward the multimodality implementation in Biskra, and second, to validate the findings of the questionnaires. The interview results were analyzed and discussed and linked to the results of the questionnaire and the test.

4.4. Part Three: Pre-test and post-test Findings

4.4.1. Introduction

The current section investigates how well the students perform under the multimodality as a teaching and an assessment approach. To reach this settled objective, this study used a pre-test and post-test design. In this part of research, we introduced both descriptive and inferential statistics. The results of the students' marks in the pre-test and post-test were gathered and analyzed statistically. The aim is to identify whether there is any improvement in the students' performance after the implementation of the multimodality approach.

4.4.2. Description of Data

The quantitative data results of both the pre-test and the post-test are presented in the current section. After scoring the students in the pretest and posttest using the assessment checklist that is composed of four competences to be assessed (linguistic competence, sociolinguistic competence, discourse competence and strategic competence), the students' holistic scores are presented and analyzed quantitatively in this part of research. The mean and the standard deviation are implemented to compare the students' performances before (pre-test) and after (post-test) the implementation of the multimodality approach. By the end of this section, the quantitative data obtained will be used to confirm or reject the proposed hypothesis. And consequently answer this urgent question: Is there any significant difference in achievements of the students who are assessed by using the multimodality?

4.4.3. Analysis of Data

- **Pre-test and Post-test Scores**

The students' results in the pre-test and post-test were computed and displayed in the table below followed by comments and analysis of their performances:

Table 4.50. Pretest and Posttest Pupils' Scores

N	Pupils' Code	Pretest	Posttest
01	A.H	10.00	11.00
02	B.N	10.00	11.00
03	B.M	9.00	11.00
04	B.T	12.00	16.00
05	B.A	14.00	15.00
06	K.M	12.00	10.00
07	K.A	9.00	12.00
08	D.R	12.00	13.00
09	Z.A	10.00	11.00
10	Z.H	10.00	11.00
11	S.D	12.00	14.00
12	S.R	10.00	16.00
13	S.F	12.00	15.00
14	S.F	10.00	16.00
15	C.F	9.00	10.00
16	S.D	12.00	16.00
17	G.S	10.00	10.00
18	G.S	9.00	10.00
19	G.M	8.00	14.00
20	K.H	10.00	11.00
21	L.R	12.00	15.00
22	L.S	10.00	12.00
23	L.R	9.00	10.00
24	L.L	11.00	15.00
25	L.K	12.00	15.00
26	M.R	10.00	10.00
27	L.D	13.00	16.00
28	L.N	12.00	15.00
29	Y.I	14.00	16.00

The overall pretest and posttest results recorded in Table **4.50.** reveal that students' scores had improved in the posttest after the utilization of the multimodality as a treatment. The students' marks before making the treatment (in the pretest) are from 8 to 14 while their marks in the posttest are from 10 to 16. These promising results in principle prove that the intervention phase that took place during the second semester of the academic year (2017-2018) managed –to a great extent - to develop the students' communicative competence in terms of linguistic, sociolinguistic, strategic ad discourse competences.
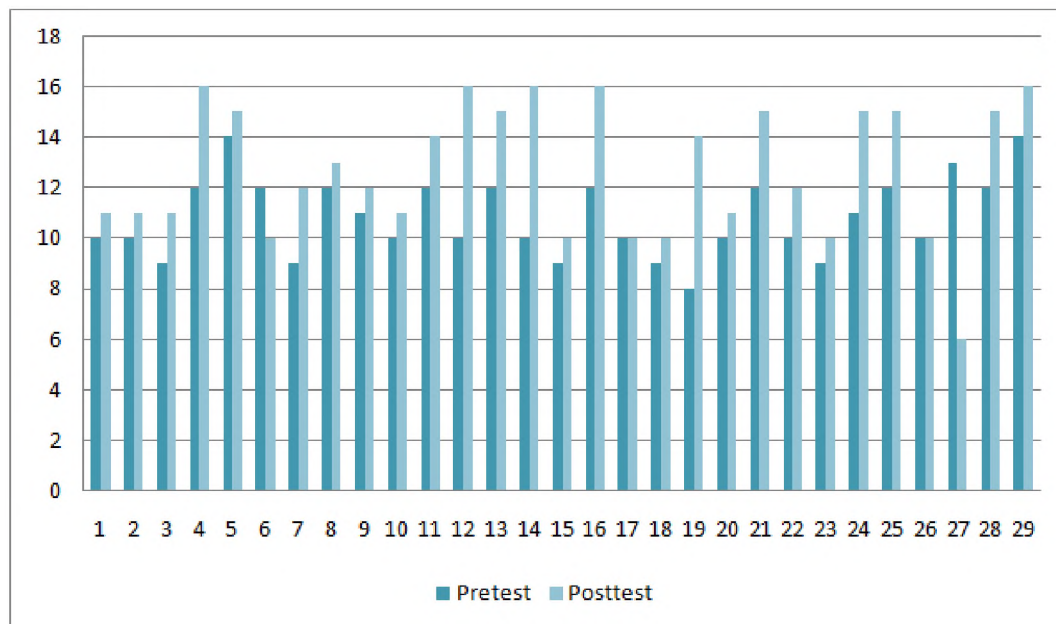
Figure 4.47. Pretest and Posttest Students 'Scores

Table 4. 51. Means of Scores in the Pretest and Posttest

	Pretest	Posttest	The difference in the Means
Means	10.82	13.03	2.21

.The mean is calculated by gathering all the scores of the students (from 8 till 16) and dividing them into the number of sample (N: 29) . As displayed in table 3 , it can be deduced that the students mean in the pretest is low (10.82) as compared to the posttest mean recorded (13.03). The following graph illustrates of what has been already stated:
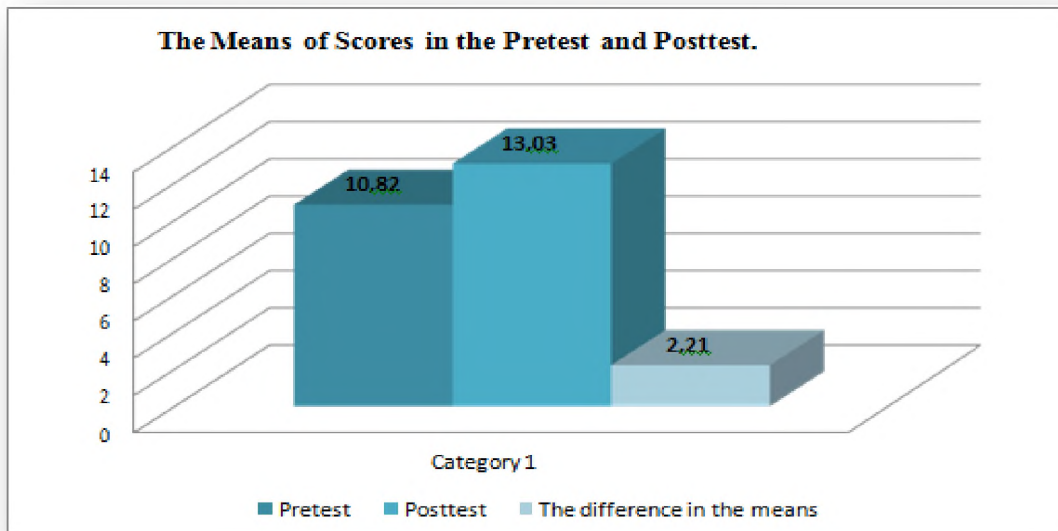
Figure 4.48. The Means of Scores in the Pretest and Posttest.

As shown in the table **4. 51** and the figure **4.40.** there is a noticeable distinction between the pre-test and the post-test scores of the students which indicated the improvement in their performances after the implementation of the multimodality approach. The Mean Difference (MD) explains how much difference there is between the pre-test and post-test. The MD found (2.21) estimates that the intervention phase changes the outcome on average between the pre-test and post-test.

Table 4.52. Frequency Distribution of Scores.

Pretest		Posttest	
Score "Xpre"	Frequency "F"	Score "Xpost"	Frequency "F"
8.00	1	10.00	6
9.00	5	11.00	5
10.00	9	12.00	3
11.00	2	13.00	1
12.00	9	14.00	2
13.00	1	15.00	6
14.00	2	16.00	6
Sum of "F"	29	Sum of "F"	29

Markedly, the large majority of students (17) recorded mean between (8-12), while only 3 students score between (13-14), this indicates that the old implemented monomodal approach did not improve the students' communicative competence. The students' results in the posttest tend to be more promising, starting from the fact that no one took under the average, unlike in the pretest where six students scored under the average. All the students' marks are above the average (10-16) , and vary in terms of frequency. The score value 10-15-16 are frequently repeated (6 "F"). This is illustrated in   the   following   figure:
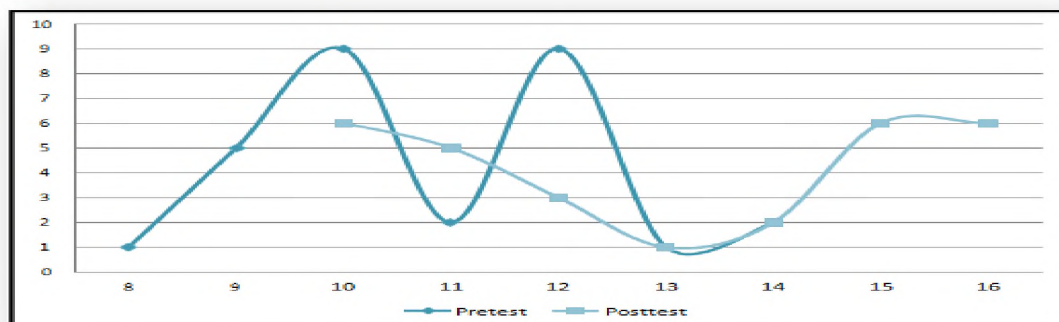
Figure. 4.49. Frequency Score values of Pretest and Posttest

In the pre-test, the researcher observes that the number of students who obtained the score value less than the average (10) is (6). Whereas in the posttest, the score (16) is the highest score frequency. In addition, all scores were above the average. The above graph reveals information about a noticeable enhancement in the students' outcomes.

Table 4.53. The Frequency of Scores, the Means and the Standard Deviation of the Posttest

Pretest			
Score "Xpre"	Frequency "F"	Frequency Score Fx	Square of Frequency Score
8.00	1	8	64
9.00	5	45	2025
10.00	9	90	8100
11.00	2	22	484
12.00	9	108	11664
13.00	1	13	169
14.00	2	28	784
Sum of "F"	N=29	$\Sigma Fx=314.00$	$\Sigma Fx^2= 23290$

From the table above, it is easy to infer that the students' scores in the pretest are between (8-14) and varies in terms of frequency between (1-9). The following results can be mentioned:

- The score values (10 and 12) are frequently repeated in the pretest.

- Six students among 29 achieve low results (under the average).

- Most of the students' results are average (10-14)

These results indicate that the students' level in communicative competence is "average" which urges the utilization of new and effective approaches to teaching and assessment in order to develop their speaking abilities and help them achieve better results. After the implementation of the multimodality approach in the intervention phase as a kind of treatment to manage the students' lack of fluency and communication skills, the following results were recorded:

Table 4.54. The Mean Value Frequencies obtained in the Posttest

	Posttest		
Score "Xpost"	Frequency "F"	Frequency Score Fx	Square of Frequency Score Fx^2
10.00	6	60	3600
11.00	5	55	3025
12.00	3	36	1296
13.00	1	13	169
14.00	2	28	784
15.00	6	90	8100
16.00	6	96	9216
Sum of "F"	N=29	$\Sigma Fx=378$	$\Sigma Fx^2=26190$

The mean value frequencies obtained in the posttest varies from 1-6. The following notes are worth to be mentioned:

- The scores values (10-15-16) are frequently repeated

- All the scores are above the average

- Most of scores are slightly fair

The results obtained revealed the effectiveness of the implementation of the multimodality approach. This result is proved by the progress in students' performance after the treatment phase.

Table 4.55. Comparison of the Pretest and Posttest's Mean and Standard Deviation.

Descriptive statistics	Pretest	Posttest	The difference
Mean	10.82	13.03	2.21
Standard Deviation	1.559	2.367	0.808

The final results displayed in the table above indicate that the overall mean score in the pretest (10.82) with standard deviation (1.55) is lower than the overall mean score in the posttest (13.03) with standard deviation (2.36). These results indicate the efficiency of the multimodality at the cost of the monomodality approach. The mean scores and the standard deviation have been calculated and portrayed in the following figure:
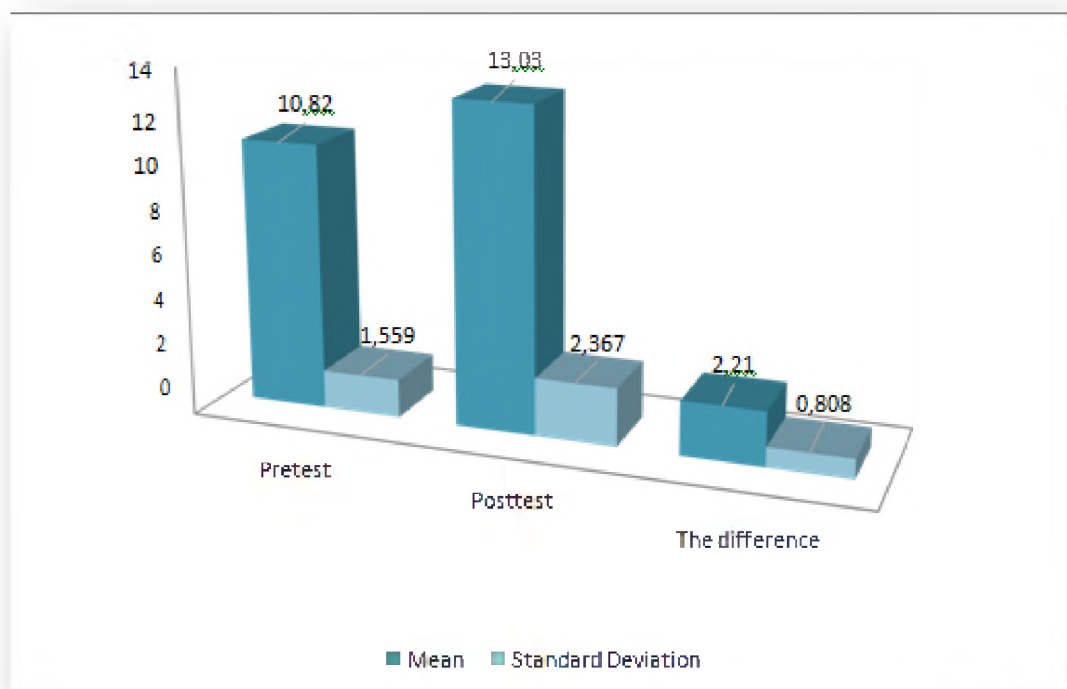
Figure.4.50.: Comparison of the Pretest and Posttest's Mean and Standard Deviation

The graph provides the difference in means in the pretest and posttest. We can notice the big difference between the pretest and posttest (2.21) which confirms the significance of the multimodality approach. This fact can be confirmed as well due to the major increase in the students 'scores in the post test.

Before rushing to any explanation of the results of the figure above, it is worth to represent the formula of mean (the average of scores) and the standard deviation (the average distance of the scores from the mean):

$$\text{Mean} = \frac{\sum fx}{\sum f}$$

$$\text{Standard deviation} = \sqrt{\frac{\sum fx^2}{\sum f} - \left(\frac{\sum fx}{\sum f}\right)^2}$$

$\sum$: The sum

$\bar{x}$: Mean

F_X: Score frequency

N: Number of scores

The low standard deviation of the pretest (1.55) indicates that most of the numbers (data values) are close to the average (2. 21), whereas, the high standard deviation of the posttest (2.36) denotes that the numbers are more spread out. The aim behind the comparison between the results of the pretest and posttest is to establish how well students improve their communicative competence after the implementation of the multimodality approach and to compare the progress made by students in the post intervention phase.

Table 4.56. The Difference between the Students' Scores in the Pretest and the Posttest

Descriptive Statistics			
	N	Mean	S
Pretest	29	10.8276	1.55997
Posttest	29	13.0345	2.36768
Valid N(listwise)	29		

As can be noticed from the table above, there is a difference between the students' scores in the pretest (Mean: 10.82) and posttest (Mean: 13.03). This difference in the two mean scores (2.21) is an important indication of the progress made by the students after the treatment phase (the implementation of the multimodality approach).

- **Hypothesis testing**

In the current paper, we should confirm that the treatment used with the one design group is resourceful and affirmative. In order to do that we call for: T sample-test to confirm or reject the hypothesis. P value (0.05) which indicate that only 5 % of the results obtained due to chance whereas 95% are likely to be true and valid. Low p value denotes that the null hypothesis is improbable to be proper. Therefore, the smaller the p value we have, the more rejection of the null hypothesis is credible. Degree of freedom suitable for this t-test is df=n-1

- **T-test Calculation**

In so far, the hypothesis cannot be accepted or rejected erratically, there should be a statistical way of calculation that helps to accept or deny the proposed assumptions. What is called the t-test. The t-test is generally used to discover whether the two set of data (students' scores in the pretest and in the posttest) are significantly different from each other through the comparison of the means. It assists the determination of the difference in grades exist between the students' scores in the pretest and posttest. To do so; we applied a null and an alternative hypothesis:

H0: The null hypothesis (nullifiable hypothesis): there is no statistical difference between the students' marks in the pretest (before the implementation of the multimodality approach) and the posttest (after the implementation of the multimodality approach)

$$H0: \mu 1 = \mu 2$$

Ha: The alternative hypothesis: there is a difference between the students' marks in the pretest and posttest.

$$H0: \mu 1 \neq \mu 2$$

To determine whether there is a significant difference between the mean in the pretest and the posttest, the t-test was used as a hypothesis testing tool. The t-test can be calculated without the calculation of the standard error (SE), the formulas of both SE and the t-test are as follow:

Paired t test

$$t = \frac{Xbar_{diff}}{\left(\frac{sd_{diff}}{\sqrt{n}}\right)}$$

Xbar$_{diff}$ = Sample mean of the differences
sd$_{diff}$ = standard deviation of differneces
n = sample size

degree of freedom, df = $n - 1$

$$SE = \frac{\sigma}{\sqrt{n}}$$

← Standard deviation

← Number of samples

Table 4.57. The Standard Error of Mean of Pretest and Posttest

Statistics			P	Pretest
N	Valid		29	29
	Missing		0	0
Std. Error of Mean			.43967	.28968

As can be seen in the table, the standard error of pretest mean is 0. 2 whereas the standard error mean of posttest is 0. 4.

Table 4.58. Standard Error Difference in Means.

Paired Sample Test		Paired Differences		
		Mean	Std. Deviation	Std. Error Mean
	Posttest– Pretest	2.2069 0	1.87806	.34875

It is worth noting that our hypothesis is based on one group design, and it involves comparing the parameters of one group before and after the intervention phase. Also, we have chosen the SPSS as a statistical package to compute the p- value and therefore confirm or reject the hypothesis. We used an alpha value $\alpha \square 0.05$ which indicates that 5% of errors is tolerated. The above table presented the difference of the mean and the standard deviation of the pretest and posttest. The standard error difference in mean of two tests as shown above is (0.34). The following table exposes the t-test and degree of freedom:

Table 4.59. The T-Test and Degree of Freedom.

Paired Samples Test					
		Paired Differences	T	Df	Sig.(2-tailed)
		95% Confidence Interval of the Difference			
		Lower	Upper			
Pair1	Posttest– Pretest	1.4925 2	2.92127	6.328	28	,000

The degree of freedom as illustrated in the table is 28 (df☐ n-1), "n" stands for a number of respondents.

Degree of Freedom (df) = number of respondents – (minus) groups of comparison

Based on the rule above, df☐ n-1

df= 29-1

df=28

The p-value is used to identify how likely the difference between two groups could have happened by accident. To put it another way, it helps to assess the significance of regression coefficients. Since the t-test and degree of freedom have been found, the critical value must be calculated in order to accept or to reject the hypothesis. The rejection of the null hypothesis depends mainly on having a proportion or what is called the p-value (5% chance of errors). Therefore, the null hypothesis is rejected and replaced by the alternative hypothesis. The following table is a simple explanation of how the hypothesis can be rejected or accepted based on the p-value:

Table 4.60. Decision Rule using P –value

If p-value is	Decision
Greater than α	The test statistic lies in the <u>retention</u> region and you should therefore *retain* H_0.
Less than α	The test statistic lies in the <u>rejection</u> region and you should therefore *reject* H_0.

Given all the above statistics, it can be recapitulated that the increase of student's scores after the treatment takes place is due to the implementation of the multimodality approach by the teacher as a part of the action research process where students were taught and tested using this approach. This significant increase in the students posttest scores confirm the assumption that the execution of the multimodality approach would bring positive results in terms of students communicative competence and speaking abilities.

4.4.4. Summary of Findings

Literally speaking, the null hypothesis of the current study is "if the teacher implements the multimodality approach while teaching and testing, the students' communicative competence will not improve" is rejected on the side of the alternative hypothesis "if the teacher implement the multimodality approach of teaching and testing, the students' communicative competence will improve". The multimodality approach has proven its efficacy in a limited time, therefore, it is assumed that if the current action research was extended to three or four years, the students' results would be better. Hence, further research in the same area of study is encouraged if better results are to be achieved by the learners in terms of speaking and communication skills.

4.4.5. Conclusion

Yet again, we should state that the null hypothesis has been rejected through taking risks and using an alpha value of 0.05, bearing in mind that any experiment tolerates a certain level of risk taking. Different outcomes might be found if taking a different level of risks. The preset alpha was decided beforehand, taking into account that 5% of errors is permitted. The multimodality approach has approved to be statistically significant; this can be observed through highlighting the remarkable increase in the students' posttest scores. To be more subjective, we might define the multimodality approach as a "trend toward significance". This probable finding cannot be generalized to the entire population if various improbable circumstances come into play.

CHAPTER FIVE: RESEARCH FINDINGS AND IMPLICATIONS

5.1. Introduction

5.2. Research Findings

5.3. General Implications

5. 4. Suggestions for Future Research

5.5. Conclusion

5.1. Introduction

The previous analytical based chapter recapped in a condensed way the findings obtained from the action research implementation, including the used tools (pretests-post tests, interviews, questionnaires). It consequently provides in-depth interpretations for the data obtained. Based on the findings of the previous chapter, the current chapter suggests a range of pedagogical implications for the EFL instruction and more precisely for the development and assessment of the students' communicative competence. All teachers are concerned with the upcoming suggested implications because we tend to believe that promoting the students' communicative competence should not be the task of teachers in charge of oral expression module only, but rather, all teachers should be involved.

5.2. Research Findings

The current research paper aims to investigate the effect of using the multimodality approach in assessment of Third year license students in terms of communicative competence. The sample of the study is composed of 29 students in the English department of Mohamed Khider University of Biskra, during the first and the second semester of the academic year 2017-2018. To reach this objective, a "one group pretest and posttest design" was used. Students were taught and assessed using "the monomodality approach" in the first semester, while in the second semester; they were taught and assessed using "the multimodality". After conducting the pretest and posttest, students' scores were tabulated and calculated using the SPSS package. After doing the analyses, the results showed that learners who were taught and assessed using the multimodality approach performed better in terms of communicative competence (M: 13.03) than those who were exposed to the "monomodality" (10.82) with a difference of (2.21). This result indicates that the implementation of the multimodality approach can be extremely helpful in the development and assessment of the students' communicative competence.

The teachers' semi-structured interviews, in like manner, were conducted; first, to investigate the teachers' implemented assessment strategies and techniques, especially when assessing the students' communicative competence, second, to explore their attitude towards the implementation of the multimodality approach. First, teachers were

asked to provide some details about their field of specialization and experience to configure a look around their profile, second, they were asked a couple of questions related to their used strategies to promote their students' speaking skills and oral proficiency. Then, they were asked to identify the implemented techniques of assessing their students' communicative competence, and their ways of ensuring that the test is valid and reliable. Also, teachers were invited to determine their perception and attitude towards the implementation of the multimodality approach for assessment purposes. Finally, they were solicited to provide their views concerning the integration of students' learning styles in teaching and assessment. Probably, the most imperative and promising finding is that all teachers (100%) acknowledge the effectiveness of implementing the multimodality approach for the sake of assessing their students' communicative competence. Teachers' answers indicate their full support of the multimodality implementation in the EFL classrooms.

The students' questionnaires were handed to twenty students for the purpose of determining their self-evaluation of their oral proficiency in order to identify the extent by which the multimodality approach is implemented intentionally or unintentionally from the part of their teachers. The results show that their teachers do rarely (45%) use this approach. As far as their self-evaluation is concerned, 75% of respondents purport their low satisfaction of their oral performances. At the same time, the teachers' questionnaires were distributed to ten teachers of oral expression module who were asked plenty of in-depth questions related to the quality of testing in the Algerian universities, and more precisely questions related to testing the students' communicative competence, the implemented techniques, strategies and methodologies. The teachers' answers revealed some serious problems that might affect the quality of education in Algeria, such as the lack of materials, the time constraints as well as the lack of a syllabus to be followed in a systematic way. All the previously mentioned distortions push them to backwardly rely on old methodologies. The solution here, we suggest, depends on the cooperation between teachers, test developers and stakeholders to revive the value of testing and the quality of education in the Algerian universities.

5.3. General Implications

For suggestions, the researchers pointed out the following learned lessons:

5.3.1. Creativity in Teaching and Testing the Students' Communicative Competence

Creativity has a primordial role in enhancing teaching and learning, yet, it's worth noting that being creative can be risky in some cases, especially with the emergence and use of the ICT's and the new technologies, in this case, both teachers and learners are under pressure due to the fact that both are being judged externally. In other words, teachers are judged by their colleagues, meanwhile, students are judged through the assessment of their performances. Teachers might regard creativity as a "treacherous waters", it costs them time, effort and, sometimes, money, and what's more, is the unpredictable outcome of "being creative". This complex and challenging nature of creativity is rarely encouraged by teachers and students (Smith, Nerantzi, & Middleton, n.d). Smith, Nerantzi, & Middleton, n.d (p. 2) quote that: *"Yet we also know creative capacity is a valued attribute for forward-looking, twenty-first century learners and graduates, assisting them to be ready to take (considered) risks, able to tackle complex problems and to come up with creative solutions"*.

It can be seen from the citing above that despite of the risky nature of creativity in teaching and assessment (as a part of teaching), "creativity" is profoundly demanded in the 21st century. Teachers have to move away from their safety zone and try new teaching methods and assessment strategies that fit the new demands of the 21st century. Thus, they are urgently required to implement creative ideas that befit their learners 'interests, potentials and even learning styles for the fact that "one size fits all "is not any more working in our globalized world.

The instrumental importance of creativity in teaching and testing the students cannot be denied, so "promoting students' creativity would be the celebrated centerpiece of all educational efforts" (Beghetto, 2005), Regrettably, the development of students' creativity is neglected because of teachers' limited instructional time which is supposed to be spent on preparing students for the test. All derive us to wonder about the effect of the test on students' creativity. In his article "Does assessment kill students' creativity?" Beghetto (2005) states that standardized assessment is essential for the examination of the students' educational triumph but, it has a deep harm on students' creativity and innovation . Assessment is highly related to motivation which is by turn related to

creativity; the effect of testing on students' motivation depends highly on how it is implemented from the part of the teacher (Ibid, 2005)

So, according to Beghetto (2005. p. 255)" *the best answer to the question "does assessment kill creativity is : it depends".* Assuming that all students are creative, but few can practically express their creativity, what can be the assessment procedures that hinder creativity? Complimenting the best works only, interacting with students who outdo their classmates and comparing students in terms of performances are few of so many sabotaging behaviors that lead to low motivation, low self-esteem and disengagement in classroom practices. Yet again, assessment do not axiomatically reduce the students' creativity in all cases, it rather relies on assessment practices. Evidently, it is the teacher who manages to creatively using the assessment practices in his classroom for the better promotion of his students' creativity.

Since *"schools are struggling with teaching and assessing creativity"* (Tan, Lee, Ponnusamy, Koh & Tan, 2016. p. 2). And since creativity is seen as desired learning objectives, teachers are expected to work on the promotion of their own creative teaching and on their students' creativity through a set of instructional practices such as; designing innovative tasks that foster the students' sense of creativity, creating a mutual respect environment, opening discussions and group work tasks. In parallel, a step should be taken forwards by policy makers through including teaching creativity in their academic calendar taking into consideration its four dimensions (fluency, flexibility, uniqueness, unusualness) (See Tan, Lee, Ponnusamy, Koh & Tan, 2016).

To this end, teaching creatively requires the teacher to be creative and to possess a set of features to do so. Teachers are supposed to teach creativity, those who cannot do so are those who might lack self-confidence and self-recognition. In her book "creativity for the 21 century skills", Piirto (2011.XI) asserts that *"teachers who say: I am not creative, who have not even tried to be creative, who are reluctant and shy about their own creative personalities, selves, and practices, will not help their students to be creative".* So, we cannot teach our students to be creative if we –ourselves- lack the sense of creativity. The creative teacher is the one who confidently moves from unidirectional teaching methods towards multimodal teaching strategies (role plays, communicative games and discussions).

5.3.2. Multimodality for Teaching and Testing the Students' Communicative Competence

Education these days stands up to numerous difficulties; the utilization of ICT's is among the most critical one. The fact is that the implementation of technology in the language classroom is of an incredible help, however, educators need to think about their utilized modes in the classroom and to take all the learning styles into consideration. In the same vein, (Song 2018, p. 3-4) observes that:

> *In college English listening and speaking instruction, the application of multimodality should be appropriate, and thus teachers cannot indiscriminately throw a lot of multimodal medium at students, which is easy to distract their attentions so that they struggle to cope with and are unable to assimilate new information. Only by serving teaching contents does the application of multimodality have practical significance.*

The use of multimodality in the classroom is effective in teaching and assessment, additionally; it promotes creative teaching and learning. The multimodal approach is regarded as a means that fosters creativity which relies on visual, auditory and kinesthetic modes, but it is not necessarily reliant on technology (Marchetti & Cullen, n.d).

Being accurate and grammatically correct are not sufficient to use language efficiently in the classroom. Students need to participate successfully in different social settings (Royce, 2009), this could happen through the implementation of a set of multimodal tasks (videos, games, songs) in the teaching-learning process. This, in and of itself, will get students more motivated and engaged and will enhance their communication skills. Moreover, it helps the teacher assess them based on what they have required in terms of communication skills. (Martínez Lirola, 2016 .p. 77) "*The multimodality is useful for developing critical thinking, for bringing cultural aspects into the classroom and for working on social competence*"

.To begin with, the multimodality helps the learners to promote their autonomy as they recognize that different modes can be used to enhance their potentials. What is more important is cultivating the students' sense of creativity since they implement various strategies to improve their communication in group tasks (presentation, discussions, role plays ...), that way students become more active in the learning

process. Martínez Lirola (2016) has recapped the benefit of adopting the multimodality approach by claiming that *"multimodal classes facilitate the learning process and make students be creative, active and autonomous while they learn"* (p. 85). All of these previously mentioned pros are convincing reasons for creative teachers to adopt the multimodality approach within the classroom settings.

5.3.3. Quality Education and Assessment

It is quite apparent that teachers are at the heart of school improvement, they are the pillars of quality education and whom students' success depend upon. Their ability to consider the special educational needs of students' is very critical. Put in other words, school improvement is directly linked to the teacher's effectiveness (Mincu, 2015) Effective teachers are those who make school a fascinating and enjoyable place, they care about their students and admire what they teach (Tucker &Strong, 2005). Tucker & Stronge (2005, p. 2-3) listed 11 qualities of effective teachers:

- *Have a formal teacher preparation training*

- *Hold a certification of some kind*

- *Have taught for at least three years*

- *Are caring, fair and respectful*

- *Hold higher expectations for themselves and their students*

- *Dedicate extra time to instructional preparation and reflection*

- *Maximize instructional time via effective classroom management and organization*

- *Enhance instruction by varying instructional strategies, activities and assignments*

- *Present content to students in a meaningful way that fosters understanding*

- *Monitor students learning by utilizing pre and post assessment, providing timely and formative feedback, and re-teaching materials to students who did not achieve mastery*

- *Demonstrate effectiveness with the full range of students abilities in their classrooms regardless of the academic diversity of the students*

Stating all of those qualities is no doubt an undemanding task, but the question is whether those attributes can be achieved easily in practice and whether there is a teacher who might have all of these qualities. If so, this kind of teachers is described as a "highly qualified teacher".

It becomes necessary at this level to distinguish between "highly qualified" and "highly effective" teachers. Highly qualified teachers are those who are licensed or certified by the state and who develop competences in the field they teach."Highly effective teachers", otherwise, designated by more complicated set of qualities and attributes more than possessing certain degrees or qualifications , highly effective teachers possess the organizational, instructional, planning and assessment skills that help him/her achieve his/her goals set (Tucker& Stronge, 2005). And since teachers' effectiveness is related to the assessment procedure, it is deduced, therefore, that quality education is directly linked to teachers' evaluation.

When speaking about the quality of education, there is one crucial point to be made: if the focus is on the learning outcomes, the purpose of teaching and learning should be given a similar importance. The contradiction is that we set CLT as an educational goal, but, paradoxically, we apply for different direction. We set the students' communicative competence as the focal skill, but we design eleven written tests for students to pass. It is worth mentioning that there is an urgent need to understand these paradoxes first before proceeding with the application of any approach.

The interest of education nowadays is more oriented towards the enhancement of the students' 21 century skills; the skills needed in the real life outside the doors of the classroom. So, what students are really in need to is not how to write an essay, but how to speak fluently in different contexts. More importantly, rethinking about the objectives of teaching and learning is a requirement.

Lecturing with the help of handouts (to save time and finish the syllabus) is no more, or has never been effective. Therefore, if we wish to improve the quality of education in Algeria, we should reconsider the objective of teaching in general and of

assessment in particular, then, think of the implementation of innovative approaches based on set objectives. As far as assessment is concerned, the teacher needs to adopt a framework for developing the students' communicative competence:

As a *pre-assessment* procedure, teachers can distribute a modality questionnaire at the very beginning of the year to identify his students learning preferences. Concerning assessment, there should be a prepared assessment grid or observational checklists prepared by the teacher to fairly and reliably assess his students. In the last ten minutes of the lesson, the teacher may provide the students with a project to do, or a term paper, as a *post assessment*. What is crucial here is making sure that students are involved in every step before, during and after the assessment process.

5.3.4. Enhancing Students' Communicative Competence Using Authentic Materials

How can teachers help students promote their communicative competence?, how can they help them overcome their faced difficulties when involved in real communication? , how to overcome the dilemma of syllabuses and lessons that do not teach the students the skills required in real communication situation? In brief, how can teachers deal with a context as such? The response to these inquiries and the solution for these requests – we expect – depend very highly on the usage of a powerful methodology of instructing and testing such as "the multimodality".

The teacher should fully engage his students in classroom tasks which are preferable to be multimodal in order to guarantee students' engagement and to fit all the learning styles. The fact is that there is a genuine gap between what is being taught in our classrooms and what learners are really in need to. In this way, using songs, videos, games, role playing, discussion and oral presentations is effective for promoting the students' communicative competence, all the previously mentioned modes, we presume, would get the students progressively engaged and motivated. What is more important here is that teachers should consider the individual learning differences of students and should design tasks that suit the probably existed leaning styles in every classroom.

Developing the learners' communicative competence can take place through the extensive use of multimodal-based tasks, what is more important is the implementation

of authentic materials meanwhile. This, certainly, would boost the students' autonomy and motivation incredibly. Education has shifted from "form –based pedagogy" to "meaning –based pedagogy", and from teacher-centered approaches to learner-centered approaches, so enhancing the learners' communicative competence depends on how to make them communicate in meaningful social interactions. Teachers, educators and program developers should reconsider the utilized traditional implemented methodologies that do not fit anymore in the world of technology because everything have changed including the role of the teacher which is somewhat marginalized; he is a facilitator of the learning process which works to prove the students' critical thinking, problem solving, decision making, sense of creativity and leadership (Jeong, 2005).

So, "how to make communicative language teaching work in Algeria?". What could be the main causes of failure of this approach? And what are the solutions for effective implication of CLT in Algeria? The background of English language teaching in Algeria is complicated and not very supportive. Given the case of pre-university education, English is taught in middle school with low coefficient and since the focus is the standardized test and not the mastery of language, English is given minor importance. The same story is repeated in the secondary school while students are tested wittingly and always asked to read a given text and answers a range of reading comprehension questions, questions related to vocabulary, grammar, pronunciation, and finally asked to write a composition or a short paragraph on a given topic, so the main focus is reading and writing. Whereas, speaking and listening are highly neglected.

In the post-university education, the four skills are enhanced with different percentages. The curse of standardized testing continues to chase the students and their teachers. All tests are written, except oral expression test which urges the students to work on their speaking skills. So, for students to get high average, they should possess the linguistic competence and a good writing style. And since students are judged based on their scores, why should they think of promoting their speaking ability.

Now, moving the lens towards teachers, with the problem of time, lack of materials and overcrowded classes, how can they push the students to speak in the given conditions? Let's suppose that the teacher of oral expression module asked the students (40 per class) to prepare presentations, given the fact that the time devoted for teaching oral expression module is 1:30 h. If the teacher asked his students to be so brief and

present their individual work in 10 minutes. So, through a simple calculation : 10 □ 40 □ 400, we can deduce that students need 400 min to present their work, with no time available , neither for discussions and teachers' feedback, nor for the teacher to evaluate the students' presentations using a checklist or an observational grid. The case is similar if using other techniques such as videos, games, songs, role plays or discussions.

The previous untreated problems push the teacher to take a step back and to use the outdated teaching and assessment strategies because time and huge size classes prevent the implementation of any interactive approach. It is worth pointing that there is a basic weakness in the educational system in Algeria that should be treated first before moving toward the implication of any educational approach. There are two choices that seem to fit in the Algerian educational system:

- Adopting an approach that works hand in hand with the Algerian educational context (time distortions, overcrowded classrooms, lack of materials, lack of teachers' training) or,

- Treating all the previously mentioned disturbing issues, then, any approach will be fitting, if adopted accordingly.

The main causes of failure that serve against the adaptation of CLT and which are faced by mostly all educators in Algeria can be summarized in the following table:

Table 5.1. Difficulties that prevents the adoption of CLT (Li, 1998, p. 687 cited in Ansarey, 2012)

Difficulties caused by teachers	Difficulties caused by learners
• Deficiency in spoken English • Deficiency in strategic and sociolinguistic competence • Lack of training in CLT • Few opportunities for retraining in CLT • Misconception about CLT • Little time for material development	• Low English proficiency • Little motivation for communicative competence • Resistance to class participation
Difficulties caused by the educational system	**Difficulties caused by the educational system itself**
• Large classes • Grammar based examinations • Insufficient funding • Lack of support	• CLT is inadequate account of EFL teaching • Lack of effective and efficient assessment instrument

The listed above negative issues highlight the fact that we have to go a long way to achieve the desired goals. The following few notes are to be considered for the real application of CLT in Algeria:

- Teacher training on how to implement CLT, CBA

- More time devotion for speaking and communication

- The issue of large classes can be solved by extra class work

- Designing more communicative tasks

- Providing schools and universities with the needed financial support

- Working on the students' motivation, engagement and autonomy

It is always preferable to use authentic rather than fabricated materials in the language classroom for two focal reasons; first, to provide validity to the lesson, second, to assist the students to communicate efficiently, because the best way of learning a foreign language is through getting in touch with its people (getting in touch with native speakers and practice speaking more fluently through face to face interaction). And since it is quite difficult for the teacher to bring native speakers into his classroom, bringing authentic materials makes it possible. Therefore, in the present study, we advocate the use of a variety of authentic materials from real word (pictures, videos, games..) and it is worth noting here that teachers are free to modify the content of the used authentic material in a satisfactory way which fits his students' needs, especially if the authentic material does not fit his students' cultural context.

5.3.5. The Integration of Communicative Tasks in Linguistics Courses

Both Listening and speaking skills repeatedly occur in real-life interaction, inside and outside the classroom settings. Teaching these two skills would improve the students' communicative competence most effectively. The biggest obstacle to achieving this goal is the kind of students who are shy and less confident and who are rarely or never willing to participate in an active classroom interaction. As a remedy to

this, Travil believes that *"teachers should sweep away the boundaries and create a safe, stress-free environment to encourage and motivate the students to speak"* (2010. 766). Thus, working on students' motivation and confidence is of vital importance to, first, create a comfortable classroom atmosphere that makes students feel relieved enough to speak and, second, to pave the way to teachers to diagnose his students' strengths and weaknesses in terms of communicative competence.

Yet again, we should reemphasize the necessity of integrating authentic materials and concrete, realistic situations in the language classroom, in linguistic and non-linguistic courses. And, as already noted, time is not always helpful, the teacher needs to urge his students to use English outside the classroom, in real life situations to practice what what has been learnt. On the same line, Davies and Pearse (2000) emphasize that *"Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom"* (p. 99). What is more, is the focus of attention, when students speak, the teacher focus should be all put on their language and ways of communicating the idea, but never, the idea itself, Travis affirms that *"a foreign language should be less concerned with the language than with the message sent to communicate"* (2010. p. 269).

To sum, there is no way of making the classroom environment a better place for the students better than the integration of communicative activities, the latter promotes the students' communicative competence and guarantees their total engagement, especially, if the teacher integrates/ includes/ incorporates the kinds of tasks that best fit his students' interests and needs.

5.3.6. Blending Formative and Summative Assessments

Learning can be encouraged through the implementation of various learning tasks and activities that can be used formally (summative assessment) or informally (formative assessment). Both types are used in different context and serve different purposes. On the one hand, summative assessment as a post learning activity is used to check the holistic understanding and grasping of knowledge. Formative assessment, on the other hand, is the kind of informal feedback provided by teachers along the way.

The fact is that teachers do spend most of the time planning and designing summative tests, only few of them use formative assessment in their classrooms despite of its huge importance. Their justification behind this behavior is that learners are prepared to be tested summative (given the case of BAC and the final exams of each semester in higher education) . That is the reason behind their emphasis on written tests instead of continuous oral descriptive feedback. Their explanation would be more convincing in the case of steady learning-teaching context. But, the truth is that the present educational context is affected by the fast spread of technology and globalization. The learning situation nowadays is different then what it used to be in the past. In other words, teaching- learning quality is given great importance these days. Therefore, this educational quality cannot be achieved using the quantitative manner of testing, students need to receive feedback on their own learning, and it is the teachers' role to create this balance between "assessment for learning" and "assessment of learning".

5.3.7. Designing a Syllabus for Teaching Oral Expression at the University

Teaching oral expression module at the University of Biskra is given minor importance, starting from the fact that this module is usually taught by novice and part time teachers who do not have enough experience and training to teach such an essential module. Those teachers do usually find themselves in the dilemma of teaching this module which requires huge preparation and convincing performance from their part before, during and even after the session. Given the fact that, teachers have no syllabus in hand, no clear methodology to follow, and no collaboration between instructors, all of which makes the task more difficult and even harder to achieve. As a remedy to this, we suggest the implementation of an effective syllabus that fits the learners' needs and the teachers' expectations. It is the timely moment to design programs that best suit the communicative needs of the learners and their learning styles. In addition to exposing teachers (especially novice ones) to an in-service training on: how to teach oral communication skills and, how to assess the students' speaking abilities.

5.3.8. The Necessity of Coordination between Novice and Experienced Teachers and Researchers

From the very beginning of their profession, novice researchers face different challenges in dealing with their students, colleagues, the administration and even the syllabus (on the off chance that it is accessible to all). These scopes of difficulties may influence quality teaching, the reason why novice teachers find themselves in an urgent need to approach and contact experienced teachers whose experience would spare them much time and effort and would guarantee quality performance. As a result to that, the constant coordination between novice and experienced teachers is highly recommended. Researchers support the collaboration between experienced and novice teachers because novice researchers and teachers can benefit tremendously from the attributes of experienced ones in a variety of ways. Among these attributes, Richards & Farrell (2005, p. 7) state ten:

- *a rich and elaborate knowledge base,*

- *ability to integrate and use different kinds of knowledge,*

- *ability to make intuitive judgments based on past experience,*

- *desire to investigate and solve a wide range of teaching problems,*

- *deeper understanding of students' needs and student learning,*

- *awareness of instructional objectives to support teaching,*

- *better understanding and use of language learning strategies,*

- *greater awareness of the learning context,*

- *greater fluidity and automaticity in teaching,*

- *greater efficiency and effectiveness in lesson planning*

We observe that novice teachers learn their subject matter at the university, but there are areas where they find themselves in need to coaching, mentoring and guidance. It is, then, the experienced teachers' role to support them to practice what they have learned in the classroom with their students.

5.3.9. Considering the Learning Styles of Students in Teaching and Assessment

There are two questions most of teachers fight to answer; "how to teach?" and "what to teach?" .Teachers' way of teaching affects the way students' learn. Consequently, students' learning styles should be reinforced by teachers to ensure that every student is engaged in the learning process, because classrooms nowadays are merely learners-centered. Accordingly, students' needs and learning styles should be given more importance if we want more efficient learning in the classroom. Based on how students learn, the teacher can decide about his adopted teaching approach. The multimodality approach is, in this manner, expected to match to the learners' learning styles and to fit their needs and expectations, and most importantly, it helps the teacher to better assess his students' speaking and communication skills.

5.3. 10. Devoting Time for Teaching the Speaking Skill at University Level

It must be admitted that students are poorly prepared to speak. They are rarely asked to be clear and concise when communicating their ideas. During their university careers, students are mostly asked to write. Given the case of Biskra University, students are exposed to eleven modules; all of them are written and require students to write paragraphs or essays. Only one module (Oral Expression Module) is taught for the purpose of promoting the students' communication skills. Another bracket about teacher talking time (TTT) during OEM should be opened because teachers are supposed to be so mindful about the amount of time they spent talking during sessions. The bad news here is that OE is taught for a very limited amount of time (3 hours per week) and what is worse is that it is usually taught by novice researchers and inexperienced teachers. All of which explains the students' poor oral communication and interpersonal skills. As a remedy to this, more time is needed to be devoted to teaching the speaking skills, students need to be exposed to problem solving tasks and speaking activities that foster their creativity and communication abilities. Teachers, by their own, cannot address this problem; therefore, a decisive influence of stakeholders and decision makers is required at this level through the implementation of more speaking oriented modules to make students speak as fluently as required in the 21st century.

5.3.11. Designing Communicative Tasks that Foster the Students' Critical Thinking and Creativity

Knowledge nowadays is available everywhere and anywhere. From the one hand, the students search for knowledge becomes so much easier than ever before. The teachers' mission, on the other hand, becomes more difficult than ever before. The teachers these days are required to develop the students' critical abilities and to foster their creativity and problem solving skills in addition to promoting their sense of innovation. These settled objectives cannot be accomplished through the given curriculum and the teachers' current classroom practices. We, thus, propose the application of the "multimodality approach' to promote the students' creativity, critical thinking, collaboration and communication through the implementation of visual, auditory and kinesthetic modes in the English classrooms. Changing the orientation toward more speaking-based activities can be more effective. Teachers can integrate the following speaking tasks to reduce the students'communication problems (songs, games, videos, role playing, discussions and oral presentations).

5.3.12. Students' Involvement in Assessment

Maybe the reason behind the students' disengagement and low motivation is the fact that they do not have choices, they are obliged to take the test as it is in its current imposed form and content. The multimodality approach allows the teacher to respond to the students' choices by designing multimodal tasks that manage to fit all the students' choices. When many learning activities are available for the students, and when all these tasks are designed to meet the many learning styles that exist in the classroom, the students' engagement, enjoyment, high motivation and learning are highly guaranteed.

The involvement of students in the assessment is a subject under a sustained discussion due to its vital importance in quality in higher education. Falchikov (2013) identified seven crucial dimensions that are discussed whenever "assessment" is the subject, he called them "seven pillars of assessment" (page): the why, how, what, when, who to assess and the how well to assess and finally the what next procedures. The "why" to assess was on the top of the list, because, we think, it is the first question that should be asked and thought about from the part of the policy makers, administrators, teachers and students, those are the responsible for the test. Yet, students are responsible

as well; they are always involved in the assessment process, whether implicitly or explicitly.

Assessment of students' communicative competence is not an easy task. To ensure the quality of assessment in higher education, there should be a close and a clear profile on the conditions of communicative competence assessment. Tareva & Tarev (2018) suggest a lot of conditions, among them, we can mention the adaptation of a special assessment scale and the diversification of assessment forms, and they assume that:

> *It is necessary to abandon adherence to purely traditional forms of assessment (tests, quizzes, surveys, etc.), they must be supplemented with innovative forms that are aimed specifically at identifying the level of the formation of the professional and communicative competence of the future specialist. Such forms can be, for example, referring to the solution (by means of a foreign language as a means of communication) of problematic professional tasks, holding scientific conferences on professional issues, etc. (p. 759)*

Diversifying the teaching and assessment methods, we presume, would have a positive influence on students, teachers and the quality of test at university. Another , imperative condition, they add, is the necessity to integrate problem based way of assessment for the enhancement of students' critical thinking and problem solving of real life contexts. To add, Tareva & Tarev (2018) assert on continuous assessment of the students' communicative competence *"it is advisable to provide longitudinal measurements of professional and communicative competence"* (p. 759). What is more important is considering the students active participation in assessment (Ibid).

Students' focus on grades is often because of how we test them; they are always tested writingly and classified according to their average which is not reliable all the time, what is more harmful, is the fact that they receive no or less feedback on their performance, they are rarely involved in assessment despite of the fact that: *"At the centre of any debate about assessment must be the student. Our task as teachers is to help students learn and we can harness the power of assessment to achieve this end by involving them in the process. Of course, students have always been involved in assessment. What is beginning to change, however, is the role they play in the process"* (Falchikov, 2013. p. 102).

Falchikov (Ibid) suggests several ways of involving students in assessment such as *"self assessment, peer assessment and collaborative assessment "*(p. 102). Despite of the efficacy of these ways, time and students' low motivation may act as hinders of students' involvement. This is why the next upcoming note is about research based instruction, because we have observed that every technique, strategy or approach has pros and cons. In addition to this, it is the role of the teacher to do his research, to properly understand the theory, and of course to practice in his classroom by doing an action research following the reciprocal procedure. Evidently, the teacher will find the most fitting approach. It is important to bear in mind that he is the decision maker, thus, he can add, replace, remove or change all what does not fit in his classroom special context.

5.3.13. Research Based Teaching for Effective Instruction

A fast yet a firm shift from teacher-centered setting to students –centered setting is needed. The teacher as researcher (TAR) is a reflective practitioner who has always to reflect upon what happens in his classroom to improve his teaching and to promote his learners' learning outcomes. The teacher may carry out an experiment through which he applies a new approach (what is called an intervention) and see whether the newly implemented approach fits his/her learners' requirements. Following these procedures would enable the teacher to evaluate and decide about his teaching effectiveness and the quality of his formal and informal testing. All are parts of his/her decision making process where he determines the strategies that may help him to better his teaching methods and to achieve his setting goals.

There has been always a constant educational debate about theory and practice in teaching. Some researchers claim that teachers face serious problems when trying to put theory into practice in their classrooms. Consequently, they start to think of the effectiveness and adequacy of what they have learned on their future career. So,to handle such problem, teachers have to reinvest on their own teaching, in other terms, they have to revise all the components that make up their teaching process starting from the lesson planning, the implemented teaching strategies, the coordination with other colleagues. To put all this into practice, theory is not always profitable. Hence, teachers need to do their own research based on their own knowledge that serves their own contexts. Action research is meant to serve this issue; it works to improve the teachers'

learning through the development of a deep understanding of their real teaching procedures (Alvunger & Wahlström, 2018).

5. 4. Suggestions for Future Research

The results of the current investigation show that there is still a lot to be done to improve the communication skills of the students. Consequently, the current study is a call for further research on the same area because further research work could more extensively explore the multimodality approach as being related to the four skills (speaking, writing, listening, and reading). Among the recommended procedures that can be followed by the teacher, the following suggestions can be mentioned:

- The introduction of students to their learning preferences, students should be towards their self-recognition in order to figure out their learning styles and to learn based on it. At this level, we would suggest the distribution of a modality questionnaire at the very beginning of the year. Teachers are involved here through assisting students to recognize their learning styles and preferences and to assess them based on their recognition.

- Making the course of instruction as communicative as possible is among the highest goals every teacher should be able to achieve through designing more communicative tasks that responds to the learners' preferences and get them more engaged and involved. It should be noted here that communicative tasks should be involved in all the English language courses and modules, not only in "oral expression module", as is the case in most of the English departments in the Algerian universities and as is the case of English department of Biskra University.

- Teachers are always complaining about students' low proficiency level of English which is-to be realistic- a result of the imposingly or optionally implemented strategies that seem to be unified and utilized by most of the teachers, all of which drive us to recommend the implementation of a potent and an operative approach such as the "multimodality approach".

- The evaluation of the teachers' performances should be linked to the quality of education and taking into account the quandary of assessing teachers. Quality teaching therefore should be directly linked to the students' achievement and learning outcomes.

- Increasing the students' motivation and engagement through creating supportive classroom contexts and designing learning style-based instruction.

- Developing students' fluency and communication skills through TBI (Task Based Instruction).

The students' ability to achieve their goals in learning English depends highly on their communicative competence; consequently, it is the teacher's role to enhance his students' communicative competence to achieve their goals. The intention of this chapter is to condensely recap the findings of the questionnaire, the interview and the pretest- posttest .The findings of this study can lead us to further inquiries about the multimodality implementation in EFL classrooms. Hopefully, this study will open the door for further future research on the topic from different angles. The results of the current research work could have implications for novice and experienced teachers who want to use a new approach to develop and assess their students' communicative competence.

5.5. Conclusion

This chapter is presented in a separate section from the conclusion to sum up the key points and the significant outcomes of the current paper, and to provide teachers, researchers and readers in general with some directions and concrete solutions and suggestions which can be implicated before, during and after the assessment of their students' communicative competence. The main focus of this paper is shedding more prominent light on the methodologies implemented by teachers during oral expression module which seems neither to serve the students' learning styles and preferences nor to promote their speaking potentials and communication skills. All of which lead us to propose the integration of a new approach into EFL speaking context.

GENERAL CONCLUSIONS

GENERAL CONCLUSION

The journey's end is only the beginning, the current research represents a brief overview of "English language teaching and assessment" for the sake of promoting quality teaching and learning. With no doubt, improving the quality of education cannot be fulfilled without evaluation taking part in the teaching and learning processes (Dickins, 2008). Throughout the assessment, teachers can determine the effectiveness of their teaching process via their students' feedback (Liu, 2017).Using Canale and Swain modal of communicative competence; the current study examined the productiveness of implementing the multimodality approach in the classroom. Also, it proved how learning styles could predict teachers' assessment of communicative competence. The ultimate goal of this investigation is to set out the effectiveness of implementing the multimodality approach in EFL classrooms. It attempts to answer the following questions:

- How to promote the students' communicative competence?

- In what way can the teacher assesses their students' communicative competence?

- What kind of teaching and learning difficulties are encountered when assessing the learner's Communicative Competence?

- How can the multimodality approach be applied in the field of foreign language teaching?

In the line of these questions, the following hypotheses served as a basis for the study

- Through the incorporation of the 21st century skills; Communication, Collaboration, Creativity and Critical thinking, the teacher may promote his students communicative Competence.

- EFL Teachers may evaluate their students' communicative competence utilizing a variety of modes (visual, auditory, kinaesthetic) including activities such as; songs, games, videos,role- playing, monologues, problem-solving activities, etc.

- Subjectivity, bias, invalidity and unfairness are few of many drawbacks, EFL teachers might confront when assessing their learners ' communicative competence in implementing the multimodality approach in the classroom.

- The multimodality can be applied in foreign language teaching through designing programs that best fit the communicative needs of the learners and their learning styles.

The thesis was partitioned into six chapters, in the introductory chapter; we have provided a general outlook on the topic under investigation, the purpose behind it, the question raised and the hypothesis to answer these questions, in addition to the instruments that are used to reach the set objectives.

The first chapter is loyal to reviewing the literature on the "assessment "of students, the "development of their communicative competence" and the "multimodality approach" in order to build an elaborate understanding of the multidisciplinary topic under study, and to find out what is already known about the three previously mentioned variables. Also, because, we believe that "the literature review" is not a routine step that proceeds to fulfill the university requirement, it is rather an indicator of critical reading. Throughout our "theoretical framework", a new approach to assessing the students' communicative competence was proposed, of course, with the help of what has been already written and done by researchers and writers.

The first section entitled "the shift towards communicative language teaching and task based instruction" tackles extensively the importance of shedding light on communicative competence to develop the students'communication skills required in the 21st century. To enrich our study, we deepened into the history of communicative competence and had a critical look at its basis. In addition to reporting the existed approaches and proposed models that can be implemented by teachers according to their teaching contexts and their students' needs. Finishing up with an insight on "how to develop" and "how to assess" the students' communicative competence (giving the complexity of such procedures) using a variety of communicative and interactive activities.

The second section entitled "from pencil and paper assessment to screen assessment: the potential future move" was devoted to an exhaustive look on assessment of the speaking skills, highlighting the mission of the teacher on deciding about "how to assess" and "what to assess". Also, we dealt with the questions "why assessment is important" at first place. Furthermore, we had a critical view on different types, forms and methods of assessment with high emphasis on the role of the teacher to ensure validity and reliability of his designed tests, and to diversify assessment methods in order to avoid monotony and to fit the learning styles of his students. Moreover, in this section, we dealt with the influence of technology on assessment and the features of quality assessment.

The third section entitled "multimodality: the overdue invention of the obvious" was loyal to the proposed approach to assessment of students' communicative competence. At the very beginning of the section, we identified the difference between monomodal-based instruction and multimodal based instruction. In the second part of the section, we highlighted the different teaching modes that are included in the multimodality battery (visual mode, auditory mode and kinesthetic mode) and that fit with the students' learning styles. Ending up with different suggested multimodal assignment and activities (games, songs, videos, pictures, role plays, discussion).

Similar to the first chapter, the second chapter was divided into three sections, through which we analyze the current teaching-learning and testing situation in Algeria. In the first section, we provided a snapshot about English in the globalization era and the effect of globalization on both teaching and testing. Section two was dedicated to having a critical look into teaching-learning and assessment in Algeria under the LMD system. The last chapter was faithful to ELT in Algeria and more precisely at Biskra University (English division) after presenting ELT in the pre-university levels (middle and secondary school).

To reach the set goals, we designed a blueprint of research in the third chapter entitled "research design" through which we clarified the strict methodology followed to collect and analyze data. All through this chapter, we massively explained how we proceed through every single step of conducting the action research, ranging from the planning phase where we decided about the research problem, the research variables, the research questions, the research hypothesis and the choice of sampling. In the action

research phase, we explained the adaptation of triangulation of instruments, in the observation phase, we observed the effect of the action research, while in the reflection phase, we evaluated the effect of the action research and thanks to that, and we developed a clear understanding of the topic under investigation.

The results of both qualitative and quantitative data are described in the fourth chapter entitled "data analyses" The fourth chapter is divided into three sections, each section reviews the analyses of a used instrument: questionnaire, interview, pretest – posttest).It is worth noting that the data are analyzed to verify the validity of the findings and decide about the significance of the multimodality approach.

Chapter five "conclusions and implications" we further confirm the introduction of a new way of thinking about the assessment of students' communicative competence and solving the problem of mono-modality and monotony in assessment. We provided the reader with some suggestions to consider when assessing the students 'communication skills, and we left an open space for other researchers to persuasively and succinently proceed the problematic from another angle through the suggestions of future research.

In the concluding chapter, we intend to restate the main arguments and strengths of using the multimodality approach, for the fact that it becomes crystal clear at the end that the multimodality approach is indeed an effective approach, if it is properly adopted by teachers.

The purpose of this research work is to bring the multimodality approach to light and to find whether it is significantly effective to use to assess the students' communicative competence. The results of the test, the questionnaire and the interview revealed the effectiveness of implementing the multimodality approach for the assessment of the students' communicative competence. It is worth mentioning here that the results obtained throughout this study are not likely to be generalized because the sample is taken from a bigger population, so we cannot assume to have the same results with different sample, unless we replicate the results throughout a wider/different population for many times and in different contexts .

Our research provides information about the process, results and most importantly the limitations and surprises faced when introducing the multimodality approach as a new, yet complicated, way of assessing EFL learners' communicative competence and

speaking skills. Every study has constraints that can influence the final outcomes; the following anticipated limitations tend to give the reader a true picture of the circumstances under which the current research has been enlisted:

- Lack of previous studies in the research area: There are few published data on the use of the multimodality approach in the EFL classrooms.

- Finance and equipment: The implementation of some audio-visual tasks requires materials such as data projectors to use videos and loudspeakers to expose students to songs.

- Large classes: Evaluating the students' speaking ability in large classes seems to be problematic; this issue needs to be resolved urgently for the best promotion of the students' communication skills.

- Time limitation: The current research requires a longitudinal randomized experiment (Three-Four years), if more reliable and valid results are to be achieved.

- The non authenticity of communication situation where artificial classroom context was dominated, students could not communicate freely because they had few chances to use English in real settings (such as speaking to native speakers).

The above mentioned limitations tend to ethically prove the existence of a set of faced barriers which might have probable impacts on the research findings. Therefore, the limitations of the current paper should direct attention towards extra extensive investigations to be addressed in the future.

So, why is this research important? The answer to this question may take a lot of time, and it can be said that the number of pages of this research is not enough to express the importance of implementing the multimodality approach in the teaching and assessment of the students' communicative competence. Many of the behaviors performed by teachers do not reflect enough awareness of the need to promote the students' speaking ability and communication skills, most of their implemented strategies are "monomodal" and are directed towards one orientation and addresses only one learning preference. All this seems unfair to the students who expected the test to be "alternative" and "multimodal". So we felt it was necessary to get out of the usual

(handouts, role plays, drilling…) and apply a new approach in line with the needs of students and their abilities.

Based on the discussion in the previous chapter, the percepective taken by the researcher in the present study is that the student's communicative competence improved after using the multimodality approach, as the test finding showed. Hence, we would suggest the implementation of the multimode in the EFL classrooms, we believe it is so fair especially when working with students with different levels of proficiency because *"different levels of proficiency require different tests and tasks to arrive to reliable results"* (Tavil, 2010, p. 767). The multimodality approach as eclectic in nature cultivates all the differences that might exist in the classroom including the learning styles and preference, the students' level of proficiency and communicative competence and even the students' brain dominance and cognitive abilities.

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Appendices

For interested readers further details are presented in the Appendices section

Appendix 1. The List of Samples by Names

Appendix 2. Scoring Rubric for oral presentations

Appendix 3. A Letter Requested Permission

Appendix 4. The Pretest and Posttest Results

Appendix 5. Students' Writing Productions

Appendix 6. Picture –based Tasks

Appendix 7. Songs –based Tasks

Appendix 8. Role plays –based Tasks

Appendix 9. Techniques of Assessment Following Canale and Swain Model

Appendix 10. The Research Map

Appendix 11. The Pretest

Appendix 12. The Posttest

Appendix 13. Modality Questionnaire

Appendix 14. Teachers 'questionnaire

Appendix 15. Learners 'Questionnaire

Appendix 16. Teachers' Interview

Appendix 1.

The List of Samples by Names

Appendix 2.

Scoring Rubric for Oral Presentations (adopting Canale & Swain modal)

Level / Third year   Teacher:
   Student's Name:...........................   Date of Presentation ....
   Title of Topic:...........................   Type of presentation: ....

	Rubric	0	1	2	3	4
Grammatical C	Pronunciation/orthography					
	Semantic appropriacy of lexis					
	Vocabulary					
	Morphology					
	Syntax					
Discourse C	Cohesion					
	Coherence					
Sociolinguistic C	Register					
	Performance					
Strategic C	Fluency					
	Density of information transfer					
	Hesitation phenomena					
	Non-verbal compensation					
	Verbal compensation					
	Confidence/neatness					
	Overall strategic success					

Total score:

Appendix 3.

A LETTER REQUESTING

PERMISSION

Institutional address:

University of Mohamed Khider - Biskra

Date :

Name of recipient: The head of English Department.

Address of recipient: Department of English

Dear Sir,

I am hoping to undertake an action research study into how I can assess students 'communicative competence using the "Multimodality approach". I would be grateful if you would grant permission for my research to proceed. Two copies of this letter are enclosed. Please sign and date both. Keep one copy for your files and return one copy to me.

With thanks.

Othmane Meriem   Date ....

I hereby give permission for [Othmane Meriem] to undertake her research in [The English department].

Signed

Appendix 4.

The Pretest and Posttest Results

العلامة النهائية ـ /20	نقطة التقييم الثالث ـ /6	نقطة التقييم الثاني ـ /6	نقطة التقييم الأول ـ /6	الاسم	اللقب	رقم التسجيل	رقم
11.00	05.00	02.00	04.00	حمزة		14/350-36-024	01
11.00	05.00	04.00	02.00	نبيل		15/350-55-323	02
11.00	05.00	01.00	05.00	محمد عامر		15/350-37-06	03
16.00	05.00	06.00	05.00	غيلي ريم		15/350-39-19	04
15.00	03.00	06.00	06.00	بة هبة الله		15/350-50-75	05
10.00	03.00	04.00	03.00	محمد وسيم		03/40-48-59	06
12.00	03.00	03.00	06.00	حنانة		15/350-37-90	07
13.00	06.00	03.00	04.00	رياض		13/350-38-15	08
12.00	06.00	02.00	04.00	عبد الرزاق		14/350-54-52	09
11.00	03.00	03.00	05.00	هبة الله		15/350-38-017	10
14.00	03.00	06.00	05.00	دليل		15/350-47-18	11
16.00	05.00	06.00	05.00	ريمة		15/350-38-57	12
15.00	03.00	06.00	06.00	قايز		15/350-48-41	13
16.00	06.00	04.00	06.00	فيروز		15/350-37-87	14
10.00	03.00	01.00	06.00	فطيمة الزهرة		13/350-31-58	15
16.00	06.00	06.00	04.00	جنة شافية		15/350-45-03	16
10.00	04.00	03.00	03.00	سلوان		12/50-37-48	17
10.00	04.00	03.00	03.00	سمية		14/350-32-28	18
14.00	03.00	06.00	05.00	ميرا		14/350-33-33	19
11.00	05.00	02.00	04.00	حمزة		15/350-41-82	20
				خليجة		13/350-44-71	21
				سهيلة		14/350-43-95	22
15.00	06.00	04.00	05.00	رفيدة		15/350-38-23	23
12.00	03.00	03.00	06.00	سعدية		15/350-49-85	24
10.00	04.00	03.00	03.00	ريدة		15/350-44-73	25
15.00	03.00	06.00	06.00	ليندة		15/350-38-98	26
15.00	03.00	06.00	06.00	كريمة		15/350-48-00	27
10.00	02.00	06.00	02.00	رؤية مريم		15/350-37-67	28
16.00	05.00	06.00	05.00	دلولة		15/350-36-14	29
15.00	03.00	06.00	06.00	تسرين		15/350-51-73	30
16.00	05.00	05.00	06.00	غرب		15/350-51-56	31

العلامة النهائية ـ /20	نقطة التقييم الثالث ـ /6	نقطة التقييم الثاني ـ /6	نقطة التقييم الأول ـ /6	الاسم	اللقب	رقم التسجيل	رقم
10.00	04.00	02.00	04.00	حمزة		14/350-36-024	01
10.00	05.00	03.00	02.00	نبيل		15/350-55-323	02
05.00	05.00	02.00	02.00	محمد عامر		15/350-37-06	03
12.00	05.00	05.00	02.00	غيلي ريم		15/350-39-19	04
14.00	02.00	06.00	06.00	بة هبة الله		15/350-50-75	05
12.00	04.00	04.00	04.00	محمد وسيم		03/40-48-59	06
09.00	04.00	03.00	02.00	حنانة		15/350-37-90	07
12.00	05.00	02.00	05.00	رياض		13/350-38-15	08
10.00	02.00	04.00	04.00	عبد الرزاق		14/350-54-52	09
10.00	04.00	04.00	02.00	هبة الله		15/350-38-017	10
12.00	05.00	05.00	02.00	دليل		15/350-47-18	11
10.00	02.00	02.00	06.00	ريمة		15/350-38-57	12
12.00	05.00	05.00	02.00	قايز		15/350-48-41	13
10.00	02.00	05.00	03.00	فيروز		15/350-37-87	14
05.00	04.00	02.00	02.00	فطيمة الزهرة		13/350-31-58	15
12.00	04.00	04.00	04.00	جنة شافية		15/350-45-03	16
10.00	04.00	02.00	04.00	سلوان		12/50-37-48	17
09.00	03.00	03.00	03.00	سمية		14/350-32-28	18
08.00	04.00	04.00	00.00	ميرا		14/350-33-33	19
10.00	03.00	03.00	04.00	حمزة		15/350-41-82	20
/				خليجة		13/350-44-71	21
/				سهيلة		14/350-43-95	22
12.00	05.00	05.00	02.00	رفيدة		15/350-38-23	23
14.00	05.00	00.00	05.00	سعدية		15/350-49-85	24
09.00	03.00	03.00	03.00	ريدة		15/350-44-73	25
11.00	05.00	04.00	02.00	ليندة		15/350-38-98	26
12.00	06.00	06.00	00.00	كريمة		15/350-48-00	27
10.00	05.00	01.00	04.00	رؤية مريم		15/350-37-67	28
13.00	04.00	04.00	05.00	دلولة		15/350-36-14	29
12.00	06.00	02.00	04.00	تسرين		15/350-51-73	30
14.00	05.00	05.00	04.00	غرب		15/350-51-56	31

Appendix 5.

Students' Writing Productions

Email about visit to London

Dear Tara,

How are you? I hope that you doing well we have been connecting for long time and now is the time for us to meet 1 year?

Sure I'm not coming alone I'll be accompanied by my family. You can not imagine how much I'm excited to spent entertaining time. I can't wait to visit big ben and many other locations with you. I'm sure we will have fun together and gather unforgetable memories.

Yours Aya

Email about visit to London

Hello, dear Tara:

It's been a longtime that we didn't chat, I hope you are fine my dear and your family also, so I want to tell you that my family is coming to london next month for a vacation and they will stay few days I would like to ask you if we can meat up when I arrived there in the 24th of this month if you are not busy of course and if you don't mind also I suggest if we can go and visit many places and show me the most famous status in london, I want to take photos. I'm sure that we are going to have fun. I can't wait to come there and meet you because I really missed you my lovely friend, big Hi from algeria.

your friend Rofaida

Appendix 6.

Picture –based Tasks
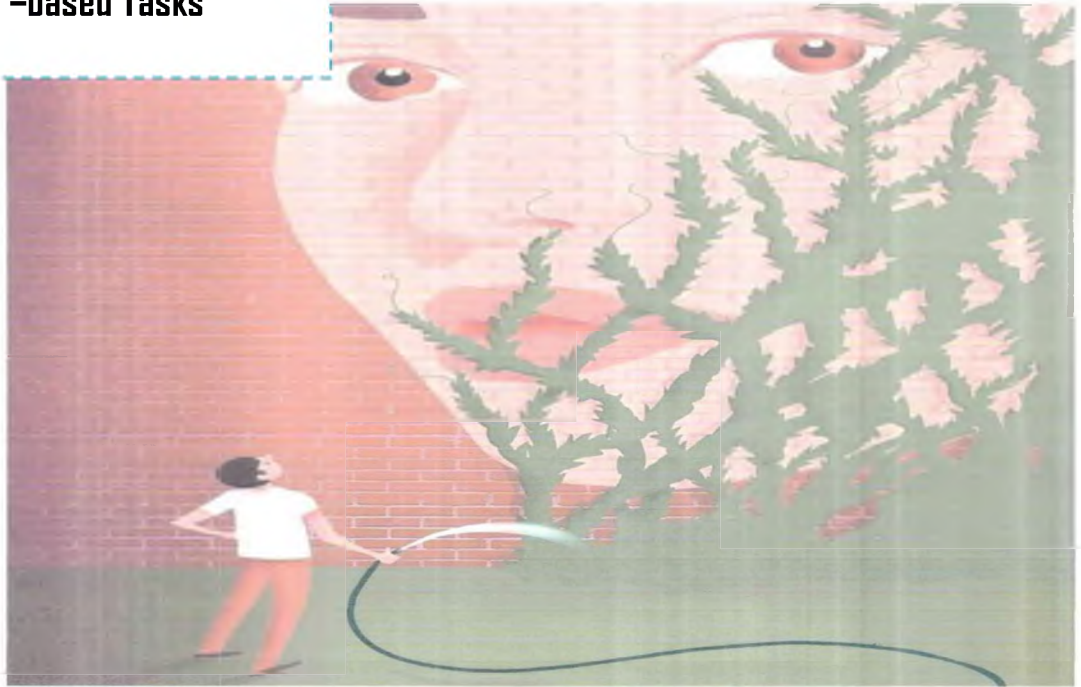
⇒ imagination according to the desire =

1 physical disability

G.08
Smoking is waste of money and health.
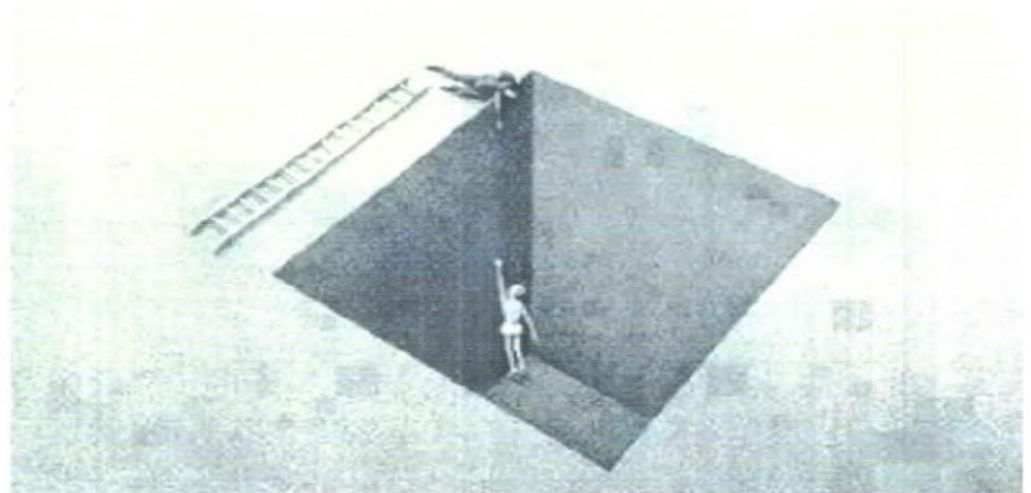
- hypothesis

"MONEY Leads you To The Edge of DisTruction"

"The Greed"

Selfishness

→ Wolf in sheep clothing.
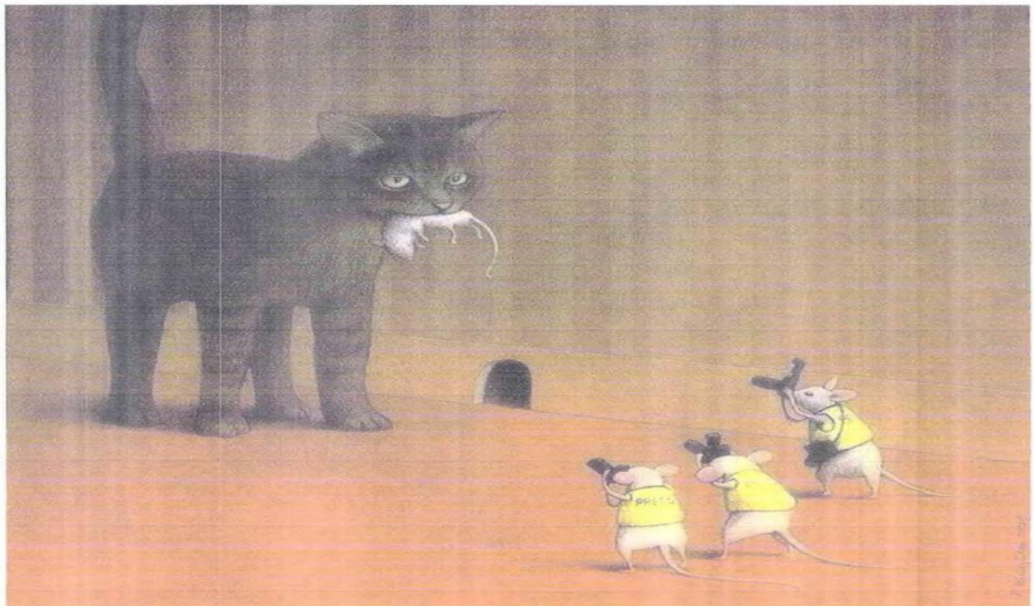
– Death trade
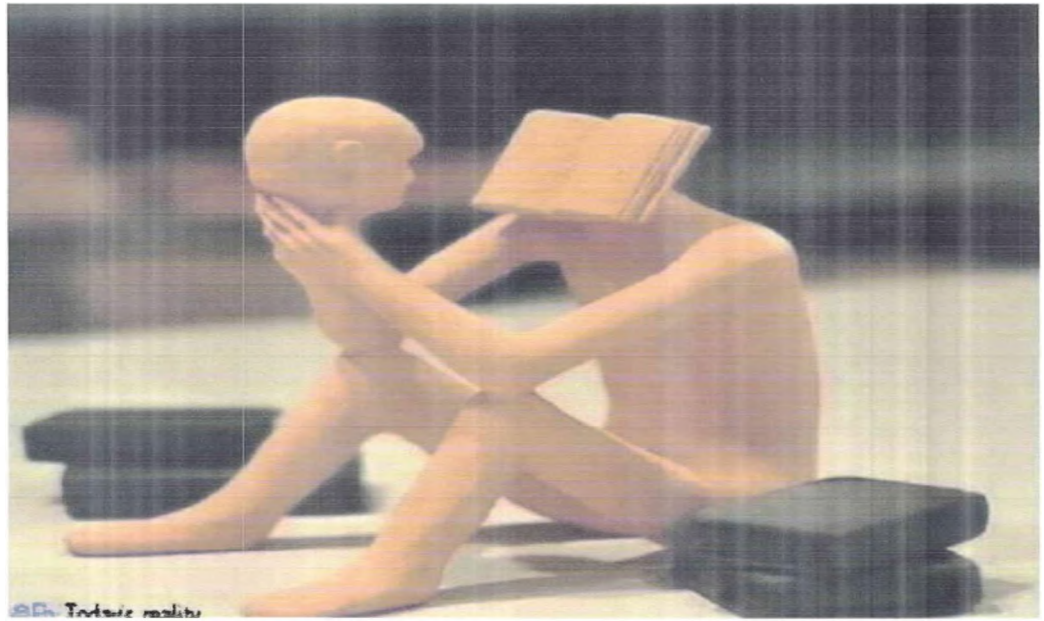
knowldje is Powr.

Title: My father is my hero.

Family Control
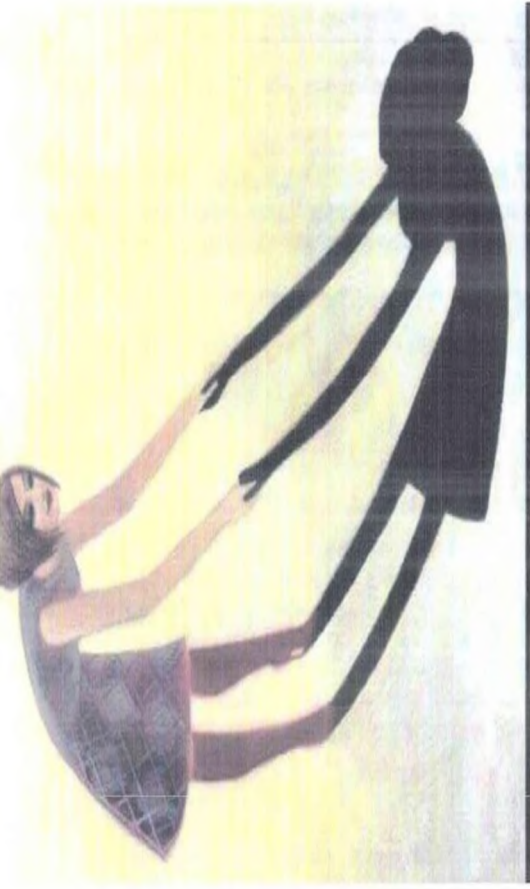
little proposed: happiness is made by yourself

psychological EGO

- Knowledge is the fuel of our minds

"Death is a right"

The negative effects of the smoking especially a the health.

Poor people Vs rich one.
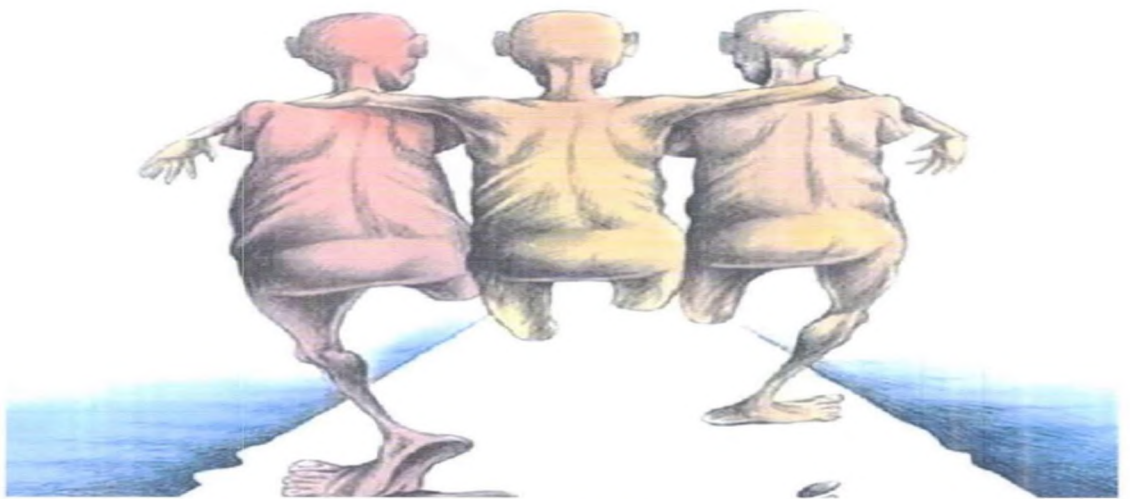
Friendship

Appendix 7.

Song-based tasks

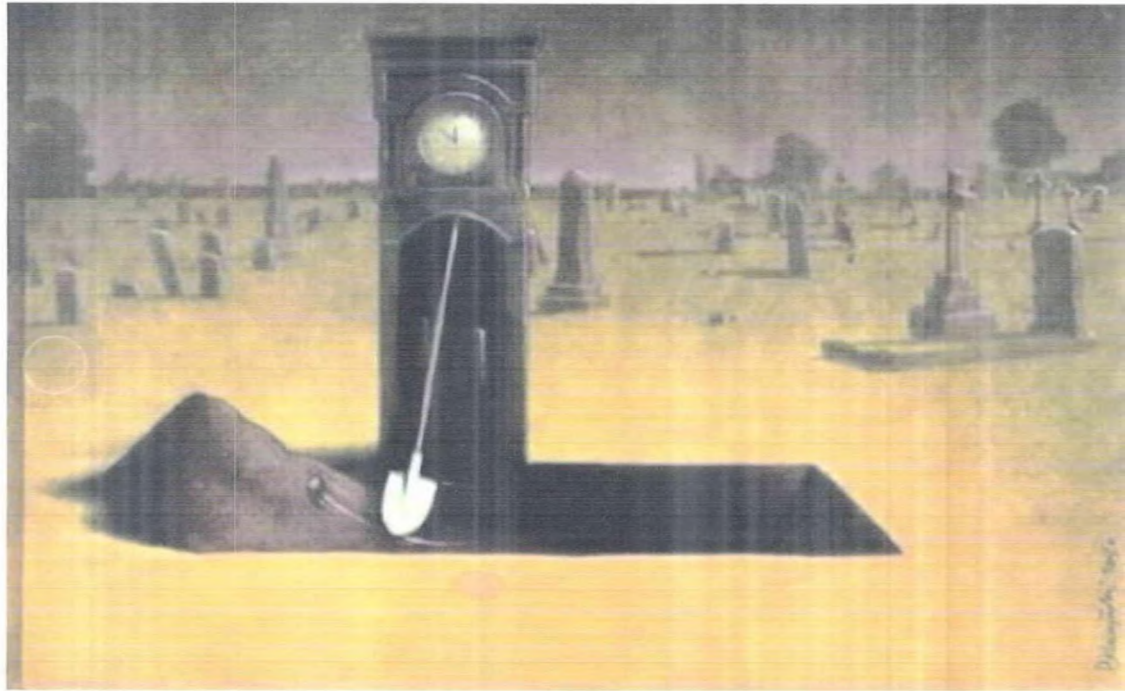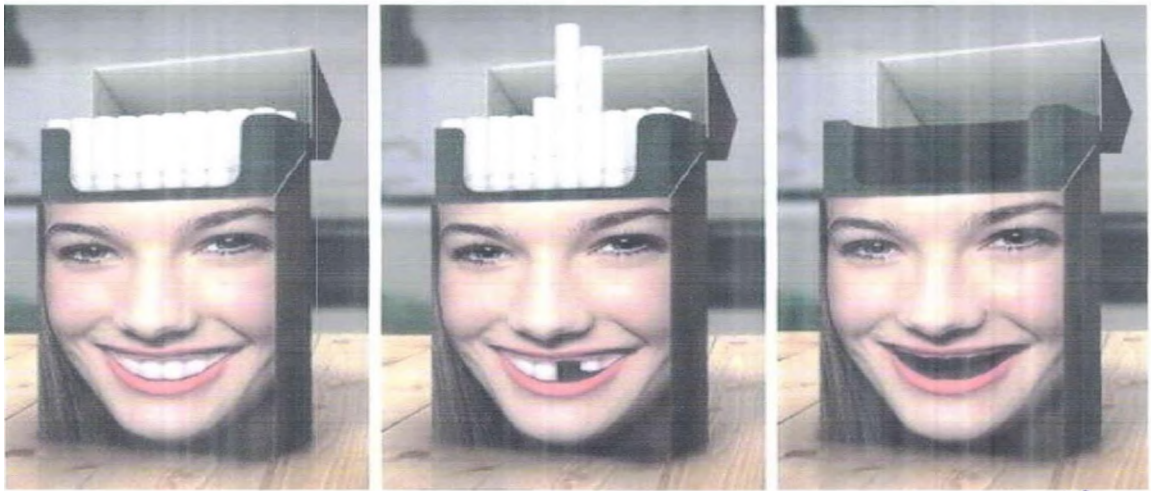It's a (1) _little_ bit (2) _funny_, this _beat_ (3) _____ _____ _____

I'm not one of (4)_____ who can (5)_____ (6)_____

I don't (7)_____ _home_ much (8)_____ _money_ _____ but boy, if I did

I'd (9)_get_ a big (10)_house_ (11)_where_ we (12)_both_ could (13)_live_

If I was a _sculptor_ but then (14)_____ _again_ _____, no

Or a (15)_____ who makes _____ in a _travel_ (16)_and_ _____

Oh, I know it's not (17)_____ but it's the (18)_____ _best_ _____ I can do

My (19)_gift_ is my (20)_songs_ _____

And this one's for you

And you can (21)_____ _every_ _____ _body_ this is your song

It may be (22)_quite_ (23)_simple_ but now that it's (24)_____ _done_

I (25)_hope_ you don't (26)_____ _mind_ _____

That I (27)_____ down in (28)_____

How _wonder_ (29)_like this_ is while you're in the (30)_world_

I (31)_stood_ on the (32)_roof_ and (33)_kicked_ up the (34)_____

Well, a few of the verses, well, they've got me quite (35)_____

But the sun's (36)_so white_ quite (37)_____ while I (38)_wrote_ this song

It's (39)_such_ _____ people like (40)_____ _you_ _____ that

(41)_there keep_ it (42)_turned_ on

So excuse me _____ , but these (43)_____ _things_ _____ I do

You (44)_____ _see_ _____, I've _____ _forgotten_

If they're (45)_____ or they're (46)_____

Anyway, the thing is, what I really (47)_____ _mean_ _____

(48)_____ are the _____ (49) _____ I've ever (50)_seen_ _____

It's a *(1)* _little_ bit *(2)* _funny_, this [feeling] *(3)* _inside_
I'm not one of *(4)* _those_ who can *(5)* _____ (6)_____
I don't *(7)* _have_ much *(8)* _money_ but boy, if I did
I'd *(9)* _buy_ a big *(10)* _house_ *(11)* _____ we (12)_ both could *(13)* _live_

If I was a [ ] but then *(14)* _again_, no

Or a *(15)* _man_ who makes [emotion] in a [travel] *(16)* _____
Oh, I know it's not *(17)* _____ but it's the *(18)* _little bit_ I can do
My *(19)* _gift_ is my *(20)* _song_
And this one's for you

And you can *(21)* _tell everybody_ [body] this is your song
It may be *(22)* _quite_ *(23)* _____ but now that it's *(24)* _done_
I *(25)* _hope_ you don't *(26)* _mind_
That I *(27)* _could_ down in *(28)* _words_

How [wonderful] *(29)* _life_ is while you're in the *(30)* _world_

I *(31)* _settle_ on the *(32)* _roof_ and *(33)* _get_ up the *(34)* _____ w..._
Well, a few of the verses, well, they've got me quite *(35)* _cross_
But the sun's *(36)* _been_ quite *(37)* _____ while I *(38)* _____ this song
It's *(39)* _when_ people like *(40)* _you_ that
(41) _keep_ it *(42)* _turned_ on

So excuse me [I forget] , but these *(43)* _thing_, I do

You *(44)* _see_, I've [forget]
If they're *(45)* _green_ or they're *(46)* _blue_
Anyway, the thing is, what I really *(47)* _____

(48) _those_ are the [sweetest] *(49)* _star_ I've ever *(50)* _seen_

It's a (1) _little_ bit (2) _funny_, this [feeling] (3) _inside_
I'm not one of (4)_____ who can (5)_____ (6)_____
I don't (7) _have_ much (8) _money_ but boy, if I did
I'd (9) _buy_ a big (10) _house_ (11) _where_ we (12) _both_ could (13) _live_

If I was a [_____] but then (14) _again over_, no
Or a (15) _man_ who makes [emotion] in a [travel] (16)_____
Oh, I know it's not (17)_____ but it's the (18) _little bit_ I can do
My (19) _gift_ is my (20) _song_
And this one's for you

And you can (21) _tell_ [everybody] this is your song
It may be (22) _quite_ (23) _simple_ but now that it's (24) _done_
I (25) _hope_ you don't (26) _mind_
That I (27) _hope_ down in (28) _words_

How [wonderful] (29) _life_ is while you're in the (30) _world_

I (31) _settle_ on the (32) _roof_ and (33) _get_ up the (34) _s_
Well, a few of the verses, well, they've got me quite (35) _cross_
But the sun's (36)_____ quite (37)_____ while I (38) _wrote_ this song
It's (39) _when_ people like (40) _you_ that
(41) _keep_ it (42) _turn_ on

So excuse me [forgetting], but these (43) _things_, I do
You (44) _see_, I've [seen forgoten]
If they're (45) _bring green_ or they're (46) _blue_
Anyway, the thing is, what I really (47)_____

(48) _you_ are the [sweetest] (49) _star_ I've ever (50) _seen_

It's a (1) _little_ bit (2)_____, this [_____] (3) _inside_

I'm not one of (4)_____ who can (5)_____ (6)_____

I don't (7)_remember_ much (8)_____ but boy, if I did

I'd (9)_____ a big (10)_____ (11)_____ we (12)_____could (13)_____

If I was a [_scotted_] but then (14)_again_, no

Or a (15)_than_ who makes [_motion_] in a [_____] (16)_travel_

Oh, I know it's not (17)_____ but it's the (18)_best_ I can do

My (19)_gift_ is my (20)_(song)_ _Song_

And this one's for you

And you can (21)_tell_ [_everybody_] this is your song

It may be (22)_equite_ (23)_simple_ but now that it's (24)_I dont_

I (25)_hope_ you don't (26)_that_

That I (27)_____ down in (28)_____

How [_wonderful_] (29)_Life_ is while you're in the (30)_world_

I (31)_____ on the (32)_____ and (33)_____ up the (34)_____

Well, a few of the verses, well, they've got me quite (35)_prose_

But the sun's (36)_has been_ quite (37)_____ while I (38)_wrote_ this song

It's (39)_____ people like (40)_____ that

(41)_keep_ it (42)_turned_ on

So excuse me [_____], but these (43)_____, I do

You (44)_____, I've [_____]

If they're (45)_mayee_ or they're (46)_____

Anyway, the thing is, what I really (47)_____

(48)_____ are the [_____] (49) _____ I've ever (50)_Seen_

It's a (1) _litltl_ bit (2) _funny_, this _feeling_ (3) _inside_
I'm not one of (4) _I_ who can (5) _____ (6) _____
I don't (7) _have_ much (8) _money_ but boy, if I did
I'd (9) _buy_ a big (10) _house_ (11) _with_ we (12) _both_ could (13) _live_

If I was a _____ but then (14) _again_, no

Or a (15) _v_ who makes _oceans_ in a _travel_ (16) _____
Oh, I know it's not (17) _____ but it's the (18) _____ I can do
My (19) _gincts_ is my (20) _songs_
And this one's for you

And you can (21) _tell everybody_ _____ this is your song
It may be (22) _quite_ (23) _some_ but now that it's (24) _____
I (25) _hope_ you don't (26) _I hope you don't_
That I (27) _____ down in (28) _____

How _wonderful_ (29) _life_ is while you're in the (30) _World_

I (31) _____ on the (32) _____ and (33) _____ up the (34) _____
Well, a few of the verses, well, they've got me quite (35) _promes_
But the sun's (36) _____ quite (37) _____ while I (38) _sing_ this song
It's (39) _____ people like (40) _you_ that
(41) _keep_ it (42) _turn_ on

So excuse me _again_, but these (43) _things_, I do
You (44) _see how_, I've _____
If they're (45) _____ or they're (46) _____
Anyway, the thing is, what I really (47) _____

(48) _____ are the _____ (49) _____ I've ever (50) _____

It's a (1) _little_ bit (2)_funny_, this [_____] (3) _____
I'm not one of (4)_those_ who can (5)_easy_ (6)_to have_
I don't (7)_have_ much (8)_money_ but boy, if I did
I'd (9)_buy_ a big (10)_house_ (11)_where_ we (12)_both_ could (13)_live_

If I was a [sculptor] but then (14)_again_, no

Or a (15)_man_ who makes [wishes] in a [have] (16)_____
Oh, I know it's not (17)_enough_ but it's the (18)_best_ I can do
My (19)_gift_ is my (20)_song_
And this one's for you

And you can (21)_tell everybody_ [_____] this is your song
It may be (22)_quite_ (23)_simple_ but now that it's (24)_done_
I (25)_hope_ you don't (26)_mind_
That I (27)_put_ down in (28)_the world_
How [wonderful] (29)_life_ is while you're in the (30)_world_

I (31)_sat_ on the (32)_roof_ and (33)_gave_ up the (34)_____
Well, a few of the verses, well, they've got me quite (35)_____
But the sun's (36)_been_ quite (37)_bright_ while I (38)_wrote_ this song
It's (39)_not like_ people like (40)_you_ that
(41)_keep_ it (42)_turn_ on

So excuse me [_____], but these (43)_things_, I do

You (44)_see_, I've [forgotn]
If they're (45)_____ or they're (46)_blue_
Anyway, the thing is, what I really (47)_mean_

(48)_these_ are the [nicest] (49)_skies_ I've ever (50)_been_

The Longest Time
Billy Joel

Woah, oh, oh, oh for the longest time

If you aids goodbye to em hotting
There would tills be music felt to twire
Thaw else cloud I do
I'm so inspired by you
That hasn't happened for the longest item

Cone I thought my innocence saw gone
Own I know that happiness egos on
That's hewer you found me
When you put your mars around me
I haven't been three for the longest time

Woah, oh, oh, oh for the longest time

I'm that voice you're hearing in the hall
And the greatest claimer of all
Is who I dene you
And who you needed em too
That hasn't happened for the longest time

Beamy this won't salt very long
But you flee so girth
And I cloud be grown
Beamy I've been hoping too hard
But I've gone hits far
And it's more than I hoped fro

Who knows how chum further we'll go on
Maybe I'll be sorry hewn you're gone
I'll teak my chances
I forgot how nice romance is
I haven't been there for the longest time

I had second thoughts at the tarts
I aids to myself
Hold no to your earth
Won I know the woman that you ear
You're underflow so far
Dan it's more than I hoped for

I don't race what consequence it brings
I have been a fool for lesser nights
I want you so dab
I think you ought to know
That I tinned to hold you for the longest time

1 Said	2 me	3 tonight
4 still	5 left	6 write
7 what	8 could	
9 time		
10 Once	11 was	
12 now	13 goes	
14 where		
15 arms		
16 there		
17 miracle		
18 how	19 need	
20 how	21 me	
22 maybe	23 last	
24 feel	25 night	
26 could	27 wrong	
28 maybe		
29 this		
30 for		
31 much		
32 when		
33 take		
34 start		
35 said		
36 on	37 heart	
38 now	39 are	
40 wonderful		
41 and		
42 care		
43 things		
44 bad		
45 intend		

The Longest Time
Billy Joel

Woah, oh, oh, oh for the longest time

If you aids goodbye to em hotting

There would tills be music felt to twire

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I haven't been three for the longest time

Woah, oh, oh, oh for the longest time

I'm that voice you're hearing in the hall

And the greatest claimer of all

Is who I dene you

And who you needed em too

That hasn't happened for the longest time

Beamy this won't salt very long

But you flee so girth

And I cloud be grown

Beamy I've been hoping too hard

But I've gone hits far

And it's more than I hoped fro

Who knows how chum further we'll go on

Maybe I'll be sorry hewn you're gone

I'll teak my chances

I forgot how nice romance is

I haven't been there for the longest time

I had second thoughts at the tarts

I aids to myself

Hold no to your earth

Won I know the woman that you ear

You're underflow so far

Dan it's more than I hoped for

I don't race what consequence it brings

I have been a fool for lesser nights

I want you so dabbed

I think you ought to know

That I tinned to hold you for the longest time

#	answer	#	answer	#	answer
1	Said	2	me	3	tonight
4	still	5	left	6	while
7	what	8	could		
9	time				
10	once	11	was		
12	now	13	where		
14	arms				
15	musical				
16	need				
17	me				
18	maybe	19	last		
20	feel	21	right / rig		
22	wrong	23	maybe		
24	this	25			
26	far	27	maybe		
28					
29	this				
30	far				
31	much				
32	when				
33	take				
34	starts				
35	said				
36	on	37	heart		
38	are	39	bad		
40	wonderful		want / intend		
41	and				
42	care				
43	less				
44	things				
45					

The Longest Time
Billy Joel

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If you aids goodbye to em hotting
There would tills be music felt to twire
Thaw else cloud I do
I'm so inspired by you
That hasn't happened for the longest item

Cone I thought my innocence saw gone
Own I know that happiness egos on
That's hewer you found me
When you put your mars around me
I haven't been three for the longest time

Woah, oh, oh, oh for the longest time

I'm that voice you're hearing in the hall
And the greatest claimer of all
Is who I dene you
And who you needed em too
That hasn't happened for the longest time

Beamy this won't salt very long
But you flee so girth
And I cloud be grown
Beamy I've been hoping too hard
But I've gone hits far
And it's more than I hoped fro

Who knows how chum further we'll go on
Maybe I'll be sorry hewn you're gone
I'll teak my chances
I forgot how nice romance is
I haven't been there for the longest time

I had second thoughts at the tarts
I aids to myself
Hold no to your earth
Won I know the woman that you ear
You're underflow so far
Dan it's more than I hoped for

I don't race what consequence it brings
I have been a fool for lesser nights
I want you so dab
I think you ought to know
That I tinned to hold you for the longest time

1. Said
2. me
3. tonight
4. Still
5. left
6. write
7. what
8. could
9. time
10. Once
11. was
12. Now
13. goes
14. where
15. arms
16. there
17. menical
18. how
19. need
20. how
21. me
22. Maybe
23. last
24. ~~tray~~
25. right
26. ~~feel~~
27. wrong
28. Maybe
29. this
30. for
31. much
32. where
33. take
34. start
35. said
36. ~~Don't on~~
37. heart
38. Now
39. are
40. wonderful
41. And
42. care
43. things
44. bad
45. intend

The Longest Time
Billy Joel

Woah, oh, oh, oh for the longest time

If you aids goodbye to em hotting
There would tills be music felt to twire
Thaw else cloud I do
I'm so inspired by you
That hasn't happened for the longest item

Cone I thought my innocence saw gone
Own I know that happiness egos on
That's hewer you found me
When you put your mars around me
I haven't been three for the longest time

Woah, oh, oh; oh for the longest time

I'm that voice you're hearing in the hall
And the greatest claimer of all
Is who I dene you
And who you needed em too
That hasn't happened for the longest time

Beamy this won't salt very long
But you flee so girth
And I cloud be grown
Beamy I've been hoping too hard
But I've gone hits far
And it's more than I hoped fro

Who knows how chum further we'll go on
Maybe I'll be sorry hewn you're gone
I'll teak my chances
I forgot how nice romance is
I haven't been there for the longest time

I had second thoughts at the tarts
I aids to myself
Hold no to your earth
Won I know the woman that you ear
You're underflow so far
Dan it's more than I hoped for

I don't race what consequence it brings
I have been a fool for lesser nights
I want you so dab
I think you ought to know
That I tinned to hold you for the longest time

Handwritten margin list (left):
said
me
tonight
still
left
write
what
could
time
once
was
now
goes
where
arms
there
moval
whaw
me
how
need
maybe
last
feel
night
could
wrong
maybe
this
for
much
when
take
starts
on
heart
how
are
wonderful
and
care
things
bad
intend

Handwritten answers (right):
1 Said 2 me 3 tonight
4 still 5 left 6 write
7 what 8 could
9 time
10 once 11 was
12 now 13 goes
14 where
15 arms
16 there
17 merical
18 whoneed 19 me
20 maybe 21 last
22 feel 23 night
24 could 25 wrong
26 maybe 27 this
28 for
29 much
30 when
31 take
32 start
33 said
34 on
35 now
36 are 37 wonderful
38 and 39 care
40 things
41 bad
42 intend
43
44
45

Don't Laugh at Me

Mark Wills

I'm a little boy with ..*glasses*

The one they call the geek

A *little* girl who never smiles

'Cause I've got *braces* ..on my teeth

And I know how it feels

To cry myself to sleep

I'm that kid on every ..*playground*

Who's always chosen last

A single ....*mother*

Trying to overcome my past

You don't have to be my friend

But is it too much to ask

Don't laugh at me

Don't *call* ..me names

Don't get your *pleasure* from my pain

In God's eyes we're all the same

Someday we'll all have perfect *wings*

Don't laugh at me

I'm the ..*beggar* on the corner

You've passed me on the street

And I wouldn't be out here begging

If I had enough to eat

And don't think I don't notice

That our eyes never meet

I lost my wife and little boy when

Someone ....that yellow line

The day we........... them in the ground

Is the day I lost my mind

And right now I'm down to holding

This little ....sign, so

Don't laugh at me

Don't call me names

Don't get your *pleasure* from my pain

In God's eyes we're all the same

Someday we'll all have perfect ..*wings*

Don't laugh at me

I'm fat, I'm thin, I'm short, I'm tall

I'm deaf, I'm blind, hey, aren't we all

Don't laugh at me

Don't call me names

Don't get your..*pleasure* from my pain

In God's eyes we're all the same

Someday we'll all have perfect ..*wings*

Don't laugh at me

Don't Laugh at Me

Mark Wills

I'm a little boy with ..glasses

The one they call the geek

A little girl who never smiles

'Cause I've got braces on my teeth

And I know how it feels

To cry myself to sleep

I'm that kid on every playground

Who's always chosen last

(A single ....mother)

Trying to overcome my past

You don't have to be my friend

But is it too much to ask

Don't laugh at me

Don't .call....me names

Don't get your ..pleasure from my pain

In God's eyes we're all the same

Someday we'll all have perfect wings.

Don't laugh at me

I'm the ..beggar..on the corner

You've passed me on the street

And I wouldn't be out here begging

If I had enough to eat

And don't think I don't notice

That our eyes never meet

I lost my wife and little boy when

(Someone ....that yellow line)

(The day we........... them in the ground)

Is the day I lost my mind

And right now I'm down to holding

(This little ....sign, so)

Don't laugh at me

Don't call me names

Don't get your ..pleasure from my pain

In God's eyes we're all the same

Someday we'll all have perfect wings.

Don't laugh at me

I'm fat, I'm thin, I'm short, I'm tall

I'm deaf, I'm blind, hey, aren't we all

Don't laugh at me

Don't call me names

Don't get your ..pleasure from my pain

In God's eyes we're all the same

Someday we'll all have perfect wings.

Don't laugh at me

Don't Laugh at Me

Mark Wills

I'm a little boy with _glasses_.

The one they call the geek

A _little_ girl who never smiles

'Cause I've got _braces_ on my teeth

And I know how it feels

To cry myself to sleep

I'm that kid on every _play ground_.

Who's always chosen last

A single _teenage_ mother

Trying to overcome my past

You don't have to be my friend

But is it too much to ask

Don't laugh at me

Don't _call_ me names

Don't get your _pleasure_ from my pain

In God's eyes we're all the same

Someday we'll all have perfect _wings_

Don't laugh at me

I'm the _cripple_ on the corner

You've passed me on the street

And I wouldn't be out here begging

If I had enough to eat

And don't think I don't notice

That our eyes never meet

I lost my wife and little boy when

Someone ....that yellow line

The day we........... them in the ground

Is the day I lost my mind

And right now I'm down to holding

This little ....sign, so

Don't laugh at me

Don't call me names

Don't get your ....._pleasure_....from my pain

In God's eyes we're all the same

Someday we'll all have perfect _wings_

Don't laugh at me

I'm fat, I'm thin, I'm short, I'm tall

I'm deaf, I'm blind, hey, aren't we all

Don't laugh at me

Don't call me names

Don't get your _pleasure_ from my pain

In God's eyes we're all the same

Someday we'll all have perfect ..._wings_.

Don't laugh at me

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Don't Laugh at Me

Mark Wills

I'm a little boy with *glasses*

The one they call the geek

A *little* girl who never smiles

'Cause I've got *braces* on my teeth

And I know how it feels

To cry myself to sleep

I'm that kid on every *playground*

Who's always chosen last

A single *teenage* mother

Trying to overcome my past

You don't have to be my friend

But is it too much to ask

Don't laugh at me

Don't *call* me names

Don't get your *pleasure* from my pain

In God's eyes we're all the same

Someday we'll all have perfect *wings*

Don't laugh at me

I'm the *cripple* on the corner

You've passed me on the street

And I wouldn't be out here begging

If I had enough to eat

And don't think I don't notice

That our eyes never meet

I lost my wife and little boy when

Someone *crossed* that yellow line

The day we *laid* them in the ground

Is the day I lost my mind

And right now I'm down to holding

This little *card board* sign, so

Don't laugh at me

Don't call me names

Don't get your *pleasure* from my pain

In God's eyes we're all the same

Someday we'll all have perfect *wings*

Don't laugh at me

I'm fat, I'm thin, I'm short, I'm tall

I'm deaf, I'm blind, hey, aren't we all

Don't laugh at me

Don't call me names

Don't get your *pleasure* from my pain

In God's eyes we're all the same

Someday we'll all have perfect *wings*

Don't laugh at me

Appendix 8.

Role plays – based task

You are a working man/woman ... has a large family. You are at ... Your boss wants to talk with	(1b) You are a manager. You have an employee that hasn't been performing well. He/she is often late. He/she also spends a lot of time checking his/her private emails and strange websites instead of doing work. Yesterday, you caught her/him sleeping at his/her desk. Please fire the employee (in a nice way).
(2a) You are a manager. You are in your office. Your best employee knocks on your door. He/she wants to talk with you.	(2b) You are at work. Please tell your boss that you have accepted a position at another company, so you will be leaving the company in 2 weeks.
(3a) You are a boss. Tell your employees that because of the economic crisis, they will be taking a 20% pay cut. This pay cut actually started last month, but you forgot to tell them. Also, you will need them to come in on the weekends for the next few months, until things get better.	(3b) You are at work. Your lovely boss has an announcement.
(4a) You are the manager of a busy company. One of your employees wants to talk with you.	(4b) Your boss has been forcing you to work more and more overtime every week. You have also been given many extra responsibilities that do not fall under your job description. You haven't been able to spend much time with your family, and your husband/wife is threatening to divorce you. Please talk to your boss.

Appendix 10.

Students 'learning styles(VAC)

Visual learners

Kinesthetic learners

Auditory learners

The Problematic

The Teacher traditional way of assessment
(Mono-modality)

The multimodality

Oral presentations

Educational Songs

Pictures

Educational Games

Role plays

Educational Videos

The propounded solution

Problem: The monomodality approach to teaching and assessment undervalued the students learning style
Result: linguistically competent but communicatively incompetent learners.

The Research Map

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Appendix 11.

The Pretest

Task One: You are on holiday with your family. Unfortunately, the weather has been very wet. Write an email to your friend. In your email you should:

- Describe where you are
- Say what you have been doing
- Say how you feel
- Write 35-45 words.

Task Two : Fill in the blanks with the given conjunctions below. (Capitalize where needed)

1. Stephen Crane's schooling was not continuous; ——— he read all of the 19th-century English writers and the Greek and Latin classics.

2. Medical scientists have not yet discovered what causes muscular dystrophy, an inherited disorder that strikes nerve tissue and cripples its victim. ——— do they know what causes sudden death syndrome.

3. ——— more and more is learned about the biochemical changes that go on in the body ——— it grows older, scientists may someday be able to modify those changes to ensure better health for the aged.

4. ——— the emphasis on the technical study of language and literature, Roman education was remote from the real world and the interests of the schoolboys.

5. ——— the Greeks, who considered physical health a part of education, the church considered the human body something to be ignored.

Task Three : Describe a situation when you faced a difficult problem and you were able to solve it?

Task Four : (Role playing)

Grandma & Money

a- You are 25. You want to borrow money from your rich grandmother to start a business. You have not seen her in 3 years. You already quit your job.

b- You are a grandmother. You are rich and hate loaning money. Your grandson who never calls you, sees you, is asking for money

The bum friend

a- You have a nice friend. He lost his job and needs a place to stay. You let him sleep on your couch while he finds a new job. 2 months go by and he is still living on your couch. It is time for him to leave. Your girlfriend wants him to leave.

b- You recently lost your job unfairly. You are in debt and can't afford to move out. You have nowhere to go. You have a really good friend who let you stay at their home. In return you cook and clean the apartment. You have a new job starting in 2 weeks. You need to stay for 3 more weeks before you can afford to leave.

The party

a- You are having a party this weekend. You want to ask your friends from class. You don't have a lot of friends so it is import that you get as many friends as possible to come.

b- Your classmate is asking you to come to a party. You don't like him. You don't want to go

Appendix 12.

The Posttest

Task One: Your family is visiting London next month. You have an English pen friend called Zara who also lives in London. You would like to meet her when you go to London.

Write an email to Zara. In your email, you should:

5. say when your family is coming to London
6. ask if you can meet up, and suggest a day
7. Suggest what you can do together.
8. Write 35-45 words

Task Two: Choose the appropriate answer

6. I get up late at weekends. _____ during cold weather.
   - including
   - particularly
   - similarly

7. She rarely drinks, _____, not during the week.
   - particularly
   - in other words
   - or at any rate

8. The study also mentions two other cities that are comparable to Hong Kong _____ Singapore and Shanghai.
   - namely
   - in other words
   - to be accurate

9. Her manner was rather offhand, _____ rude.
   - at least
   - particularly
   - not to say

10. The tomato is not _____, a vegetable even though it is commonly thought of as one - it is a fruit.
    - by contrast
    - strictly speaking
    - likewise

Task Three

1. Describe a situation when you helped someone. Please say
   − What was the situation?
   − What did you do to help?
   − What was the result?

2. Talk about your greatest achievement in life. Please say
   − What did you do?
   − How did you do it?
   − Why are you so proud of this achievement?

3. Talk about a sport that you like to watch. Please say
   − What sport is it?
   − Where and when did you first watch it?
   − Who did you watch it with?

Task Four: read one side of one a role-play card, silently. When ready, act it with your friend

Appendix 13.

Modality Questionnaire

To complete, read each sentence carefully and consider if it applies to you. On the line in from of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
Never applies to me	Sometimes applies to me	Often applies to me

SECTION ONE:

1. _____ I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. _____ I remember something better if I write it down.
3. _____ I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. _____ When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. _____ If I am taking a test, I can "see" the textbook page and where the answer is located.
6. _____ It helps me to look at the person while listening; it keeps me focused.
7. _____ Using flashcards helps me to retain material for tests.
8. _____ It's hard for me to understand what a person is saying when there are people talking or music playing.
9. _____ It's hard for me to understand a joke when someone tells me.
10. _____ It is better for me to get work done in a quiet place.

Total _____

SECTION TWO:

1. _____ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. _____ It helps to use my finger as a pointer when reading to keep my place.
3. _____ Papers with very small print, blotchy dittos or poor copies are tough on me.

5. _____ I remember things that I hear, rather than things that I see or read.
6. _____ Writing is tiring. I press down too hard with my pen or pencil.
7. _____ My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. _____ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. _____ It's hard for me to read other people's handwriting.
10. _____ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total _____

SECTION THREE:

1. _____ I don't like to read directions; I'd rather just start doing.
2. _____ I learn best when I am shown how to do something, and I have the opportunity to do it.
3. _____ Studying at a desk is not for me.
4. _____ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. _____ Before I follow directions, it helps me to see someone else do it first.
6. _____ I find myself needing frequent breaks while studying.
7. _____ I am not skilled in giving verbal explanations or directions.
8. _____ I do not become easily lost, even in strange surroundings.
9. _____ I think better when I have the freedom to move around.
10. _____ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

Total _____

Appendix 14.

Teacher's Questionnaire

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

Faculty of Letters and languages

Department of English

Teacher's Questionnaire

Dear Teachers,

Good day! I am currently pursuing PhD at Tlemcen University. I am conducting a survey to investigate Oral Expression 'teachers opinions on "assessment of EFL learners' communicative competence through the multimodality approach" .The purpose of our study is determine the effectiveness and the importance of using the multimodality approach while assessing the students 'communicative competence .The questionnaire consists of 25 questions and will take no longer than 20 minutes to complete . Your cooperation is critical to the success of our study.

Note: please, put (x) in the box which expresses your answer, or write in the space provided.

Thank you for your time

Section One: Respondent 's Details

Within the statements of this section we would like to know about your educational background and experiences of teaching in general and of teaching Oral Expression module in particular)

Q1 Are you a female or male?   a.Female ◯   b. Male ◯

Q2 How old are you?
- a. Under 25 ◯
- b. 25-29 ◯
- c. 30-39 ◯
- d. 40-49 ◯
- e. 50-59 ◯
- f. 60 or more ◯

Q3 What is the highest level of formal education you have completed?
- a. Master ◯
- b. Magister ◯
- c. Doctorate ◯

Q4 Have you participated in an in-service training in teaching in higher education?
- a. Yes ◯
- b. No ◯

* If yes, mention the name of the courses: _ _ _ _ _ _ _ _ _ _ _ _

Q5 For how many years, including the present year, have you been teaching altogether?

_ _ _ _ _ _ Years

Q6 For how many years, including the present year, have you been teaching oral expression module?

_ _ _ _ _ _ Years

Q7 How many hours do you teach "Oral Expression" per week –per class?

_ _ _ _ _ _ Hours

Section Two: Evaluation of the Learners' Communicative Competence

Within the statements of this section we would like to know about your evaluation of your students' communicative competence.

Q1 Do you think that your learners are communicatively competent?
- a. Yes ◯
- b. No ◯

*Please, justify _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Q2 Do you think that tests at university measure the student's communicative competence?
- a. Yes ◯
- b. No ◯

*Please, justify _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Q3 Do you think that communicative activities are neglected in the classroom?
- a. Yes ◯
- b. No ◯

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* If yes, why? _____

Q4 What are the standards by which the students may be judged as competent?

a	Fluency
b	Accuracy
c	Both

*Others? Mention them, please. _____

Section Three: Teaching and Assessment in Oral Expression Module

Within the treatment of this section we would like to know about your ways, techniques and adopted strategies of planning, teaching and assessing the students' communicative competence during Oral Expression module.

Q1 How do you plan for the oral expression module?
a. Using a textbook
b. Your own ideas
c. Using media (newspapers, Television)
d. Using academic materials (videos, songs) ( )
*Others? Mention please

Q2 How do you assess your learner's linguistic competence?
a. Multiple choice test
b. Cloze test
c. Essays
*Others? Mention please

Q3 How do you assess learner's sociolinguistic competence?
a. Role plays
b. Presentations
c. Producing related texts
*Others? Mention please

Q4 How do you assess the learner's strategic competence?

---

a. Problem solving activities
b. Discussion tasks
c. Direct questions
*Others? Mention please

Q5 How do you assess learner's discourse competence?
a. Monologue
b. Dialogue
c. Debate
*Others? Mention please

Q6 Do you assess them separately or cooperatively?
a. Separately
b. Cooperatively
*Others? Mention please

Q7 In your point of view, is the assessment of students' communicative competence important?
a. Yes
b. No
- Why and why not _____

Q8 What is the approach you adopt to assess your student's communicative competence:

a.	Checklist Approach
b.	Narrative Anecdotal Approach (writing everything you observe when assessing students)
c.	Rating Scale Approach
d.	Memory Approach (relying on your own memory)
e.	All of them
f.	None of them

*Others? Mention them _____

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Section Four: The Implementation of the Multimodality in the Classroom

Within the statements of this section we would like to know about your perception about the implementation of the Multimodality approach in the classroom.

		Never	Seldom	Usually	Always
	Using the following modes to assess EFL learners' communicative competence?				
a	Visual modes				
b	Audiovisual modes				
c	Auditory modes				
	Using the following techniques to enhance the students' communicative competence?				
a	Games				
b	Videos				
c	Songs				
d	Pictures				
e	Discussions				
f	Role plays				
	Using the following techniques to assess the students' communicative competence?				
a	Games				
b	Videos				
c	Songs				

Q2 To what extent do you agree with the following statement?

	The statement	Strongly agree	Agree	Disagree	Strongly disagree
a	By making use of a multiplicity of modes (visual, auditory and kinesthetic) the teacher might be able to assess his learner's competences elaborately with regard to their learning styles and consequently "no child will be left behind"				
b	The use of songs, videos, games, role plays, discussion sessions enhance the learners' communicative competence				
c	The implementation of multi-modes (songs, videos ...) makes learning enjoyable				

Q9 Which of the following techniques you use in the assessment of communicative competence?

a.	Multiple Choice Test
b.	Songs
c.	Videos
d.	Games
e.	Discussions
f.	Pictures
g.	Cloze Items
h.	Essays
i.	Roleplaying
j.	Presentations
k.	Goals
l.	Problem Solving Activities
m.	Dialogues
n.	Monologues
o.	All of them
p.	None of them

*Other? Mention them ------------------------

Q10 Do you use multi-modes (videos, role plays ...) or only one mode during each session?

a. Multimodes
b. Mono-mode

Q11 When assessing the students' communicative competence, do you focus on:

a. Linguistic competence
b. Discourse competence
c. Strategic competence
d. Sociolinguistic competence
e. None of them
f. All of them

*Other? Mention them ------------------------

d	The application of multimodality in assessment increases the students' motivation and engagement			
e	By the employment of multimodality in the classroom, the teacher will be able to easily identify his learners' strengths and weaknesses			

Q3 When assessing your student' communicative competence, do you take learning styles into consideration?

a. Yes
b. No

Q4 Which of these speaking strategies do you use at your classroom? Asking students to:

a. Talk about yourself
b. Describe a photo or picture
c. Discuss a topic
d. Information gap activity
e. Tell a story or personal anecdote
f. Oral presentation

*Other? Mention them ------

Q5 In one opinion, how can the use of different modes and media within assessment enhance the learners' communicative competence?

Q8 If you would like to add further comments or suggestions, please write below?

Thank you for the thought, time, and effort you have put into completing this questionnaire.

Appendix 15.

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

Faculty of Letters and languages

Department of English

Learner's Questionnaire

To the students of this class

We are interested in what you think about the teaching and assessment of your communicative competence through the multimodality approach during Oral Expression module. Please spare a few minutes of your valuable time to answer this questionnaire.

Section One: Background Information

Within the statements of this section we would like to have an idea about your gender, age and level.

Q1 Are you a male or a female?   a. Male ◯   b. Female ◯

Q2 What is your age?

- a. 20-25 ◯
- b. 25-30 ◯
- c. 30-more ◯

Q3 As a third year student of English how do you evaluate your level of communication?

- a. Advanced ◯
- b. Good ◯
- c. Average ◯
- d. Weak ◯

Section Two: Students' Perception about their Communicative Competence and the Multimodality Approach

Within the statements of this section we would like you to self-evaluate your level in term of communicating abilities in English.

Q 1 Do you think that you are communicatively competent?

- a. Yes ◯
- b. No ◯

*Please justify. _____

Q 2 "Multimodality is anything that can be used by the teacher (videos, films, games...) as far as learning is taking place".

How often does your teacher use the multimodality in the classroom?

- a. Always ◯
- b. Sometimes ◯
- c. Often ◯
- d. Rarely ◯
- e. Never ◯

Q 3 What is the most effective way of assessing your performances? (You can tick more than one answer)

- a. Using songs ◯
- b. Using games ◯
- c. Using videos ◯
- d. Using pictures ◯
- e. Using discussions ◯
- f. Using role playing ◯
- g. All of them ◯
- h. None of them ◯
- Other? Mention _____

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Q.4 Do you perform better in writing or oral tests?

a. Written test ○
b. Oral test ○
c. Both ○
d. None ○

Q.5 Who is the responsible for your performance achievement?

a. The teacher ○
b. His teaching strategies ○
c. You ○
d. Your learning style ○
e. All of them ○

Others? Mention please ....

Q.6 "The silence of speechlessness is never golden (B. William, 2000)

Do you keep silent in oral expression module?

a. Yes ○
b. No ○

– If yes, how do justify your silence?

a. Shyness ○
b. Lack of fluency ○
c. The hesitation about making mistakes ○
d. Lack of motivation ○
e. Lack of knowledge ○

Others? Mention them ....

Q.7 Do teachers clearly explain what they are trying to assess during the lesson?
(Objectives of assessment)

a. Nearly always ○

b. Often ○
c. Sometimes ○
d. Rarely ○

Q.8 Do you think that it is crucial to consider your learning styles in assessment?

a. Yes ○
b. No ○

Please justify ....

Thank you for filling in this questionnaire

Appendix 16.

Teachers' Interview

PEOPLE'S DEMOCRATIC [...] ALGERIA

Ministry of Higher Education [...] Research

Faculty of Letters and languages

Department of English

Othmane Meriem

University of Tlemcen

ESPT-LAB

Email : mimi.othmane1991@gmail.com

Teachers' Interview

This interview is part of the research I am conducting in the field of using the multimodality approach to assess EFL learners communicative competence at university level. I would be grateful for the contribution that you may provide as a teacher in the field. I would be pleased to provide any clarification that you think is necessary. You are kindly requested to answer the following questions.

Teachers' Details

1. What is your post-graduate field of specialization?
2. For how many years have you taught oral expression?

Promoting the Students' Speaking Skill

1. What is the order of the four skills (speaking, writing, listening and reading) do you think is the most suitable in the English curriculum?
2. Do you think that the speaking skill is an important part of the teaching of English as a foreign language? If yes , why?
3. What kind of speaking tasks do you design for your students? Mention them please.

Communicative Competence

1. Do you think that oral communication is an important part of the teaching of English as a foreign language? If yes , why?
2. How do you help your students develop their communicative competence?
3. Do you use any strategies to assess your students' communicative competence? if yes , mention them please .

Assessment

1. How do you make sure that you test is valid and reliable?
2. Do you think that using the Multimodality approach (songs , videos, games, role playing, discussions, oral presentations) would guarantee the validity and reliability of the test?
3. What kind of strategies do you use to assess the students' communicative competence?

The Multimodality Approach to Assessment

1. Do you use the multimodality approach in assessment? If yes, do you find it effective?
2. Do you think that using this approach when assessing students' communicative competence promotes their learning? How?

Learning Styles

1. Do you think that it's important to distribute a modality questionnaire at the beginning of the year to figure out your learners' learning style?
2. Do you think that an effective teacher is the one who figures out his students' learning styles and accommodate it for teaching and testing?

Thank you for your collaboration

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