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**Reflections upon EFL Language Skills Modules at
the Level of the 1st Year LMD Programme:
*Case of Writing and Listening***

**Dissertation Submitted to the Department of English in Candidacy for the Degree
of “Doctorate” in Applied Linguistics and TEFL**

Presented by:

Mr. Mohammed BENKHEDDA

Supervised by:

Prof. Smail BENMOUSSAT

Jury members :

| | | | |
|-------------------------------|------------------|--------------------------|---|
| Pr. BELMEKKI Amine | Professor | President | University of Tlemcen |
| Pr. BENMOUSSAT Smail | Professor | Superviror | University of Tlemcen |
| Pr. SEMMOUD Abdelatif | Professor | Internal Examiner | University of Tlemcen |
| Dr. BENABDELLAH Awicha | MCA | External Examiner | Higher School of Management- Tlemcen |
| Dr. FEHAIMA Amaria | MCA | External Examiner | University of Temouchent |

Academic Year: 2024/2025

Statement of Originality

*I, hereby, declare that this dissertation entitled, “**Reflections up on EFL Language Skills Modules at the Level of the 1st Year LMD Programme: Case of Writing and Listening**” is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.*

Name of the candidate:

Mr. BENKHEDDA Mohammed

Date: .../.... /.....

Signature

Dedication

To my lovely Parents...,

Wife and children

Acknowledgements

Above all, my deep thanks and praises are to Allah the Almighty for granting me the strength and patience to complete this work despite the anguish I have been through since the beginning of my PhD journey.

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To the members of the board of examiners.....

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Abstract

This present dissertation critically explores the effectiveness of English language skills modules, with a particular emphasis on writing and listening, in the context of the first-year LMD programme. These skills are crucial for students' academic success and communication abilities, yet many struggle to achieve proficiency in these areas. The objective of the study is to reflect upon the pedagogical methods, institutional frameworks, and student experiences that shape the teaching and learning of writing and listening skills. Using a mixed-methods approach, both quantitative and qualitative data were collected. EFL teachers completed structured questionnaires to provide insights into their teaching practices, while semi-structured interviews with students offered a deeper understanding of their difficulties. Furthermore, classroom observations served as an objective means of assessing instructional techniques. The findings indicate that while current methodologies are moderately effective, significant challenges remain. These include limited practice opportunities, lack of exposure to authentic language, and the need for more communicative, student-centred approaches. As a result, the study recommends curriculum improvements, including the use of more interactive, practical teaching techniques tailored to the needs of first-year LMD students. This research contributes to on-going discussions on EFL instruction by identifying key areas for improvement and offering recommendations to enhance students' language acquisition and overall academic performance.

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List of Acronyms and Abbreviations

ANOVA: Analysis of Variance

Apps: Applications

CBA: Competency-Based Approach

CPD: Continuous Professional Development

EFL: English as a Foreign Language

ELT: English Language Teaching

ICTs: Information and Communication Technologies

LMD: Licence, Master, Doctorate

Labs: Laboratories

Prof.: Professor

SPSS: Statistical Data Analysis

TBLT: Task-Based Language Teaching.

General Introduction

General Introduction

Language, as a fundamental component of communication, serves as the foundation upon which teachers and learners interact and engage effectively. It enables individuals to express ideas clearly, exchange information meaningfully, and foster understanding within educational environments. In both teaching and learning contexts, language is not merely a tool for conveying information but an indispensable instrument that shapes the flow of knowledge between students, peers, and instructors. The ability to communicate effectively is, therefore, intrinsically tied to one's language skills. These skills allow learners to structure information in a way that is meaningful and relevant to the intended audience, whether in the form of written or spoken communication.

The enhancement of language skills, particularly writing and listening, plays a critical role in the process of English as a Foreign Language EFL instruction. Within the framework of the first-year LMD programme, writing and listening modules are foundational to students' overall language development and academic success. These skills are essential for achieving fluency in English and for navigating the complexities of academic discourse. However, despite their importance, many students continue to encounter significant difficulties in mastering these skills. Writing and listening demand a combination of cognitive and practical abilities, and challenges in these areas often lead to broader struggles with language proficiency. Teachers, in turn, are tasked with overcoming a range of pedagogical, curricular, and institutional challenges in order to support students' progress in these vital areas.

This research aims to critically examine the EFL language skills modules offered in the first-year LMD programme, with a specific focus on the teaching and learning of writing and listening. The study seeks to evaluate the effectiveness of current instructional approaches, identify the key challenges faced by both learners and instructors, and explore the various factors that influence the acquisition and development of these skills. In doing so, it will provide insights into how EFL programmes can better support students in overcoming the difficulties they face in mastering writing and listening.

To guide the research, the following three primary research questions have been formulated:

- **RQ1:** How effective are the current EFL teaching methodologies in fostering writing and listening skills among first-year LMD learners?
- **RQ2:** What are the primary challenges faced by students in learning EFL writing and listening skills?
- **RQ3:** What are the teachers' perceptions of the efficiency of the EFL modules, and what improvements could be made to better support the teaching of writing and listening?

Based on these research questions, the following hypotheses are proposed:

- **H1:** The current methodologies are only moderately effective in improving students' writing and listening skills due to a lack of integrated and practice-oriented approaches.
- **H2:** Students face significant difficulties in developing these skills, largely due to insufficient practice, limited exposure to authentic language contexts, and challenges with comprehension and output.
- **H3:** Teachers believe that the current modules could be improved by incorporating more communicative and student-centred approaches, as well as enhanced materials and resources that focus on practical application.

To address these research questions and hypotheses, a *mixed-methods research approach* will be utilized. This methodology combines both *quantitative* and *qualitative* data collection and analysis techniques to ensure a comprehensive exploration of the issues at hand. Quantitative data will be collected through structured questionnaires distributed to EFL teachers, providing measurable insights into their pedagogical practices, perceptions of student performance, and views on the effectiveness of the current curriculum. Concurrently, *qualitative data* will be gathered through semi-structured interviews with students, offering a deeper understanding of their individual experiences, challenges, and perspectives regarding the development of their writing and listening skills. Furthermore, a *classroom observation grid* will be employed to assess the actual teaching and learning processes in real-time, allowing

for the objective evaluation of classroom dynamics, instructional methods, and student engagement during writing and listening lessons.

By combining these diverse data sources, this research will provide a holistic analysis of the EFL writing and listening modules. The use of both quantitative and qualitative methods will facilitate *triangulation*, strengthening the validity and reliability of the findings and ensuring that the study captures both the measurable outcomes and the nuanced experiences of teachers and learners. This comprehensive methodological approach will allow for a thorough reflection on the current state of EFL instruction in the LMD programme, paving the way for informed recommendations to improve the teaching and learning of writing and listening skills.

The structure of this research dissertation comprises four pivotal chapters, each intended to analyse distinct aspects of the effectiveness of EFL language skills modules in the first-year LMD curriculum, particularly concentrating on writing and listening skills. The first chapter presents a thorough examination of the theoretical and conceptual frameworks that support the research. It explores key-concepts related to language learning, pedagogical approaches, and the specific difficulties encountered in fostering writing and listening skills within an EFL context. By grounding the study within established theoretical paradigms, this chapter lays the groundwork for the subsequent discussion of instructional methods and learners' experiences.

The second chapter exposes an overview of the research methodology adopted for this study, focusing on the mixed-methods approach that facilitated the collection and analysis of both quantitative and qualitative data. The third chapter discusses the findings obtained from the data analysis, assessing the effectiveness of current teaching practices, the difficulties encountered by students and teachers, and the overall effects of the writing and listening modules on language proficiency. The fourth chapter consolidates the research findings, drawing conclusions regarding the effectiveness of the EFL modules and proposing recommendations for the enhancement of writing and listening instruction within the LMD programme. Together, these chapters contribute to a comprehensive understanding of the current landscape of EFL instruction, ensuring a meticulous evaluation of the case under consideration.

Chapter One:

Key-concepts and Approaches in English Language Skills

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1.2. The Notion of Language Skills

1.3. Approaches and Methods to Teaching Language Skills

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1.7. Language Skills and Curriculum Development

1.7.1. Enhancing Language Skill Development through Educational Quality

1.7.2. Ensuring Quality Outcomes: Language Skills in Curriculum Frameworks

1.8. Language Skills and the ELT Programme

1.9. Conclusion

1.1. Introduction

In this chapter which delves into existing literature, the researcher explores the pedagogical approaches, challenges, and effective practices in EFL writing and listening modules. By reviewing essential studies, theoretical perspectives, and empirical findings, the review highlights the relationship between these skills and their impact on learners' engagement and outcomes. In addition to this, it considers the role of technology and innovative instructional techniques to facilitate skill development and thus, provide a comprehensive understanding of current trends and gaps in research. This exploration tries to establish the foundation for investigating how reflective practices can further optimise the effectiveness of these modules, ultimately contributing to a more integrated EFL approach and thus, enhancing the overall quality of EFL education.

1.2. The Notion of Language Skills

It is almost agreed among educationalists that there are four major language skills which may assist learners to communicate and exchange ideas, thoughts and emotions. In this respect, the notion of language skills is regarded as being the four fundamental skills that comprise basic language competency notably, reading; writing; listening and speaking.

It is often observed that learners, while communicating, usually use a combination of these skills in a very simultaneous way. Various aspects, such as the urgency of the message, the number of people addressed and whether the communication is formal or informal seem to influence the learners' selection of the appropriate skills.

To put it differently, these abilities are said to be quite interdependent, mainly when systemically combined. Speaking is a type of output where the audience can respond, ask questions, or offer input after hearing the message, for instance, if listening is an information input. Similar to reading, writing is the condensed result of comprehension and interpretation, necessitating reading abilities.

The teaching and learning of English as a Foreign Language (EFL) encompass a multitude of methodologies, strategies, and theoretical frameworks aimed at enhancing language proficiency. Among these, writing and listening skills are critical components, each contributing uniquely to learners' overall communicative competence.

The concept of "language skills" has been a focal point of discourse among language educationalists, reflecting the multifaceted nature of language acquisition and its implications for teaching practices. Language skills are typically categorized into four primary areas: listening, speaking, reading, and writing. Each skill plays a vital role in the communicative competence of learners, yet they also present unique challenges and pedagogical considerations.

Educationalists argue that a balanced approach to language skills is essential for holistic language development. Listening and speaking skills are often viewed as foundational for oral communication, where the ability to comprehend spoken language and articulate thoughts effectively is crucial. Scholars emphasize the significance of interactive listening, which not only involves passive reception of information but also active engagement through dialogue and negotiation of meaning. This perspective aligns with communicative language teaching (CLT) principles, which advocate for real-life communication scenarios to enhance learners' oral proficiency. (*Brown, H. D. 2007; Canale, M., & Swain, M. 1980; Richards, J. C. 2006; Thornbury, S. 2005*)

Reading and writing skills, on the other hand, are frequently associated with academic success and critical thinking. Language educators highlight that reading comprehension strategies- such as predicting, inferring, and summarizing- are essential for learners to navigate diverse texts effectively. Similarly, writing is seen as a complex process that involves not just the mechanical aspects of grammar and syntax, but also the organization of ideas and the use of appropriate genres. Educationalists underscore the importance of integrating writing instruction with reading practices to foster a deeper understanding of textual structures and conventions.

Moreover, the interplay between these skills is a significant area of interest. Many researchers advocate for an integrated skills approach, where the development of one skill supports and enhances the others. For instance, exposure to well-structured writing can improve reading comprehension, while active listening can enrich speaking abilities. This interconnectedness calls for curriculum designs that promote synergy among skills, enabling learners to transfer their knowledge across different contexts (*Palincsar, A. S. & Brown, A. L. 1984; Kroll, B. 2001; Graham, S. & Perin, D. 2007; Richards, J. C., & Renandya, W. A. 2002; Nation, I. S. P., & Newton, J. 2009*).

In recent years, the role of technology in language skills development has garnered attention. Digital tools and online resources have transformed traditional pedagogical approaches, offering innovative ways to practice and assess language skills. Educationalists argue that technology can facilitate personalized learning experiences, enabling learners to engage with authentic materials and receive immediate feedback. However, they also caution against over-reliance on technology, emphasizing the need for guided instruction and the development of critical media literacy skills (*Chapelle, C. A. 2009; Stockwell, G. 2012; Hockly, N. 2013; Godwin-Jones, R. 2018*).

Overall, the notion of "language skills" is deeply embedded in the broader context of language education, reflecting on-going debates about pedagogical efficacy, learner engagement, and the evolving landscape of communication in a globalized world. As educationalists continue to explore these dimensions, they contribute to a more nuanced understanding of how best to equip learners with the skills necessary for effective communication in both academic and real-world settings.

1.3. Approaches and Methods to Teaching Language Skills

This section focuses on the interrelated concepts of approach, method, and techniques within the context of language skills, each of which plays a crucial role in effective language instruction. An "approach" refers to the underlying theoretical framework that informs language teaching, guiding educators in their understanding of how language is acquired and learned. For instance, communicative language teaching (CLT) emphasizes the importance of interaction and real-life communication, thereby shaping the methodologies employed in the classroom. The "method", which

operationalizes the approach, encompasses specific instructional strategies and practices designed to facilitate language learning. For example, task-based language teaching utilizes authentic tasks to promote language use in context. Finally, "techniques" are the practical activities and exercises that instructors implement to achieve the desired outcomes of a method, such as role-playing or dictation. Understanding the distinctions and connections among these concepts is vital for educators, as they inform the design and delivery of language skills instruction, ensuring that teaching practices are coherent, contextually relevant, and responsive to learners' needs. This comprehensive exploration not only clarifies the theoretical underpinnings of language education but also highlights the importance of a well-structured framework for the effective teaching of listening, speaking, reading, and writing skills.

1.3.1. The Structural Approach

The Structural Approach to language teaching emphasizes the systematic selection and arrangement of grammatical structures to facilitate language learning. This method is rooted in the belief that understanding sentence patterns is crucial for mastering a language, often prioritising structure over vocabulary acquisition.

Emerging from language teaching trials in military environments during World War II, the Structural Approach was developed to facilitate effective communication. It became widely recognized in the United States throughout the 1950s and has subsequently shaped various educational practices around the globe, including its introduction to India by the British Council in the 1950s. The essential principles of the structural approach can be articulated as follows.

- ✓ Focus on Structures: The approach teaches specific grammatical structures in a predetermined order, allowing learners to grasp complex sentence formations gradually.
- ✓ Emphasis on Speech: The method prioritizes oral skills over reading and writing, reflecting the idea that language is primarily a spoken medium.

- ✓ **Learner-Centric Activities:** Activities are designed to engage students actively rather than relying heavily on teacher-led instruction. This includes dramatization and situational learning to enhance understanding.
- ✓ **Habit Formation:** Language learning is viewed as habit formation through repetition and practice, with a strong emphasis on drills and oral exercises.

After having dealt with the key principles of the Structural Approach, let us shed some light upon its main objectives. According to Menon and Patel (1971) they are as follows:

- ✓ **Mastery of approximately 275 graded structures.**
- ✓ **Development of an essential vocabulary of around 3000 root words for active use.**
- ✓ **Integration of grammar and composition with reading lessons.**
- ✓ **Enhancement of the four fundamental language skills: listening, speaking, reading, and writing.**

Since any approach or method is checkered, one may say that this approach has advantages and drawbacks. Its main advantages are here to come:

- ✓ **Adaptability:** The Structural Approach can be applied at various educational levels, making it versatile for different learner groups.
- ✓ **Effective Habit Formation:** Through intensive drills, students develop stable language habits that facilitate long-term retention.
- ✓ **Engaging Learning Environment:** The approach encourages dynamic classroom interactions, fostering a natural and interesting learning atmosphere.

Despite its merits, the Structural Approach has some drawbacks:

- ✓ **Limited Scope for Advanced Learners:** It is often deemed more effective for beginners than for advanced students who may require more nuanced approaches to language learning.
- ✓ **Neglect of Reading Skills:** Critics argue that it underemphasizes reading and writing skills, focusing predominantly on oral communication.

- ✓ Resource Intensive: Successful implementation requires well-trained teachers and specifically designed textbooks, which may not be feasible in all educational settings.

At the end, we can say that the Structural Approach remains a significant methodology in language education, focusing on the systematic teaching of grammatical structures to build foundational language skills. While it has its limitations, its structured nature provides a clear framework for learners to develop their language abilities effectively.

1.3.2. The Cognitive Approach

The realm of cognition includes mental activities such as reasoning, memory, and the processes involved in language acquisition and usage. In the context of teaching and learning, a cognitive approach emphasizes the importance of grasping information and concepts. By analysing information, identifying the relationships between different ideas, and synthesizing them through logical frameworks, we can significantly improve our understanding and retention of the subject matter.

The cognitive domain encompasses essential mental processes such as reasoning, memory, and language acquisition (*Anderson, 2005*). When a cognitive framework is applied to teaching and learning, the focus shifts to achieving a deeper understanding of information and concepts (*Bruning et al., 2011*). Empirical studies suggest that breaking down information into its constituent parts can significantly improve our understanding and retention of material, as it allows for the identification of connections between different ideas (*Sweller, 1988*). By carefully analysing and organizing knowledge, learners can reconstruct it through logical connections, leading to a more meaningful understanding (*Ausubel, 1968*). This technique not only aids in memory retention but also fosters critical thinking skills, allowing students to apply their knowledge in multiple contexts (*Mayer, 2002*).

Emphasizing the importance of understanding the rules and structures inherent in a language, the Cognitive Approach to language learning posits that such comprehension is crucial for effective acquisition. This approach originated in the 1960s as a reaction against the behaviourist methodologies that were widespread at the

time, notably the audio-lingual method, which concentrated on habit formation via repetition and drills.

Influenced by cognitive psychology and linguistics, the Cognitive Approach represents a paradigm shift from the rote memorization of linguistic patterns to an exploration of the essential rules that govern language application. This methodology resonates with the principles of Gestalt psychology, which asserts that learning is more effective when contextualized within a larger framework rather than approached in isolation.

The Cognitive Approach to language learning emphasizes understanding the rules and structures of a language as central to acquiring it. This approach emerged in the 1960s as a response to the behaviourist methods prevalent at the time, particularly the audio-lingual method, which focused heavily on habit formation through repetition and drills. It was influenced by cognitive psychology and linguistics. It shifted the focus from mere memorization of language patterns to understanding the underlying rules that govern language use. This approach aligns with Gestalt psychology, which suggests that learning is more effective when it is seen as part of a larger system rather than in isolation.

The main focus of this approach deals with the following points:

- *Understanding Language Rules:* The approach posits that learners must consciously study grammatical rules to effectively acquire a new language. This contrasts with methods that prioritize rote learning without comprehension.
- *Meaningful Practice:* Practice is deemed meaningful when learners understand the grammatical rules involved, allowing them to apply these rules in context rather than through mechanical drills.
- *Holistic Learning:* Emphasizing a holistic view, the Cognitive Approach integrates various aspects of language learning such as phonological, grammatical, and lexical patterns encouraging learners to see how these elements interact within the language system.

- *Deductive Teaching of Grammar:* Unlike inductive methods that lead learners to discover rules through examples, this approach often employs deductive teaching, where explicit grammatical rules are presented before practice.

This approach was put forward under some primary objectives that are seen below:

- Developing a deep understanding of language structures.
- Encouraging active engagement with language through analysis and meaningful context.
- Fostering critical thinking and problem-solving skills related to language use.
- Enhancing memory retention by linking new information to existing knowledge frameworks.

The assessment of this approach proved that it holds advantages and disadvantages. Let us have a look on its positive side first:

- *Enhanced Comprehension:* By focusing on understanding rather than memorization, students often develop a more profound grasp of the language.
- *Encouragement of Critical Thinking:* This approach promotes analytical skills as learners are encouraged to think critically about language use and structure.
- *Flexibility:* The Cognitive Approach can be integrated with other teaching methods and adapted to various learning environments.

Despite its strengths, the Cognitive Approach has some limitations:

- *Neglect of Emotional Factors:* Critics argue that it often overlooks emotional aspects of learning, which can be crucial for motivation and engagement.
- *Potential Overemphasis on Rules:* Some educators worry that focusing too much on grammar may inhibit spontaneous language use and creativity.
- *Resource Intensive:* Effective implementation may require significant resources in terms of teacher training and materials that foster cognitive engagement.

The Cognitive Approach to language learning emphasizes understanding the rules and structures of a language as central to acquiring it, emerging in the 1960s as a response to behaviourist methods that focused on rote memorization. Influenced by cognitive psychology and linguistics, this approach advocates for meaningful practice where learners consciously study grammatical rules, integrating various aspects of

language learning phonological, grammatical, and lexical patterns to see how these elements interact within the language system. It employs deductive teaching of grammar, presenting explicit rules before practice, which enhances comprehension and encourages critical thinking. While the Cognitive Approach fosters deeper understanding and analytical skills, it may overlook emotional factors crucial for motivation and can sometimes overemphasize rules at the expense of spontaneous language use. Despite these limitations, it remains a flexible method that can be integrated with other teaching strategies to promote effective communication in a second language.

1.3.3. The Communicative Approach

The Communicative Approach (CA), also known as Communicative Language Teaching (CLT), is a method of language teaching that prioritizes interaction as both the means and ultimate goal of learning. Developed in the 1970s as a response to traditional methods that focused primarily on grammar and vocabulary acquisition, CA emphasizes the importance of real communication and the practical use of language in social contexts. The main objective is to enable learners to communicate effectively in real-life situations, moving beyond mere grammatical competence to develop what is known as communicative competence. This includes not only linguistic skills but also sociolinguistic, discourse, and strategic competences, allowing learners to navigate various social interactions appropriately.

In a CA classroom, teachers act as facilitators rather than traditional instructors, creating environments where students engage in meaningful communication through activities such as role-plays, problem-solving tasks, and collaborative projects. Lessons are designed around authentic contexts and tasks that reflect real-world scenarios, encouraging students to practice language skills actively. The approach integrates all four language skills—speaking, listening, reading, and writing—ensuring that learners can apply their knowledge holistically. Moreover, motivation plays a crucial role; teachers strive to create engaging lessons that pique students' interests and encourage participation. While the Communicative Approach has been praised for fostering fluency and confidence in language use, it also requires careful planning and

execution to balance accuracy with fluency in communication. Overall, CA represents a significant shift towards a more interactive and student-centered model of language education that continues to influence teaching practices today.

Language proficiency, interaction, and practical communication are the main goals of communicative language teaching strategies. Activities that help learners practice and enhance their functional language skills in real-world settings include role-plays, group discussions, problem-solving exercises, and information-gap exercises

In communicative language teaching, a variety of teaching and learning strategies can be employed, including role playing, information gaps, language exchange, simulation, discussion, games, pair and group work, and simulation. Each of these methods has the potential to include students in the communication process.

The goals of communicative language teaching (CLT) strategies are primarily focused on language proficiency, interaction, and practical communication (*Richards & Rodgers, 2001*). These strategies emphasize the importance of real-world communication, seeking to cultivate learners' capacity to utilize the language effectively across diverse contexts (*Brown, 2007*). Activities like role-plays, group discussions, problem-solving exercises, and information-gap tasks are especially effective, as they enable learners to practice and improve their functional language abilities in real-life scenarios (*Littlewood, 1981; Nunan, 1991*).

1.3.4. The Interactive Approach

The interactive approach to language instruction places a strong emphasis on the necessity of engagement and communication between learners and their instructors. This pedagogical strategy encourages active participation, enabling students to utilize language skills within authentic contexts. By focusing on interaction, educators strive to cultivate a vibrant classroom atmosphere that enhances both language proficiency and self-assurance among students (*Richards & Rodgers, 2001*).

The interactive approach is grounded in the principle that language functions primarily as a means of communication. Therefore, effective language instruction

should encompass activities that facilitate interaction, such as pair work, group discussions, and role-playing exercises (*Nunan, 1991*). These types of activities not only bolster students' speaking and listening competencies but also foster collaboration, critical thinking, and problem-solving abilities. Littlewood (1981) posits that through engaging in interactive tasks, learners are more inclined to improve their fluency and accuracy, as they must navigate meaning and modify their language according to different contexts and conversational partners.

The integration of an interactive approach necessitates an awareness of the social aspects inherent in language acquisition. According to Vygotsky's (1978) socio-cultural theory, social interaction is fundamental to cognitive growth. Through engaging in significant conversations with their peers, learners collaboratively build knowledge, which can enhance their comprehension and retention of linguistic concepts (*Swain, 2000*). For example, when students work together on a project or engage in discussions, they not only utilize the target language but also gain insights from one another's viewpoints and experiences.

Moreover, the interactive approach enhances learner autonomy by empowering students to take control of their own learning experiences. This pedagogical method is in line with constructivist theories of education, which promote environments centered around the student (*Piaget, 1976*). By facilitating active participation in the classroom, educators can nurture a sense of ownership and responsibility for language development among learners. Activities like peer teaching and self-assessment serve to encourage reflection and critical appraisal of individual learning processes (*Brown, 2007*).

Within the framework of the interactive approach, assessment practices are notably redefined. Traditional forms of assessment typically concentrate on memorization and individual performance metrics, while interactive assessments focus on students' proficiency in effective communication and teamwork. Formative assessments, including peer evaluations and group projects, allow learners to showcase their language competencies in real-world contexts (*Harmer, 2007*). Such assessment techniques resonate with the interactive approach's objectives, which focus on

measuring not just language ability but also the capacity for engagement and interaction with others.

In summary, the interactive methodology in language education signifies a transition towards more communicative and cooperative teaching practices. By encouraging interaction among learners, educators can cultivate a stimulating educational atmosphere that improves language skills and facilitates social learning. The use of collaborative exercises, student autonomy, and innovative evaluation techniques emphasizes the success of this model in preparing learners for effective communication in real-life contexts. As language educators continue to refine their practices, the interactive approach will undoubtedly remain a key factor in cultivating proficient and confident language users.

1.3.5. The Competency-based Approach

The competency-based framework in language instruction is oriented towards the enhancement of distinct skills and competencies that learners require for effective communication in real-life situations. This approach has become increasingly relevant in educational contexts, particularly as a response to the necessities of a globalized world where practical communication skills are indispensable (Bridges, 2014). By emphasizing the practical application of language skills in significant contexts, this approach aims to prepare learners for the various challenges they may face in their personal, academic, and professional lives. (Hutchinson & Waters, 1987)

At its core, the competency-based approach emphasizes the identification and development of specific competencies, which are defined as the knowledge, skills, and attitudes required to perform tasks effectively (McClelland, 1973). In language education, these competencies can encompass a wide range of skills, including listening, speaking, reading, writing, and intercultural communication. This holistic perspective ensures that learners are not only proficient in language mechanics but also capable of using language effectively in diverse contexts (Canale & Swain, 1980).

The competency-based approach is distinguished by its commitment to learner-centered education. This approach advocates for the active participation and

engagement of students, thereby redefining the teacher's function from a source of knowledge to a guide in the learning journey (Savignon, 2002). By nurturing an interactive classroom environment, educators can empower students to develop the competencies required to confront real-world communication challenges. Techniques such as role-playing, group discussions, and problem-solving exercises are frequently employed to establish genuine learning experiences that reflect the intricacies of language use in daily contexts (Nunan, 1991).

The assessment methodologies inherent in the competency-based approach underscore its emphasis on practical application. In contrast to traditional assessments that frequently prioritize rote memorization and standardized testing, which may fail to accurately gauge a learner's capacity to utilize language in authentic situations, competency-based assessments focus on performance-oriented evaluations. In contrast, competency-based assessments prioritize evaluations based on performance, such as portfolios, projects, and simulations, allowing learners to demonstrate their skills in practical environments (Brown, 2007). This type of assessment not only offers critical feedback for learners and educators alike but also promotes self-assessment and continuous growth.

Furthermore, the competency-based approach aligns well with the principles of lifelong learning. In a world that is continuously evolving, the ability to adjust and learn new skills is vital (Schunk, 2012). This model's emphasis on competencies motivates learners to engage in self-directed education, as they assume responsibility for their own learning and actively seek opportunities for advancement beyond formal educational environments. Such a framework promotes a culture of on-going development, providing students with the necessary resources to succeed in a constantly shifting context (Kuh, 2008).

In conclusion, the competency-based approach in language teaching and learning represents a shift toward more practical, skills-oriented education. By emphasizing the development of specific competencies, this approach prepares learners for real-world communication challenges and encourages active engagement in the learning process. Through innovative assessment practices and a focus on lifelong learning, the

competency-based approach not only enhances language proficiency but also empowers students to become effective communicators in diverse contexts.

1.4. Language Skills and ELT

The teaching of language skills is a foundational component of English Language Teaching (ELT), encompassing listening, speaking, reading, and writing. Each skill is essential for achieving communicative competence, allowing learners to navigate real-world interactions effectively. According to Canale and Swain (1980), communicative competence includes not only linguistic knowledge but also the ability to use language appropriately in various contexts. As such, ELT methodologies must prioritize the development of all four skills to prepare learners for authentic communication.

Listening skills are often regarded as the bedrock of language acquisition. Research shows that effective listening contributes significantly to overall language proficiency, as it allows learners to comprehend spoken language and respond appropriately (*Nation & Newton, 2009*). Interactive listening, where learners engage in dialogues and negotiations of meaning, fosters deeper comprehension and retention. Thornbury (2005) emphasizes that teaching listening should focus on both the comprehension of individual words and phrases as well as the overall message. Incorporating diverse listening activities, such as podcasts and authentic conversations, can enhance learners' engagement and motivation.

Speaking skills are equally vital in ELT, as they facilitate verbal interaction and self-expression. Brown (2007) highlights the significance of oral communication in language learning, asserting that learners must practice speaking in context to develop fluency and confidence. Techniques such as role-playing, debates, and discussions can create opportunities for meaningful interaction. Moreover, integrating speaking with listening activities can reinforce these skills, as learners become adept at responding to others in real-time (*Richards, 2006*). By prioritizing speaking, educators empower learners to articulate their thoughts and engage effectively in conversations.

Reading skills in ELT encompass both comprehension and critical analysis of texts. As stated by Grabe and Stoller (2002), effective reading strategies- such as

predicting, inferring, and summarizing- enable learners to process information more efficiently. Furthermore, reading is often linked to academic success, as it enhances vocabulary acquisition and overall language proficiency. Kroll (2001) emphasizes the need to integrate reading and writing instruction, asserting that exposure to well-structured texts can improve learners' writing abilities. This interconnected approach not only supports reading development but also cultivates critical thinking skills essential for academic achievement.

Writing skills represent a complex yet crucial aspect of language learning, requiring mastery of grammar, organization, and genre conventions. Graham and Perin (2007) highlight the importance of explicit writing instruction, advocating for approaches that combine process-oriented and genre-based methodologies. By focusing on the writing process- prewriting, drafting, revising, and editing- educators can help learners develop their voice and style. Moreover, integrating writing tasks with reading activities allows students to analyse different writing styles and structures, fostering a deeper understanding of effective communication (*Palincsar & Brown, 1984*).

Finally, the integration of technology in ELT has transformed the landscape of language skills development. Digital tools and online resources provide innovative opportunities for practice and assessment, facilitating personalized learning experiences (*Godwin-Jones, 2018*). However, as educators embrace technology, they must also be mindful of the potential for over-reliance. It is essential to balance technology use with guided instruction, ensuring that learners develop critical media literacy skills (*Lee, 2016*). By incorporating technology thoughtfully, ELT practitioners can enhance the teaching and learning of language skills, ultimately preparing learners for success in a digital age.

1.4.1. The Reading Skill Module

The ability to read constitutes a fundamental skill in the realm of English Language Teaching (ELT), serving a crucial function in the processes of language acquisition and the enhancement of overall communicative abilities. As a modular

course, reading instruction can be customized to address the varied needs of learners, thereby promoting meaningful interaction with written materials. Through a modular course design, reading instruction can be specifically tailored to accommodate the diverse needs of learners, facilitating meaningful interactions with texts. This analysis focuses on the key elements of a modular reading course, its implications for pedagogy, and the incorporation of reading strategies within the broader context of ELT.

Engaging in reading involves more than just the ability to decode written language; it requires comprehension, interpretation, and critical analysis (*Grabe & Stoller, 2002*). Reading fulfills several roles, such as the gathering of new knowledge, the cultivation of critical thinking skills, and the enhancement of cultural sensitivity. Proficient reading skills in English significantly contribute to learners' academic success and equip them for effective communication in real-life situations (*Koda, 2005*).

A modular approach to reading instruction allows for flexibility and customization. This structure can be organized into distinct modules, each focusing on specific aspects of reading:

1. *Decoding Skills*: This module focuses on phonemic awareness and word recognition, which are fundamental for achieving reading fluency (National Reading Panel, 2000).
2. *Comprehension Strategies*: This module teaches strategies such as summarization, questioning, and predicting. Research shows that direct instruction in these techniques significantly enhances reading comprehension (*Duke & Pearson, 2002*).
3. *Genre Awareness*: Different genres (narrative, expository, persuasive) require distinct reading strategies. A module centered on genre awareness can aid learners in modifying their reading strategies according to the type of text (*Swales & Feak, 2004*).
4. *Critical Reading*: This module is dedicated to the analysis and evaluation of texts, fostering higher-order thinking skills. It is crucial to encourage learners

to interrogate the author's purpose and the credibility of the information to cultivate critical literacy (Janks, 2010).

5. *Cultural Context*: Reading is shaped by cultural backgrounds. A module aimed at exploring cultural subtleties within texts can improve comprehension and engagement (Baker, 2006).

The incorporation of a modular reading curriculum within English Language Teaching (ELT) offers numerous pedagogical advantages:

- *Differentiated Instruction*: A modular framework allows teachers to adapt content based on learners' proficiency levels and interests, accommodating diverse learning styles (Tomlinson, 2001).
- *Focused Assessment*: Each module can include targeted assessments, providing insights into specific reading skills and allowing for more precise feedback (Black & Wiliam, 1998).
- *Collaborative Learning*: Modular courses can incorporate group activities, fostering peer interaction and collaborative learning, which have been shown to enhance comprehension and motivation (Johnson & Johnson, 1999).

To ensure the success of a modular reading course, it is important to explicitly teach and practice targeted reading strategies:

- Meta cognitive strategies, which involve teaching learners to reflect on their own thinking, can significantly aid in the monitoring and regulation of their reading processes (Paris & Paris, 2003). For example, students can be instructed to set specific goals prior to reading and to evaluate their understanding after completing the text.
- Furthermore, vocabulary development plays a pivotal role in fostering reading comprehension. Techniques such as contextual guessing and the use of word maps can be effectively incorporated into the course modules (Beck, McKeown, & Kucan, 2002).

- Lastly, the use of technology can greatly enrich student engagement and expand access to a variety of reading resources. Online platforms can facilitate personalized reading experiences tailored to individual learners (*Leu et al., 2011*).

The reading skill, when approached as a modular course in ELT, offers a structured yet flexible framework for effective instruction. By focusing on various aspects of reading- such as decoding, comprehension, genre awareness, critical analysis, and cultural context- educators can address the diverse needs of learners. This approach not only enhances reading proficiency but also equips students with essential skills for academic and real-world success. Future research should continue to explore innovative methodologies and technologies that further enrich the reading experience in ELT.

1.4.2. The Speaking Skill Module

The speaking skill is a fundamental component of English Language Teaching (ELT), emphasizing communicative competence and the ability to engage effectively in conversation. This analysis explores the significance, challenges, and pedagogical approaches related to speaking in ELT, drawing on relevant literature. The speaking skill is essential for learners as it serves as a primary mode of communication in both academic and social contexts. According to Burns and Joyce (1997), speaking is a crucial aspect of language use, enabling learners to express ideas, share information, and participate in discussions. Furthermore, proficiency in speaking enhances overall language competence, contributing to learners' confidence and social integration (*Nunan, 1991*).

Despite its importance, teaching speaking presents several challenges. One significant issue is the fear of negative evaluation, which can hinder students' willingness to participate in speaking activities (*Horwitz, 2001*). Additionally, differing levels of proficiency among learners can create a disparity in participation, with more confident speakers dominating discussions while less confident students remain silent (*Miller, 2005*). These dynamics highlight the need for inclusive teaching strategies that encourage equal participation.

To effectively teach speaking, various pedagogical approaches can be employed. Communicative Language Teaching (CLT) emphasizes interaction as a means of language learning, encouraging students to engage in authentic conversations (*Littlewood, 1981*). Role-play and simulations are particularly effective in this approach, as they provide learners with real-life contexts to practice speaking (*Thornbury, 2005*).

Another effective method is task-based language teaching (TBLT), which focuses on completing meaningful tasks that require communication (*Willis & Willis, 2007*). This approach promotes fluency and helps learners develop their speaking skills in a more natural context, allowing for the integration of language functions and forms.

Assessing speaking skills in ELT poses unique challenges, as it requires evaluating both fluency and accuracy. According to Hughes (2003), effective assessment should be formative, providing on-going feedback that supports learners' development. Using rubrics that outline specific criteria for performance can aid in the objective evaluation of speaking skills, focusing on aspects such as pronunciation, vocabulary use, and coherence.

In conclusion, the speaking skill is a vital module in ELT, facilitating effective communication and enhancing learners' overall language proficiency. While challenges such as anxiety and varying proficiency levels exist, adopting communicative and task-based approaches can foster a more inclusive and engaging learning environment. As educators continue to refine their methods, on-going assessment and feedback will remain essential in developing learners' speaking abilities.

1.4.3. The Writing Skill Module

The writing skill is a critical module in English Language Teaching (ELT), serving as a key means of communication and a vital aspect of academic success. This analysis examines the significance, challenges, and pedagogical approaches to teaching writing within the context of ELT, supported by relevant literature.

Writing is not only essential for academic achievement but also plays a crucial role in professional and personal communication. According to Hyland (2003), effective writing skills are fundamental for learners to articulate their thoughts clearly and coherently, enabling them to engage with various texts and contexts. Moreover, writing allows for deeper cognitive processing, facilitating learning and retention (Graham & Perin, 2007). In today's digital age, proficient writing is increasingly important for participation in global discourse (Kellogg, 2008).

Teaching writing poses unique challenges for educators. One major challenge is the disparity in learners' proficiency levels, which can lead to feelings of frustration and inadequacy among less skilled writers (Harris, 1969). Additionally, the writing process can be daunting, as it requires not only linguistic knowledge but also critical thinking and organizational skills (Zamel, 1982). Furthermore, students often struggle with the conventions of different genres, making it essential for teachers to provide explicit instruction on various writing forms.

Effective writing instruction should be rooted in a process-oriented approach, emphasizing the stages of writing: prewriting, drafting, revising, editing, and publishing (Flower & Hayes, 1981). This model encourages learners to view writing as a recursive process rather than a linear one, allowing for greater exploration and refinement of ideas.

Additionally, the genre-based approach is beneficial in teaching writing, as it helps students understand the characteristics and structures of different types of texts (Swales, 1990). By analysing model texts, learners can develop their writing skills by applying genre-specific conventions and techniques. Peer review and collaborative writing are also effective strategies for enhancing writing skills. According to Rollinson (2005), peer feedback fosters critical thinking and allows students to engage in meaningful dialogue about writing, thereby improving their skills through collaborative learning experiences.

Assessing writing skills is complex and multifaceted, necessitating a clear rubric that evaluates various criteria, such as content, organization, language use, and

mechanics (Weigle, 2002). Formative assessment is particularly valuable, as it provides on-going feedback that supports learners' development over time. Additionally, incorporating self-assessment encourages students to reflect on their writing processes and outcomes, promoting autonomy and self-improvement (Boud, 1995).

In summary, the writing skill is a vital module in ELT, integral to academic success and effective communication. While challenges such as varying proficiency levels and the complexity of the writing process exist, adopting process-oriented and genre-based approaches can enhance writing instruction. On-going assessment and feedback are crucial in guiding learners' progress, ensuring that they develop the writing competencies necessary for their academic and professional futures.

1.4.4. The Listening Skill Module

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1.5. The Concept of *Language Teaching Programme*

A language teaching programme is a structured approach to the teaching and learning of a language, encompassing a variety of components including curriculum design, instructional methodologies, assessment strategies, and resource allocation.

This concept plays a vital role in the field of language education, shaping the experiences of both learners and educators.

At its core, a language teaching programme consists of several interconnected elements. Curriculum design is foundational, providing the framework for what is taught. According to Graves (2000), a well-structured curriculum should align with learners' needs, goals, and the socio-cultural context in which they are learning. This involves not only determining the content to be taught but also the appropriate sequence and methodology for instruction.

Instructional methodologies refer to the pedagogical approaches used to facilitate language learning. Various methodologies exist, including Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content-Based Instruction (CBI) (*Richards & Rogers, 2014*). Each approach emphasizes different aspects of language use and learner engagement, making it crucial for educators to select methods that resonate with their students' learning styles and objectives.

Assessment strategies are another critical component of a language teaching programme. Effective assessment practices enable educators to measure learners' progress and proficiency, providing valuable feedback for both students and instructors. As Hughes (2003) notes, assessments should be formative and summative, ensuring that they not only evaluate what learners have achieved but also guide future instruction.

The context in which a language teaching programme is implemented significantly influences its design and effectiveness. Factors such as the learners' age, cultural background, and language proficiency levels must be taken into account (*Nunan, 1991*). For example, a programme aimed at adult learners in a business context may prioritize professional communication skills, while a programme for young learners might focus on basic conversational abilities and vocabulary acquisition.

Moreover, the integration of technology has become increasingly important in modern language teaching programmes. Digital tools and online resources offer innovative ways to enhance engagement and facilitate learning, allowing for a more

flexible and dynamic approach to language education (*Stockwell, 2012*). The effective incorporation of technology can transform traditional teaching practices, making language learning more accessible and enjoyable.

Despite the clear benefits of a well-structured language teaching programme, several challenges can arise in its development and implementation. One significant issue is the need for on-going professional development for educators. As methodologies and technologies evolve, teachers must continuously update their skills and knowledge to provide the best possible learning experiences for their students (*Richards, 2011*).

Another challenge lies in ensuring that the programme remains responsive to the needs of diverse learners. Differentiating instruction to accommodate varying levels of proficiency, learning styles, and motivations can be complex but is essential for fostering an inclusive learning environment (*Tomlinson, 2001*). Educators must be equipped to adapt their approaches and materials accordingly, which requires both flexibility and creativity.

In conclusion, a language teaching programme is a multifaceted construct that plays a crucial role in facilitating language acquisition. By thoughtfully integrating components such as curriculum design, instructional methodologies, and assessment strategies, educators can create effective programmes tailored to their learners' needs. However, on-going challenges, including the necessity for professional development and responsiveness to diverse learner profiles, must be addressed to ensure the continued effectiveness of language teaching programmes. As the field evolves, the commitment to creating and maintaining high-quality language education remains paramount.

1.6. Language Skills in the LMD System

The LMD system, which stands for Licence, Master, Doctorate, is a framework for higher education that organises academic training into three distinct cycles: the Bachelor's degree (Licence), the Master's degree, and the Doctorate. This system aims to enhance the quality of higher education and promote student mobility, ensuring that

degrees are recognized internationally. The LMD structure consists of a total of 180 credits for the Bachelor's degree, which is completed over six semesters, followed by 120 additional credits for the Master's degree over four semesters. The Doctorate requires three years of research following the completion of a Master's programme.

This system is designed to improve pedagogical quality and provide learners with better support through personalized guidance from tutors. It emphasizes the development of transversal skills, such as proficiency in foreign languages and computer literacy, which are essential in today's global job market. Each level of study is organised into teaching units, which combine various subjects and are structured to facilitate coherent learning pathways. The principles of capitalisation, mobility, and readability underpin the LMD framework, allowing students to retain their credits when changing institutions or programmes and enabling easier comparison of qualifications across different educational systems. Overall, the LMD system represents a significant reform in higher education aimed at aligning academic training with labour market needs and enhancing international collaboration in education.

In Algeria this system was established through executive decree n°04-371 in 2004, aiming to modernise the higher education framework and align it with international standards. It was implemented under the same international rules. Each cycle is designed to enhance student mobility and employability through a curriculum that allows for the transfer of credits and the integration of various disciplines within coherent domains of study. The LMD system promotes a learner-centered approach, encouraging individual work and adaptability in training.

The relationship between language skills and the LMD system is a crucial aspect of higher education, particularly in contexts where language proficiency is essential for academic success and professional development. The LMD system, adopted in many countries, including those in Europe and North Africa, aims to enhance the quality of education by standardizing academic qualifications. This essay explores how language skills are integral to the LMD system, examining their impact on curriculum design, student assessment, and employability.

In the context of the LMD system, language skills play a pivotal role in curriculum design, as they are essential for the effective delivery of content across various disciplines. The ability to read, write, speak, and listen in the target language enables students to engage critically with academic texts and participate actively in discussions (Hyland, 2003). According to Nunan (1999), a well-structured curriculum should integrate language skills into the learning process, ensuring that students develop both content knowledge and the communicative competencies necessary for their academic and professional lives.

Moreover, the LMD system encourages a modular approach to education, allowing for the inclusion of language courses as part of various degree programs. This integration is particularly important in disciplines where communication is key, such as business, social sciences, and humanities (Bachman & Palmer, 1996). By embedding language skills within the curriculum, institutions can better prepare students for the demands of the global job market, where proficiency in multiple languages is increasingly valued.

Assessment practices within the LMD system also highlight the importance of language skills. Effective assessment not only evaluates students' understanding of the subject matter but also their ability to communicate that understanding clearly and effectively. As noted by Hughes (2003), assessments should measure both content knowledge and language proficiency, providing a comprehensive picture of a student's capabilities.

Formative assessment methods, such as peer review and group presentations, can enhance language skills while fostering collaborative learning environments (Nicol & Macfarlane-Dick, 2006). These assessments encourage students to articulate their thoughts and ideas, facilitating the development of critical thinking and communication skills. Furthermore, summative assessments, such as final exams and written assignments, must also reflect the integration of language skills, ensuring that students can demonstrate their knowledge in a coherent and articulate manner.

The link between language skills and employability is another critical aspect of the LMD system. In an increasingly interconnected world, employers seek graduates who possess not only subject-specific knowledge but also strong language skills (*García, 2013*). Proficiency in multiple languages can significantly enhance a graduate's employability, opening up opportunities in diverse fields, including international relations, tourism, and technology.

The LMD system's emphasis on language training aligns with this need, as it fosters graduates who are equipped to navigate multicultural and multilingual environments. By integrating language skills into their educational framework, institutions can better prepare students for the workforce, ensuring they possess the communicative competencies required to thrive in a globalized job market (*Hagen, 2014*).

In conclusion, the relationship between language skills and the LMD system is multifaceted, impacting curriculum design, student assessment, and employability. The integration of language skills into the LMD framework not only enhances academic success but also prepares students for the demands of the global workforce. As educational institutions continue to adapt to the needs of a rapidly changing world, the emphasis on language proficiency within the LMD system will remain a vital component of higher education.

1.7. Language Skills and Curriculum Development

The relationship between language skills and curriculum development is a crucial area of focus in the field of language education. Effective curriculum development not only encompasses the selection of appropriate content but also ensures that language skills are integrated into the learning process. This analysis explores how language skills inform curriculum design, implementation, and evaluation, highlighting their significance in fostering communicative competence among learners.

Language skills- listening, speaking, reading, and writing- serve as the foundational elements of any language curriculum. According to Nunan (1991), a comprehensive curriculum must be built around these skills to facilitate effective language acquisition. Each skill contributes to the overall goal of developing

communicative competence, which includes not only linguistic knowledge but also the ability to use language appropriately in various contexts (*Canale & Swain, 1980*).

In curriculum development, it is essential to define clear learning objectives related to language skills. These objectives guide the selection of materials and teaching strategies. For instance, if the goal is to improve students' speaking skills, activities such as role-plays, debates, and presentations can be incorporated into the curriculum (*Richards, 2001*). The alignment of objectives with language skills ensures that students are provided with ample opportunities to practice and enhance their abilities.

Effective curriculum development recognizes the interconnectedness of language skills. For instance, listening and speaking often occur simultaneously in conversational contexts, while reading and writing are inherently linked in academic settings (*Nation & Newton, 2009*). An integrated approach to language skills in curriculum design allows for a more holistic learning experience, enabling students to apply what they have learned in one area to others.

Task-based language teaching (TBLT) exemplifies this integrated approach by promoting tasks that require the simultaneous use of multiple language skills. For example, a project involving research (reading), group discussions (speaking), and report writing (writing) encourages learners to employ various skills in a cohesive manner (*Willis, 1996*). This method not only enhances skill development but also prepares students for real-world communication scenarios where multiple skills are necessary.

Assessment strategies within the curriculum must also reflect the importance of language skills. According to Hughes (2003), assessments should evaluate both the individual language skills and the ability to integrate them. For instance, a speaking assessment might include components of listening comprehension, where students are required to respond to prompts based on an audio clip. This approach not only assesses language proficiency but also provides insights into learners' abilities to utilize skills in context.

Feedback mechanisms are equally important in reinforcing language skills. Effective feedback should be specific and constructive, allowing learners to understand their strengths and areas for improvement (*Nicol & Macfarlane-Dick, 2006*). By incorporating feedback into the curriculum development process, educators can create a supportive learning environment that fosters continuous language skill enhancement.

Contextual factors, including learners' backgrounds, goals, and learning environments, significantly influence the integration of language skills into the curriculum. For example, a curriculum designed for business students may prioritize specific vocabulary and communication strategies relevant to professional contexts (*Bachman & Palmer, 1996*). Understanding the context helps educators tailor their curriculum to meet the unique needs of their learners, ensuring that language skills are taught in a meaningful and applicable manner.

Additionally, the influence of technology on language skills cannot be overlooked. The integration of digital tools in language education offers new opportunities for curriculum development. Online platforms and multimedia resources can enhance listening, speaking, reading, and writing practices, making learning more engaging and interactive (*Stockwell, 2012*). As such, curriculum developers must consider how to effectively incorporate technology to support language skill development.

In conclusion, the relationship between language skills and curriculum development is vital for fostering effective language acquisition. By grounding curriculum design in language skills, integrating those skills throughout the learning process, and employing relevant assessment strategies, educators can create a comprehensive framework that supports learners' communicative competence. Contextual factors and technological advancements further enrich this relationship, underscoring the need for adaptive and responsive curriculum development. As the field of language education continues to evolve, the emphasis on language skills will remain central to effective curriculum practices.

1.7.1. Enhancing Language Skill Development through Educational Quality Language Skills

The development of language skills is a critical component of educational quality, influencing students' academic success and their ability to communicate effectively in a globalized world. In the context of English Language Teaching (ELT) and broader educational frameworks, enhancing language skill development requires a multifaceted approach that prioritizes quality teaching practices, curriculum design, and assessment strategies. This essay examines how educational quality can enhance language skill development, exploring the interconnections between effective pedagogy, curricular coherence, and robust assessment methods.

Quality teaching practices are fundamental to fostering language skill development. According to Hattie (2009), effective teaching strategies have a significant impact on student learning outcomes. In ELT, teachers play a pivotal role in creating an environment conducive to language acquisition. This involves not only delivering content but also engaging students actively in the learning process.

One effective approach is the use of communicative language teaching (CLT), which emphasizes interaction as a means of language learning. CLT encourages learners to use language in context, thereby improving their speaking and listening skills (Richards & Rogers, 2014). For instance, incorporating role-plays and real-life scenarios into lessons can significantly enhance students' confidence and proficiency in using the language (Lantolf, 2000). Thus, the quality of teaching directly correlates with students' ability to develop essential language skills.

A well-structured curriculum is essential for quality education and plays a crucial role in enhancing language skill development. According to Graves (2000), curriculum design should align with educational goals, learner needs, and contextual factors. In language education, this means integrating listening, speaking, reading, and writing skills into a coherent framework that facilitates progressive learning.

For example, a curriculum that incorporates thematic units can help students connect language skills across different contexts. If a unit focuses on environmental

issues, activities can include reading articles on climate change, discussing solutions in groups, listening to relevant podcasts, and writing persuasive essays. This thematic approach not only enhances students' language skills but also fosters critical thinking and engagement with real-world issues (Nunan, 2004). The coherence of the curriculum is thus directly linked to the quality of educational outcomes in language skill development.

Assessment plays a vital role in enhancing language skill development and ensuring educational quality. Effective assessment practices provide valuable feedback to both learners and educators, guiding instructional decisions and supporting learner progress. Formative assessment methods, such as peer reviews and self-assessments, encourage students to reflect on their language use and identify areas for improvement (Black & Wiliam, 1998).

Moreover, summative assessments should be designed to evaluate not only students' language proficiency but also their ability to apply skills in meaningful contexts. For instance, assessments that require students to engage in collaborative projects or present findings can assess their speaking and writing skills simultaneously, offering a more comprehensive evaluation of their competencies (Weigle, 2002). High-quality assessment practices are essential for promoting language skill development, as they create accountability and motivate learners to engage with the material more deeply.

Ultimately, enhancing educational quality leads to improved language skill development, which is crucial for learners' future academic and professional success. As global communication becomes increasingly important, the demand for proficient language users continues to rise. High-quality educational environments that prioritize effective teaching, coherent curricula, and robust assessments equip learners with the necessary skills to thrive in diverse contexts (García, 2013).

Additionally, the role of technology in education cannot be overlooked. Digital tools and online resources can augment traditional teaching methods, offering interactive and engaging ways to develop language skills. For instance, language

learning platforms can provide personalized practice opportunities, enabling students to reinforce their skills outside the classroom (Stockwell, 2012). Integrating technology into high-quality educational practices further enhances language skill development.

In conclusion, enhancing language skill development through educational quality is a multifaceted endeavour that requires attention to effective teaching practices, coherent curriculum design, and robust assessment strategies. By prioritizing these elements, educators can create rich learning environments that foster communicative competence and prepare students for the demands of a globalized world. As educational contexts continue to evolve, a commitment to quality will remain essential in nurturing the language skills necessary for success in both academic and professional spheres.

1.7.2. Ensuring Quality Outcomes: Language Skills in Curriculum Frameworks

The incorporation of language skills into curriculum frameworks is essential for ensuring quality outcomes in education. As globalization continues to influence communication and interaction, the ability to read, write, speak, and listen proficiently in a language, particularly English, has become increasingly critical. This essay explores the significance of integrating language skills into curriculum frameworks, highlighting how this integration promotes educational quality, learner engagement, and real-world applicability.

Language skills are foundational to academic achievement and personal development. They enable learners to express their thoughts, comprehend complex information, and engage with diverse perspectives. According to Canale and Swain (1980), communicative competence encompasses not only linguistic proficiency but also the ability to use language effectively in social contexts. Thus, a curriculum that prioritizes language skills prepares students to navigate various situations, both academically and socially.

The development of language skills is particularly relevant in a curriculum framework that aims for quality outcomes. Research shows that students who possess strong language skills tend to perform better across subjects, as these skills facilitate

comprehension and critical thinking (Snow, 2010). Consequently, integrating language skills into curriculum frameworks is not merely beneficial but essential for promoting overall educational quality.

Effective curriculum frameworks should be designed to integrate language skills cohesively across various subjects. Nunan (2004) emphasizes the importance of coherence in curriculum design, advocating for thematic units that connect language learning with content knowledge. For instance, a science curriculum might include reading scientific articles, conducting experiments, and presenting findings, thereby incorporating reading, writing, and speaking skills in a meaningful context.

Furthermore, a curriculum framework should incorporate both explicit and implicit language instruction. Explicit instruction involves direct teaching of language rules and structures, while implicit instruction focuses on contextual learning through exposure and practice (Ellis, 2002). By combining these approaches, educators can create a balanced curriculum that supports the development of language skills while ensuring that content learning remains a priority.

Assessment is a critical component of any curriculum framework, directly influencing educational quality and outcomes. Effective assessment practices must evaluate not only content knowledge but also language proficiency. According to Hughes (2003), assessments should be designed to measure both the understanding of subject matter and the ability to communicate that understanding clearly.

Formative assessments, such as peer reviews and group discussions, provide ongoing feedback that encourages learners to reflect on their language use and progress (Black & Wiliam, 1998). Summative assessments should also incorporate various language skills, ensuring that students can demonstrate their abilities in reading, writing, speaking, and listening. For example, a final project might require students to conduct research, write a report, and present their findings, thus assessing multiple language competencies simultaneously.

Engagement is a crucial factor in achieving quality outcomes in education. Curriculum frameworks that prioritize language skills can foster greater learner

engagement by connecting content to students' interests and real-world experiences. According to Deci and Ryan (2000), fostering intrinsic motivation through meaningful and relevant learning experiences enhances student engagement and achievement.

For example, project-based learning (PBL) can be an effective method for integrating language skills within a curriculum framework. In PBL, students work on extended projects that require collaboration, research, and presentation skills. This approach not only enhances language development but also encourages critical thinking and problem-solving (Thomas, 2000). By creating a learning environment that values language skills, educators can cultivate engaged learners who are better prepared for future academic and professional challenges.

To conclude, ensuring quality outcomes in education necessitates the integration of language skills into curriculum frameworks. By prioritizing language skills in curriculum design, assessment practices, and learner engagement strategies, educators can foster an environment conducive to comprehensive learning. As the demands of a globalized world continue to evolve, the need for proficient language users becomes increasingly critical. By embedding language skills within curriculum frameworks, educational institutions can enhance the quality of education, preparing students for success in both their academic pursuits and future careers.

1.8. Language Skills and the ELT Programme

The English Language Teaching (ELT) Programme focuses on enhancing language skills through various methodologies and pedagogical strategies. A key aspect of such programmes is the development of participants' personal language competence, which includes improving their fluency and confidence in both teaching and social contexts. For instance, the ELT programme at the University of Chichester emphasizes contemporary English language teaching methodologies, aiming to enhance communicative skills, reading, and writing, listening, and speaking abilities among participants. It incorporates practical training, allowing teachers to observe and teach in British schools, thereby bridging theoretical knowledge with real-world application. Additionally, ELT programmes often address current issues in English language teaching, integrating technology and fostering critical awareness of

pedagogical approaches. The ultimate goal is to equip educators with the necessary skills to effectively teach English in diverse contexts, thereby improving overall educational outcomes for students.

Language skills- listening, speaking, reading, and writing- form the foundation of English Language Teaching (ELT) programmes. Effective ELT programmes are designed to enhance these skills in a way that supports learners' overall communicative competence. This essay explores how language skills are integrated into ELT programmes, highlighting instructional strategies, assessment practices, and the use of technology, while illustrating their application in a typical classroom setting.

In ELT programmes, the integration of the four language skills is crucial for creating a comprehensive learning experience. Each skill complements the others, facilitating a more holistic approach to language learning. For example, listening and speaking skills are often developed concurrently during communicative activities, where students engage in dialogue and discussions based on audio materials (*Richards, 2008*).

Listening Skills:

Listening skills are essential for effective communication and play a crucial role in language learning. Developing these skills involves not only the ability to hear but also to comprehend, interpret, and respond to spoken messages. Active listening is a key component, requiring individuals to pay attention and reflect on what is being said, which enhances understanding and engagement in conversations. Various strategies can be employed to improve listening skills, such as participating in interactive activities like summarizing stories, filling in song lyrics, or engaging in listening games that promote auditory discrimination. Additionally, practicing mindfulness can enhance listening by encouraging individuals to focus fully on the speaker without distractions. This approach helps individuals absorb information more effectively and fosters better relationships by demonstrating empathy and attentiveness. Regular practice and exposure to diverse auditory materials—such as

podcasts, audiobooks, and conversations—can further enhance listening abilities, making them a vital skill for personal and professional success.

Listening is typically the first skill introduced in ELT programmes, as it lays the groundwork for effective communication. Activities may include listening to dialogues, podcasts, or videos, followed by comprehension questions and discussions. For instance, a teacher might play a short audio clip of a conversation in a café, prompting students to listen for specific information, such as ordering food or asking for directions. This not only sharpens their listening skills but also prepares them for real-life interactions (*Vandergrift, 1999*).



Figure (1.1): Active Listening Skills

Speaking Skills:

Improving speaking skills in English is essential for effective communication and can be achieved through various strategies. Consistent practice is paramount; engaging in daily conversations, joining discussion groups, or participating in language exchanges can significantly enhance fluency and confidence. Building a robust vocabulary by learning new words and phrases daily also contributes to clearer communication. Utilizing resources such as English movies, TV shows, and audiobooks helps learners understand different accents and conversational contexts while improving pronunciation. Techniques like reading aloud, imitating native speakers, and using tongue twisters can refine articulation and rhythm. Joining public speaking clubs, such as Toastmasters, provides a supportive environment to practice speaking and receive constructive feedback. Additionally, recording oneself while speaking allows for self-assessment and improvement. Overall, a combination of active engagement, resource utilisation, and regular practice fosters significant growth in English speaking skills.

Speaking activities encourage learners to express themselves verbally. Role-plays, discussions, and presentations are common methods used to develop speaking proficiency. For example, in a role-play activity, students might simulate a job interview, allowing them to practice specific vocabulary and phrases relevant to professional contexts. This type of practice helps students gain confidence in their speaking abilities and enhances their communicative effectiveness (*Burns & Joyce, 1997*).

Reading Skills:

Improving Reading Skills is vital for effective comprehension and overall language proficiency. Several strategies can enhance these skills, including summarizing what you read, which helps reinforce understanding and retention of key ideas. Taking notes while reading allows for deeper engagement with the text, enabling readers to make connections and clarify themes. It is also beneficial to determine the purpose of reading different texts, as this guides focus on essential details that support comprehension. Previewing texts by scanning titles and headings can provide a

framework for understanding before diving into the content. Setting specific reading goals can further motivate learners to expand their vocabulary and engage with diverse materials. Regular practice is crucial; dedicating time each day to read not only improves fluency but also fosters a love for reading, making it an enjoyable and enriching experience. Engaging with various genres fiction, non-fiction, articles, and stories can keep the reading process dynamic and interesting, ultimately leading to enhanced reading skills and comprehension abilities.

A typical reading lesson might involve students reading a news article and then discussing its content in groups, allowing them to practice both reading and speaking skills simultaneously. This integration fosters critical thinking and helps students relate reading material to real-world contexts (Grabe & Stoller, 2002).

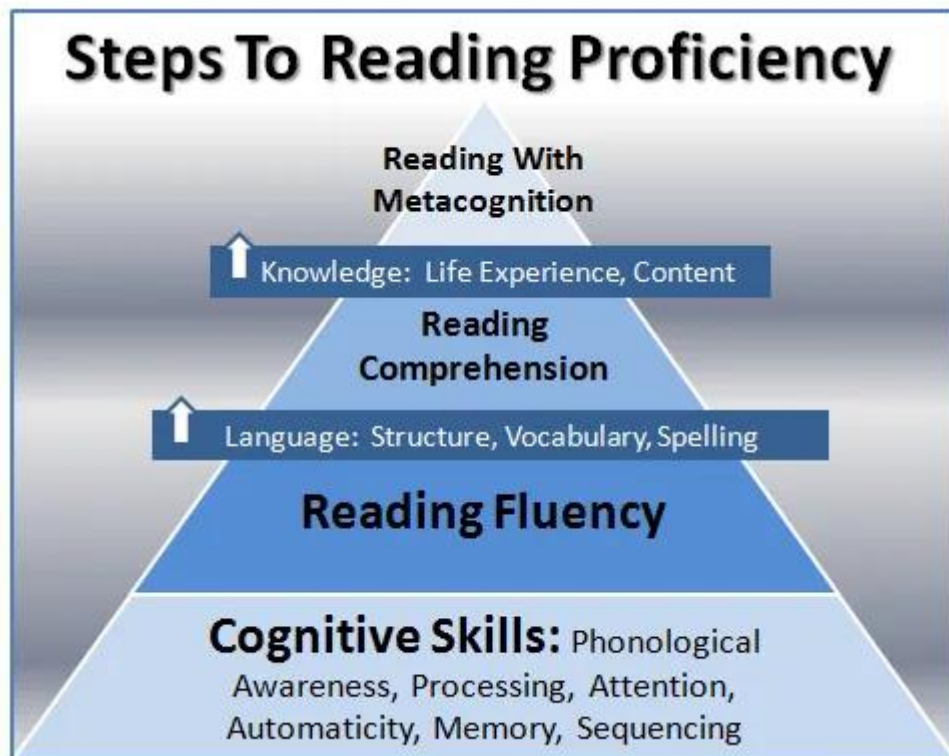


Figure (1.2): Pyramid of Reading Proficiency

Writing Skills:

Improving writing skills is essential for effective communication and can significantly enhance personal and professional success. Here are several strategies to develop these skills:

- ✚ Write Regularly: Establish a consistent writing routine by dedicating time each day or week to practice. This could involve journaling, blogging, or working on specific writing projects, which helps build fluency and confidence over time.
- ✚ Read Widely and Analytically: Exposure to a variety of genres and styles broadens your vocabulary and understanding of different writing techniques. Analyze how accomplished writers structure their work, develop characters, and engage readers.
- ✚ Embrace the Writing Process: Writing is iterative; it involves brainstorming, drafting, revising, and editing. Allow yourself to make mistakes in the first draft, as revisions are crucial for refining your ideas and improving clarity.
- ✚ Expand Your Vocabulary: Continuously learn new words and phrases to enhance your expression. A rich vocabulary allows you to convey your thoughts more precisely and creatively.
- ✚ Seek Feedback: Sharing your work with peers or mentors can provide valuable insights. Constructive criticism helps identify areas for improvement and encourages growth as a writer.
- ✚ Master Grammar and Punctuation: A solid understanding of grammar is fundamental for clear writing. Study the rules of grammar and punctuation to enhance professionalism and readability in your work.
- ✚ Experiment with Sentence Structure: Varying sentence lengths and types can improve the rhythm and flow of your writing, making it more engaging for readers.

- ✚ Utilize Writing Tools: Leverage technology such as grammar checkers, reference managers, or writing apps to streamline your writing process and improve accuracy.
- ✚ Reflect on Your Writing: Regularly assess your progress by reflecting on what works well and what needs improvement. This practice fosters a mindset geared towards continuous learning.
- ✚ Never Stop Learning: Attend workshops, read books on writing craft, or take online courses to expand your skills and stay motivated in your writing journey.

Writing is often the final skill developed in an ELT programme, as it requires a synthesis of the other skills. Writing activities can range from journal entries and emails to academic essays. For instance, students might be asked to write a reflective essay on a topic discussed in class, allowing them to articulate their thoughts clearly and coherently. This process not only reinforces their understanding of the subject matter but also enhances their writing proficiency (Hyland, 2003).



Figure (1.3): Tips for Improving Writing Skills

Assessment Practices:

Assessment in ELT programmes plays a critical role in evaluating students' language skills. A balanced assessment approach should include formative and summative assessments that measure all four skills. Formative assessments, such as quizzes, peer reviews, and presentations, provide on-going feedback and encourage self-reflection among students (*Harris, 1969*).

Summative assessments, such as final exams or portfolio submissions, assess overall proficiency and knowledge retention. For example, a comprehensive exam might include listening comprehension exercises, speaking tasks, reading comprehension questions, and writing prompt. This multifaceted approach ensures that students are evaluated holistically, reflecting their true capabilities in using the language (*Weigle, 2002*).

Technology has increasingly become an integral part of ELT programmes, providing innovative ways to enhance language skills. Online platforms, language learning apps, and multimedia resources offer students access to authentic language use and diverse learning materials. For example, platforms like Duolingo and Rosetta Stone allow learners to practice language skills at their own pace, while online discussion forums facilitate speaking and writing practice with peers globally.

Moreover, digital tools can enhance listening skills through interactive listening exercises and video materials that provide immediate feedback. Teachers can use technology to create engaging lessons that incorporate audio-visual elements, making language learning more dynamic and accessible (*Stockwell, 2012*).

In conclusion, language skills are central to the effectiveness of ELT programmes. By integrating listening, speaking, reading, and writing skills into a cohesive curriculum, educators can provide learners with a comprehensive language learning experience. Through various instructional strategies, assessment practices, and the incorporation of technology, ELT programmes can foster communicative competence and prepare students for real-world language use. As the landscape of language education continues to evolve, the focus on developing these essential skills will remain paramount in ensuring learners' success. Overall, effective assessment practices in ELT programmes should align with educational goals and adapt to the diverse needs of learners, ensuring that assessments not only measure knowledge but also enhance the learning experience. Continuous evaluation and feedback mechanisms are essential to support learner development and improve teaching effectiveness in English Language Teaching.

1.9. Conclusion

In conclusion, while language teaching programs often face challenges related to rigor and accountability, effective language curriculum development is grounded in a systematic process that encompasses several critical components: needs analysis, goal-setting, curriculum design, methodology, and assessment. These elements work together to create a cohesive framework that addresses learners' specific needs and objectives. Recent advancements in task-based curriculum design have shown promising outcomes in enhancing language learning and interpersonal skills at the university level. This approach emphasizes the importance of providing intelligible input, which is crucial for learners to comprehend and engage with the language effectively. Additionally, focused instruction allows for targeted teaching that addresses specific language competencies, while the incorporation of diverse text types enriches the learning experience by exposing students to a variety of contexts and language uses. Ultimately, the integration of these principles within language curriculum development not only fosters greater linguistic proficiency but also cultivates essential interpersonal skills that are vital for effective communication in today's interconnected world. By prioritizing a rigorous and accountable framework in language education, educators can better prepare students for the demands of academic and professional environments, ensuring that language programmes contribute meaningfully to their overall development.

Chapter Two:

Research Methodology and Data Collection Procedures

2.1. Introduction

2.2. Context of the Study

2.2.1. The Research Objectives

2.2.2. Description of the Sample Population

2.3. The Research Design and Tools

2.3.1. The EFL Teachers' Questionnaire

2.3.2. The EFL Students' Interview

2.3.3. The Class Observation Grid

2.4. Data Analysis Methods

2.4.1. The Quantitative Method

2.4.2. The Qualitative Method

2.5. Conclusion

2.1. Introduction

This chapter presents the research methodology and data collection techniques employed in the study that investigates the effectiveness of English as Foreign Language (EFL) modules, concentrating on writing and listening skills, within the first-year LMD curriculum. In an attempt to adequately address the research questions and objectives, a structured approach was implemented to collect pertinent data, thereby facilitating a thorough analysis of the instructional and learning dynamics associated with these essential language competencies. The adopted methodology illustrates the dual nature of the study, which merges qualitative and quantitative research techniques, trying to provide an in-depth understanding of the processes involved in developing and evaluating writing and listening skills in the EFL classroom. This approach is warranted by the need to examine the individual experiences of our EFL students and teachers, in conjunction with the collection of quantifiable data to evaluate the effectiveness of the language skills modules notably, that of writing and listening.

In due course, this research work aims at ameliorating the overall EFL learning experience by uncovering the challenges and lacunas identified through the analysis. Developing new perspectives in teaching practices, syllabus policy, and institutional support are meant to foster better our EFL learners' academic achievements-assisting students to gain proficiency in writing and listening skills. It seeks also to make teaching more enjoyable and rewarding for teachers by allowing them to get closer to the updated equipment and instruments that may facilitate their task as new millennium instructors.

2.2. Context of the Study

This section delves into the broader context of the study, specifically focusing on the first-year English as Foreign Language (EFL) modules within the LMD system at the Department of English at the University of Tlemcen. The LMD framework, which stands for License-Master-Doctorate, is designed to provide a coherent and structured approach to higher education. Its primary objective is to facilitate the

development of competencies that are essential for students' academic and professional futures in an increasingly interconnected world. Within this educational framework, the teaching of EFL modules assumes a pivotal role, particularly in nurturing vital language skills such as writing and listening.

The research aims to investigate the methodologies employed in teaching and enhancing these critical skills within this academic setting. Writing and listening are not merely academic requirements; they are foundational skills that significantly influence students' overall success in their studies and their ability to communicate effectively in English. As English has emerged as a global lingua franca, it is increasingly important across various fields, including business, academia, and international relations. Proficiency in these areas equips students with the tools necessary to engage meaningfully in diverse professional environments and enhances their capacity to collaborate with peers from different cultural backgrounds.

To achieve this goal, the study examines a variety of instructional strategies and pedagogical practices utilized by instructors within the EFL modules. This includes exploring task-based learning approaches that encourage active student participation and engagement with authentic materials, as well as collaborative activities that promote peer interaction and support language development. The integration of technology into lessons is another critical aspect under investigation, as it can significantly enhance learning experiences by providing access to diverse resources and interactive tools that facilitate skill acquisition.

Furthermore, the research seeks to identify the challenges faced by both instructors and students in mastering writing and listening skills. Factors such as limited resources, varying levels of student proficiency, and differing teaching methodologies can create significant barriers to effective learning outcomes. By pinpointing these challenges, the study aims to provide insights into how instructional practices can be improved to better meet the needs of first-year EFL learners.

Additionally, this research considers the broader institutional context that influences EFL instruction. The support provided by the university such as access to

language labs, multimedia resources, and professional development opportunities for instructors- plays a significant role in shaping the effectiveness of language programs. Understanding how these institutional factors interact with curriculum design and pedagogical practices will contribute to a more comprehensive understanding of the EFL learning environment.

Ultimately, this study seeks to illuminate key insights into the impact of EFL language skills instruction on student outcomes within the LMD framework at the University of Tlemcen. By exploring the interplay between curriculum design, teaching methodologies, and institutional support, this research aims to identify best practices that can enhance the educational experience for students while also addressing areas needing improvement. The findings will not only inform future curriculum development but also contribute to on-going discussions about effective language teaching strategies in higher education contexts. Through this comprehensive examination, we aspire to enrich our understanding of how first-year students navigate their language learning journey in an increasingly globalized context.

Writing Skills: Writing in the context of English as a Foreign Language (EFL) involves particular challenges that extend beyond the basic mastery of grammar and vocabulary. It requires a holistic grasp of several aspects that are vital for effective written communication, such as the organization of text, coherence, and the appropriate employment of register. Yet EFL learners are faced by many challenges amongst which are:

- ❖ Proficiency in grammar and vocabulary is crucial for English as Foreign Language (EFL) students; however, they frequently struggle to implement these components effectively in their written work. Errors in tense usage, inappropriate word forms, and a restricted vocabulary can impede their capacity to express ideas with clarity.
- ❖ Text Structure: Understanding the organization of different types of texts is crucial. Learners must learn how to structure essays, reports, and other academic documents effectively. This includes knowing how to formulate an

introduction that presents the main idea, develop body paragraphs that support that idea with evidence, and conclude with a summary or reflection.

- ❖ Understanding coherence and cohesion is crucial for successful writing. Coherence is defined as the logical arrangement of ideas within a text, ensuring that they are presented in a clear and understandable manner. In contrast, cohesion relates to the linguistic mechanisms, such as conjunctions and pronouns that serve to link sentences and paragraphs. Many EFL learners struggle with developing coherent arguments and applying cohesive devices appropriately, which can lead to reader confusion.
- ❖ Systematizing Thoughts: Many learners experience challenges in the organization of their ideas prior to writing. This can result in essays that are disorganized and lack a clear trajectory or focus. Techniques such as brainstorming, outlining, and the use of graphic organizers can significantly aid students in planning their writing more efficiently.
- ❖ Appropriate Register: Different writing contexts require different levels of formality and tone. EFL learners may struggle to adjust their language use according to the audience or purpose of their writing. Understanding the nuances of academic language versus conversational language is crucial for success in an academic setting.
- ❖ Effective communication hinges on the clarity of expression. Students learning English as a Foreign Language (EFL) frequently struggle to articulate their thoughts in a way that resonates with native speakers or instructors, which can be attributed to language barriers and a limited understanding of idiomatic phrases.

The development of writing skills is particularly critical during the first year of study in an EFL programme, as students are typically expected to produce various types of written assignments, including essays, reports, research papers, and reflective journals. These tasks not only assess their understanding of course material but also serve as a foundation for their academic success. Writing skills acquired in the first year are essential for performance in subsequent courses where written assignments become more complex and demanding; as learners progress in their studies, they will

encounter higher expectations regarding critical analysis, argumentative writing, and research skills. Additionally, writing is often integrated with other language skills such as reading and speaking; for instance, students may need to summarize readings or present written arguments based on oral discussions, thereby enhancing their overall language proficiency. Proficient writing skills are crucial for achieving academic success in higher education settings, as many courses require extensive written work, and students who struggle with writing may find it challenging to keep up with course demands or express their understanding effectively. Beyond academia, strong writing skills are essential for professional success in any field, as the ability to communicate ideas clearly and persuasively in writing is a valuable asset in today's job market.

To address the challenges of developing writing skills in EFL programmes effectively, educators can implement various strategies, including explicit instruction in specific writing techniques such as thesis statement formulation, paragraph development, and transitions between ideas. Organising writing workshops focused on different aspects of writing allows students to practice their skills collaboratively, while encouraging peer review sessions promotes constructive feedback among students as they critique each other's work. Additionally, incorporating technology can enhance the learning experience by providing digital tools for grammar checking and offering writing prompts or templates. Furthermore, modelling good writing by providing examples of high-quality written work across different genres enables students to analyse effective techniques. By focusing on these areas, EFL programmes can support students in overcoming the challenges associated with writing and foster essential skills that will benefit them throughout their academic careers and beyond.

Listening Skills: Listening comprehension is a crucial component of language acquisition, as it involves the ability to process and understand spoken language in real time. This skill is particularly vital for non-native speakers, who often face unique challenges that can make effective listening daunting. Factors such as accent variations, speech speed, and contextual nuances contribute to the complexity of listening comprehension. For instance, different accents can alter the pronunciation of words, making it difficult for learners to recognize familiar vocabulary. Additionally,

native speakers often speak quickly, which can overwhelm learners who are still developing their auditory processing skills. Contextual nuances, including idiomatic expressions and cultural references, can further complicate understanding, as these elements may not translate directly from the learner's native language.

Effective listening skills are essential for a range of academic and social interactions. In educational settings, students must be able to participate in discussions, understand lectures, and engage with various audio materials such as podcasts or videos. The ability to listen actively allows students to absorb information, respond appropriately in conversations, and apply what they have learned in practical situations. Furthermore, strong listening skills contribute to overall language proficiency by enhancing vocabulary acquisition and improving pronunciation through exposure to authentic speech patterns.

The first year of study in an EFL programme is particularly significant for developing listening abilities. During this foundational period, learners are typically exposed to diverse listening contexts that provide valuable practice opportunities. These contexts may include dialogues that simulate everyday conversations, lectures that present academic content, and multimedia resources that incorporate visual elements alongside spoken language. Such varied exposure helps students become more adaptable listeners, allowing them to navigate different speaking styles and contexts effectively.

To support the development of listening skills during this critical stage, educators can implement targeted strategies within the curriculum. For example, incorporating a mix of authentic audio materials, such as interviews, news broadcasts, and interactive listening exercises can enhance learners' exposure to real-world language use. Additionally, using pre-listening activities that activate prior knowledge and set clear listening objectives can help students focus their attention on key information during audio sessions.

Moreover, post-listening activities such as discussions or comprehension questions can reinforce understanding and encourage learners to reflect on what they

have heard. Encouraging students to take notes while listening can also improve retention and comprehension by prompting them to identify main ideas and supporting details actively.

In summary, listening comprehension is an essential skill for language acquisition that requires real-time processing of spoken language. Non-native speakers face specific challenges due to accent variations, speech speed, and contextual nuances; however, effective listening skills are crucial for academic success and social interaction. The first year of an EFL programme serves as a foundational period for developing these abilities through exposure to diverse listening contexts and targeted instructional strategies that enhance students' overall language proficiency.

This research aims to critically analyse the effectiveness of current teaching methodologies employed in the EFL modules, identifying strengths and areas for improvement. By examining the interplay between instructional strategies and student outcomes in writing and listening, the study seeks to provide insights that could enhance the overall educational experience in the Department of English at the University of Tlemcen. Additionally, understanding the challenges faced by both students and teachers in these areas will inform the development of more targeted and effective pedagogical approaches, ultimately contributing to improved language proficiency among first-year EFL learners.

For that reason, this study not only addresses the pedagogical practices in teaching writing and listening skills but also highlights their significance within the broader context of language education in the LMD system. By focusing on these critical areas, the research aims to contribute to the on-going discourse on best practices in EFL teaching and the importance of equipping students with the necessary skills to thrive in an increasingly interconnected world.

By analysing the educational, institutional, and curricular foundations of the EFL modules, this study aims to assess the effectiveness of current teaching strategies and identify the challenges faced by both students and instructors in developing these essential language skills. This comprehensive analysis provides a foundational

understanding of the specific conditions under which the research was conducted and the various factors influencing the EFL learning process.

❖ *Educational Foundations*

The educational foundations of the EFL modules encompass the overarching goals and objectives that guide the curriculum, which are crucial for ensuring that students acquire the necessary linguistic competencies to thrive in an increasingly globalized world, as highlighted by Canale and Swain (1980). These objectives are meticulously designed to foster not only language proficiency but also communicative competence, enabling learners to navigate diverse social and academic contexts effectively. A thorough examination of these foundations allows for a critical assessment of whether current teaching methodologies align with desired outcomes, such as achieving proficiency in writing and listening. This alignment is essential, as it directly impacts students' ability to engage with complex texts and articulate their thoughts clearly in both spoken and written forms. Furthermore, the evaluation of these foundations highlights the need for on-going professional development for instructors to keep abreast of innovative teaching practices and evolving educational standards, as emphasized by Richards and Farrell (2005). Continuous professional growth ensures that educators remain equipped with the latest pedagogical strategies and tools that can enhance student learning experiences. By fostering a reflective teaching environment, instructors can adapt to the changing needs of their students and incorporate effective assessment practices that promote language acquisition. Ultimately, a robust educational foundation in EFL programs not only prepares students for academic success but also equips them with vital skills necessary for effective communication in a globalized society. This comprehensive approach underscores the importance of integrating theory with practice while emphasizing the role of educators as facilitators of learning who are committed to their professional development.

❖ Institutional Context

The institutional context plays a significant role in shaping the educational landscape, influencing the effectiveness of language instruction in profound ways. Factors such as available resources, faculty qualifications, and institutional support for language programs can greatly impact teaching and learning outcomes, as noted by Kirkpatrick (2012). This study investigates how institutional policies and practices either facilitate or impede effective EFL instruction. For instance, access to technology, language labs, and a variety of learning materials can enhance student engagement and provide valuable supplementary resources for both instructors and learners, as highlighted by González and Wagenaar (2003). When institutions offer well-equipped facilities and resources, students are more likely to participate actively in their learning process, leading to improved language acquisition. Conversely, limitations in these areas may present significant obstacles to effective language learning; for example, a lack of access to modern technology can hinder students' ability to engage with digital resources that are increasingly integral to contemporary language education.

Furthermore, the qualifications and on-going professional development of faculty members are critical components of the institutional context. Educators who receive regular training and support are better equipped to implement innovative teaching practices that align with current educational standards. This alignment is essential not only for enhancing instructional quality but also for ensuring that students develop the necessary skills to thrive in a globalized environment. By examining these factors, the study aims to provide a comprehensive understanding of how institutional contexts shape EFL teaching practices and outcomes, thereby highlighting the need for continuous improvement in educational policies to foster effective language instruction. Ultimately, recognizing and addressing the complexities of the institutional context can lead to more effective EFL programmes that better prepare students for the demands of an interconnected world.

❖ Curricular Structure

Understanding how the curriculum is structured is vital for evaluating its effectiveness in addressing the needs of first-year EFL learners. A well-designed curriculum should ideally provide a balanced approach that integrates writing and listening skills within meaningful contexts, as emphasized by Nunan (2004). This integration is crucial because it allows students to see the relevance of their language learning in real-life situations, making the educational experience more engaging and applicable. To assess the effectiveness of the curriculum, it is important to analyse several key components: the sequencing of content, the variety of instructional materials used, and the incorporation of authentic language experiences that reflect real-world applications.

The sequencing of content refers to how topics and skills are organized and presented throughout the course. An effective curriculum should build upon students' existing knowledge while gradually introducing more complex concepts and skills. This scaffolding approach ensures that learners can develop their abilities progressively, reinforcing foundational skills before moving on to more challenging tasks.

The variety of instructional materials employed in the curriculum also plays a significant role in enhancing learning outcomes. Utilising diverse resources such as textbooks, multimedia content, online platforms, and interactive activities can cater to different learning styles and preferences, thereby fostering a more inclusive learning environment. This variety not only keeps students engaged but also exposes them to different forms of language use, which is essential for developing both writing and listening skills.

Moreover, the incorporation of authentic language experiences is critical for making language learning relevant. Authentic materials such as news articles, podcasts, videos, and real-life conversations allow students to engage with language as it is used in everyday contexts. This exposure helps learners develop a deeper understanding of cultural nuances and practical applications of language, which can enhance their overall communicative competence.

A well-structured curriculum not only promotes the development of language skills but also fosters critical thinking, creativity, and learner autonomy, as highlighted by Brown (2007). Encouraging students to think critically about their learning processes enables them to make connections between different concepts and apply their knowledge in novel situations. Additionally, fostering creativity in language use allows learners to express themselves more freely and inventively, enhancing their confidence in using English. Finally, promoting learner autonomy empowers students to take charge of their own learning journeys, encouraging them to set personal goals and seek out resources that align with their interests and needs.

In summary, a comprehensive understanding of curriculum structure is essential for evaluating its effectiveness for first-year EFL learners. By ensuring that writing and listening skills are integrated within meaningful contexts through thoughtful sequencing, diverse materials, and authentic experiences, educators can create a rich learning environment that not only develops language proficiency but also nurtures critical thinking, creativity, and independence among learners.

❖ *Pedagogical Approaches*

The pedagogical approaches employed by instructors are critical to the success of EFL modules, as they directly influence how effectively students acquire language skills. This study examines various instructional methods utilized in EFL contexts, such as task-based learning, collaborative activities, and the integration of technology into lessons, as discussed by Ellis (2003). By investigating these approaches, the research aims to identify best practices and areas needing improvement, ultimately enhancing the educational experience for learners. For instance, task-based learning (TBL) encourages students to engage in meaningful activities that require them to use the target language in authentic contexts. This method not only promotes active participation but also fosters critical thinking and problem-solving skills as students work collaboratively to complete tasks that reflect real-world scenarios.

Understanding how instructors adapt their teaching styles to meet diverse learning needs is essential for illuminating the effectiveness of their strategies in

fostering language development, as highlighted by Dörnyei (2001). Instructors must be flexible and responsive to the varying proficiency levels, learning styles, and cultural backgrounds of their students. For example, some learners may thrive in collaborative settings that allow for peer interaction, while others may benefit from more structured, teacher-led instruction. By employing a range of pedagogical strategies, educators can create an inclusive learning environment that accommodates individual differences and promotes overall language acquisition.

Moreover, the integration of technology into EFL instruction has become increasingly important in modern classrooms. Utilizing digital tools and resources can enhance engagement and provide students with access to authentic materials that enrich their learning experience. For instance, online platforms can facilitate communication among students from different backgrounds, allowing them to practice their language skills in diverse contexts. Additionally, technology can support differentiated instruction by offering personalized learning pathways that cater to individual student needs.

The study will also explore how collaborative activities contribute to language learning. Collaborative learning emphasizes teamwork and communication among peers, which not only helps students practice their language skills but also builds social connections and fosters a sense of community within the classroom. Engaging in group projects or discussions encourages learners to articulate their thoughts and negotiate meaning with one another, thereby enhancing their linguistic competence.

To sum up, the pedagogical approaches utilized by instructors play a pivotal role in shaping the effectiveness of EFL modules. By examining methods such as task-based learning, collaborative activities, and technology integration, this study aims to identify best practices that can enhance language instruction. Understanding how teachers adapt their strategies to meet diverse learner needs will provide valuable insights into fostering an effective language learning environment that promotes proficiency and confidence among EFL students.

❖ Systemic Factors

Overall, understanding these foundational elements provides insight into the systemic factors that affect teaching and learning outcomes. By exploring the interplay between curriculum design, pedagogical practices, and institutional support, the study seeks to uncover the underlying issues that contribute to the challenges faced by students and instructors alike, as noted by Richards (2015). This exploration is essential because it highlights how interconnected these elements are; for instance, a well-designed curriculum may be rendered ineffective if teachers lack the necessary training or resources to implement it effectively. Similarly, even the most innovative pedagogical practices can fall short if they are not supported by institutional policies that promote professional development and resource allocation.

A comprehensive approach enables a nuanced understanding of the EFL learning environment, facilitating recommendations for enhancing the educational experience. By investigating how curriculum frameworks align with teaching methodologies, researchers can identify best practices that effectively address learners' needs. This includes examining how instructional strategies such as task-based learning or collaborative activities are integrated into the curriculum and how they resonate with students' diverse learning styles. Furthermore, understanding the role of institutional support such as access to technology, language labs, and professional development opportunities can illuminate areas where improvements are needed.

For example, if a curriculum emphasizes writing and listening skills but lacks adequate resources for practice, students may struggle to achieve proficiency. Conversely, if instructors receive on-going training in innovative teaching methods but the curriculum does not align with these approaches, the potential benefits may not be realised. Therefore, it is crucial to assess how these factors interact within specific educational contexts.

Moreover, this research can shed light on systemic issues such as equity in resource distribution among institutions and how these disparities impact student outcomes. By identifying barriers that hinder effective teaching and learning such as

inadequate funding for language programs or insufficient training for teachers the study can inform policy recommendations aimed at creating more equitable educational environments.

Ultimately, this comprehensive examination not only enhances our understanding of the EFL learning landscape but also provides actionable insights for educators, administrators, and policymakers. By addressing the systemic factors influencing EFL instruction and learning outcomes, stakeholders can work collaboratively to implement changes that improve educational quality and accessibility for all students.

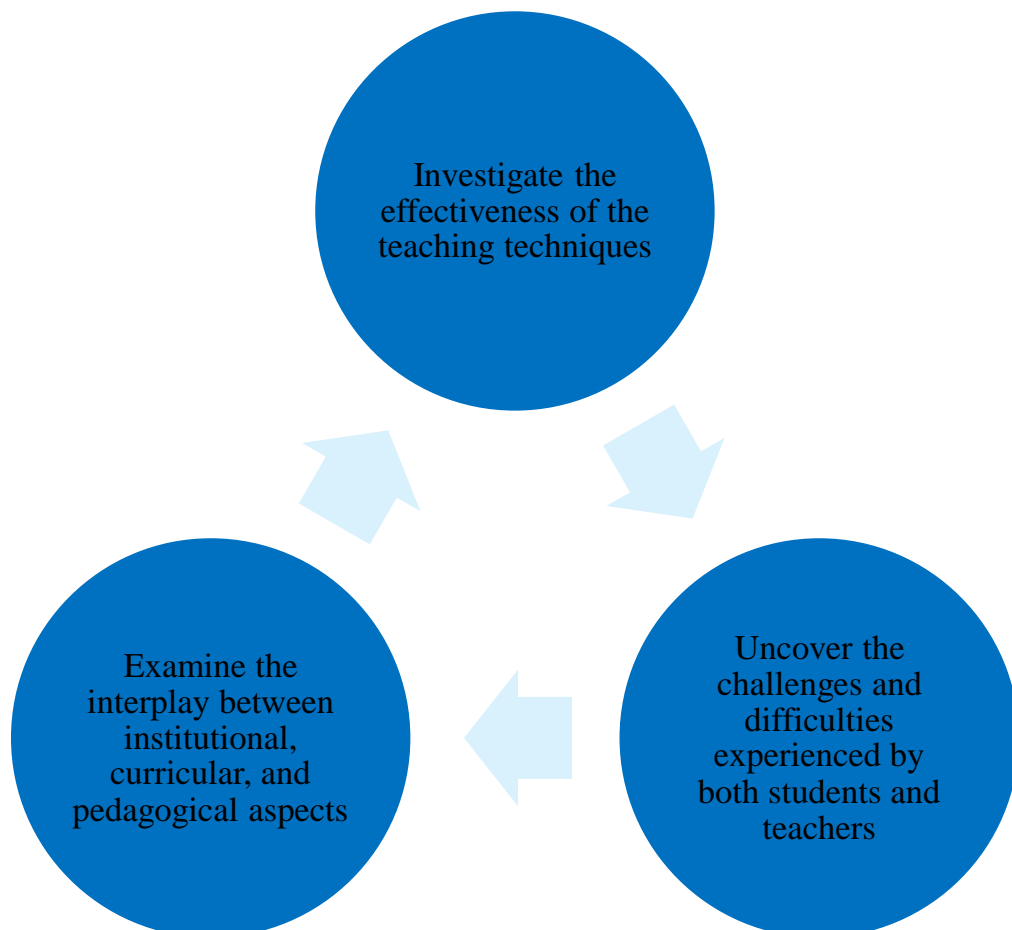
In summary, by delving into the educational, institutional, and curricular foundations of the EFL modules, this study not only assesses the usefulness of current teaching strategies but also identifies key challenges in the language learning process. This foundational analysis is essential for developing targeted interventions that can enhance the effectiveness of EFL instruction and ultimately improve students' language competencies in writing and listening.

2.2.1. The Research Objectives

The main goal of this research work is to assess the effectiveness of the current teaching methodologies used in these EFL modules. By doing so, the study seeks basically to identify the strengths and weaknesses of these approaches, as well as how they align with our EFL students' needs. This evaluation can reveal whether the techniques in place are assisting the students to improve their writing and listening skills or if they need to be adapted for better outcomes.

The following points present three potential primary research objectives relevant to the discussed topic, to evaluate the effectiveness of the current teaching methodologies used in the first-year LMD programme for developing writing and listening skills in EFL learners.

- ❖ To investigate the effectiveness of the teaching strategies currently implemented in the first-year LMD program for fostering writing and listening skills of our EFL university students.
- ❖ To uncover the challenges and difficulties experienced by both students and teachers in the teaching and learning of writing and listening skills within the EFL modules.
- ❖ To examine the interplay between institutional, curricular, and pedagogical elements and their effects on the advancement of writing and listening competencies in EFL learners during the first year of the LMD program.



These objectives focalize on assessing current practices, addressing challenges, and exploring influential factors in the EFL learning environment. To put it differently, one may say that:

- **Exploring Specific Conditions:** The study tried carefully to examine the specific context in which first-year EFL teaching takes place. This includes analysing factors such as:
 - **Classroom Context:** The physical and digital learning spaces where EFL instructions occur.
 - **Curriculum Design:** In what ways the first-year EFL curriculum is structured, what topics are covered, and whether the content aligns with our EFL university learners' academic and professional needs.
 - **Teaching Approaches:** The instructional methods and techniques employed, such as lectures, discussions, peer work, or the implementation of ICTs. This exploration helped identify what methods are more effective for developing writing and listening skills in an EFL context.
 - **Learners' Background:** The linguistic, cultural, and educational background of the students, which affects their learning progress and the challenges they encounter. EFL Learners may have varying levels of exposure to English and different kinds of attitude and motivation or confidence in making use of the target language.
 - **Institutional Support:** The resources, tools, and support mechanisms provided by the institution, such as teacher training, classroom materials, and access to language labs or online learning platforms.

The goal of this analysis is to construct a holistic picture as a comprehensive understanding of the first-year EFL learning process, in particular, the writing and listening skills. By comprehending in what ways all these elements interplay, the study tried to suggest a deeper insight into:

- What works better to promote students' engagement and skills development?
- Where gaps may exist, like poor teaching resources, out-dated teaching approaches, or a mismatch between the content of the syllabus and our EFL learners' preferences and needs.

This investigation tries to identify the underlying obstacles that both students and teachers face in developing writing and listening skills. On one hand, for fresh EFL university students, these challenges might include language barriers, insufficient exposure to English, or difficulty adapting to academic requirements. On the other hand, for instructors, the challenges may in all probabilities involve limited resources, large class sizes, or lack of training and Continuous Professional Development (CPD) in specific teaching methodologies. By highlighting these difficulties, the study provides a more nuanced understanding of the EFL learning classroom context.

To end with, the study recognizes that various contextual factors- such as the students' prior language experience, motivation, and the broader socio-cultural environment- play a critical role in shaping the EFL learning process. These reasons influence how well EFL learners engage with the material and succeed in improving, in this case, their writing and listening skills.

2.2.2. Description of the Sample Population

In order to gain a comprehensive understanding of the effectiveness and challenges of the English as Foreign Language (EFL) language skills modules within the First-Year LMD Programme, it is essential to carefully describe the sample population involved in this research. This section outlines the demographics, characteristics, and selection criteria of the participants who contributed to the study on writing and listening skills.

The sample population selected for this current research work comprises 40 male and female students, who were selected from a larger cohort of 350 first-year learners of English as a Foreign Language (EFL). This particular group was randomly chosen to represent a balanced demographic of both genders and educational backgrounds.

The participants' age is ranged between 18 and 40 years old, reflecting a broad spectrum of maturity and life experiences, which can have varying effects on language learning.

All the participants in the sample hold a Baccalaureate degree, in terms of a qualification which attests the successful completion of secondary education, and serves as a prerequisite for enrolment in higher education institutions. In this study, the sample population's educational backgrounds are steadily distributed between students from scientific streams and those from literary streams. This balanced representation is believed to allow for drawing major difficulties and challenges in terms of language-learning experiences between individuals whose previous education may have focused on different sets of cognitive skills and subject matter.

Also, the participants are all enrolled in a Bachelor of Arts (B.A.) degree programme in English, where they are expected to improve a range of language skills and competencies. Their academic program is intended to provide both extensive and thorough exposure, in addition to remarkable experiences to various aspects of the English language, including its grammar, usage, and application in both writing and listening as modular courses.

Additionally, the sample size was determined to provide a balance between statistical relevance and the depth of qualitative insights. A combination of quantitative surveys and qualitative interviews will be employed to gather data, ensuring a rich and nuanced understanding of the participants' experiences. This detailed characterization of the sample population will serve as the foundation for analysing the effectiveness of the EFL modules and addressing the unique challenges faced by first-year students.

As part of their EFL studies, participants receive targeted instruction in two core language skills through specific modules: writing and listening. They attend six hours of classes per week, divided equally between these two essential language skills. More precisely, the participants spend three hours per week on writing instruction, where they are supposed to be guided through different writing styles, structures, and

techniques aimed at enhancing their written communication skills in English. The other three hours are devoted to listening instruction, where students should practice listening comprehension and develop strategies to understand spoken English in various contexts, including academic and conversational settings.

The fact that language instruction is divided into two distinct modules allows for targeted skill development. Writing and listening, being receptive and productive skills, respectively, are integral to achieving proficiency in English. These sessions are designed to equip our EFL learners with the necessary skills for effective communication, both orally and in written form, which are crucial for academic success in their EFL programme and future professional endeavours.

Based on the requirement for a manageable sample size that would still be representative of the larger cohort, 40 students were chosen from the larger population of 350 first-year EFL learners. The study's findings are enhanced by the inclusion of individuals with diverse perspectives and learning styles in the sample, which is ensured by the academic backgrounds and age range of informants, which are balanced. Then, it will also allow the researcher to probably capture any potential individual discrepancies in language learning achievements. In selecting participants, considerations were made to ensure representation across various factors, including age, gender, linguistic background, and previous exposure to English language instruction. This diversity is viewed to be crucial in understanding how different factors influence the learning experience and outcomes in writing and listening modules.

In sum, this sample population of 40 students offers a more or less complete representation of the larger group of first-year EFL learners, in an attempt to bring the reader with valuable insights into the language learning process in terms of age, gender, and academic background. This random selection helps ensure that the study's findings are almost applicable to a broader range of EFL learners; while, the focused language instruction in writing and listening highlights the significance of these skills in achieving language proficiency.

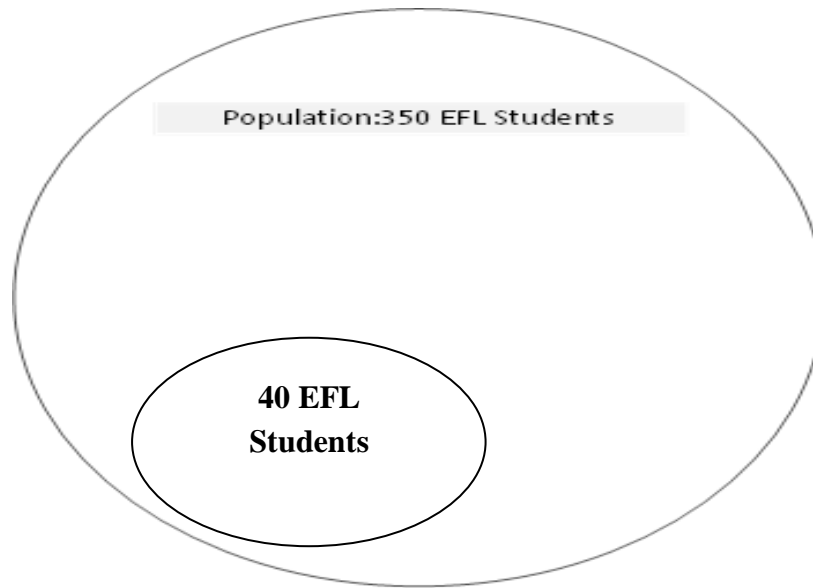


Figure (2.1): Sample Design Process

2.3. The Research Design and Tools

At a theoretical level, research design can be defined as the overarching plan or blueprint that guides the entire research process, providing a structured framework for addressing a specific research question or hypothesis (Creswell, 2014). It outlines the logical sequence of steps to be followed in the study, including the selection of the research problem, the formulation of objectives, and the identification of appropriate methods for data collection and analysis (Robson & McCartan, 2016). Research design can take various forms depending on the nature of the research inquiry, such as experimental, descriptive, correlational, or exploratory designs, each suited to different types of questions and contexts (Denzin & Lincoln, 2018).

Alternatively, a research method signifies the specific techniques or procedures that are employed to collect and analyze data, as defined by the research design. These methods can include qualitative strategies, such as interviews or case studies, as well as quantitative methods like surveys, experiments, or statistical modeling (Silverman, 2016). The research method effectively represents the practical tools through which the researcher gathers and interprets data, in alignment with the theoretical framework of the research (Punch, 2016).

Although research design and research methods fulfill different roles, they are intrinsically linked and mutually reinforcing. A thoughtfully constructed research design serves as the cornerstone for implementing appropriate methods that facilitate the collection of valid, reliable, and relevant data (Bryman, 2016). For instance, a descriptive research design, which aims to characterize phenomena as they occur in real life, may utilize methods such as surveys or observational studies to obtain comprehensive, context-specific information. On the other hand, an experimental research design, which seeks to identify causal relationships, generally incorporates controlled experiments, randomization, and statistical analysis to test specific hypotheses (Babbie, 2021).

The interconnection between research design and methodology is essential, as a well-thought-out design significantly increases the chances of gathering data that directly responds to the research question. When the design is appropriately aligned with the selected methods, it bolsters the validity of the study and ensures that the data collected are pertinent and capable of providing meaningful insights into the research inquiry (Maxwell, 2013). For a clearer illustration, in a study aimed at evaluating the effectiveness of a language learning program, the research design would indicate whether a comparative or longitudinal approach is most fitting, while the methods could include surveys to assess student performance or interviews to capture personal experiences, thereby collectively offering a comprehensive answer to the research question (Patton, 2015).

While research design and research methods serve different functions, they are closely interconnected. A well-conceived design ensures that the chosen methods are appropriate for the research objectives, and together they enhance the study's overall rigor and capacity to address the research question (Creswell, 2014; Robson & McCartan, 2016).

In this vein, various techniques for data collection, including surveys, interviews, observations, focus groups, experiments, and secondary data analysis, are all worthy to use for reaching an adequate research evidence. Each of these methodologies yields significant insights, and the information collected can either corroborate or challenge

research hypotheses. Ultimately, these techniques contribute to formulating meaningful conclusions regarding the subject of study, thereby ensuring that the research is both methodologically sound and pertinent to the inquiry being pursued.

Therefore, it is believed that the significance of using a semi-structured interview with our first-year EFL university students, a questionnaire with their teachers, and a classroom observation grid lies in the complementary nature of these methods, each providing unique insights into the teaching and learning of writing and listening skills. Here's a detailed explanation of the significance of each instrument:

2.3.1. The EFL Teachers' Questionnaire

The use of a questionnaire among EFL teachers constitutes a systematic and effective approach to gathering data on teaching methodologies, perceptions, and the challenges associated with the writing and listening modules. This method presents several distinct advantages:

- **Comprehensive Data Gathering:** By engaging with a larger number of teachers, the questionnaire facilitates the collection of a diverse array of responses, reflecting a wide spectrum of experiences and insights. This breadth of data enhances the study's overall validity by capturing varied teaching contexts and strategies.
- **Standardized Comparison:** The structured format of the questionnaire enables systematic comparisons across different educators. This consistency allows for the identification of trends and common challenges in teaching practices, providing a clearer picture of the collective experiences of EFL teachers.
- **Time-Saving:** Compared to interviews, questionnaires can be administered more efficiently and can cover a variety of topics, including instructional methods, curriculum effectiveness, and student performance. This efficiency is particularly beneficial in educational settings with limited time for in-depth discussions.

The insights derived from the questionnaire are invaluable for understanding teachers' perspectives on the effectiveness of EFL modules, their observations

regarding student progress, and the challenges they encounter in teaching writing and listening. To gather comprehensive data on EFL teachers' views concerning effectiveness, challenges, and areas for improvement in the writing and listening skills modules, a thoughtfully designed questionnaire with diverse question types was administered.

Below is a detailed systematic description of the EFL teachers' questionnaire, structured according to the specified rubrics. This description elucidates the objectives of each section, the types of questions included, and the rationale behind them. For instance, each rubric and its questions can be explained as follows:

Rubric1: Background Information

Question №1:

Purpose: This section aims to gather demographic information about the respondents, which will help contextualize the subsequent responses based on their teaching experience and the specific skills they teach.

Rationale: Understanding the teaching experience of respondents can provide insights into their perspectives on the effectiveness of the modules.

Question № 2:

Rationale: This question identifies the focus areas of the teachers, allowing for more targeted analysis of responses regarding each skill.

a. Rubric 2: Writing Skills Module

Purpose: This section focuses specifically on the writing skills module, assessing its effectiveness and identifying challenges faced by students.

Question № 3

Rationale: This Likert-scale question evaluates teachers' perceptions of the module's success, providing quantitative data for analysis.

Question № 4

Rationale: This multiple-choice question identifies specific issues affecting student performance, allowing for a focused discussion on areas needing improvement.

Question № 5

Rationale: Understanding assessment methods helps evaluate the effectiveness of the writing module and can highlight varied approaches to student evaluation.

b. Rubric 3: Listening Skills Module

Purpose: This section examines the listening skills module, assessing its effectiveness and identifying common challenges students face.

Question № 6

Rationale: Similar to question 3, this provides insight into the perceived success of the listening module.

Question № 7

Rationale: This question targets specific challenges in listening, enabling a focused analysis of obstacles to comprehension.

Question № 8

Rationale: This provides an overview of assessment practices in listening, contributing to the understanding of teaching effectiveness.

Question № 9

Rationale: This question assesses the perceived quality and relevance of the materials used, which can impact student engagement and learning outcomes.

c. Rubric 4: Integration and Improvement.

Purpose: This section assesses how well the writing and listening modules complement each other and gathers suggestions for improvement.

Question №10

Purpose: This section assesses how well the writing and listening modules complement each other and gathers suggestions for improvement.

Rationale: This question evaluates the integration of the two skills, which is crucial for a holistic language learning experience.

Question №11

Rationale: This open-ended question encourages detailed feedback on how the writing module can be enhanced based on teachers' experiences.

Question № 12

Rationale: Similar to question 11, this seeks constructive feedback specifically for the listening module.

Question № 13

Rationale: This question gauges teachers' perceptions of the allocation of instructional time and focus between the two skills.

d. Rubric5: Recommendations and Suggestions

Purpose: This final section allows teachers to provide any additional thoughts or suggestions regarding the language skills modules.

Question № 14

Purpose: This final section allows teachers to provide any additional thoughts or suggestions regarding the language skills modules.

Rationale: This open-ended question invites comprehensive feedback and insights that may not have been covered in previous questions, enriching the overall analysis.

This systematic description of the EFL teachers' questionnaire clarifies its purpose; the various question types, and the rationale for each rubric. This organised approach facilitates the collection and analysis of data related to the effectiveness of writing and listening skills modules in the first-year LMD programme. The rich data amassed will bolster this research work by providing both quantitative and qualitative insights into the teachers' assessments of these language skills.

2.3.2. The EFL Students' Interview

The implementation of semi-structured interview provides a flexible framework for exploring students' personal experiences, perceptions, and obstacles in developing their writing and listening skills. This approach offers several remarkable advantages:

- *In-Depth Insights:* Semi-structured interviews allow students to articulate their thoughts candidly, providing researchers with a rich understanding of their experiences. The interviewer can probe specific areas of interest that are pertinent to the research, facilitating a deeper exploration of student perspectives.

- *Individualized Responses*: Recognizing that each student's experience with EFL modules may vary, this method effectively captures unique perspectives, assisting in identifying common challenges or trends that may not be evident through standardized data collection.
- *Clarification and Follow-Up*: The interactive nature of interviews enables the researcher to seek clarification on vague responses and explore interesting points that arise during the discussion, leading to richer qualitative data.

By employing semi-structured interviews, researchers can obtain valuable qualitative insights into students' perceptions of the writing and listening modules and their effectiveness in enhancing language skills. The suggested interview guide is designed to facilitate a flexible yet focused exploration of learners' experiences, allowing them to reflect on both the challenges and successes they have encountered in the writing and listening skills modules.

To put it differently, it can be assumed that the implementation of a classroom observation grid presents a systematic method for documenting and analyzing various dimensions of teaching and learning, with a particular emphasis on writing and listening skills within the framework of English as a Foreign Language (EFL). This grid facilitates a comprehensive examination of instructional strategies, student engagement, and participation throughout lessons. By focusing on writing and listening, two critical areas of language acquisition, the observation grid provides a framework for evaluating how different instructional methods are implemented and how effectively they promote student involvement. For example, it can help ascertain whether students are actively engaged in collaborative tasks, how effectively they participate in listening activities, and whether the strategies employed enhance their writing skills (Johnson, 2018; Brown, 2020).

Furthermore, the organized data gathered via this tool can highlight essential challenges that students encounter, including comprehension difficulties during listening exercises and struggles with the coherence and fluency of their written texts (Richards, 2019). It also collects teachers' insights and reflections on their teaching

practices, providing valuable information on how educators perceive the success of their methods and where they might require further support or changes (Harmer, 2015). This blend of objective data and subjective feedback yields a thorough understanding of classroom dynamics, particularly in relation to writing and listening pedagogy.

As a result, the insights derived from the observation grid not only assist in evaluating the short-term effectiveness of teaching strategies but also serve as a significant asset for the refinement of future pedagogical methods. This approach enables educators to identify specific domains where students may need extra support or where adjustments to EFL curricula are necessary to meet evolving trends or challenges. Thus, employing this tool can significantly influence curriculum design and elevate overall language instruction practices (Snow, 2017).

2.3.3. The Classroom Observation Grid

The classroom observation grid serves as a vital tool for directly witnessing the dynamics of teaching and learning. This method is significant for several key-reasons:

- **Real-Time Data Acquisition:** Observation provides immediate insights into the methodologies employed for teaching writing and listening skills, including how students engage with the content and the instructional techniques utilized by educators. This real-time data is crucial for understanding the actual classroom environment.
- **Contextual Comprehension:** Classroom observations help situate the data collected from both students and teachers, offering a more nuanced understanding of how theoretical concepts are applied in practice. This contextual awareness enriches the analysis of both qualitative and quantitative data.
- **Objective Perspective:** Classroom observation introduces an element of objectivity, allowing researchers to observe actual interactions and dynamics within the classroom, rather than relying solely on self-reported information

from participants. This objectivity is essential for validating findings derived from other data sources.

The use of a classroom observation grid offers a systematic framework for the documentation and analysis of various facets of teaching and learning, especially in relation to writing and listening skills within the English as a Foreign Language (EFL) context. This grid allows for meticulous observation of teaching methodologies, student participation, and engagement levels during lessons. By emphasizing writing and listening- two pivotal areas in language learning- the observation grid establishes a framework for assessing the implementation of different teaching strategies and their effectiveness in enhancing student participation. For example, it can reveal the extent of students' participation in collaborative activities, the level of engagement with listening exercises, and the efficacy of the strategies used in fostering effective writing practices (*Johnson, 2018; Brown, 2020*).

Additionally, the organized data derived from this tool can highlight critical difficulties that students experience, such as issues with comprehension in listening activities or challenges related to the coherence and fluency of their written expressions (*Richards, 2019*). It also captures the perspectives and reflections of teachers regarding their instructional practices, offering insights into their assessment of the effectiveness of their teaching methods and areas where they feel additional support or modifications are warranted (*Harmer, 2015*). This combination of objective data and subjective insights provides a well-rounded view of classroom dynamics, particularly in the domains of writing and listening instruction.

Therefore, the insights obtained from the observation grid contribute not only to the assessment of the immediate success of teaching methodologies but also provide a significant foundation for the improvement of future educational strategies. This process facilitates the identification of areas where students may need additional assistance or where EFL curricula can be adapted to address new trends or challenges. Consequently, the utilization of this tool can significantly inform curriculum development and improve the overall practices of language instruction (*Snow, 2017*).

Utilizing a classroom observation grid enables systematic documentation and analysis of teaching strategies, students' participations, and engagement during lessons focused on writing and listening. Consequently, this grid serves as a robust tool for exploring the effectiveness of EFL methodologies, identifying the challenges faced by students, and capturing teachers' perceptions. Together, these observations provide a comprehensive view of the educational landscape regarding writing and listening skills, ultimately informing future improvements in the EFL curriculum. Here it is:

| Aspect | Indicators/Criteria | Observational Focus | Notes |
|--------------------------------|---|--|-------|
| Teaching Methodologies | 1. Communicative approaches | Are interactions and discussions emphasized? | |
| | 2. Integration of writing and listening | Are writing and listening activities connected? | |
| | 3. Use of authentic materials | Are real-world texts or audio used? | |
| Student Engagement | 1. Participation levels | How many students are actively engaged? | |
| | 2. Collaboration | Are students working together on tasks? | |
| Writing Skills | 1. Types of writing tasks | What genres of writing are assigned? | |
| | 2. Feedback mechanisms | How is feedback given on writing? | |
| Listening Skills | 1. Listening activities | What types of listening tasks are implemented? | |
| | 2. Comprehension checks | How is understanding assessed during tasks? | |
| Challenges for Students | 1. Common difficulties observed | What specific struggles do students display? | |
| | 2. Teacher support | How do teachers assist students facing challenges? | |
| Teacher Perceptions | 1. Reflections on methodologies | What do teachers say about the effectiveness of their methods? | |
| | 2. Suggested improvements | What improvements do teachers suggest for modules? | |

Table (2.1): Class Observation Grid

(In terms of guidelines for use for this class observation grid, see Appendix "C").

Triangulation is viewed as a qualitative research strategy to test validity through the convergence of information from different sources. The use of the triangulative approach, which means the integration of these three data collection methods, seems to enhance the robustness of the research findings, significantly strengthening the validity and reliability of the outcomes. Semi-structured interviews provide valuable insights into the subjective experiences of students, while questionnaires gather perspectives from teachers. Additionally, the observation grid offers an objective account of classroom activities. By synthesizing these instruments, researchers can achieve a comprehensive understanding of the effectiveness of the EFL writing and listening modules within the first-year LMD programme, viewed from multiple perspectives. This approach is particularly relevant to the research topic: "Reflections on EFL Language Skills Modules in the First-Year LMD Programme: A Case Study of Writing and Listening."

2.4. Data Analysis Methods

Quantitative and qualitative data analysis techniques are essential methodologies used in research to interpret and derive insights from data. Quantitative data analysis focuses on numerical data, employing statistical methods to quantify relationships, test hypotheses, and evaluate outcomes. Common techniques include descriptive statistics, inferential statistics, regression analysis, and ANOVA (Analysis of Variance). These methods allow researchers to analyse large datasets efficiently and identify patterns or trends that can be generalized to a broader population. Tools such as SPSS and Excel are often utilized for quantitative analysis, providing researchers with the ability to perform complex calculations and visualize data through graphs and charts.

In contrast, qualitative data analysis involves non-numerical data that seeks to understand underlying meanings, themes, and patterns within the information collected. Techniques such as content analysis, thematic analysis, narrative analysis, discourse analysis, and grounded theory are commonly employed in qualitative research. Content analysis systematically categorizes text into themes or patterns, allowing researchers to quantify qualitative data while maintaining contextual

understanding. Thematic analysis focuses on identifying and interpreting recurring themes within the data, making it particularly useful for exploring participants' perspectives. Narrative analysis examines the stories people tell to gain insights into their experiences and motivations. Discourse analysis investigates how language is used in social contexts to reveal power dynamics and cultural meanings.

Grounded theory is a unique qualitative approach that generates theories based on the data itself rather than testing pre-existing hypotheses. This iterative process involves collecting and analysing data simultaneously to develop concepts that emerge organically from the research context.

Both quantitative and qualitative techniques have their strengths and limitations. Quantitative methods provide a broad overview and are ideal for hypothesis testing but may overlook the depth of human experience. Qualitative methods offer rich insights into participant perspectives but can be time-consuming and less generalizable due to smaller sample sizes. By combining these approaches in mixed-methods research, researchers can leverage the strengths of both methodologies to gain a more comprehensive understanding of their research questions. This integration allows for a richer exploration of complex phenomena, enabling researchers to triangulate findings and validate results across different types of data.

This section delineates the data analysis techniques employed in this research, which investigates the efficacy of English as a Foreign Language (EFL) skills, specifically focusing on writing and listening, within the first-year LMD programme. To thoroughly address the research aims, a mixed-methods approach was adopted, integrating both quantitative and qualitative analytical methods.

The mixed-methods framework allows for a richer and more nuanced understanding of the research topic, as it draws on the strengths of both approaches. Quantitative analysis provides measurable data that can be statistically examined, allowing for the identification of trends and patterns in students' performance and experiences. Conversely, qualitative analysis offers deeper insights into the subjective

perspectives of both students and teachers, capturing the nuances of their experiences and the contextual factors influencing their learning.

This introduction sets the stage for a comprehensive discussion of the specific methods utilized in analysing both quantitative and qualitative data. It emphasizes how these complementary approaches work together to address the research questions effectively, enriching the overall findings and contributing to a more holistic understanding of the EFL modules' impact on writing and listening skills.

In essence, utilising a combination of quantitative and qualitative methods enhances the robustness of your findings. For example, if your survey results indicate a significant level of dissatisfaction with writing modules, the qualitative insights gained from interviews and observations can clarify the factors contributing to this dissatisfaction. The synergy of these components allows for the appraisal of the modules' performance and the obstacles encountered, as well as an exploration of the underlying factors that inform these evaluations. This process ultimately results in more detailed conclusions and actionable recommendations, i.e., this framework enhances the robustness of research question exploration, facilitating an understanding of the complex dynamics of language learning experiences that elude capture by any one methodological approach.

2.4.1. The Quantitative Method

The quantitative component centres on the analysis of data collected via structured questionnaires distributed to EFL instructors. This approach allowed the researchers for the detection of patterns, trends, and relationships in teaching methodologies and students' performance, thereby establishing a statistical basis for assessing the effectiveness of the writing and listening modules.

Therefore, it should be mentioned here that this sub-section focuses on the quantitative data analysis methods employed to evaluate the effectiveness of writing and listening modules within the first-year LMD EFL programme. Quantitative data provides an objective, structured approach to measuring key variables and identifying patterns that are central to assessing teaching practices and students' performance.

In this study, structured questionnaires were administered to EFL teachers, designed to capture measurable insights into the strategies used for teaching writing and listening, as well as their perceptions of student progress and challenges. These questionnaires serve as a key data source, offering valuable input on the frequency and effectiveness of instructional methods, along with the overall impact on students' development of these essential language skills.

Through the use of descriptive statistics and correlation analysis, the quantitative data allows for the identification of statistically significant trends and relationships. This analysis provides insights into the connection between teaching practices and student outcomes, enabling a more systematic comparison of different teachers' experiences and pedagogical approaches.

The presentation of research findings through numerical data, commonly known as quantitative data presentation, provides numerous advantages, especially regarding objectivity and generalizability. By converting intricate phenomena into measurable variables, this methodology enables researchers to convey their results in a manner that is both accurate and quantifiable, thereby minimizing the risk of bias or subjective interpretation (*Creswell, 2014*). The incorporation of numerical data guarantees that the findings are based on empirical evidence, which can be independently validated and compared across various contexts, thereby bolstering the credibility and reliability of the research results (*Babbie, 2021*). Ultimately, the quantitative analysis offers an evidence-based foundation for evaluating the effectiveness of the EFL modules and formulating recommendations to enhance the teaching and learning of writing and listening skills in the LMD programme.

Likewise, the numerical characterization of findings aids in conducting statistical analyses, which can highlight patterns, trends, and correlations that might not be visible through qualitative methods by themselves. These patterns can be further explored using a variety of statistical tests to ascertain the strength and significance of the relationships among variables (*Field, 2018*). For example, in the context of evaluating a language learning programme, numerical metrics such as test scores,

attendance rates, or participation frequency can provide a clear and quantifiable assessment of student progress and engagement.

One of the primary advantages of conveying results in numerical terms is the opportunity for generalizability. By conducting analyses on a sufficiently large and representative sample, researchers can infer conclusions that apply beyond the immediate participants or context of the study, thus providing insights that are relevant to a wider population (*Neuman, 2014*). This aspect is particularly crucial in the realm of educational research, where insights regarding instructional strategies, student behaviors, or educational outcomes can influence policies or practices on both national and international scales (*Snyder, 2019*). For instance, if research on the effectiveness of a writing and listening module demonstrates substantial improvements in students' language skills across various schools or regions, these results can be generalized to indicate that similar approaches may benefit students in other contexts as well.

2.4.2. The Qualitative Method

In contrast, our qualitative analysis is supposed to rely on data derived from semi-structured interviews with students and classroom observations, which allows for a more in-depth analysis into the subjective experiences and challenges faced by both our EFL learners and teachers alike.

By incorporating qualitative data, this research seeks to uncover nuanced insights into the factors influencing the development of writing and listening abilities among first-year LMD students. Qualitative methodologies, such as semi-structured interviews and open-ended survey questions, allow participants to express their experiences and perceptions in their own words, revealing underlying themes and contexts that might not be captured through quantitative measures alone (*Creswell, 2014*).

These two complementary methodologies- quantitative and qualitative- work in tandem to provide a comprehensive analysis of the research topic. Quantitative data yield measurable outcomes, enabling researchers to identify trends and correlations related to student performance in writing and listening tasks (*Johnson & Onwuegbuzie, 2004*).

In contrast, qualitative data offer rich, detailed narratives that contextualize these findings, illustrating how specific factors, such as teaching strategies and classroom dynamics, impact student learning experiences (*Denzin & Lincoln, 2011*).

This methodological approach enhances the overall reliability and validity of the research conclusions. By triangulating the data sources, the study not only corroborates findings across different methods but also provides a well-rounded assessment of the effectiveness of the EFL modules under examination (*Yin, 2014*). Consequently, the integration of qualitative insights with quantitative outcomes leads to a more robust understanding of the factors that contribute to the successful development of writing and listening skills in EFL contexts.

The integration of quantitative and qualitative data creates a more comprehensive understanding of the research topic. For instance, while quantitative data might indicate a decline in student performance in listening skills, qualitative insights from interviews could reveal underlying issues, such as anxiety during assessments or inadequate exposure to authentic listening materials (*Patton, 2002*). By triangulating these findings, researchers can develop a more nuanced interpretation that captures the complexities of the educational experience.

A mixed-methods approach in research not only enriches the data collected but also fosters a more participatory research environment. By integrating both quantitative metrics- such as test scores, attendance rates, and survey results- with qualitative narratives, such as interviews, focus groups, and open-ended survey responses, researchers can create a more holistic understanding of the educational landscape. This dual approach allows researchers to engage with participants on multiple levels, ensuring that their voices and experiences are integral to the research process.

In the context of this study, this mixed-methods approach is particularly beneficial. Quantitative data can provide clear trends and statistical insights into student performance in writing and listening, while qualitative data can uncover deeper insights into students' motivations, challenges, and experiences within these modules.

By valuing both types of data, you can create a richer narrative that reflects the complexities of language learning.

Furthermore, this participatory framework promotes a more equitable representation of diverse perspectives. By actively involving students in the research process- through interviews or feedback sessions, for example- you empower them to share their unique experiences and viewpoints. This inclusivity not only enhances the validity of your findings but also helps to address potential biases that may arise from relying solely on quantitative data.

Ultimately, the mixed-methods approach can lead to more nuanced conclusions and actionable recommendations that consider the diverse needs and contexts of students. This is particularly important in educational research, where understanding the lived experiences of learners is crucial for developing effective teaching strategies and improving language skills.

In this line of thought, this methodological integration of the two data analysis-methods strategy is meant to facilitate a more comprehensive interpretation of the data, yielding, at the same time, both numerical and statistical findings and a nuanced contextual analysis.

To sum up, the mixed-methods framework enriches the research by combining the objectivity of quantitative data with the depth of qualitative insights. This comprehensive approach allows for a holistic understanding of the research topic, addressing both the measurable outcomes of educational practices and the intricate personal experiences that shape students' and teachers' realities in the EFL learning environment.

For a richer understanding of the research design, the bellow figure allows to illustrate a research design methodology, showing the relationships between the targeted variables. The layout tries to maintain a clear flow from objectives to recommendations:

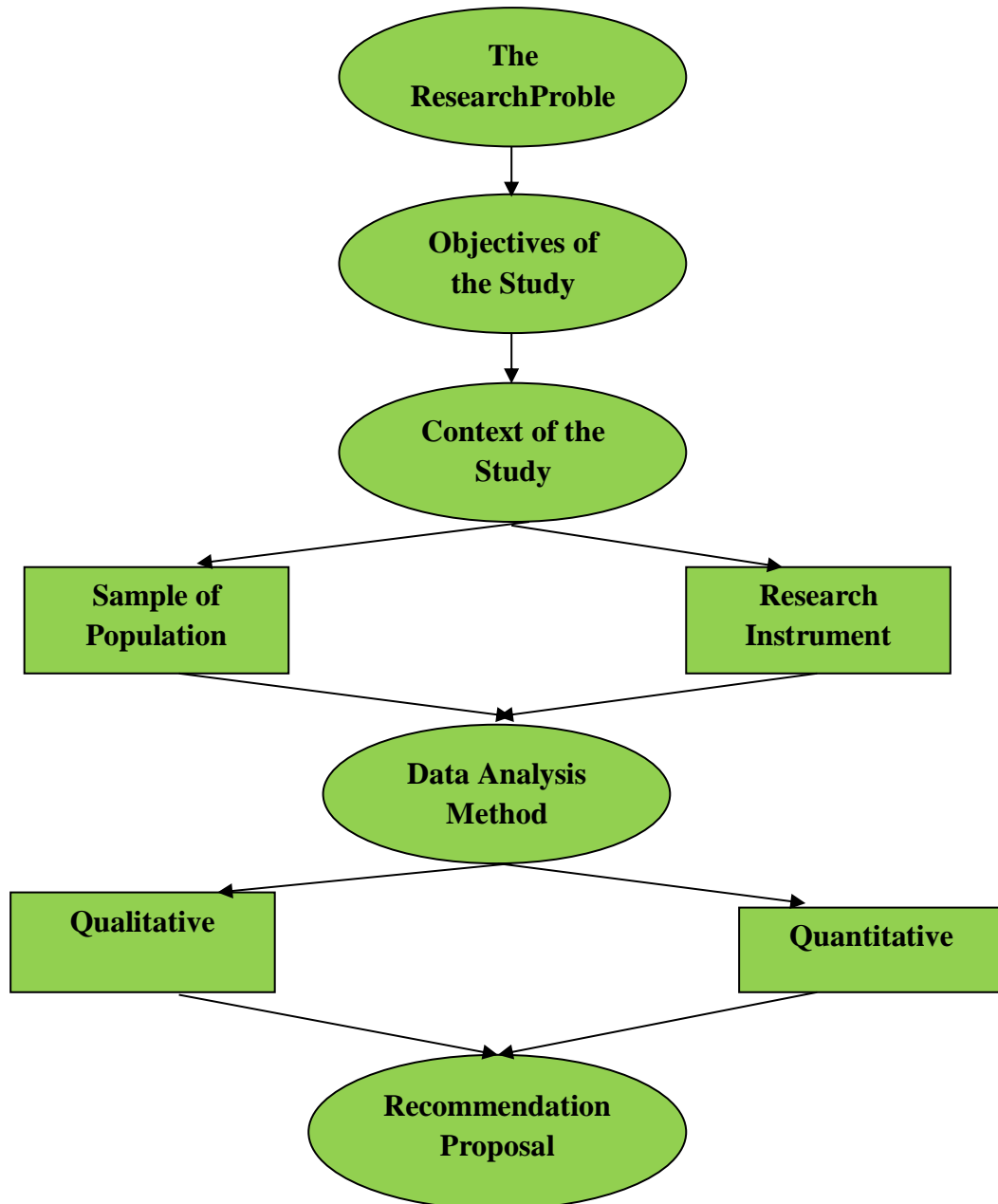


Figure (2.2): Research Design and Methodology

2.5. Conclusion

In conclusion, this chapter has outlined the comprehensive methodology employed to investigate reflections upon EFL language skills modules, specifically focusing on writing and listening within the first-year LMD programme. By adopting a mixed-methods approach, the study integrates both qualitative and quantitative data, which allows for a richer and more nuanced understanding of student experiences and perceptions regarding these essential language skills. The combination of numerical data from surveys and in-depth insights from interviews ensures that multiple perspectives are captured, providing a holistic view of the effectiveness of the language skills modules.

The use of surveys facilitates the collection of quantifiable data from a larger sample size, enabling researchers to identify trends and patterns in student attitudes and performance. This quantitative aspect provides a statistical foundation for understanding how students engage with writing and listening components of the curriculum. In contrast, interviews offer qualitative insights that delve deeper into individual experiences, allowing participants to express their thoughts, challenges, and successes in their own words. This dual approach not only enriches the data set but also enhances the validity of the findings by triangulating results from different sources.

Furthermore, ethical considerations were paramount throughout the research process, ensuring the protection and confidentiality of participants. Ethical practices included obtaining informed consent, ensuring anonymity, and providing participants with the option to withdraw from the study at any time without repercussions. These measures were crucial in fostering trust and encouraging honest responses from participants, thereby enhancing the credibility of the research.

While acknowledging the limitations of the study such as sample size and potential biases these factors do not detract from the overall validity of the findings. The recognition of these limitations is essential for framing the results within a realistic context and for guiding future research efforts. For instance, a larger sample size could provide more generalizable results, while addressing potential biases in

participant selection could lead to a more representative understanding of student experiences across diverse demographics.

The methodology outlined here sets a solid foundation for the subsequent analysis of the collected data, which will illuminate key insights into the impact of EFL language skills instruction on student outcomes. By systematically analysing both qualitative and quantitative data, future chapters will explore how effectively these modules meet educational objectives and contribute to students' overall language proficiency.

This comprehensive analysis will not only highlight areas of strength within the curriculum but also identify opportunities for improvement, ultimately informing educational practices and policies aimed at enhancing EFL instruction. Through this rigorous methodological framework, the study aspires to contribute valuable knowledge to the field of English language teaching, particularly in understanding how first-year students navigate their language learning journey within an increasingly globalised context.

Chapter Three:

Research Findings and Discussions

3.1 Introduction

3.2. Data Analysis and Interpretation

3.2.1. Quantitative Data Analysis

3.2.1.1. Analysis of the EFL Teachers' Questionnaire

3.2.2. Interpretation of Numerical Data

3.2.3. Qualitative Data Analysis

3.2.3.1. Analysis of the EFL learners' Interview

3.2.3.2. Analysis of the Class Observation Grid

3.2.4. Interpretation of Results

3.3. Discussion of the Main Results

3.4. Conclusion

3.1. Introduction

In this chapter, the investigator tries to expose and discuss the different results obtained from various research instruments. Different figures (Graphs, Pie-charts, tables, etc...) have been used to display the nature of collected data which have been, later analysed and interpreted, using both a quantitative and qualitative data analysis-methods.

3.2. Data Analysis and Interpretation

In order to analyse the data quantitatively, the SPSS procedure was adopted and applied to reach basic statistics about various aspects mentioned in both the teachers' questionnaire and the students' interview.

3.2.1. Quantitative Data Analysis

This part of the study examines the quantitative data analysis methods used to interpret the responses derived from the questionnaire. This analytical framework consists of systematically processing numerical data to identify patterns, relationships, and trends within the participants' responses. By leveraging statistical techniques, we strive to quantify the insights extracted from the survey, which allows for a detailed investigation of the data. This analysis not only strengthens the credibility of our findings but also offers a transparent and objective framework for understanding the underlying phenomena. Through this approach, we can formulate meaningful conclusions that support our research goals and contribute to the wider academic conversation in the field.

3.2.1.1. Analysis of the EFL Teachers' Questionnaire

Concerning our first research instruments in this study, our first-year EFL teachers' questionnaire revealed interesting findings which can be summarised as follows:

Rubric1: Two questions respectively related to the teachers' professional experience, and which of the language skills modules they are teaching in the first-year LMD programme. Here is a summary on how the information were calculated:

a/ Teachers' Background information:

1. First-year teacher: 1 teacher with ~3 years of experience.
2. Four years of experience: 3 teachers.
3. More than five years of experience: 4 teachers.

Data Summary:

❖ ***Experience Categories:***

- 3 years: 1 teacher
- 4 years: 3 teachers
- 5+ years: 4 teachers

❖ **Total Teachers:**

- Total = 1 + 3 + 4 = 8 teachers

❖ **Frequencies:**

- 3 years: 12.5% (1/8)
- 4 years: 37.5% (3/8)
- 5+ years: 50% (4/8)

❖ **Central Tendency:**

1. Mean:

- Calculate the average experience.
- For the sake of simplicity, let's assume "more than 5 years" is 6 years for this calculation.
- Mean = $(1 \cdot 3 + 3 \cdot 4 + 4 \cdot 6) / 8$
- Mean = $(3 + 12 + 24) / 8 = 39 / 8 = 4.875$ years

2. **Median:**

- List of years of experience: [3, 4, 4, 4, 5, 5, 5, 5]
- The median (the average of the 4th and 5th values): $(4 + 5) / 2 = 4.5$ years

3. **Mode:**

- The mode is the most frequently occurring value: 4 years (occurs 3 times).

❖ **Variability:**1. **Range:**

- Highest value (assumed 6) - Lowest value (3) = $6 - 3 = 3$ years

2. **Standard Deviation (SD):**

- First, calculate variance.
- Variance = $\Sigma(x - \text{mean})^2 / n$
- Deviations from the mean:
 - $(3 - 4.875)^2 = 3.515625$
 - $(4 - 4.875)^2 = 0.765625$ (three times)
 - $(6 - 4.875)^2 = 1.265625$ (four times)
 - Variance = $(3.515625 + 3 * 0.765625 + 4 * 1.265625) / 8$
 - Variance = $(3.515625 + 2.296875 + 5.0625) / 8 = 10.875 / 8 = 1.359375$
 - SD = $\sqrt{1.359375} \approx 1.165$ years

❖ **Summary of Analysis:**

- Mean Experience: ~4.88 years
- Median Experience: 4.5 years
- Mode Experience: 4 years
- Range: 3 years
- Standard Deviation: ~1.17 years

May be, for a better visualisation, here is a graphic representation of the statistical analysis in both a table and a diagramme:

| Experience (Years) | Frequency | Percentage (%) |
|--------------------|-----------|----------------|
| 3 | 1 | 12.5 |
| 4 | 3 | 37.5 |
| 5+ | 4 | 50.0 |
| Total | 8 | 100 |

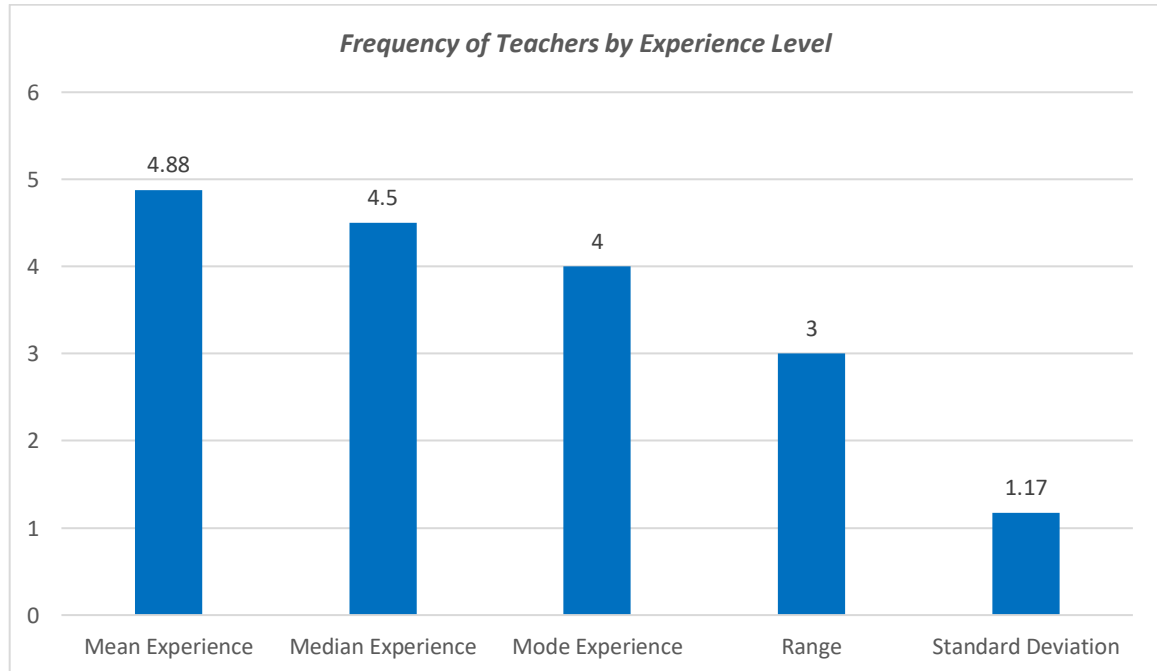
Table (3.1): EFL Teachers' Background Information

| Statistic | Value |
|--------------------|------------|
| Mean Experience | 4.88 years |
| Median Experience | 4.5 years |
| Mode Experience | 4 years |
| Range | 3 years |
| Standard Deviation | 1.17 years |

Table (3.2): Summary Statistics

Diagramme Representation

For a reinforced visual representation, here is a Bar-graph:



Bar-graph (3.1): Frequency of Teachers by Experience Level

b/ Language Skills Modules Concerned:

To analyse the data regarding the teaching of language skills among the eight (08) teachers, a survey conducted among eight English as a Foreign Language (EFL) educators revealed that half of the participants instructed in both writing and listening skills. In contrast, 25% focused exclusively on writing, while the remaining 25% concentrated solely on listening. The most frequently reported teaching method was the instruction of both skills, suggesting a significant inclination towards a dual-skill approach. This distribution underscores the varied methodologies employed by the teachers in their instructional practices. Here is a numerical summary of data.

- Both Skills (Writing & Listening): 4 teachers
- Only Writing: 2 teachers
- Only Listening: 2 teachers

Total Teachers

- Total = 4 + 2 + 2 = 8 teachers

The bellow table is an attempt to represent the degree of frequency of the selected skills modules (writing and listening) taught by our EFL university teachers.

| Skill Taught | Frequency | Percentage (%) |
|---------------------|------------------|-----------------------|
| Both Skills | 4 | Both Skills 50.0 |
| Only Writing | 2 | Only Writing 25.0 |
| Only Listening | 2 | Only Listening 25.0 |
| Total | 8 | 100 |

Table (3.3): Frequencies of Skills Modules

Summary Statistics**1. Mean:**

- Since these data are categorical, it is quite impossible to calculate a mean in the traditional sense, but their distribution can be clearly understood.

2. Mode:

- The mode is the category with the highest frequency: **Both Skills** (4 teachers).

3. Median:

- In categorical data, the median is not typically calculated, but it is always possible to identify that half of the teachers (4 out of 8) taught both skills.

4. Variability:

- In terms of variability, this analysis involves counts which may describe how many teachers taught each skill set.
- The distribution shows a balanced response, with a larger proportion teaching both skills.

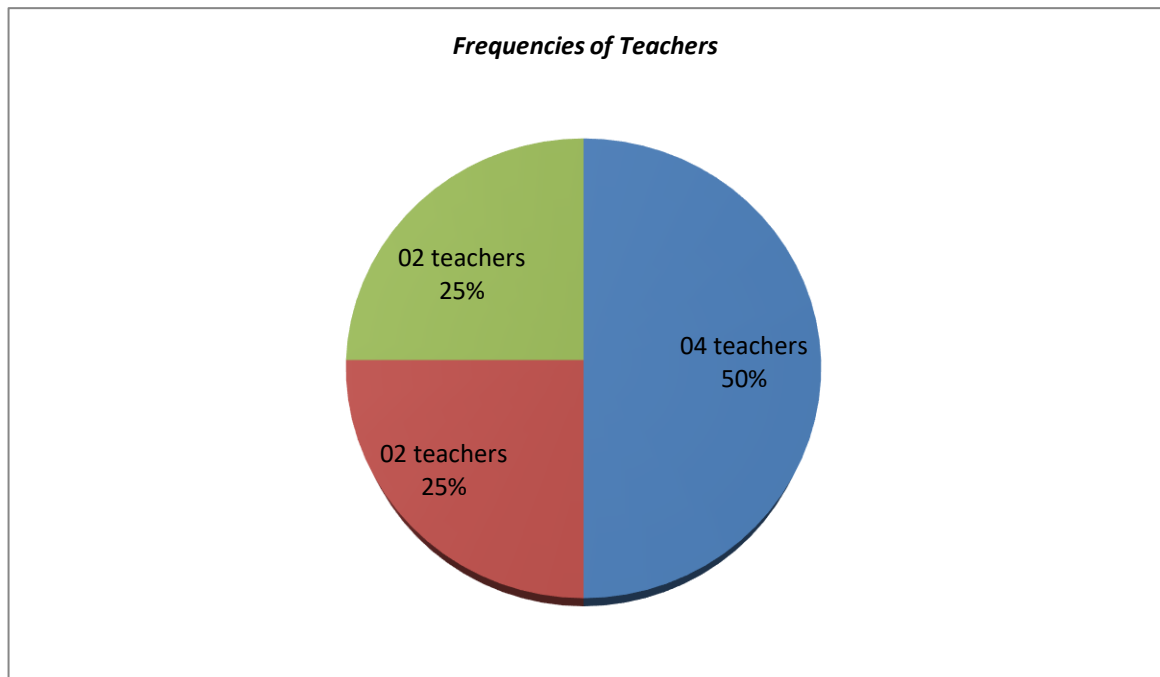
Summary of Analysis**• Frequency of Teachers:**

- 50% taught both writing and listening skills.
- 25% taught only writing.
- 25% taught only listening.

• Mode: Both Skills (4 teachers).

- **Distribution:** The teaching experience is split, with a clear preference for teaching both skills.

For the sake of a better illustration to the above data a pie chart is used.



Pie-chart (3.2): Frequencies of Teachers regarding Module Skills Teaching

As far as the second rubric of the questionnaire is concerned, and more precisely, the third question, one may say that in order to examine the effectiveness of the current writing module based on the questionnaire results, it is possible to quantify the responses using a simple scoring system, such as:

1. Effective: 1 teacher (score of +1)
2. Neutral: 5 teachers (score of 0)
3. Ineffective: 2 teachers (score of -1)

Now, let us calculate the overall score:

$$\text{Total Score} = (1 \times 1) + (5 \times 0) + (2 \times -1) = 1 + 0 - 2 = -1$$

Next, we can find the average score:

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Total Respondents}} = \frac{-1}{8} = -0.125$$

Summary of the Findings

- Total Respondents: 8

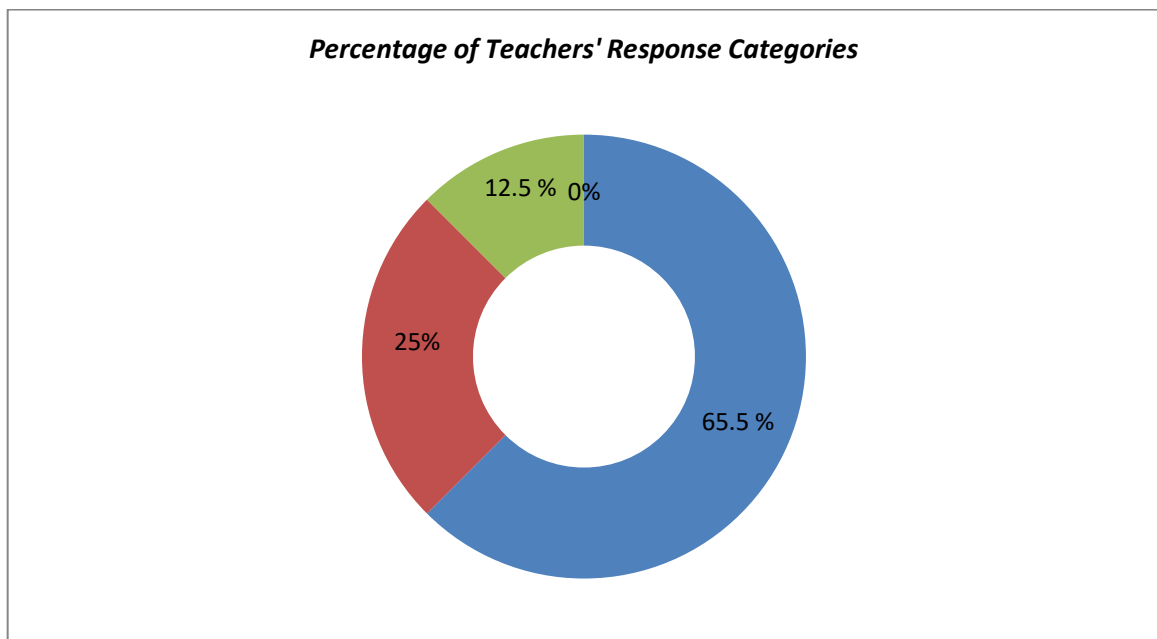
- Effective Responses: 1 (12.5%)
- Neutral Responses: 5 (62.5%)
- Ineffective Responses: 2 (25%)
- Total Score: -1
- Average Score: -0.125

In an attempt to better visualise the results of this question, the following table is believed to be enough effective:

| Response | Number of Teachers | Percentage |
|-----------------|---------------------------|-------------------|
| Effective | 1 | 12.5% |
| Neutral | 5 | 62.5% |
| Ineffective | 2 | 25% |

Table (3.4): Teachers’ Response Categories

The following Pie-chart highlights the distribution of opinions, showing that while a majority remain neutral, a notable portion find the module ineffective, with only a small number considering it effective. This graphical representation helps to clarify the overall perception of the module among the teaching staff:



Pie-chart (3.3): Teachers’ Response categories

After having conducted a quantitative analysis of the challenges observed in students' writing performance, and based on the fourth (04) questions of the questionnaire findings, the results can be summarised as follows:

Lack of Vocabulary: 6 teachers (75%)

Poor Grammar Skills: 8 teachers (100%)

Difficulty Organizing Ideas: 6 teachers (75%)

Inadequate Practice: 8 teachers (100%)

Other Challenges:

Unmotivated: 4 teachers (50%)

Poor Strategies: 4 teachers (50%)

Afraid of Making Mistakes: 4 teachers (50%)

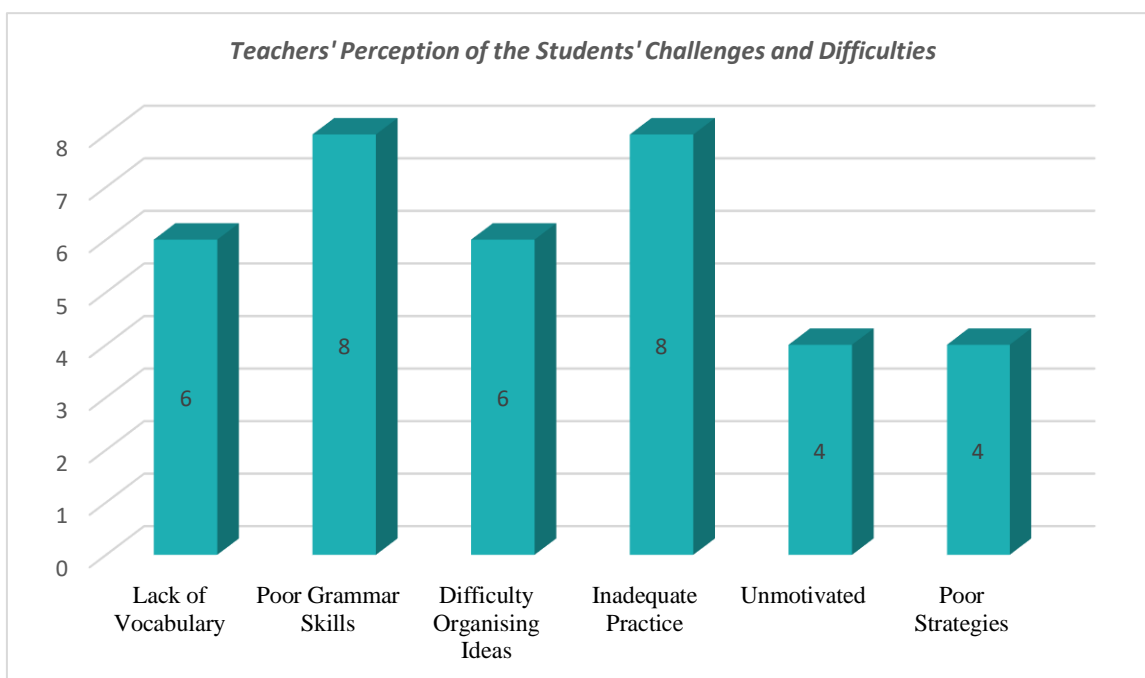
Afraid of Unexpected Responses: 4 teachers (50%)

Here bellow is a summary table:

| Challenge | Number of Teachers | Percentage |
|-----------------------------|--------------------|------------|
| Lack of Vocabulary | 6 | 75% |
| Poor Grammar Skills | 8 | 100% |
| Difficulty Organizing Ideas | 6 | 75% |
| Inadequate Practice | 8 | 100% |
| Unmotivated | 4 | 50% |
| Poor Strategies | 4 | 50% |

Table (3.5): Challenges Related to Students' Writing Performance

For a clearer comparison of the challenges identified by teachers regarding student difficulties, here is an illustrative bar-graph which represents the different aspects mentioned by the sample population of teachers:



Bar-graph (3.4): Students' Challenges and Difficulties as Perceived by their Teachers

3.2.2. Interpretation of Numerical Data

The negative average score indicates that overall, the teachers perceive the writing module as less than effective.

The majority of respondents (62.5%) remain neutral, suggesting uncertainty or ambivalence about the module's effectiveness.

A significant portion (25%) believes the module is ineffective, which may indicate areas for improvement.

The most commonly identified challenges are poor grammar skills and inadequate practice, both cited by all teachers (100%).

Lack of vocabulary and difficulty organizing ideas were noted by 75% of the respondents.

Other challenges, such as being unmotivated and using poor strategies, were acknowledged by half of the teachers.

In short, this quantitative study indicates that the primary challenges in students' writing performance are centred on fundamental skills like grammar and practice, while motivational and strategic issues also contribute significantly. Understanding

these challenges can help educators tailor their instruction to better support student development.

Now, to examine the methods used by teachers to assess students' writing progress, reported in the fifth (05) question of the questionnaire, data from a sample of 8 teachers were collected. The findings indicate a variety of assessment techniques, with some methods being more commonly utilized than others.

Summary of the Findings

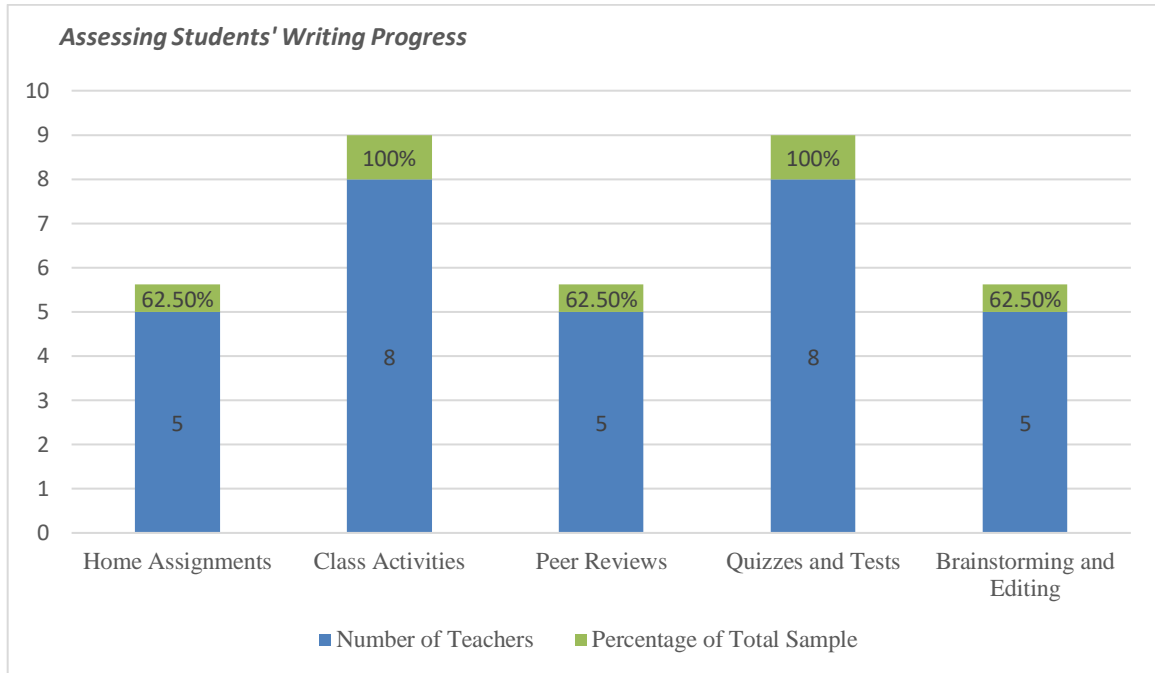
- **Home Assignments:** 5 out of 8 teachers (62.5%) use home assignments as a method to assess writing progress.
- **Class Activities:** All teachers (100%) incorporate class activities into their assessment methods, indicating this is a fundamental strategy in their teaching approach.
- **Peer Reviews:** 5 teachers (62.5%) implement peer reviews, promoting collaborative learning and critical feedback among students.
- **Quizzes and Tests:** Every teacher (100%) uses quizzes and tests intermittently to evaluate student writing, showcasing its importance in formal assessment.
- Asking teachers if they make use of other methods or techniques, 5 among them (62.5%) specifically mentioned practising **brainstorming and editing** in class, which aids in developing students' writing skills through guided revisions.

Here is a detailed overview of the methods utilized and the frequency with which they occur:

| Assessment Method | Number of Teachers | Percentage of Total Sample |
|---------------------------|--------------------|----------------------------|
| Home Assignments | 5 | 62.5% |
| Class Activities | 8 | 100% |
| Peer Reviews | 5 | 62.5% |
| Quizzes and Tests | 8 | 100% |
| Brainstorming and Editing | 5 | 62.5% |

Table (3.6): Methods Used by Teachers to Assess Students' Writing Progress

To provide a clearer picture of the findings, the information in the next bar-graph are displayed:



Bar-graph (3.5): Teachers' Methods to Assess Students' Writing Progress

The data indicate that while all teachers engage in class activities and make use of quizzes and tests, there appears to be a significant reliance on home assignments, peer reviews, and brainstorming/editing practices among a subgroup of teachers. This variety in assessment methods highlights the diverse approaches educators take into account to assess students' writing progress, reflecting different educational approaches and teaching techniques. Hence, it is believed that further research could help to explore the effectiveness of these methods in enhancing students' writing sub-skills.

As far as rubric three (03), question six (06) is concerned; one may say that in order to assess the effectiveness of the current listening module in fostering improvements in students' listening comprehension, the responses from eight educators can be organized into three separate categories.

Summary of the Findings

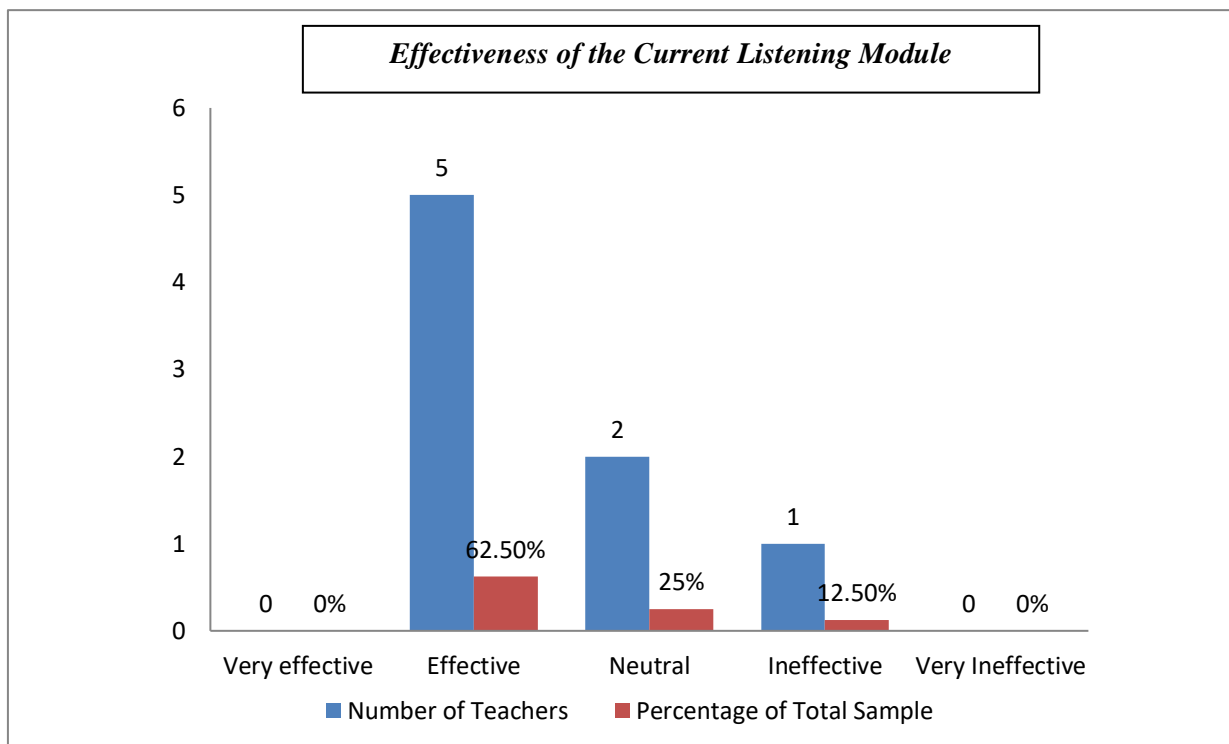
- **Very Effective:** No teachers (0%) rated the current listening module as very effective.

- **Effective:** 5 teachers (62.5%) believe that the current method is effective in improving students' listening comprehension.
- **Neutral:** 2 teachers (25%) expressed a neutral position, indicating neither strong support nor criticism of the module.
- **Ineffective:** 1 teacher (12.5%) stated that the method is ineffective.
- **Very Ineffective:** No teachers (0%) rated the module as very ineffective.

| Effectiveness Rating | Number of Teachers | Percentage of Total Sample |
|----------------------|--------------------|----------------------------|
| Very Effective | 0 | 0% |
| Effective | 5 | 62.5% |
| Neutral | 2 | 25% |
| Ineffective | 1 | 12.5% |
| Very Ineffective | 0 | 0% |

Table (3.7): Teachers' Viewpoints about the Effectiveness of the Current Listening Module

A bar-graph format can be employed to present the data more clearly, thereby facilitating a better understanding of the findings. This visual representation will serve to emphasize the significant trends and comparisons inherent in the data:



Bar-graph: (3.6) Teachers' Perception on the Effectiveness of the Current Listening Module

The data analysis shows that a substantial majority of teachers (62.5%) consider the current listening module to be effective in fostering students' listening comprehension skills. However, a noteworthy segment (37.5%) either remains neutral or voices concerns about its overall effectiveness. In other words, this means that 37.5% of the people surveyed either have no strong opinion (neutral) or express doubts about how effective something is overall. In other words, this portion of the group is not convinced that the subject in question is working well or achieving its intended goals.

Regarding question number seven (07) of the questionnaire related to identifying the common difficulties their students encounter in listening tasks. The responses were quantitatively analysed to determine the prevalence of each difficulty mentioned. The findings revealed that:

1. Understanding Different Accents

- *Frequency:* 7 out of 8 teachers (87.5%)
- *Description:* The majority of teachers noted that students struggle with understanding various English accents, which affects their overall comprehension during listening tasks.

2. Following Speed of Speech

- *Frequency:* 6 out of 8 teachers (75%)
- *Description:* A significant number of teachers indicated that the pace of speech in listening activities often overwhelms students, making it hard for them to keep up.

3. Limited Vocabulary

- *Frequency:* 5 out of 8 teachers (62.5%)
- *Description:* Many teachers pointed out that students' restricted vocabulary hampers their ability to comprehend spoken language effectively.

4. Recognising Key-Information

- *Frequency:* 4 out of 8 teachers (50%)
- *Description:* Half of the teachers reported that students have difficulty identifying important information in listening tasks, which impacts their understanding of the material.

5. Other Specified Issues

- *Frequency:* 6 out of 8 teachers (75%)
- *Description:* Teachers highlighted additional challenges faced by students:
 - *Lack of Concentration:* Difficulty in maintaining focus during listening activities.
 - *Time Constraints:* Limited time to process and respond to listening tasks.
 - *Very Poor Practice Outside Class:* Insufficient practice opportunities beyond the classroom setting.

Here further down is a suggested table to display numerically the achieved statistical information:

A Summary Table:

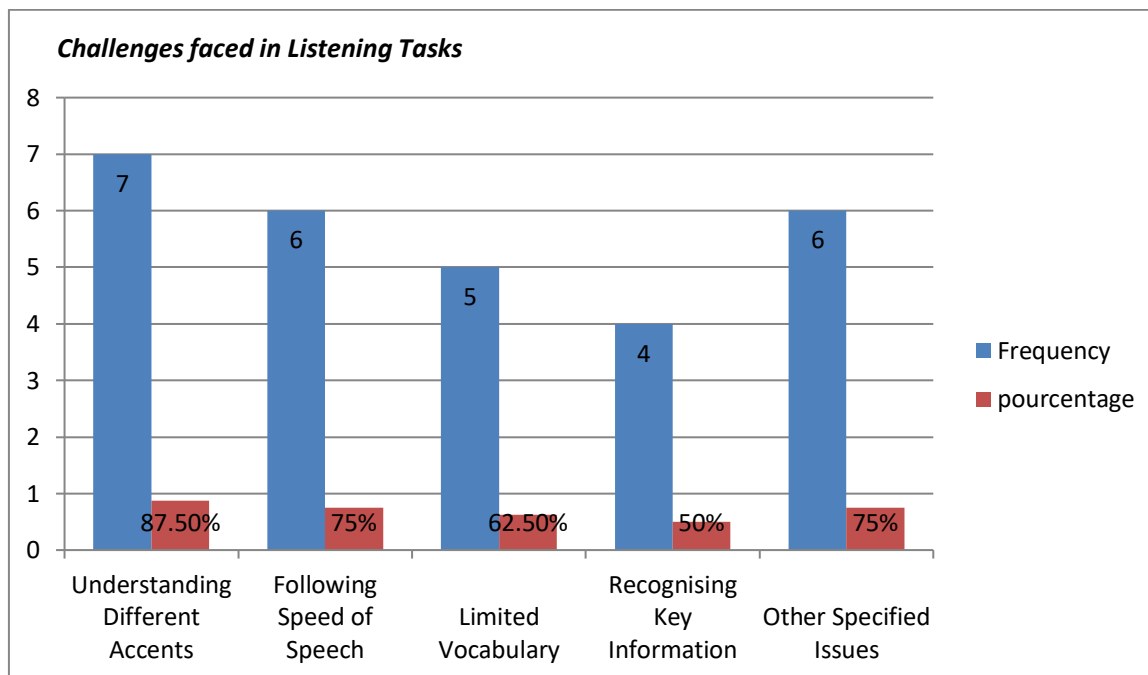
| Difficulty | Frequency | Percentage | Description |
|---------------------------------|------------------|-------------------|--|
| Understanding Different Accents | 7 out of 8 | 87.5% | The majority of teachers noted that students struggle with understanding various English accents, which affects their overall comprehension during listening tasks. |
| Following Speed of Speech | 6 out of 8 | 75% | A significant number of teachers indicated that the pace of speech in listening activities often overwhelms students, making it hard for them to keep up. |
| Limited Vocabulary | 5 out of 8 | 62.5% | Many teachers pointed out that students' restricted vocabulary hampers their ability to comprehend spoken language effectively. |
| Recognising Key Information | 4 out of 8 | 50% | Half of the teachers reported that students have difficulty identifying important information in listening tasks, which impacts their understanding of the material. |
| Other Specified Issues | 6 out of 8 | 75% | Teachers highlighted additional challenges faced by students, including: |

Table (3.8): Teachers' Perception Related to their Students' Listening Difficulties

According to the survey results, the main obstacles that our EFL students experience in listening tasks pertain to their ability to understand different accents and the pace of spoken language. Other contributing factors include a limited vocabulary and challenges in identifying key-information. Moreover, issues including insufficient concentration, time limitations, and inadequate practice outside the classroom are critical elements that must be addressed to enhance student performance in listening activities.

The following bar graph is designed to visually convey the common obstacles that students encounter in listening tasks, as indicated by teacher reports. This graphical format facilitates a quick comparison of the various difficulties, underscoring the specific areas that necessitate focused intervention. Each bar signifies

a particular difficulty, thus aiding in the recognition of the most frequently reported issues according to teacher feedback:



Bar-Graph (3.7): Common Difficulties in Listening Tasks

With respect to question (N°8) in this rubric, it is essential to emphasize that to comprehending the methods and techniques that educators adopt or adapt for assessing students' listening comprehension in their courses, and to derive intuitions into their assessment strategies, the following results can be underscored.

1. Listening Tests

- *Frequency:* 8 out of 8 teachers (100%)
- *Description:* All teachers reported using formal listening tests to evaluate their students' comprehension. This method likely provides a structured approach to assess students' abilities in a controlled environment.

2. In-Class Listening Activities

- *Frequency:* 8 out of 8 teachers (100%)
- *Description:* Every teacher indicated that they incorporate in-class listening activities into their assessments. These activities may include discussions, group work, or interactive exercises that foster real-time comprehension skills.

3. Oral Assessments

- *Frequency:* 8 out of 8 teachers (100%)
- *Description:* All teachers utilize oral assessments, which could involve interviews, presentations, or verbal quizzes to gauge students' listening and speaking skills in a dynamic context.

4. Other Techniques

- *Frequency:* 3 out of 8 teachers (37.5%)
- *Description:* Only a minority of teachers specified additional methods for assessing listening comprehension. These techniques might include peer assessments, self-assessments, or projects that integrate listening skills in varied contexts.

Here is an illustrative and clear table for the different details of the targeted aspect:

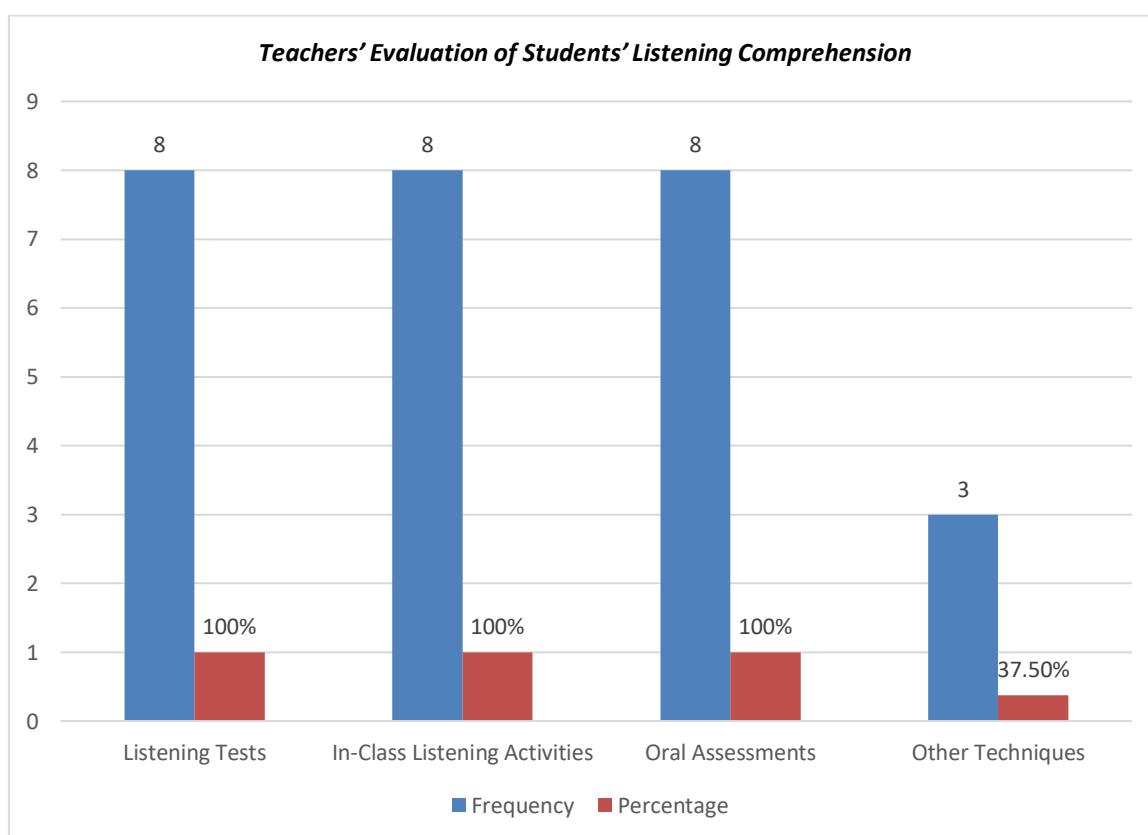
A Summary Table:

| Method | Frequency | Percentage | Description |
|-------------------------------|---------------------|------------|--|
| Listening Tests | 8 out of 8 teachers | 100% | All teachers reported using formal listening tests to evaluate their students' comprehension. This method provides a structured approach to assess students' abilities in a controlled environment. |
| In-Class Listening Activities | 8 out of 8 teachers | 100% | Every teacher indicated that they incorporate in-class listening activities into their assessments. These activities may include discussions, group work, or interactive exercises that foster real-time comprehension skills. |
| Oral Assessments | 8 out of 8 teachers | 100% | All teachers utilize oral assessments, which could involve interviews, presentations, or verbal quizzes to gauge students' listening and speaking skills in a dynamic context. |
| Other Techniques | 3 out of 8 teachers | 37.5% | Only a minority of teachers specified additional methods for assessing listening comprehension. These techniques might include peer assessments, self-assessments, or projects that integrate listening skills in varied contexts. |

Table (3.9): Teachers' Assessment to their Students' Listening Comprehension

The analysis shows that all teachers participating in the research incorporate listening tests, in-class exercises, and oral evaluations to assess their students' listening comprehension skills. This holistic approach signifies a strong dedication to assessing multiple facets of listening skills. Nevertheless, the restricted application of alternative assessment methods points to a potential area for teachers to investigate and adopt a broader array of strategies to improve the evaluation of their students' listening comprehension.

To put it differently, and to better reinforce our explanation, here is an illustrative bar-graph:



Bar-graph (3.8): Teachers' Evaluation of Students' Listening Comprehension

In an attempt to deal with question nine (N°9) to assess teachers' perceptions of the relevance and engagement of the listening materials provided in the module, offering insights into their views, here are their responses in terms of findings within a table:

1. Positive Attitude

- *Frequency:* 5 out of 8 teachers (62.5%)
- *Description:* The majority of teachers expressed a positive attitude toward the listening materials, indicating that they find them relevant and engaging for students.

2. Uncertainly

- *Frequency:* 2 out of 8 teachers (25%)
- *Description:* A quarter of the teachers indicated uncertainty regarding the relevance and engagement of the listening materials, suggesting they are unsure about their effectiveness.

3. Partial Agreement

- *Frequency:* 2 out of 8 teachers (25%)
- *Description:* Two teachers felt that the listening materials are only partially relevant and engaging, highlighting some concerns or limitations.

4. Negative Attitude

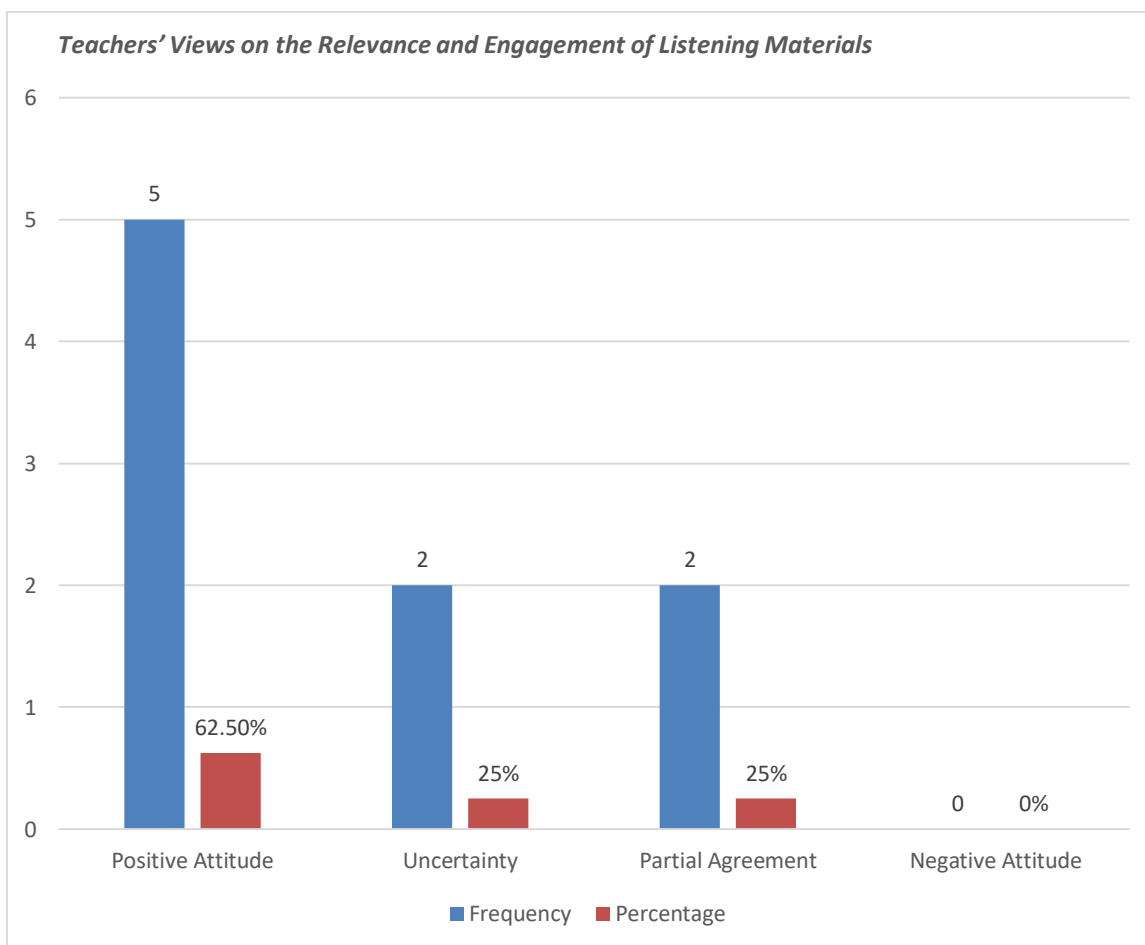
- *Frequency:* 0 out of 8 teachers (0%)
- *Description:* None of the teachers expressed a negative attitude toward the listening materials, indicating that all participants see some value in them.

A Summary Table:

| Response Category | Frequency | Percentage |
|-------------------|------------|------------|
| Positive Attitude | 5 out of 8 | 62.5% |
| Uncertainly | 2 out of 8 | 25% |
| Partial Agreement | 2 out of 8 | 25% |
| Negative Attitude | 0 out of 8 | 0% |

Table (3.10): Teachers' Perceptions of the Relevance and Engagement of Listening Materials

To support the information presented in the previous table, a pie chart is provided below as a supplementary visual aid:



Bar-chart (3.9): Teachers' Views on the Relevance and Engagement of Listening Materials

The data reveal that a substantial number of teachers regard the listening materials as relevant and engaging, with no negative responses documented; However, the indication of uncertainty and partial agreement among some educators points to the possibility of enhancing the materials or necessitating further discussion on their effectiveness.

Question number ten (10) aimed to evaluate teachers' perceptions of how well the writing and listening modules complement each other. Varying opinions are highlighted regarding the integration of these modules, as shown in the following details, table and pie-chart:

1. Very Well

- *Frequency:* 0 out of 8 teachers (0%)
- *Description:* None of the teachers indicated that the modules complement each other "very well," suggesting a lack of strong positive consensus.

2. Well

- *Frequency:* 1 out of 8 teachers (12.5%)
- *Description:* A single teacher expressed the view that the modules complement each other "well," indicating some positive feedback, though minimal.

3. Neutral

- *Frequency:* 2 out of 8 teachers (25%)
- *Description:* Two teachers chose a neutral stance, suggesting that they neither see a strong complementarity nor a significant lack thereof.

4. Poorly

- *Frequency:* 2 out of 8 teachers (25%)
- *Description:* Two teachers felt that the modules complement each other "poorly," indicating some concerns regarding their integration.

5. Not at All

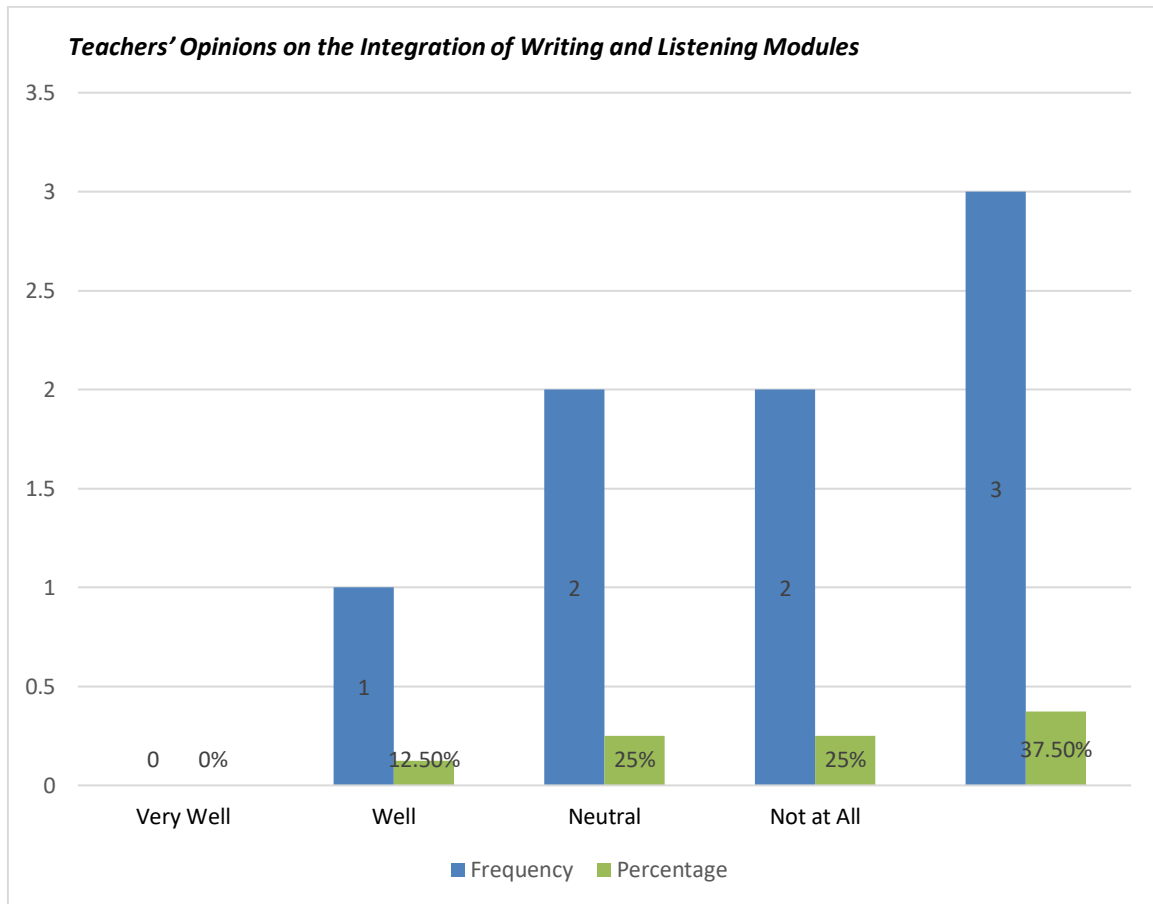
- *Frequency:* 3 out of 8 teachers (37.5%)
- *Description:* The largest group of respondents, three teachers, indicated that the modules do not complement each other at all, suggesting significant dissatisfaction with the integration of the two modules.

A Summary Table:

| Response Category | Frequency | Percentage |
|--------------------------|------------------|-------------------|
| Very Well | 0 out of 8 | 0% |
| Well | 1 out of 8 | 12.5% |
| Neutral | 2 out of 8 | 25% |
| Poorly | 2 out of 8 | 25% |
| Not at All | 3 out of 8 | 37.5% |

Table (3.11): Teachers' Perceptions on the Complementarity of Writing and Listening Modules

To complement the table, the following pie-chart presents the data in terms of both frequency and percentage:



Bar-chart (3.10): Teachers' Opinions on the Integration of Writing and Listening Modules

The examination demonstrates that a significant number of instructors identify an absence of complementarity between the writing and listening segments. Notably, no educators articulated a strongly favourable opinion, and a considerable number expressed discontent, suggesting that enhancements may be required to improve the cohesion of these modules.

In relation to question eleven (11), a range of data analysis techniques may be applied to assess and interpret the feedback from teachers on the writing sub-skills:

✓ **Thematic Analysis**

Identifying Themes: The responses can be categorized into themes such as "Increased Instructional Time," "Integration of Skills," "In-Class Practice," and "Holistic Learning."

Frequency Analysis: Count how many teachers mentioned each theme to identify the most common suggestions.

✓ *Qualitative Data Coding*

Open Coding: Assign codes to specific ideas in the feedback (e.g., "6 hours," "dictation," "collaborative writing").

Axial Coding: Group similar codes into broader categories, helping to clarify relationships between different suggestions.

✓ *Sentiment Analysis*

Positive vs. Negative Sentiment: Assess the tone of the feedback. Most comments likely lean positive, indicating a desire for improvement rather than criticism of existing methods.

✓ *Comparative Analysis*

Cross-Referencing: Compare the feedback from different demographics (e.g., years of experience, subject taught) to see if certain suggestions resonate more with specific groups of teachers.

✓ *Quantitative Data Representation*

Charts and Graphs: Present findings visually, such as pie charts showing the proportion of teachers advocating for more instructional time versus integrated skills training.

As data analysis to question number (12) of the questionnaire and related to the teachers' feedback on the listening module, effectively, the following structured approach is proposed:

In terms of key-themes selected from teachers' feedback, they may be categorised as follows:

- *Increased Exposure to Native Speakers*
- *Immediate Reporting Techniques*
- *Familiarization with Linguistic Variations*

▪ *Comprehension and Structure Questions*

Significance of Increased Exposure:

- The strong emphasis on exposure to native speakers suggests that teachers believe authenticity in listening materials is crucial for developing students' skills. This highlights the need for a curriculum that includes diverse, real-world listening experiences.

Value of Immediate Reporting:

- The suggestion for immediate reporting indicates a pedagogical approach focused on active learning. This method encourages students to process and articulate their understanding right away, reinforcing comprehension and engagement.

Understanding Linguistic Variations:

- Familiarizing students with different linguistic realizations suggests an awareness of the complexity of language. This can prepare students to handle various dialects and accents, essential skills for effective communication in diverse settings.

Focus on Comprehension and Structure:

- The incorporation of comprehension questions reflects an understanding that listening is an interactive process. It emphasizes the need for students to engage critically with what they hear, fostering deeper understanding and analytical skills.

2. Qualitative Analysis

- Content Analysis: Examine the context and nuances in the responses to understand the rationale behind each suggestion. Look for specific examples or explanations that clarify why certain techniques are favoured.
- Open Coding: Break down the feedback into smaller components to identify underlying concepts and patterns in the suggestions.

3. Comparative Analysis

- Cross-Referencing with Existing Curriculum: Compare the teachers' suggestions with the current listening curriculum to identify gaps and areas for enhancement.
- Demographic Insights: If applicable, analyze whether certain suggestions are more prevalent among teachers with different backgrounds (e.g., years of experience, subject areas).

To undertake a quantitative analysis of the responses from teachers regarding the balance between writing and listening instruction (question 13), it is important to present the data in a clear and coherent manner while interpreting it in a structured way; the following methodology outlines the process for achieving this:

Data Overview

Sample Size: 8 teachers

Response Options:

1. Yes, more focus on writing
2. Yes, more focus on listening
3. Balanced and fine

Response Distribution

- Yes, more focus on writing: 4 teachers (50%)
- Yes, more focus on listening: 4 teachers (50%)
- Balanced and fine: 0 teachers (0%)

Quantitative Analysis

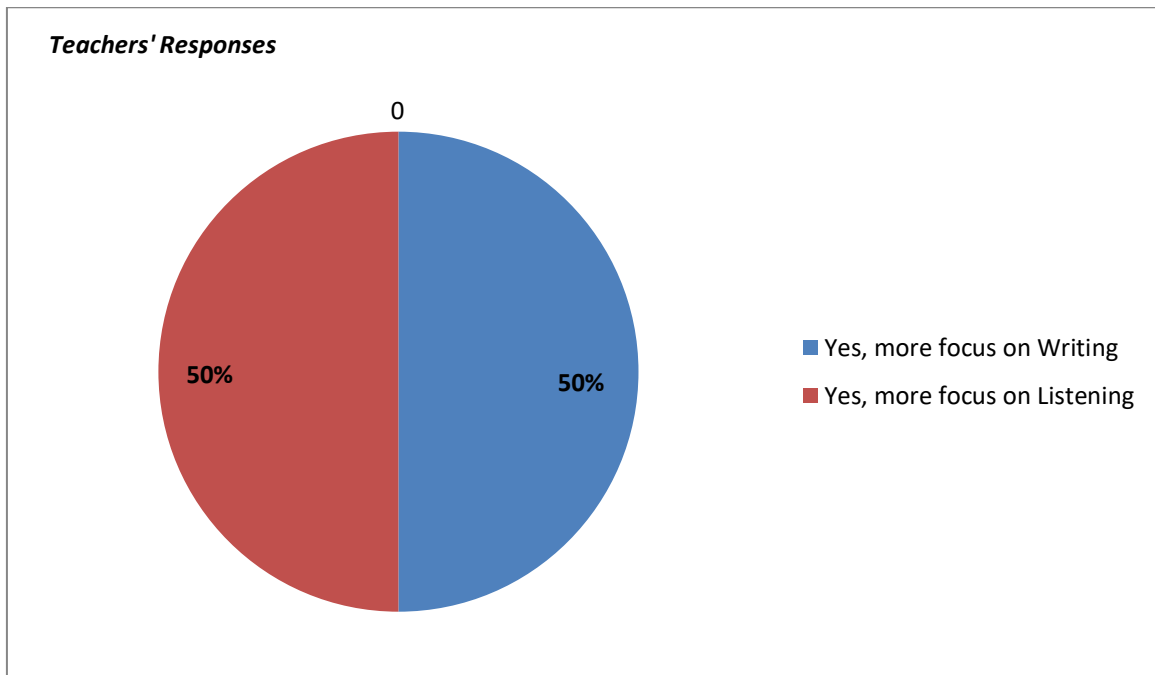
1. Response Counts:

- Writing Focus: 4
- Listening Focus: 4
- Balanced: 0

2. Percentage Distribution:

- Writing Focus: $48 \times 100 = 50\% \frac{4}{8} \times 100 = 50\%$
- Listening Focus: $48 \times 100 = 50\% \frac{4}{8} \times 100 = 50\%$
- Balanced: $08 \times 100 = 0\% \frac{0}{8} \times 100 = 0\%$

This can be better picturised in the following illustrative figure, as a pie-chart:



Pie-chart (3.11): Teachers' Responses on the Balance between Listening and Writing Instruction

Analysing the teachers' responses quantitatively reveals important perspectives on the distribution of instructional time and attention between writing and listening. The outcomes indicate a pressing requirement for curriculum review to ensure that both aspects are effectively incorporated to cater to the needs of students.

Finally, as a last rubric and last question (N 14) of the questionnaire, mainly related to recommendations and suggestions, the teachers' feedback on the integration of writing and listening skills modules, a structured approach which may highlight the key-themes and implications is suggested:

- **Integration of Skills:** A recurring theme is the need for better understanding and practice between listening and writing sub-skills as integrated modules. This indicates a strong belief in the interconnectedness of these skills.

- **Use of Technology:** The recommendation for utilizing language laboratories and ICTs suggests a desire for modern, resource-rich environments that enhance learning.

3.2.3. Qualitative Data Analysis

In this segment, we examine the qualitative data analysis performed on the interview responses, which seeks to offer a detailed and nuanced comprehension of the participants' perspectives and experiences. This analytical strategy focuses on the interpretation of textual data, facilitating the discovery of themes, patterns, and insights that emerge from the narratives shared in the interviews. Through the application of techniques such as coding and thematic analysis, we can engage deeply with the complexities of human thought and emotion, uncovering subtleties that quantitative methods might miss. This analytical endeavour not only enhances the richness of our findings but also supports a more comprehensive understanding of the topic, contributing meaningful context and interpretation to our research.

3.2.3.1. Analysis of the EFL learners' Interview

Analysing the interview addressed to 50 first-year EFL students, part one which comprises two questions reveals several important aspects related to their experiences and expectations, among which are the followings:

I. Emotional Response

- *Negative Expectations:* The fact that 35 students expressed "negative" expectations indicates a significant level of anxiety or apprehension. This can stem from a variety of factors, such as fear of failure, previous negative experiences with language learning, or uncertainty about their ability to adapt to a new educational environment.
- *Unfamiliarity and Difficulty:* Their unfamiliarity with the new situation suggests a lack of preparedness or orientation. This can lead to feelings of being overwhelmed, which negatively impacts their motivation and engagement.

II. Adaptation Challenges

- *Cultural and Social Adjustment:* Transitioning to a new module likely involves not just academic changes but also cultural and social adjustments. If the students come from diverse backgrounds, they may struggle with adapting to different teaching styles, classroom dynamics, and social norms.
- *Peer Relationships:* If students are feeling isolated or struggling to connect with peers, this can exacerbate their negative feelings. Building a supportive community is crucial for easing this transition.

III. Instructional Factors

- *Module Design:* The new module may not align with their prior experiences or learning preferences. If the curriculum is perceived as too challenging or not engaging, students may feel disconnected from the material.
- *Teaching Methods:* If teaching approaches do not consider the varied backgrounds and needs of the students, this could contribute to their struggles. A mismatch between teaching style and student expectations can hinder learning.

IV. Expectations vs. Reality

- *Expectation Management:* Students may have entered the program with certain expectations that were not met. This gap can lead to disappointment and disengagement. Understanding their initial expectations can help educators adjust the introduction of new modules to better align with students' needs.
- *Support Structures:* The lack of support systems (e.g., mentorship, tutoring, peer support) might exacerbate feelings of negativity. Providing resources can help students navigate the transition more effectively.

By taking into consideration these constraints, educators can provide more substantial support to first-year EFL students in overcoming their difficulties and improving their overall educational experience.

Coming to the four questions of the second part of the interview which were all related to the writing skills module disclosed significant information about the targeted

situation that seems in need of particular and careful attention since the majority of respondents affirmed facing great difficulties at more than one level with this module.

By investigating the feedback on the writing skills module, one may say that it highlights here various important insights regarding students' experiences, the difficulties they confront, and their interpretations of the feedback they receive:

I. Difficulties with Writing Skills

- *Complexity of Writing:* Students often find writing skills to be one of the most challenging aspects of language learning. This can include difficulties with organization, coherence, grammar, and vocabulary. Their expressed struggles suggest that the module may not adequately address these foundational skills.
- *Lack of Confidence:* Many students may feel insecure about their writing abilities, which can hinder their willingness to engage with the material and seek help.

II. Perceived Ineffectiveness of Feedback

- *Unclear Feedback:* The students' perception that feedback is unclear indicates a potential communication gap between the instructor and students. Effective feedback should be specific, constructive, and actionable. If students find it vague, they may struggle to understand how to improve.
- *Lack of Satisfaction:* Feeling unsatisfied with feedback can lead to frustration and disengagement. Students may not see a clear path for improvement, which can diminish their motivation to write and seek further assistance.

III. Impact of Instructional Design

- *Module Structure:* The way the writing module is structured may not effectively support students in overcoming their challenges. If the curriculum lacks clear objectives or progression in skill-building, students may feel lost.
- *Alignment with Needs:* If the module does not consider the specific needs and backgrounds of the students, it may fail to provide relevant practice and support.

IV. Support Systems

- *Insufficient Guidance*: Students may require more structured guidance in their writing processes. This could include models of good writing, peer review opportunities, and more direct instruction on specific writing techniques.
- *Resource Availability*: Access to additional resources, such as writing centers, workshops, or online tools, can be critical in helping students develop their skills.

To qualitatively analyse the responses from the learners regarding their experience with the listening module in their first university year, the following key-themes and insights from the collected data can be broken down:

I. Overall Experience

- *Positive Sentiment*: A significant majority of students (40) reported a generally positive experience in the listening module. This suggests that, despite challenges, the structure and content of the module resonate well with the learners.
- *Classroom Environment*: The mention of crowded classes indicates a potential barrier to individualized attention, which might affect engagement and learning outcomes.

II. Difficulties Encountered

- *Non-authentic Listening Material*: Students pointed out the use of non-authentic materials as a challenge. This reflects a desire for more real-world contexts and examples that would make the listening practice more relevant and applicable to their lives.
- *Time Constraints*: The limited allotted time for the module appears to be a concern, suggesting that students may feel rushed or unable to fully absorb the material.

III. Perception of Improvement

- *Self-Reported Growth*: Despite the challenges, students feel that their listening skills are gradually improving. This indicates that the classroom assignments and practice sessions are effective to some extent in facilitating skill development.
- *Mixed Feelings on Improvement*: While there's an acknowledgment of progress, the improvement may not be as pronounced as desired, hinting at a need for more effective teaching strategies or materials.

IV. Engagement and Relevance of Listening Material

- *Desire for Better Materials*: Students expressed that the listening materials used could be enhanced to better engage them. This highlights a gap between the materials provided and the learners' interests or needs, which could impact motivation and participation.
- *Importance of Authenticity*: The push for more authentic materials suggests that students recognize the value of engaging with content that mirrors real-life scenarios, which could foster greater interest and motivation in the learning process.

In summary, while students tend to appreciate the listening module and feel they are experiencing improvement, there are important concerns that warrant attention. These include the quality of classroom conditions, the authenticity of the materials provided, and the pressures of time limitations. By tackling these concerns- such as by introducing more pertinent and genuine listening materials and reassessing the class organization to mitigate overcrowding- student engagement and satisfaction could be significantly improved. Furthermore, providing additional resources or time for practice may enhance the perceived progress in listening skills. A shift towards a more student-centred framework in the module could lead to more meaningful learning outcomes.

Regarding the complementarity of writing and listening skills, as well as their perceptions of the time allocated for these two skills, a qualitative analysis of the learners' responses can be displayed, as follows:

I. Perception of Skill Complementarity

- *Neutral Stance*: The learners expressed a neutral viewpoint on the relationship between writing and listening skills. This suggests that they might not yet see a clear connection or synergy between the two skills.
- *Lack of Experience*: Their status as “fresh students” indicates that they are still acclimating to the university environment and may not yet have sufficient experience or context to evaluate how these skills complement each other effectively.

II. Understanding of Appropriateness

- *Uncertainty*: The response reflects uncertainty about what constitutes “appropriate and adequate” time and practice for writing and listening. This could point to a lack of prior exposure to these skills at the university level or inadequate guidance on what optimal skill development looks like.
- *Need for Clarity*: Their hesitation highlights a potential gap in understanding the expectations for skill integration in their coursework, which could impact their confidence in developing these skills.

III. Balance of Time Allotment

- *Indeterminate Balance*: The learners did not express strong opinions about whether the time allotted for writing and listening is balanced, which may suggest that they do not have enough comparative experience to form a definitive judgment.
- *Potential for Improvement*: This neutrality might also indicate that learners feel there could be room for adjustment but lack the knowledge to articulate specific needs or preferences.

To summarize, the students' neutral attitudes towards the complementarity of writing and listening abilities, combined with their uncertainty regarding the appropriate allocation of time, highlight the necessity for enhanced educational

support and clearer guidance. By promoting a deeper comprehension of these skills and their synergistic relationship, educators can assist students in cultivating a more holistic perspective on their learning journey, which may result in more efficient skill development and increased self-assurance in their capabilities.

With respect to the qualitative assessment of the data obtained, the responses from learners regarding the improvement of their listening and writing skills, as well as their experiences in the relevant modules, can be summarized in the next key-themes:

I. Perceived Educational Background

- *Impact of Previous Education:* Many learners reported a poor educational background, which they believe adversely affects their current performance in listening and writing. This suggests a lack of foundational skills or exposure to effective language learning strategies prior to university.
- *Challenges with English as a Foreign Language:* The difficulty in understanding English, particularly when spoken by native speakers, indicates that learners feel overwhelmed. This may contribute to their overall anxiety and reluctance to engage with the material.

II. Low Confidence and Poor Self-Efficacy

- *Self-Doubt in Skills:* The learners' responses reflect a lack of confidence in their abilities to improve their writing and listening skills. This self-doubt may stem from their previous educational experiences, leading to a sense of helplessness in addressing these challenges.
- *Reluctance to Suggest Improvements:* The poor quality of suggestions for improvement could be attributed to their belief that they lack the necessary knowledge or experience to propose effective solutions.

III. Desire for Supportive Teaching Strategies

- *Call for Teacher Guidance:* Learners expressed a strong desire for teachers to take a more proactive role in encouraging and motivating them. This points to a need for instructors to adopt supportive teaching practices that foster a safe and inclusive learning environment.

- *Gentle and Patient Approaches*: The emphasis on needing “peaceful and gentle” encouragement suggests that learners may respond better to approaches that prioritize understanding and patience over strict or traditional pedagogical methods.

In a nutshell, the responses from the learners indicate notable difficulties linked to their educational experiences and challenges with English as a foreign language. Their expressed need for supportive and gentle teaching methods highlights the importance of fostering a more empathetic and responsive educational atmosphere. By emphasizing individualized support, engagement techniques, and opportunities for skill development, educators can create a more effective learning environment that facilitates growth in both listening and writing skills. Tackling these issues could greatly boost students' self-assurance and enrich their overall educational experience.

3.2.3.2. Analysis of the Class Observation Grid

Drawing from the observational grid, the qualitative assessment of the data obtained reveals important insights into classroom interactions, teaching practices, student involvement, and the obstacles faced by first-year EFL students. The findings are detailed in the following sections:

I. Teaching Methodologies:

- a. *Communicative Approaches*: The evaluation indicates a moderate prioritization of interactions and discussions, implying that while certain communicative approaches are being implemented, there remains an opportunity to cultivate more engaging classroom interactions.
- b. *Integration of Writing and Listening*: The observed lack of synergy between writing and listening exercises points to an underutilized opportunity for reinforcing interrelated skills. This disconnect may adversely affect students' overall language proficiency and their ability to utilize language in an integrated fashion.
- c. *Use of Authentic Materials*: The sporadic incorporation of genuine texts and audio resources suggests that, while there is an attempt to include authentic elements, this practice is not consistently executed. Increasing the use of

authentic materials could significantly improve the relevance of the content and boost student engagement.

II. Students' Engagement

- a. *Participation Levels:* The engagement of 15 actively participating students reflects a positive level of involvement, but this may not represent the entire class. It would be beneficial to explore strategies to encourage more widespread participation.
- b. *Collaboration:* The observation notes a lack of collaboration among students, which is essential for developing communicative competence. Increasing opportunities for group work could foster a more interactive learning environment.

III. Writing Skills:

- a. The range of writing assignments, which includes academic writing as well as creative non-fiction, is impressive. However, a more equitable distribution of these genres could enhance engagement by aligning with the varied interests and abilities of students.
- b. Various techniques exist for assessing comprehension, yet the identification of significant time restrictions reveals a critical challenge to effective evaluation. To promote a more thorough understanding, teachers may need to increase the time dedicated to conducting comprehension checks.

IV. Challenges for Students:

- a. *The difficulties noted,* particularly in terms of vocabulary limitations and pronunciation problems, reveal basic shortcomings that could hinder development. Consequently, prioritizing the mitigation of these challenges in the curriculum is imperative.
- b. *Teacher Assistance:* The various strategies that teachers employ, including differentiated teaching and vocabulary expansion, illustrate a commitment to catering to the diverse needs of students. Nonetheless, there may be a need for more specific interventions for those students who are grappling with particular obstacles.

V. Teachers' Perceptions:

- a. The perception among teachers that their methodologies are merely "adequate" reflects certain insecurity about their effectiveness. This attitude could potentially restrict their capacity for innovation and experimentation with alternative teaching strategies.
- b. Suggested Revisions: The call for enhanced practice opportunities and sufficient time allocation indicates a pressing need for structural adjustments in the curriculum. By integrating these suggestions, it is likely that the educational experience and student outcomes will be positively impacted.

The qualitative analysis underscores both the strengths and the opportunities for growth present in the EFL classroom. While there are several positive elements, such as a wide array of writing tasks and active participation from students, considerable obstacles still exist. These challenges are particularly related to enhancing collaborative efforts, integrating language skills more effectively, and addressing the difficulties that students face. By directing attention to these areas and implementing the suggested strategies for improvement, the educational setting can be enriched, thereby providing better support for first-year EFL students in their language learning process.

3.2.4. Interpretation of Results

As it has been noticed, all along the theoretical framework of this research work, there are differences among students, particularly, when it comes to language learning. An individual's strength lie in speaking, reading, and listening; however, some other learners express better abilities in writing. While specific practical suggestions were scarce, the learners' responses highlight a need for personalized strategies that address their unique challenges. This could include differentiated instruction or targeted support sessions.

Findings, related to the listening skill, indicate that, while the module is generally regarded positively, there is potential for improvement and further inquiry into specific features that could enhance its efficacy. Future research could focus on determining which aspects of the listening module are perceived as effective, and investigating

possible improvements based on the feedback provided by teachers. As it has been also noted, sometimes, that one learner may excel at one or more of these fundamental foreign language learning skills, while struggling with the others.

- **Equal Distribution:** The responses indicate an equal split among the teachers, with half advocating for more focus on writing and the other half for more focus on listening. This suggests that there is no consensus on which skill requires more attention, reflecting a potential divide in pedagogical priorities or perceptions of student needs.
- **Lack of Balance:** The absence of any teachers perceiving the current allocation as “balanced and fine” indicates a general concern about the current instructional approach. This could imply that the existing curriculum may not effectively address the needs of both writing and listening skills, leading to calls for adjustment.

Implications for Curriculum Development

- **Re-evaluation of Focus:** Given the equal demand for more focus on both skills, it would be beneficial to conduct further assessments to understand the specific needs of students in writing and listening.
- **Potential Curriculum Changes:** Consider developing a more integrated approach that allows for flexibility in focusing on writing and listening, potentially through thematic units where both skills are addressed in tandem.
- **Further Research:** To gain deeper insights, follow-up surveys or focus groups could explore why teachers favour one skill over the other and what specific changes they envision for the curriculum.

❖ Emphasis on Integration:

- The strong emphasis on integrating writing and listening skills suggests that teachers recognize the benefits of a holistic approach to language learning. This could lead to improved student outcomes by allowing learners to see the practical applications of each skill in real contexts.

❖ Potential for Enhanced Learning:

- By advocating for integrated modules, teachers are likely aiming to create a more cohesive learning experience that reflects real-world language use, where listening and writing often occur together (e.g., note-taking during lectures or summarizing spoken content).

❖ Technology as an Enabler:

- The recommendation to use language laboratories and ICTs highlights an understanding of the importance of modern tools in facilitating effective language learning. This can enhance engagement and provide diverse resources that support both listening and writing skills.

3.3. Discussion of the Main Results

By exploring these elements, the study aims to create a comprehensive understanding of the specific conditions under which first-year EFL teaching and learning take place and to propose improvements to enhance the educational experience for both EFL university learners and teachers alike. This statement reflects the core findings and insights gained from the study. For further explanation let us break it down into the following ideas:

Here are some additional potential comments and suggestions regarding the writing and listening skills modules in the first-year LMD programme:

Integration of Skills: Many teachers believe that writing and listening should not be taught in isolation. A more integrated approach could enhance students' overall language proficiency, allowing them to practice both skills in conjunction.

Diverse Materials: Incorporating a wider variety of materials- such as podcasts, articles, and real-life interviews- can make listening exercises more engaging and relevant to students' interests.

Feedback Mechanisms: Regular and structured feedback on both writing and listening tasks can help students identify areas for improvement and encourage a growth mind-set.

Cultural Context: Including culturally relevant content in both writing and listening activities can help students connect more with the material and enhance their engagement.

Technology Utilization: Leveraging technology, such as online platforms for writing practice and listening exercises, can provide students with additional resources and interactive opportunities.

By considering these comments and suggestions, the writing and listening skills modules can be enhanced to better serve the needs of first-year LMD students, ultimately improving their language proficiency and confidence.

3.4. Conclusion

This conclusion stresses the significance of recognizing the distinct conditions under which English as a Foreign Language (EFL) education is delivered, as such awareness is vital for taking meaningful steps toward the enhancement of both teaching practices and learning experiences. This understanding is derived from an analysis that integrates both quantitative and qualitative data. On one hand, and from a statistical perspective, quantitative data including test scores, surveys, and questionnaires, offers concrete evidence regarding student performance in writing and listening modules. This numerical information is likely to uncover trends that highlight both strengths and weaknesses within the student body. For instance, significant correlations may be identified between students' performance in listening and writing tasks and the pedagogical approaches adopted, or between the level of student engagement and their academic outcomes. Consequently, in the context of pinpointing areas that require enhancement, the quantitative findings allowed the researcher to identify particular domains where students might be facing challenges. For instance, if a significant number of students performed poorly on writing assessments compared to their listening scores, this could indicate shortcomings in teaching methodologies or the allocation of resources for writing instruction. These concrete data served as a solid, evidence-driven foundation for suggesting modifications, such as updating curriculum structures or providing supplementary educational resources.

On the other hand, and in terms of in-depth insights and contextual Understanding, qualitative data obtained from interviews, open-ended survey responses, classroom observations, or focus group discussions significantly enriches our understanding of the experiences and perceptions of EFL learners and their instructors. This methodology allows researchers to capture the complexities of classroom dynamics, as well as the attitudes, motivations, and difficulties that students face in their efforts to develop writing and listening competencies. This framework supports the exploration of contexts in teaching and learning. By analysing qualitative data, the researcher has sought to understand the underlying factors that explain the trends observed in the quantitative data. For instance, if students find listening tasks

challenging, qualitative data may suggest that issues such as insufficient exposure to authentic English audio, lack of adequate listening practice, or ineffective instructional methods could be influencing their performance. In a similar vein, qualitative insights regarding writing skills may reveal challenges associated with the writing process, the quality of teacher feedback, or a deficiency in focused instruction on the conventions of academic writing.

Chapter Four:

New Perspectives in Teaching English Language Skills

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- 4.2.2. Recommendations for the Writing Skills Module
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4.8. Conclusion

4.1. Introduction

Based on the results and findings, this research work seems to offer opportunities for enhancing the educational experience for both the EFL university students and their instructors. Given the learners' neutral reactions, there is an opportunity for educators to provide clearer guidelines on the importance of both writing and listening skills and how they complement each other. This could include explicit examples of how these skills interact in real-world contexts. In this fourth chapter, the researcher delves into practical recommendations and suggested activities designed to enhance the proficiency of EFL (English as a Foreign Language) university students. This section emphasizes the importance of integrating two fundamental language skills, listening and speaking, ensuring that students develop both competencies concurrently and effectively. The core premise is that by prioritizing these skills from the outset of their language learning journey, students can achieve a more balanced and holistic mastery of English. The chapter will explore various strategies and engaging activities that not only foster these essential skills but also motivate students to actively participate in their learning process. By adopting a dual-focus approach, educators can create a supportive environment that empowers learners to excel in their language development, ultimately preparing them for real-world communication challenges. Through evidence-based practices and innovative instructional techniques, this chapter aims to provide a roadmap for teachers seeking to enhance the effectiveness of their EFL programs, ensuring that students thrive in both listening and speaking capabilities.

4.2. Practical Recommendations

This section seeks to outline actionable strategies for improving the educational framework discussed in prior chapters. The recommendations are divided into specific categories, starting with overarching suggestions for enhancement that can be adapted to various contexts. Subsequently, tailored recommendations for the Writing Skills Module are provided, emphasizing the importance of targeted interventions to elevate student outcomes. The discussion then progresses to the Listening Skills Module,

which presents detailed implementation proposals and creative task-based activities designed to engage students actively. The ultimate aim of these recommendations is to facilitate significant advancements in the curriculum, thereby better preparing students with crucial language skills. In this sense, as implications for instruction, this may include:

- ❖ For Students: This study intended to propose more interactive or learner-centred learning tasks and activities, increased exposure to authentic English materials (e.g., podcasts, videos and programmes), or reinforced practice that target the key-areas of weaknesses in writing and listening.
- ❖ For Instructors: The findings are intended to propose a set of practical recommendations and activities for a better Continuous Professional Development (CPD) opportunities, taking into consideration the quality of training contemporary EFL teaching methodologies or access to novel pedagogical resources. It might also underline the need for smaller class sizes or the integration of modern technologies that promote learning outcomes.

4.2.1. Recommendations for Improvement

Drawing from the insights gathered through the teachers' questionnaire, semi-structured interviews with EFL students, and classroom observations, the following practical recommendations are proposed to enhance the EFL writing and listening skills modules.

- *Considering gathering more qualitative feedback:* Instructors should reflect upon the neutral and ineffective respondents to understand their perspectives (better, i.e.), gathering qualitative feedback from teachers: to explore specific concerns and suggestions for improving the complementarity of the modules.
- *Clarifying Feedback:* Instructors should provide clearer, more detailed feedback that includes specific examples and suggestions for improvement. Using a feedback rubric can help standardise this process.
- *Feedback Mechanisms:* Establish regular feedback channels to understand student concerns and adapt teaching methods accordingly.

- *Teaching Adaptations:* Consider differentiating instruction to accommodate diverse learning styles and backgrounds, ensuring all students feel included and capable.
- *Orientation Programmes:* Implementing comprehensive orientation sessions is believed to assist students acclimate to the new environment and set realistic expectations.
- *Community Building:* Encourage collaboration and peer interaction through group activities or projects to foster a sense of belonging.
- *Mentorship Programmes and Peer Support:* Encourage peer review sessions where students can give and receive feedback from each other, fostering a collaborative learning environment, i.e., establishing mentorship or peer support programs where more experienced students guide newcomers could provide additional encouragement and motivation.
- *Needs Assessment:* Conducting assessments to better understand students' backgrounds and specific challenges could inform more effective teaching strategies. This would help tailor instruction to meet learners' needs.

4.2.2. Recommendations for the Writing Skills Module

Concerning the overall enhancement of writing skills, the feedback collectively points to a desire for a more engaging and effective writing curriculum, highlighting a commitment to improving students' outcomes:

❖ *Emphasis on Time:*

The strong desire for increased instructional time suggests that teachers feel current writing instruction is insufficient. This could indicate that existing modules are too rushed or superficial.

❖ *Identifying specific aspects:*

Instructors of the writing module that could be improved based on teacher insights.

❖ *Scaffolding Instruction:*

Break down the writing process into smaller, manageable tasks with guided practice and regular check-ins to monitor progress.

❖ *Workshops and Extra Help:*

Offer supplementary workshops focused on specific writing skills, and make office hours more accessible for students seeking additional support, i.e., workshops on writing techniques, such as to organise focused workshops that cover specific writing techniques, such as essay structure, argument development, and creative writing.

❖ *Incorporate Peer-review:*

Introduce a peer review system where students can give and receive feedback on their writing. This fosters collaboration and critical thinking.

❖ *Use of Authentic Materials:*

Incorporate real-world writing examples, such as articles, reports, and essays from various genres, to expose students to different writing styles and purposes.

❖ *Writing Portfolios:*

Encourage students to maintain a writing portfolio that tracks their progress over the semester. This can include drafts, revisions, and reflections on their writing process.

❖ *Thematic Writing Assignments:*

Design writing assignments around themes that interest students, allowing them to engage more deeply with the material.

❖ *Integrate Technology:*

Utilize online platforms and tools (like blogs or collaborative documents) for writing assignments to enhance engagement and facilitate feedback.

4.2.3. Recommendations for the Listening Skills Module

By systematically analysing and interpreting the feedback, we can gain valuable insights that inform improvements to the listening module, ultimately enhancing students' learning experiences.

❖ *Incorporate Diverse Listening Materials:*

Make use of a diverse selection of genuine audio content, including podcasts, news broadcasts, and dialogues, to familiarize students with various accents, dialects, and situational contexts. This approach will enhance their capacity to comprehend spoken English in real-world scenarios.

❖ *Integrate Listening Strategies:*

Instruct students in specific listening strategies, including content prediction, key word identification, and effective note-taking methods. Equipping learners with a diverse set of strategies can significantly improve their listening comprehension and bolster their confidence.

❖ *Enhancing Pre-listening Activities:*

Design pre-listening tasks which encourage the activation of prior knowledge and clarify the listening objectives. Implementing strategies like brainstorming applicable vocabulary or discussing pertinent topics can effectively prepare students and foster their engagement.

❖ *Support Collaborative Learning:*

Advocate for the use of pair or group work in listening activities. Allowing students to discuss their responses and clarify their understanding with their classmates can lead to improved comprehension and the cultivation of a positive learning environment.

❖ *Integrate technological resources:*

By employing multimedia applications and tools designed to enhance listening skills. Interactive listening exercises and online quizzes serve as effective means to offer prompt feedback while accommodating diverse learning preferences.

❖ *Implement Formative Assessment:*

Such as listening quizzes and reflective journals, to measure student advancement and grasp of material. This on-going evaluative approach can facilitate instructional changes and encourage students to reflect on their own learning experiences.

❖ *Provide Constructive Feedback:*

Deliver prompt and detailed feedback regarding students' listening competencies. Identify their strong points and recommend focused improvements to aid in their development of listening proficiency.

❖ *Promote a Positive Learning Atmosphere:*

Create a classroom climate which facilitates risk-taking and mitigates anxiety. By framing mistakes as a fundamental aspect of the educational process, students will feel more empowered to participate in complex listening tasks.

❖ *Promote Cultural Awareness:*

Foster the exploration of cultural variances in communication methods and listening practices. This initiative can greatly enhance students' understanding and ability to adapt when conversing with people from diverse cultural contexts.

❖ *Motivate Self-directed Learning:*

Encourage self-directed learning among students by motivating them to investigate additional listening resources available outside the classroom setting. Suggested materials may encompass English-language films, music, and online language platforms. By guiding students on how to find these resources, educators can encourage a more independent approach to their language acquisition.

4.2.3.1. Recommendations for Implementation

- *Curriculum Enhancement:* Develop a listening curriculum that incorporates more authentic materials featuring native speakers, including podcasts, interviews, and speeches from intellectuals.

- *Active Listening Exercises:* Implement activities that require immediate feedback, such as peer discussions or reporting sessions, to reinforce real-time processing of information.
- *Diverse Listening Practices:* Include a variety of linguistic examples to broaden students' exposure to different accents and dialects, possibly through multimedia resources.
- *Structured Listening Activities:* Design exercises that pair listening tasks with comprehension questions to facilitate active engagement and critical thinking.

4.2.3.2. Recommendations for Task-based activities

- *Diverse Listening Activities:* Include a variety of listening tasks such as podcasts, news reports, interviews, and TED talks to expose students to different accents and contexts.
- *Note-Taking Strategies:* Teach effective note-taking strategies during listening exercises to help students retain and organize information.
- *Listening Journals:* Encourage students to keep a listening journal where they reflect on their listening experiences, noting new vocabulary, comprehension challenges, and personal insights.
- *Integrate Listening with Writing:* Create assignments where students listen to a piece of audio and then write a response, summary, or analysis, reinforcing the connection between the two skills.
- *Group Discussions:* Facilitate group discussions after listening activities to encourage verbal processing of the material and improve comprehension.
- *Assessment Variety:* Use a mix of assessment methods for listening skills, such as quizzes, oral presentations, and group discussions, to gauge comprehension from multiple angles.
- *Implementing targeted listening activities:* Tasks which focuses on diverse accents and varying speeds of speech.
- *Encouraging vocabulary-building activities and practice outside of class:* to enhance students' listening skills.

- *Developing strategies*: this is mainly to improve students' concentration and time management during listening tasks.
- *Encouraging teachers to diversify assessment methods*: by incorporating peer and self-assessments or project-based evaluations.
- *Provide professional development opportunities*: focused on innovative listening assessment techniques to enrich the assessment process.
- *Conducting follow-up discussions with teachers*: to explore specific aspects of the materials that may need enhancement.
- *Considering gathering student feedback on the listening materials*: to gain additional insights into their engagement and relevance.
- *Reviewing and update the listening materials periodically*: to ensure they meet the needs and interests of students.

4.2.4. General Recommendations for Both Modules

- *Curriculum Development*: Design integrated modules that explicitly connect listening and writing tasks, such as having students listen to a lecture and then write a summary or response.
- *Technology Integration*: Invest in language laboratories equipped with ICT resources that allow for interactive listening and writing exercises. This could include software for speech recognition, online collaborative writing platforms, and access to multimedia content.
- *Professional Development for Instructors*: Provide training sessions for instructors on innovative teaching methods and best practices in teaching writing and listening skills, i.e., offer training sessions for instructors on how to effectively integrate writing and listening activities in the classroom, emphasizing the use of technology.
- *Skill-Building Workshops*: Offering workshops focused on foundational skills in listening and writing could help bridge the gap for students struggling with the basics. These workshops could also address common difficulties in understanding native speakers.

- *Cross-Disciplinary Projects:* Encourage projects that require collaboration between writing and listening modules, such as multimedia presentations, to enhance interdisciplinary learning, by considering collaborative activities or projects that explicitly connect the skills taught in both modules to foster better integration, i.e., create opportunities for students to engage in projects that require both listening and writing, encouraging teamwork and practical application of skills.
- *Practical Engagement:* The call for more in-class practice indicates recognition that students learn best through doing. This aligns with contemporary educational theories that prioritise active learning.
- *Conducting a review of the writing and listening modules:* to identify areas for better integration and alignment.
- *Need for Integration:* The focus on integrating reading, writing, and listening reflects a modern understanding of language acquisition, where skills are interrelated. This suggests a pedagogical shift towards more comprehensive language instruction, i.e., implementing workshops or integrated activities that demonstrate the connection between writing and listening could help students recognize the relevance and benefits of developing both skills simultaneously.
- *Student Feedback Mechanism:* Implement a regular feedback mechanism to gather student input on the effectiveness of the modules, allowing for continuous improvement, i.e., implement a system for on-going feedback from both teachers and students to assess the effectiveness of integrated modules and make necessary adjustments. Establishing feedback loops where students can express their perceptions of skill balance and appropriateness could be beneficial. This would allow educators to adapt their approaches based on student insights.

By implementing these recommendations, the writing and listening skills modules can become more engaging, effective, and responsive to the needs of first-year LMD students.

4.3. Suggested Activities

In the context of first-year LMD educational programs, the role of engaging activities is pivotal in improving students' writing and listening abilities. These activities not only allow for the practical application of theoretical knowledge but also encourage the development of critical thinking, creativity, and collaborative efforts among learners. By participating actively in a range of tasks, students can enhance their proficiency in articulating ideas coherently in writing while also advancing their comprehension and analytical skills through listening exercises. This section outlines a methodical approach to suggested activities, categorizing them into writing, listening, and integrative tasks. Each category is crafted to target specific skills and learning outcomes, ensuring a comprehensive and effective approach to language development.

4.3.1. Suggestions for Improvement

- *Professional Development for Teachers:* Encourage on-going professional development for teachers to stay updated on best practices in teaching writing and listening skills, fostering a culture of continuous improvement.
- *Task-Based Learning:* Introduce task-based learning approaches that require students to complete projects that involve both writing and listening components, promoting practical application of skills.
- *Workshops and Peer Review:* Implement workshops focused on writing techniques and peer review sessions to foster collaboration and enhance critical thinking skills among students.
- *Assessment Diversity:* Use a variety of assessment methods to evaluate students' writing and listening skills, including self-assessments, peer evaluations, and formal exams, to capture a holistic view of their abilities.

4.3.2. Suggestions for Instructions

- *Increased Instructional Time:* Consider increasing the hours dedicated to both writing and listening modules, allowing for more practice and exploration of complex topics.

- *Student Feedback:* Regularly solicit feedback from students about the modules to ensure that their needs and preferences are being addressed, allowing for on-going adjustments to the curriculum.

4.4. Practical Activities

Here are some practical exercises with instructions that teachers can apply to:

I. Listening Comprehension with Note-Taking

Objective:

Improve listening skills and note-taking abilities.

Instructions:

- Select a short audio clip (e.g., a news segment or podcast) relevant to students' interests.
- Play the audio twice. The first time, students listen without taking notes. The second time, they take notes on key points.
- After listening, divide students into pairs to discuss their notes and summarize the main ideas.
- As a follow-up, have students write a short paragraph summarizing the audio content.

Adopted from: Field, J. (2008)

II. Collaborative Story Writing

Objective:

Enhance writing skills through collaboration.

Instructions:

- Divide the class into small groups.
- Each group receives a prompt (e.g., "A mysterious package arrives at the door...").
- Each group writes a story collaboratively, with each student contributing a sentence or two in turns.

- After completing the story, groups present their narratives to the class.
- Encourage students to provide constructive feedback on each story, focusing on coherence and creativity.

Adoptedfrom: Storch, N. (2005)

III. Role-Playing for Listening and Speaking

Objective:

Develop listening and speaking skills in a real-world context.

Instructions:

- Create scenarios relevant to everyday interactions (e.g., ordering food, asking for directions).
- Assign roles to students (e.g., customer and waiter) and have them practice the dialogues.
- Record the role-plays for later review.
- After the role-playing session, conduct a debriefing where students discuss what they learned and any challenges they faced.

Adoptedfrom: Thornbury, S. (2005)

IV. Podcast Creation

Objective:

Combine writing and listening skills in a creative project.

Instructions:

- Divide students into small groups and have them choose a topic of interest.
- Each group writes a script for a short podcast episode (3-5 minutes).
- Students take turns recording their segments using simple recording tools.
- After creating the podcasts, have groups share them with the class.
- Encourage classmates to listen and provide feedback on content and delivery.

Adoptedfrom: McHugh, J. (2016)

V. Listening Journals

Objective:

Foster reflective listening and writing skills.

Instructions:

- Assign students to listen to a specific podcast or audio article weekly.
- After listening, students write a journal entry reflecting on the content, their thoughts, and any new vocabulary learned.
- In class, hold a discussion where students can share their reflections and vocabulary discoveries.
- Encourage students to respond to each other's entries to promote interaction.

Adopted from: Baker, W., & Wells, J. (2016)

VI. Descriptive Listening and Writing

Objective:

Enhance descriptive language skills.

Instructions:

- Play an audio clip that describes a scene or event (e.g., nature sounds or a bustling market).
- Ask students to listen carefully and take notes on sensory details (sights, sounds, smells).
- Afterward, students write a descriptive paragraph based on their notes.
- Invite volunteers to read their paragraphs aloud, focusing on vivid language and imagery.

Adopted from: Lynch, T. (2009)

VII. Interactive Listening Games:

Objective:

Improve listening comprehension through interactive activities.

Instructions:

- Prepare a list of instructions or commands (e.g., "Touch your nose," "Stand up," "Clap your hands").
- Play a game where you read the instructions aloud, and students must follow them quickly.
- Increase the complexity by including multiple-step instructions as students progress.
- After the game, discuss which instructions were easy or challenging and why.

Adopted from: Larsen-Freeman, D. & Anderson, M. (2011)

These activities are meant to provide practical applications for teachers to enhance their students' writing and listening skills while fostering a collaborative learning environment. In addition to this, the following examples of activities are additional attempts to provide clear direction and inspiration for students, fostering creativity and collaboration, making the writing process both fun and educational:

❖ *Creative Writing Exercises*

1. Prompts for Imaginative Storytelling

Exercise Example:

Prompt: "It was a day unlike any other when the sky turned green..."

Instructions:

Ask students to imagine a world where this unusual phenomenon occurs. They can explore various genres such as fantasy, science fiction, or magical realism.

Encourage them to consider questions like: What happens when the sky turns green? How do the characters react? Are there supernatural elements involved?

Sample Story Starter:

“As the first rays of sunlight filtered through the dense fog, Mia looked up and gasped. The clouds churned with an eerie emerald hue, casting a surreal light over the quiet town of Eldridge. Was it a warning, or simply a trick of nature?”

Outcome:

Students will craft a short story (500-1000 words) that develops characters, setting, and plot while incorporating vivid descriptions and emotional depth.

Adopted from: Fletcher, J. (1996)

2. Collaborative Writing Projects**Exercise Example:*****Group Activity:***

Divide the class into small groups of four to five students. Provide each group with a story starter, such as, “In the heart of an ancient forest, a hidden door appeared one rainy evening...”

Instructions:

Each group will create a shared document where they will collaboratively write their story. Each student contributes one paragraph before passing it to the next person. They should build on what the previous person wrote, adding their unique twist to the narrative.

Encourage creativity and continuity, reminding them to keep track of the story’s tone and direction.

Sample Group Story:

“In the heart of an ancient forest, a hidden door appeared one rainy evening. As the rain tapped rhythmically against the leaves, Lucas, a curious boy with a knack for adventure, noticed the glimmering doorknob. With a deep breath, he turned it, revealing a world where time stood still and every whisper of the wind held a secret.”

Outcome:

After completing the story, each group presents their creation to the class, allowing for a variety of styles and interpretations, fostering a sense of community and shared creativity.

Adopted from: Storch, N. (2005)

1. Prompts for Imaginative Storytelling

Exercise Example:

Prompt: "It was a day unlike any other when the sky turned green..."

Task: Students write a short story (500-1000 words) exploring this prompt. Encourage them to include:

Characters: A young scientist who discovers the phenomenon and an old neighbor who believes it's an omen.

Setting: A small town that has never experienced anything unusual, with a focus on how the townspeople react to the strange event.

Plot Development: Students should create rising action, a climax (e.g., the scientist discovering the cause of the colour change), and a resolution (how the event impacts the town and characters).

Adopted from: Bamford, K., & Mizrahi, C. (2015)

2. Collaborative Writing Projects

Exercise Example:

Story Starter: "As the clock struck midnight, Sarah received a mysterious message on her phone..."

Task: Divide students into small groups and have each group start with this story starter. Each student contributes a paragraph, building on the previous one. For instance:

Paragraph 1: Sarah opens the message and reads, "You are the chosen one. Find me before dawn."

Paragraph 2: Confused but intrigued, Sarah looks out her window and sees a shadowy figure in the street...

Paragraph 3: She grabs her coat and rushes outside, heart racing, wondering if this is a prank or something more sinister.

Continue until they have a complete story (around 5-7 paragraphs). Each group presents their final story to the class, highlighting the different directions the narratives took.

Adopted from: Kellogg, R. T. (2008)

❖ ***Listening Comprehension Exercises***

1. Use of Audio Clips from Varied Sources

Exercise Example:

Audio Source: A podcast episode about climate change.

Task: Students listen to a 10-minute segment and take notes on key points.

Comprehension Questions:

- What are the main arguments presented about climate change?
- How does the speaker suggest individuals can contribute to solving this issue?
- What statistics or examples were used to support the claims?

Discussion Prompt: After listening, discuss in pairs how the information aligns with what they already know about climate change.

Adopted from: Field, J. (2008)

2. Interactive Listening Tasks

Role-Playing Scenarios Based on Listening Cues:

Exercise Example:

Audio Clip: An interview with a business leader discussing challenges in their industry.

Task: After listening, students role-play as the business leader and a journalist, where one student asks questions based on the interview, and the other responds as the leader would, utilizing information from the audio.

Group Discussions Following Audio Sessions:**Exercise Example:**

Audio Source: A TED Talk about innovation in education.

Task: After listening, students form small groups to discuss their reactions. Prompts can include:

- What surprised you about the talk?
- Do you agree with the speaker's ideas? Why or why not?
- How can these ideas be applied in your own learning context?

Adopted from: Thornbury, S. (2005)

3. Note-Taking Techniques

Strategies for Effective Note-Taking:

Exercise Example:

Task: Teach students the Cornell note-taking method. Play a lecture audio for 10 minutes. Instruct them to divide their notes into three sections: key ideas, details, and summary.

Practice Sessions Using Lectures or Speeches:

Exercise Example:

Audio Source: A lecture on world history.

Task: Students listen to a 15-minute segment while practicing the note-taking technique. Afterward, they compare notes in pairs and discuss any differences in what they recorded.

Adopted from: Pauk, W. & Owens, R. J. (2013)

4. Critical Listening Activities

Analysing Persuasive Speeches or Debates:

Exercise Example:

Audio Source: A famous political debate.

Task: Students listen to a selected segment and analyse the persuasive techniques used.

Questions may include:

What rhetorical devices did the speaker use?

How effective was the speaker in conveying their message?

What counterarguments were addressed?

Evaluating Different Viewpoints in Audio Material:

Exercise Example:

Audio Source: Two opposing podcasts discussing the benefits and drawbacks of remote work.

Task: After listening, students create a Venn diagram comparing and contrasting the two perspectives. Follow-up discussion can focus on which viewpoint they find more compelling and why.

Adopted from: Gordon, R. (2011)

❖ Integrative Activities

1. Project-Based Learning

Combining Writing and Listening in Thematic Projects:

Exercise Example:

Theme: "Cultural Heritage"

Task: Students research a specific aspect of their cultural heritage (e.g., traditional foods, festivals, or music) using audio resources (e.g., interviews, podcasts). They then write a report that includes:

- An introduction to the cultural aspect.

- Insights gained from the audio materials (summarizing key points).
- Personal reflections on their own experiences related to the theme.

Outcome: Students create a multimedia presentation combining their written report with audio clips, images, and videos for a class presentation.

Presentation Opportunities for Sharing Project Outcomes:

Exercise Example:

Task: After completing their cultural heritage projects, students present their findings in small groups. Each group has 10 minutes to present, followed by a Q&A session.

Requirements: Students must incorporate audio excerpts from their research and use visual aids (e.g., slides, posters) to enhance their presentations. Peers provide feedback on both content and delivery.

Adopted from: Bell, S. (2010)

2. Digital Literacy Activities

Using Technology to Enhance Writing and Listening Skills:

Exercise Example:

Task: Students use a digital platform (like Google Docs or Microsoft OneNote) to create a collaborative document where they summarize a series of podcasts related to a specific topic (e.g., environmental issues).

Outcome: Each student listens to a different podcast episode, writes a summary, and shares it in the document. They then review each other's summaries and provide feedback using comments.

Creating Blogs or Podcasts as a Form of Expression:

Exercise Example:

Task: Students create a class blog focused on a current event or topic of interest (e.g., mental health awareness). They write articles and record podcast episodes discussing their viewpoints.

Steps: Research and write a blog post on their chosen aspect of the topic.

Record a podcast episode where they discuss their article and respond to listener questions or comments.

Share their blog and podcast with the class for peer review and feedback.

Outcome: This activity combines writing and listening skills, as students practice expressing their ideas in written and spoken formats.

Adopted from: Hague, C. & Payton, S. (2010)

4.5. Future Considerations in EFL Education

As the field of English as a Foreign Language (EFL) education continues to develop, it is essential to critically assess the existing body of research to identify gaps and areas that warrant further investigation. This exploration not only informs educators about effective practices but also highlights underexplored aspects of language skills, particularly in writing and listening. By addressing these gaps, future research can contribute to the refinement of teaching methodologies and the enhancement of student learning outcomes.

4.5.1. Identifying Gaps in Current Research

In light of the substantial advancements made in EFL pedagogy, it is evident that certain research gaps still persist. A key area that warrants further exploration is the connection between technology integration and the acquisition of language skills. While a plethora of studies have examined the role of digital tools in language learning, there is a notable lack of research specifically addressing their impact on writing and listening competencies. For instance, investigations into the effectiveness of interactive listening exercises or collaborative writing environments in EFL contexts could provide valuable insights into how technology can be effectively harnessed to enhance student engagement and elevate language proficiency.

In addition, there is a pressing need for more thorough investigations that acknowledge the diverse backgrounds and experiences of EFL learners. The majority of existing literature tends to focus on uniform cohorts, thereby failing to capture the

complexities associated with language acquisition among students hailing from different cultural and linguistic backgrounds. This lack of diversity in research samples can lead to a restricted understanding of how various factors—including prior language exposure, distinct learning styles, and socio-cultural influences—affect learners' writing and listening competencies.

4.5.2. Discussion of Areas Where Further Investigation is Needed

Several critical areas within EFL writing and listening skills allow deeper exploration. One such area is the role of formative assessment in developing these skills. While the benefits of formative assessment in language learning are acknowledged, there is a need for research specifically focusing on how different types of formative assessments can effectively enhance students' writing and listening abilities. For example, studies could investigate the impact of peer feedback on writing proficiency or the effectiveness of listening comprehension quizzes on students' overall understanding of spoken English.

Moreover, the psychological aspects of language learning- such as motivation, anxiety, and self-efficacy- remain underexplored in relation to writing and listening skills. Understanding how these psychological factors influence language acquisition can provide valuable insights into developing more supportive and effective instructional practices. Future research should consider employing mixed-methods approaches that combine quantitative measures with qualitative narratives to capture the complexities of students' experiences and emotions in relation to writing and listening tasks.

4.5.3. Consideration of Underexplored Aspects of Writing and Listening Skills in EFL

Aside from the areas already highlighted, certain elements of writing and listening skills in the context of English as a Foreign Language (EFL) have not been extensively researched. The correlation between the enhancement of critical thinking skills and writing proficiency is particularly promising for future inquiry. Understanding how teaching methodologies that emphasize critical thinking can

bolster students' writing skills may lead to the development of more unified curricula that effectively prepare learners for communication in real-life situations.

Likewise, the influence of different listening contexts, especially the distinctions between academic and conversational environments, on student comprehension and information retention remains insufficiently explored. A thorough examination of how students engage with these diverse contexts could yield important implications for the development of listening exercises that are more contextually appropriate, ultimately equipping them for both academic pursuits and daily interactions.

In summary, recognizing the deficiencies in existing EFL research and investigating the less examined dimensions of writing and listening skills is vital for the progression of the discipline. As educators aim to address the varied requirements of their students, continuous investigation will be instrumental in enhancing teaching methodologies and guaranteeing that EFL programmes are both effective and pertinent. By emphasizing the incorporation of technology, the diverse backgrounds of learners, formative assessment practices, and the psychological aspects of language acquisition, forthcoming research can foster a deeper comprehension of how to optimally assist students in their language learning endeavours.

Certain facets of writing and listening skills within the EFL context have not been sufficiently explored. Regarding writing, the synergy between critical thinking skill development and writing proficiency is a promising area for further study. Investigating how teaching methodologies that emphasize critical thinking can enhance students' writing performance may lead to the creation of more holistic curricula that effectively prepare learners for authentic communication scenarios.

In a similar vein, the impact of various listening environments, such as academic versus informal conversations, on comprehension and retention among students remains under-researched. Understanding how learners adapt to these different contexts could guide the creation of more relevant listening activities that support both academic and everyday language proficiency.

In a word, the identification of gaps within the existing EFL research landscape and the exploration of underrepresented facets of writing and listening skills are crucial for the advancement of the field. As educators endeavour to cater to the diverse needs of their students, sustained research efforts will be vital in improving instructional strategies and maintaining the effectiveness and relevance of EFL programmes. By emphasizing the incorporation of technology, the diverse backgrounds of learners, formative assessment practices, and the psychological aspects of language acquisition, forthcoming research can foster a deeper comprehension of how to optimally assist students in their language learning processes.

4.5.4. Implications for Pedagogical Practices

The shifting dynamics of English as a Foreign Language (EFL) education call for continual assessment and adaptation of teaching practices. Recent studies reveal the effectiveness of multiple pedagogical approaches, highlighting the importance of investigating their implications for classroom execution. This essay delves into the ramifications of these pedagogical practices in EFL education and suggests ways to enhance teaching methodologies based on empirical research. It also considers innovative instructional methods and technological advancements that can contribute to improved educational outcomes for learners.

The results of investigations into writing and listening skills underscore important considerations for instructional practices. A predominant implication is the urgent requirement for a more student-focused approach that fosters active involvement and teamwork among learners. Traditional methods that rely heavily on teacher instruction have shown limitations in catering to the diverse needs of students; hence, adopting pedagogical strategies that promote student engagement can facilitate more effective language learning. This change is particularly significant for the development of listening and writing skills, as both interaction and feedback are vital components of our EFL learners' progress.

Furthermore, the findings of the research accentuate the necessity of embedding formative assessment within the learning journey. By offering frequent and

constructive feedback, educators can guide students in recognizing their strengths and identifying areas for growth. Formative assessments are instrumental in enhancing skill development and also serve to empower learners by cultivating a growth mindset. This understanding is aligned with current theories of language acquisition, which support the idea that continuous assessment is a crucial component of effective instructional strategies.

4.6. Recommendations for Enhancing Teaching Methodologies

To enhance teaching methodologies in EFL classrooms, several practical recommendations emerge from the research findings.

Incorporate Collaborative Learning: Educators should implement collaborative learning activities that encourage peer-to-peer interaction. Group discussions, peer reviews, and collaborative writing projects can enhance students' engagement and provide them with opportunities to learn from one another.

Utilize Authentic Materials: The use of authentic listening and writing materials, such as podcasts, articles, and real-world scenarios, can increase students' motivation and relevance to their language learning. Authentic materials expose learners to varied linguistic contexts and cultural nuances, preparing them for real-life communication.

Adopt a Task-Based Language Teaching (TBLT) Approach: Implementing a TBLT approach can enhance students' practical language skills. By focusing on meaningful tasks that require students to use their writing and listening skills in context, educators can facilitate deeper learning and improve language proficiency.

Provide Differentiated Instruction: Recognising that students have diverse learning styles and abilities, teachers should tailor their instruction to meet these varied needs. This could involve offering different types of activities or materials based on students' proficiency levels or learning preferences.

❖ *Exploration of Innovative Instructional Strategies and Technologies*

In addition to refining traditional methodologies, exploring innovative instructional strategies and technologies is vital for enhancing EFL education. Technology integration can significantly transform language learning experiences, making them more interactive and engaging.

- *Blended Learning Environments:* Combining face-to-face instruction with online learning platforms can provide students with flexible learning opportunities. Online resources such as language learning apps, interactive listening exercises, and writing platforms can complement classroom activities and allow for individualized practice.
- *Gamification of Learning:* Incorporating game elements into language learning can increase motivation and engagement. Using gamified platforms for listening and writing tasks encourages students to take risks and learn in a fun, competitive environment.
- *Utilization of Multimedia Tools:* Employing multimedia resources, such as videos, info-graphics, and audio recordings, can cater to various learning styles and reinforce comprehension. These tools can make abstract concepts more tangible, aiding in the development of both writing and listening skills.
- *Flipped Classroom Models:* In a flipped classroom model, students engage with new content at home through videos or readings and apply their learning in the classroom through collaborative activities and discussions. This approach encourages active learning and allows for more in-depth exploration of writing and listening tasks.

The shifting landscape of EFL education requires a forward-thinking approach to instructional practices. By focusing on student-centred methodologies, implementing formative assessments, and exploring cutting-edge teaching strategies and technologies, educators can enhance their instructional effectiveness. As research progresses in identifying best practices within EFL, the findings will provide a framework for refining pedagogical approaches, ensuring that students acquire the language skills essential for thriving in a globalised environment.

4.7. Future Research Directions

Future research should aim to include a broader range of participants, ensuring that findings are representative of the diverse EFL learner population, i.e., future studies should prioritise the inclusion of a more varied participant pool to ensure that the findings are representative of the broad spectrum of EFL learners.

Active research in the domain of English as a Foreign Language (EFL) education is fundamental for adapting to the fluid needs of learners and the transforming landscape of language education. As global communication continues to grow, the requirement for effective language skills becomes increasingly critical, necessitating on-going assessment and enhancement of pedagogical strategies. Research informs educators about effective practices while also highlighting the various difficulties students encounter in their journey toward language proficiency. By participating in reflective inquiry, more effective approaches that address these challenges and improve educational outcomes for students can be created.

The evolving nature of English as a Foreign Language (EFL) education calls for a thoughtful reflection on the research findings and their implications for future practices and inquiries. This section intends to illuminate critical considerations that arise from the study of EFL language skills modules, particularly focusing on writing and listening within the first-year LMD programme. By identifying existing gaps in pedagogical practices and examining emerging trends in language education, this discussion will outline potential research pathways that seek to enhance our understanding of effective instructional methods, boost student engagement, and address the diverse requirements of learners. Through sustained exploration and innovation, we can play a pivotal role in developing more effective and inclusive EFL programs that support students in their language learning experiences.

Within the framework of this investigation into EFL language skills modules, specifically targeting writing and listening components of the First-Year LMD Programme, a number of pivotal findings have been identified. The study emphasises the requirement for a range of instructional resources, the necessity of clear teaching

strategies, and the critical role of student involvement in the learning experience. Moreover, perspectives from both instructors and students reveal the importance of a nurturing classroom environment and the role of technology in facilitating language acquisition. These conclusions establish a strong basis for subsequent research, highlighting the need for on-going examination to improve and elevate practices in EFL education.

4.7.1. Expanding the Scope of Research

As the domain of English as a Foreign Language (EFL) education continues to develop, it is essential to broaden the research landscape to enhance our comprehension of the complexities surrounding language acquisition and the various elements that affect student performance. Recent studies have provided valuable insights into teaching methodologies and student experiences, yet there remains a pressing need for broader investigations that encompass varied student populations and contexts. This essay discusses the importance of expanding the scope of research in EFL education, offers suggestions for studies that include diverse learner demographics, and explores the potential for comparative studies with other language programmes.

The prevailing research landscape in English as a Foreign Language (EFL) education often emphasizes particular demographic groups or localized contexts, which can constrain the broader applicability of the findings. Expanding the research focus to incorporate a diverse range of student populations can yield a more holistic understanding of how various factors, including cultural background, previous language exposure, and individual learning preferences, affect the process of language acquisition. This inclusivity is imperative for crafting pedagogical approaches that meet the varied needs of all learners, thereby enhancing the equity and effectiveness of EFL initiatives.

As suggestions for broader studies, and in order to achieve a more inclusive approach in EFL research, several suggestions can be made:

- ***Inclusion of Diverse Demographics:*** Future studies should aim to include students from various cultural, socio-economic, and linguistic backgrounds. This diversity will allow researchers to explore how these factors influence language learning experiences and outcomes. For example, investigating how immigrant students or those from multilingual environments navigate language acquisition can reveal unique challenges and strategies that are not currently well-researched.
- ***Consideration of Varied Learning Environments:*** Research should also encompass a range of learning environments, such as formal educational settings, informal language exchanges, and online platforms. By examining how context impacts language learning, researchers can identify effective practices that are adaptable across different educational landscapes.
- ***Longitudinal Studies:*** Conducting longitudinal studies that track students' progress over time can provide valuable insights into the developmental trajectories of language learners. Such studies can help identify key factors that contribute to long-term success in language acquisition, as well as challenges that students may face as they progress through different levels of proficiency.

At another level of reflections, and in terms of expanding the scope of research within EFL, there is significant potential for conducting comparative studies with other language programs. Such researchers are assumed to yield insights that enhance our understanding of effective language teaching and learning practices across different contexts.

- ***Comparative Analysis of Methodologies:*** By comparing EFL programs with those in other languages, researchers can identify best practices that transcend linguistic boundaries. For instance, examining how writing instruction is approached in EFL compared to programs teaching languages such as Spanish or Mandarin can reveal effective strategies that could be adapted for EFL contexts.

- *Cross-Cultural Studies*: Comparative studies that explore the cultural influences on language learning can provide valuable insights into how students from different backgrounds engage with EFL. Understanding these cultural nuances can inform curriculum development and teaching strategies, leading to more culturally responsive pedagogy.
- *Impact of Policy and Curriculum Differences*: Research can also investigate how differences in educational policies and curricular frameworks between countries influence language learning outcomes. By analysing these variations, educators can gain insights into how to structure EFL programs for greater efficacy.

4.7.2. Interdisciplinary Approaches

As language education continues to develop, the importance of interdisciplinary strategies in English as a Foreign Language (EFL) becomes increasingly apparent. By delving into the relationships between EFL and other areas such as psychology, technology, and linguistics, educators and researchers can develop a richer understanding of the multifaceted nature of language acquisition and instruction. Incorporating psychological insights can shed light on learner motivation and cognitive processes, while technological advancements introduce creative methods for facilitating language learning.

Additionally, linguistic insights offer a comprehensive basis for examining language structure and use, thereby enriching the educational methodologies engaging in collaborative research that spans multiple disciplines not only enhances the educational experience but also contributes to the formulation of more effective instructional methods. By utilizing the diverse expertise available across fields, researchers can more adeptly address the complex issues surrounding language learning, ultimately benefiting learners' achievements. This interdisciplinary collaboration enriches our theoretical perspectives and carries practical significance for curriculum innovation, teacher professional development, and resource generation. As we progress into the future, it is imperative to adopt these collaborative frameworks to cultivate a dynamic and adaptable EFL environment that responds to the challenges of a globalised context.

4.7.3. Feedback from Stakeholders

The evolution of English as a Foreign Language (EFL) education is greatly shaped by the input of various stakeholders, such as instructors, students, and curriculum planners. Involving these parties in the research process not only increases the applicability of the findings but also guarantees that the educational strategies formulated are rooted in actual classroom experiences. By incorporating the perspectives of teachers, who possess critical insights from their daily engagements with students, alongside those of learners, who can shed light on the efficacy of teaching methods, researchers can foster a more comprehensive understanding of the EFL setting.

Furthermore, curriculum designers, drawing on their proficiency in pedagogical frameworks, can furnish significant feedback on the optimal integration of research outcomes into both course content and instructional practices. This collaborative effort nurtures an active dialogue that enhances the research process and promotes inventive strategies in curriculum innovation.

The value of stakeholder involvement cannot be underestimated; it is crucial for informing future research directions and ensuring that initiatives are responsive to the authentic needs of learners and educators. By prioritizing stakeholder perspectives, EFL research can develop in substantial ways, resulting in refined teaching methodologies and enhanced learning experiences. As we progress, the cultivation of these collaborative relationships will be essential in fostering a more effective and inclusive EFL setting that equips learners to face the challenges presented by a globalised world.

4.7.4. Concluding Thoughts

As we predict the future of English as a Foreign Language (EFL) education, it becomes crucial to integrate the fundamental aspects and research pathways that will guide our educational practices. The shifting landscape of language education requires a commitment to interdisciplinary frameworks, engagement with various stakeholders, and the adoption of technological innovations. Future research endeavours should

examine the intricate links between EFL and related fields such as psychology, linguistics, and digital advancements, ensuring that our educational methods are effective and responsive to the contemporary needs of learners.

In summary, essential considerations involve encouraging collaborative research that reflects the input of educators, students, and curriculum designers. The integration of technological progress is also important for developing more engaging and individualized learning experiences. Furthermore, a strong focus on ethical and culturally responsive teaching practices is imperative for enhancing inclusivity and accessibility in language education.

This is a clarion call for researchers and educators in the field to actively engage in these initiatives, prioritizing collaborative efforts and dialogue that enhance our understanding and practices. By embracing innovation, teamwork, and critical reflection, we can collectively advance the discipline of English as a Foreign Language (EFL), providing learners with the necessary skills to thrive in a globally interconnected society. Together, we can shape a future where language education is both effective and transformative.

- *Collective Feedback:* Gathering on-going feedback from students about their experiences with the writing module can help instructors adjust their approaches in real time.
- *Assessing Longitudinal Changes:* Monitor student progress over time to evaluate the effectiveness of any changes implemented in response to their feedback.
- *Longitudinal Studies:* Conduct follow-up interviews to track changes in students' perceptions over time and to assess the effectiveness of implemented strategies.
- *Comparative Analysis:* Compare experiences across different cohorts or modules to identify systemic issues or best practices.
- *Engagement Techniques:* Implementing interactive and engaging teaching methods could help learners feel more involved and invested in their learning process. This might include collaborative activities, technology integration, or real-life applications of listening and writing skills.

4.8. Conclusion

Employing these analytical approaches allows for a more nuanced understanding of teacher feedback, which in turn can yield actionable insights which would contribute to the advancement of curriculum design. Ultimately, the recommended enhancements are designed to foster a more nurturing, efficient, and adaptive educational atmosphere for first-year English as a Foreign Language (EFL) students and their educators.

By including varied student populations, considering different learning environments, and pursuing comparative studies with other language programs, researchers can contribute to the development of more inclusive and effective EFL practices. This expanded research agenda will not only enhance our understanding of language learning but also support the creation of equitable educational experiences that meet the needs of all learners in a globalised world.

General Conclusion

The present study examines the difficulties that first-year LMD students experience in learning English as a Foreign Language (EFL), particularly in the domains of writing and listening. Despite their importance for academic performance, a substantial number of students encounter notable difficulties in these areas. This research critically conducts a thorough reflection on the effectiveness of prevailing EFL instructional strategies, and delves into the factors that exacerbate these challenges, aiming to generate insights that could lead to enhancements in the educational modules to more effectively support students' language development.

This research seeks to answer the following core questions:

RQ1: How effective are the current EFL teaching methodologies in fostering writing and listening skills among first-year LMD learners?

RQ2: What are the primary challenges faced by students in learning EFL writing and listening skills?

RQ3: What are the teachers' perceptions of the effectiveness of the EFL modules, and what improvements could be made to better support the teaching of writing and listening?

The central objective of this study is to perform a thorough examination of the teaching methodologies and learning outcomes related to the writing and listening modules in the first-year LMD programme. Through an assessment of the effectiveness of prevailing pedagogical techniques and the identification of challenges faced by learners and instructors alike, the research aims to propose strategies for the advancement of teaching and learning in these critical language areas. Moreover, this research endeavours to bridge the divide between theoretical concepts and practical execution in EFL instruction, thereby contributing to the overall enhancement of students' language skills and academic success in an increasingly interconnected educational context.

In terms of practical implications, one may advocate the following aspects:

- *Personalized and Differentiated Instruction:* The study highlights the diverse strengths that students exhibit across different language skills, such as speaking, listening, and writing. This variability necessitates personalized teaching strategies that cater to individual student needs. Teachers are encouraged to adopt differentiated instruction, tailoring lesson plans to address specific challenges. For instance, students struggling with writing could benefit from targeted workshops, while those facing difficulties in listening may need additional practice with comprehension techniques.
- *Integrated Approach to Writing and Listening:* A key recommendation is the integration of writing and listening instruction. Instead of teaching these skills separately, the study suggests that they should be combined into thematic units that encourage practical application. For example, a lesson on academic note-taking could simultaneously involve listening tasks (e.g., lectures) and writing exercises (e.g., summarizing). This integrated approach helps students see the interconnections between skills and prepares them for real-world tasks that require both listening and writing.
- *Use of Technology and Modern Tools:* Technology plays a critical role in modern language learning. The study advocates for the use of ICT tools, including language labs and online platforms, to enhance engagement and provide interactive, authentic learning experiences. Resources like podcasts, video lectures, and online writing feedback can make language learning more relevant and dynamic, appealing to students' interests while improving both listening and writing skills.
- **Feedback Mechanisms:** On-going, structured feedback is essential for student development. In both writing and listening, formative assessments that offer actionable feedback can help students identify their strengths and weaknesses. This continuous feedback loop encourages a growth mind-set, helping learners view challenges as opportunities for improvement. Regular feedback is also vital for boosting motivation and ensuring long-term progress.
- **Culturally Relevant Content:** The inclusion of culturally relevant materials in lessons is another important aspect of effective language instruction. By selecting texts and audio resources that reflect students' cultural backgrounds, or by exposing them to global perspectives, educators can increase engagement and

create a more meaningful learning experience. When students can connect their own experiences to the content, they are more likely to be motivated and invested in their learning.

At the theoretical level, the following implications may be noticed:

- *Challenges to Traditional Pedagogical Approaches:* The study challenges traditional models of language instruction that treat skills like listening and writing as isolated areas. The findings support a more integrated approach to teaching, one that acknowledges the interconnectedness of language skills. This challenges the compartmentalized teaching methods that have traditionally dominated English as a Foreign Language (EFL) pedagogy, urging a shift toward holistic and context-based language learning.
- *Learning Styles and Skill Development:* The study reinforces the theory that students develop language skills at different rates and through different strengths. Some may excel in writing while others perform better in listening. This aligns with differentiated learning theories, which emphasize the importance of recognizing individual learning styles and tailoring instructional methods accordingly. A learner-centered approach, where teaching is adapted to each student's unique needs, is critical for effective language acquisition.
- *The Role of Technology in Language Learning:* The findings align with constructivist theories, which advocate for interactive, student-centered learning. Technology serves as an important tool for facilitating self-directed learning and fostering deeper interaction with the language. By using digital tools like online platforms, podcasts, and language labs, students engage in authentic, context-rich learning experiences that encourage exploration and self-improvement.
- *Feedback and Motivation Theories:* The emphasis on regular, constructive feedback ties into motivational theories and self-regulated learning. Feedback serves as a catalyst for student motivation, helping them understand their learning process and driving them toward better performance. In this context, feedback not only informs students about their current level but also motivates them to continue developing their skills.

At the policy level, the main implications that can be noted summarised in the following points:

- *Curriculum Reforms:* The study suggests a need for curriculum reforms that better align with the evolving needs of students and teachers. The current curriculum, which often places unequal emphasis on writing or listening, should be revisited to ensure that both skills are equally prioritized. Policymakers should design more flexible, integrated modules that allow for dynamic adjustments based on student needs, ensuring a more balanced development of writing and listening skills.
- *Teacher Training and Professional Development:* Given the variation in pedagogical priorities among teachers (with some focusing more on writing and others on listening), professional development programs should provide comprehensive training on how to teach both skills effectively. Teachers should also be equipped to apply integrated teaching methods and utilize modern pedagogical tools, including technology. Training should address the challenges identified in the study, such as catering to diverse learning styles and adjusting instruction to meet individual student needs.
- *Standardization vs. Flexibility:* The study cautions against a rigid, one-size-fits-all approach to language teaching. Educational policies should allow for flexibility in program design, enabling instructors to adapt instructional methods, assessments, and content based on student feedback and emerging needs. This flexibility would create a more responsive and personalized learning environment that supports diverse student profiles.
- *Technology Integration at Institutional Level:* The study emphasizes the importance of incorporating technology into language instruction. Policymakers should prioritize the development of ICT infrastructure in educational institutions, ensuring that both students and teachers have access to digital tools such as language labs, online platforms, and multimedia resources. These tools can enhance the learning experience, making it more interactive and relevant to modern language learners.

General Conclusion

In summary, the analysis advocates for a customized, integrated, and flexible strategy in language teaching. It calls for reforms in the curriculum that provide equal emphasis on listening and writing, while also encouraging the use of technology to create engaging and authentic learning experiences. The introduction of feedback systems and culturally relevant content enhances student motivation and skill development. These practical recommendations challenge traditional educational models and stress the importance of on-going teacher development, as well as a policy shift towards more adaptable, student-centered teaching environments.

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Appendices

***Appendix “A”:
The EFL Teachers’ Questionnaire***

Rubric 1: Background Information

- 1. How many years have you been teaching EFL at the university level?**
 - Less than 1 year
 - 1–3 years
 - 3–5 years
 - More than 5 years
- 2. Which language skill(s) do you teach in the first-year LMD programme?**
 - Writing
 - Listening
 - Both Writing and Listening

Rubric 2: Writing Skills Module

- 3. How effective do you think the current writing module is in improving students’ writing skills?**
 - Very effective
 - Effective
 - Neutral
 - Ineffective
 - Very ineffective
- 4. What are the main challenges you observe in students’ writing performance?(Please, choose all that apply)**
 - Lack of vocabulary
 - Poor grammar skills
 - Difficulty organizing ideas

- Inadequate practice
- Other (please, specify):.....

5. What methods do you use to assess students' writing progress?(Please, choose all that apply)

- Written assignments
- In-class activities
- Peer reviews
- Quizzes/tests
- Other (please, specify):

Rubric 3: Listening Skills Module

6. How effective do you think the current listening module is in improving students' listening comprehension?

- Very effective
- Effective
- Neutral
- Ineffective
- Very ineffective

7. What are the common difficulties your students face in listening tasks? (Please, choose all that apply)

- Understanding different accents
- Difficulty following speed of speech
- Limited vocabulary
- Difficulty recognizing key information
- Other (please, specify):

8. How do you assess students' listening comprehension in your course?

(Please choose all that apply)

- Listening tests
- In-class listening activities
- Oral assessments
- Other (please, specify):.....

9. Do you think the listening materials provided in the module are relevant and engaging for the students?

- Yes
- No
- Partially
- Not sure

Rubric 4: Integration and Improvement

10. How well do you think the writing and listening modules complement each other?

- Very well
- Well
- Neutral
- Poorly
- Not at all

11. What improvements would you suggest for the writing module?

(Open-ended)

12. What improvements would you suggest for the listening module?

(Open-ended)

13. Do you think there should be more balance between the time and focus allocated to writing and listening?

- Yes, more focus on writing
- Yes, more focus on listening
- The balance is fine
- Other (please specify):

Rubric 5: Recommendations and Suggestions

14. Please, provide any additional comments or suggestions regarding the writing and listening skills modules in the first-year LMD programme.

Appendix “B”:

The EFL Students’ Interview

First-Year EFL Students’ Interview

Part 1: General Overview of EFL Modules

1. How would you describe your overall experience with EFL language skills modules in your first year?
2. What are your expectations for learning English in the first-year EFL programme?

Part 2: Writing Skills Module

3. Could you describe your experience with the writing module?
4. What challenges have you faced in the writing module?
5. How do you feel your writing skills have developed over the course of this module?
6. Do you receive enough feedback on your writing tasks?

Part 3: Listening Skills Module

7. Could you share your experience with the listening module?
8. What difficulties have you encountered in improving your listening skills?
9. How do you feel your listening comprehension has improved during the module?
10. Do you think the listening materials used in the course are relevant and engaging?

Part 4: Integration of Skills

11. How do you think the writing and listening skills modules complement each other, if at all?
12. Do you feel that the time allocated to writing and listening is balanced?

Part 5: Suggestions for Improvement

13. What suggestions would you make to improve the writing module?
14. What suggestions would you make to improve the listening module?
15. Do you have any additional comments about your experience with writing and listening modules?

***Appendix “C”:
The Class Observation Grid***

| Aspect | Indicators/Criteria | Observational Focus | Notes |
|-------------------------------|---|---|---|
| Teaching Methodologies | 1. Communicative approaches | Are interactions and discussions emphasized? | Somehow |
| | 2. Integration of writing and listening | Are writing and listening activities connected? | Not really |
| | 3. Use of authentic materials | Are real-world texts or audio used? | In few occasions |
| Student Engagement | 1. Participation levels | How many students are actively engaged? | 15 students |
| | 2. Collaboration | Are students working together on tasks? | Not as much as needed |
| Writing Skills | 1. Types of writing tasks | What genres of writing are assigned? | Academic Writing; Research papers; creative non-fiction and Personal essays |
| | 2. Feedback mechanisms | How is feedback given on writing? | Peer Review; Instructor or Editor Feedback; Very rarely workshops; Formal Assessments |
| Listening Skills | 1. Listening activities | What types of listening tasks are implemented? | Listening Comprehension; Listening for Gist; Listening for Specific Information; Note-taking; Listening to Follow Instructions |
| | 2. Comprehension checks | How is understanding assessed during tasks? | Classroom Settings; Standardized Tests; Workplace Training; Language Learning; Feedback Sessions, but all this with severe time constraints |

Appendices

| | | | |
|--------------------------------|---------------------------------|--|---|
| Challenges for Students | 1. Common difficulties observed | What specific struggles do students display? | Limited Vocabulary; Grammar and Structure; Listening Comprehension; Pronunciation and Speaking Fluency; Cultural Differences; Limited Learning Strategies |
| | 2. Teacher support | How do teachers assist students facing challenges? | Differentiated Instruction; Building Vocabulary; Grammar Support; Listening Activities; Encouraging Communication; Study Skills Instruction |
| Teacher Perceptions | 1. Reflections on methodologies | What do teachers say about the effectiveness of their methods? | They generally consider them as good enough |
| | 2. Suggested improvements | What improvements do teachers suggest for modules? | More practice; more allocated time; |

Table(2.1): Class Observation Grid

Guidelines for Use

- **Frequency:** Conduct several observations for varied insights.
- **Duration:** Observe the full class period.
- **Context:** Note specific class dynamics and environments.

الملخص:

تقوم هذه الرسالة بتقييم نقدي لفعالية وحدات مهارات اللغة الإنجليزية، مع التركيز بشكل خاص على الكتابة والاستماع، ضمن برنامج LMD للسنة الأولى. تعدّ هذه المهارات أساسية للنجاح الأكاديمي والتواصل الفعال؛ ومع ذلك، يجد العديد من الطلاب صعوبة في الوصول إلى مستوى كفاءة كافٍ. تستكشف الدراسة العوامل الرئيسية التي تؤثر في تعليم اللغات، بما في ذلك التقنيات التربوية، والأطر المؤسسية، وتجارب الطلاب. من خلال تبني منهجية بحث مختلطة، تدمج الدراسة البيانات الكمية المستخلصة من الاستبيانات التي أجريت مع المعلمين مع رؤية نوعية تم الحصول عليها من مقابلات مع الطلاب وملاحظات في الفصل الدراسي. تظهر النتائج أنه بالرغم من أن الاستراتيجيات التعليمية الحالية فعالة جزئيًا، إلا أن التحديات لا تزال قائمة، مثل الفرص المحدودة للتدريب، وقلة التعرض لبيئات لغوية حقيقية، وغياب الممارسات التربوية التي تركز على الطالب. تدعو الدراسة إلى إصلاحات منهجية تشجع على استراتيجيات تعليمية أكثر تفاعلية وعملية، لدعم أفضل لتعلم اللغة لدى الطلاب في السنة الأولى.

الكلمات المفتاحية: مهارات اللغة الإنجليزية، الكتابة، الاستماع، الاستراتيجيات التربوية، التواصل الفعال.

Résumé :

Cette dissertation réalise une évaluation critique de l'efficacité des modules de compétences en langue anglaise, en particulier en écriture et écoute, dans le cadre du programme LMD de première année. Ces compétences sont essentielles pour la réussite académique et la communication efficace ; néanmoins, de nombreux étudiants trouvent difficile d'atteindre un niveau de maîtrise suffisant. L'étude explore les principaux facteurs influençant l'enseignement des langues, y compris les techniques pédagogiques, les cadres institutionnels et les expériences des étudiants. Adoptant une approche méthodologique mixte, la recherche intègre des données quantitatives issues de questionnaires auprès des enseignants avec des insights qualitatifs provenant des entretiens avec des étudiants et des observations en classe. Les résultats montrent que, bien que les stratégies pédagogiques existantes soient partiellement efficaces, des défis persistent, tels que des opportunités limitées de pratique, une exposition insuffisante à des environnements linguistiques authentiques, et un manque de pratiques pédagogiques centrées sur l'étudiant. L'étude plaide en faveur de réformes curriculaires favorisant des stratégies d'enseignement plus interactives et pratiques, afin de mieux soutenir l'apprentissage linguistique des étudiants de première année.

Mots clés: *Compétences en langue anglaise ; Écriture ; Écoute ; stratégies pédagogiques ; Communication efficace.*

Abstract:

This dissertation conducts a critical assessment of the effectiveness of English language skills modules, particularly in writing and listening, as part of the first-year LMD programme. These skills are crucial for academic success and effective communication; nevertheless, many students find it challenging to reach a proficient level. The investigation delves into key factors that impact language instruction, including pedagogical techniques, institutional frameworks, and student experiences. Adopting a mixed-methods approach, the research integrates quantitative data from teacher surveys with qualitative insights from student interviews and classroom observations. The findings indicate that while existing teaching strategies are partially effective, challenges persist, including limited opportunities for practice, insufficient exposure to authentic language environments, and a lack of student-centered pedagogical practices. The study advocates for curriculum reforms that promote more interactive and practical teaching strategies to better support the language learning of first-year students.

Key-words: *English language skills; Writing; Listening; teaching strategies; Effective communication.*