Damietta University

برنامج قائم على التعلم الاجتماعي المعرفي لتطوير مهارات الأداء الشفوي لدي الطلاب المعلمين شعبة اللغة الإنجليزية

(بحث مستل من رسالة الدكتوراة)

اعداد

ريم محمود حامد الهواري

باحثة دكتوراه بقسم المناهج وطرق التدريس

د. ايناس محمد فرحات	**أ.د.جيهان محمود البسيوني**
مدرس المناهج وطرق تدريس	أستاذ المناهج وطرق تدريس اللغة الانجليزية
اللغة الإنجليزية كلية التربية	ووكيل الكلية للدراسات العليا
جامعة دمياط	كلية التربية جامعة بورسعيد

2025

Program based on Socio-cognitive Learning to Improve Student Teachers' EFL Oral Performance Skills

A study based on a PhD Dissertation

By
Reem Mahmoud Hamed Al-hawary
PhD Researcher in Curriculum and Instruction Department

Dr. Jehan Mahmoud El.Bassouni
Professor of Curriculum and Instruction (EFL)
Vice-Dean for Graduate Studies and Research
Faculty of Education Port Said University

Dr. Enas Mohammed Farahat
Lecturer of Curriculum and Instruction (EFL)
Faculty of Education Damietta University

برنامج قائم على التعلم الاجتماعي المعرفي لتطوير
مهارات الأداء الشفوي لدي الطلاب المعلمين شعبة اللغة الإنجليزية

مستخلص البحث

أجريت هذه الدراسة بهدف التحقق من أثر برنامج قائم على التعلم الاجتماعي المعرفي في تطوير مهارات الأداء الشفوي في اللغة الإنجليزية لدى الطلاب المعلمين بالفرقة الثانية بقسم اللغة الإنجليزية بكلية التربية بجامعة دمياط.   وللتحقق من هدف الدراسة تم استخدام المنهج شبه التجريبي للمجموعتين . تكونت عينة الدراسة من 30 طالب وطالبة تم اختيارهم بطريقة عشوائية من كلية التربية، جامعة دمياط، شعبة اللغة الإنجليزية، وتم تقسيمهم لمجموعتين: المجموعة التجريبية (ن=15) والمجموعة الضابطة (ن=15). لجمع البيانات قامت الباحثة بتصميم اختبار في مهارات الأداء الشفوي باللغة الإنجليزية وتم تطبيقه قبل اجراء المعالجة التجريبية وبعدها. قامت الباحثة بالتدريس للمجموعة التجريبية باستخدام برنامج قائم علي التعلم الاجتماعي المعرفي، بينما تلقت المجموعة الضابطة الطريقة التقليدية. أسفرت نتائج الاختبارات عن وجود فرق ذو دلالة إحصائية عند مستوي دلالة بين متوسط درجات المجموعة التجريبية والمجموعة الضابطة في اختبارمهارات الأداء الشفوي وذلك لصالح المجموعة التجريبية. وبناء علي ذلك تقترح الدراسة استخدام برنامج قائم علي التعلم الاجتماعي المعرفي لتطوير مهارات الأداء الشفوي باللغة الإنجليزية لدي الطلاب المعلمين. وعلاوة علي ذلك تقترح اجراء تعديلات لمحتوي منهج طرق التدريس المصغر للتركيزعلي ضرورة تطوير مهارات الأداء الشفوي أثناء تأهيل الطلاب المعلمين.

الكلمات المفتاحية: مهارات الأداء الشفوي باللغة الإنجليزية، الطلاب المعلمين، برنامج قائم علي التعلم الاجتماعي المعرفي.

Program based on Socio-cognitive Learning to Improve Student Teachers' EFL Oral Performance Skills

Abstract

The present study aimed at investigating the impact of a socio-cognitive program on improving student teachers' EFL oral performance skills. The research adopted the quasi-experimental research design. The participants of the study were 30 student teachers studying at the department of English at the faculty of Education in Damietta University. They were randomly divided into two groups: an experimental group (N= 15) and a control one (N= 15). The instrument of the study was a pre-post oral performance skills test that was administered on the two groups. The researcher taught the experimental group through a program based on socio-cognitive learning while the control group were taught their regular courses at the faculty. The results of the study revealed that there was a statistically significant difference between the mean scores of the experimental group and the control group in the EFL oral performance skills test in favor of the experimental group. The results asserted that engaging student teachers in socio-cognitive learning experiences helps in promoting their ability for conducting moment-by-moment coordinated interaction through real-time oral performance where language components are leveraged spontaneously for situation-specific use.

Key words: *Socio-cognitive Learning, EFL Student teachers, EFL Oral Performance skills.*

1.Introduction and background

English language teaching and learning has gained special attention as an international language. Foreign language learning started to be viewed not just as a potentially predictable developmental process but also as a creation of meaning through interactive negotiation among learners. This shift of interest assigned new roles to English language teachers, and consequently, to the designers of English language teachers' preparation courses. That is, EFL teacher with high teaching language proficiency can obviously help in determining students' success in learning a language because these teachers are able to give more accurate explanations and richer language input, have higher flexibility in the use of the language and be more confident in delivering their lessons compared with their lower proficiency counterparts. EFL oral performance skills are essential in a way that EFL teachers with higher language proficiency are reported to have higher confidence in delivering their lessons and that this attitude is passed on to their students, causing them to have a more positive attitude on the target language.

In addition, teachers' target language proficiency is a determining factor explaining the variance in the effectiveness of teachers' classroom practices. In this context, Nhung (2017) asserts that EFL teachers with an advanced level of target language proficiency are able to manage various aspects of language teaching, to expose learners to a wider range of language structures and vocabulary, and to repeat target language instructions so as to give students sufficient time to understand and respond better. Consequently, EFL teachers need to have an advanced level of target language proficiency to provide

meaningful explanations, rich language input for learners and respond spontaneously and knowledgeably to their learners' questions on language and culture. Moreover, EFL teachers with an advanced level of oral performance skills can take learners beyond their zone of proximal development level. Yan(2021) states that effective classroom talk is a key factor in improving learners engagement and outcomes. That is why, language teachers in particular need to be competent leaders in their classes and proficient performers in the target language in order to interact with their students and help them use the target language for communication. Interest in communicators and leaders in today's world drew the attention of scholars to find ways to develop leadership and EFL oral performance skills.

One of the recently used approaches to build up language capacity of student teacher is socio-cognitive approach for teacher Professional development. Atkinson (2018) clarifies that a program based on socio-cognitive learning for developing EFL teachers' oral proficiency has three components to develop teachers' subject knowledge. In the language study component, teachers develop their knowledge of and proficiency in their target language teaching. In the language acquisition component, teachers deepen their knowledge of how languages are learned and develop related classroom pedagogy for teaching language and culture, based on the Learning Languages area of the New Egyptian Curriculum. The third component, in-school support, gives teachers the opportunity to apply their developing knowledge of language, culture and teaching pedagogy in the classroom.

Socio-cognitive approach has recently been employed to postulate that the cognitive aspect of language

is interrelated with experiences, cultural knowledge, emotions, and social identity. In this respect, Cao (2014) defined interrelatedness of using language as the interaction among individual characteristics, linguistic factors, and classroom environmental conditions. Consequently, a socio-cognitive approach has been applied to embrace the fact that the social and the cognitive aspects of language acquisition are not in action separately from each other. Atkinson's (2018) proposal of the term 'socio-cognitive' propounded the hybridity of the social and cognitive: the outside and inside worlds. Therefore, cognition is closely aligned with its environment in an integrative "mind-body-world" relationship, where the learners need to be engaged within learning environment.

Based on the above discussed, it can be said that methodology courses and teaching practicum should enhance the importance of teacher-learner dialogues in promoting oral language acquisition. Wyaat and Ager (2017) state that successful teaching stems from successful management of the interaction. That is, interaction does not simply happen, nor is it a function of the teaching methodology; interaction, in an acquisition rich classroom, is both instigated and sustained by the teacher. That is why EFL student teachers should be trained earlier to how to control most of the patterns of the communication, primarily through the ways in which they restrict or allow learners' interaction' and facilitate or hinder learning opportunity. Accordingly, this study of a program based on socio-cognitive learning proposed that learners could develop language when they are exposed to 'comprehensible input' and are motivated to attend to the input. That is to say, where teachers' language use and pedagogic purpose coincide, learning opportunities are

facilitated; teacher quality time is understood and adjusted according to teaching/ learning goals. Atkinson and Shvidko, (2019) assert that applying a socio-cognitive leaning model helps EFL teachers to use the target language in the classroom to fulfil the concept of "negotiation of meaning" which seeks to build up the relationship between EFL learners and the learning environment. Thus, EFL teachers play the role of the catalysts of learning opportunities, which include noticing, uptake, restructuring of the interlanguage, and proceduralization of knowledge. Furthermore, socio-cognitive leaning model enhance metacognitive, affective factors that could lead indirectly to form EFL oral performance skills learning experience.

Many sociocultural and cognitive approaches -based language learning have become a real necessity in student-teachers' linguistic cognition as the former for developing the automaticity of the spoken language and the later for naturalizing the learned language. That is to say, socio-cognitive teaching approach seeks to develop   fluency, idiomaticity and formulaicity, in addition to linguistic competence. As socio-cognitive approach implements teaching spoken English in high-intensity, high-exposure foreign language situations. Thus, the present study seeks to investigate how far a proposed socio-cognitive based program could contribute to developing the oral performance of the EFL student teachers.

Context of the Problem

Although many researchers confirmed the necessity of EFL oral performance for developing EFL teachers' language awareness in pedagogical practice, the student teachers' insufficient ability in oral language is considered

a major factor that negatively affects their EFL oral proficiency. Studies conducted by (Chicho, 2021; Dorgeloh & Wanner, 2023; Haselow, 2024; Heine,2023; Kosmas ,2021; Maschler, 2020; Naaem, 2021) asserted that EFL student teachers faced many difficulties in EFL oral performance skills that impeded their improvement in producing efficient, interactive and informative oral presentations. Moreover, many studies (e.g., Alafifi 2020, Basyouni, 2020; El Sakka, 2020; Yousif& Abeer 2021) confirmed that most of EFL student teachers in Egypt suffer from inability of the oral verbal aspect of the language which make them feel insecure during communication, leading to hesitation, stammering, the production of grammatical errors and the use of literal translation. Accordingly, student teachers in most of faculties of Education in Egypt do not have the opportunity to practice English orally, because there are no training programs that enhance their English oral performance. Consequently, student teachers will not have the capacity of enhancing the English language skills of their future students. To investigate the problem, the following pilot study has been carried out:

   An EFL Oral Performance skills Test was administered to 30 second-year EFL student teachers in Damietta Faculty of Education.

Table 1

EFL Oral Performance Skills Test Results

No.	Skill area	N	Min.	Max.	Mean	SD	%
1	Spoken grammar	30	0	2	1.27	0.64	25.33%
2	Discourse management	30	0	4	2.70	1.09	27.00%
3	Turn taking	30	1	4	2.67	1.03	26.67%
4	Classroom language	30	0	2	1.23	0.57	24.67%
5	Fluency	30	0	4	2.30	1.09	23.00%
6	Pronunciation	30	0	4	2.43	1.25	24.33%

According to the pilot test findings, 28% of student teachers demonstrated poor ability in EFL Oral Performance Skills and the rest of student teachers have reasonable EFL speaking skills, but these skills were not adequate to produce EFL classroom presentations.

Statement of the problem

Based on the review of literature and the researcher's previous experience as an EFL instructor, the problem of the study can be stated as follows: EFL oral performance produced by EFL student teachers is slow-paced and full of contrived English sentences lacking idiomaticity and automaticity. Therefore, student teachers need some improvements in managing their instructional language, teaching language systems, language models, monitoring and self-repair skills and classroom language by being involved into frequent EFL kinesthetic cognition. This type of cognition involves awareness and understanding through bodily movement and position utilizing movement and motor skills to accomplish EFL oral performance acquisition.

Study Questions

 This study sought to answer the following questions:

1. What are the oral performance skills that EFL second year student teachers need to master?
2. What are the features of a program based on Socio-cognitive approach to develop the student teachers' oral performance skills and decrease their speaking inhibition?
3. To what extent can socio-cognitive approach based a program improve the EFL oral performance skills of second-year student teachers?

Aim of the Study

The aim of this study was to investigate the effectiveness of a program based on Socio- cognitive approach in developing EFL second year student teachers' EFL oral performance skills.

Significance of the Study

 The study could be highly significant for:

 Student teachers

Sociocultural theorists emphasize learners' involvement in social activities and believe that it is enough for learning a language. Cognitive theorists, on the other hand, emphasize the role of constructivism and transformative learning. Socio- cognitive approach adopts employing social constructivism and transformative learning as well as involving the student teachers in interactive, embodied activities which are sufficient for providing frequent opportunities to link together the language components of utterances so that they can be produced without undue effort.

Teachers and supervisors

the socio-cognitive program approached in this study rests on building supportive talk as instructional conversation, which is, goal-directed and jointly constructed teacher-learner discourse that replicates the reciprocity and contingency of casual conversations. In the term of socio-cognitive approach, teacher's responsibility is to provide a community of practice as a component of social theory of learning to enhance the cognitive sociolinguistic lexicon. This community of practice is characterized by reciprocal teaching which holds a dialogue between teachers and students in order to support apprentice-like coaching. Socio-cognitive teaching approach steps help the EFL teacher to establish the context-dependent and interactional nature of language. That is to say, language needs to be taught situationally through speech consisting largely of transactional exchanges.

Curriculum and course designers

This study could provide curriculum and syllabus designers with guiding principles on socio-cognitive learning as an alternative approach for developing EFL oral performance in general and automaticity in particular. It could also shed light on the dynamics of socio-cognitive learning and how it could positively contribute in syllabus design in ways that are conducive to student teachers' learning. That is, situated learning adopts the social aspect whereby linguistic knowledge is cooperatively constructed and consequently the EFL learning experience is situated in a specific context and embedded within a particular social and physical environment.

Delimitations of the Study

The present study is delimited to the following:

1. A sample of EFL 2nd year general education student teachers.
2. A set of EFL oral performance skills based on the review of literature and the pilot study results consisted of six main categories, namely; spoken grammar, automaticity and fluency, discourse and management, turn taking, classroom language and pronunciation.
3. A limited duration for implementing a socio-cognitive learning program (A university semester, i.e., nearly 2 months).
4. Fourteen sessions designed by the researcher according to a Program based on Socio-cognitive Learning.

Definition of Terms

1. Socio-cognitive approach

The socio-cognitive learning approach represents a significant shift in language education, combining cognitive and social aspects to support meaningful communication in real-world contexts. Atkinson (2019) argues that socio-cognitive learning approach is an integration of two constructivist theories of learning: socio-cognitive theory and transformative learning. That is to say, socio-cognitive approach is a new perspective that claims the interdependence between social and cognitive aspects of language and puts greater emphasis on using language in authentic social contexts. In addition, Shvidko (2019) states that in socio-cognitive learning program, oral language is not acquired for the sake of acquiring it but to perform targeted oral contexts. In this case, learners are viewed as   active participant

entrenched in cultural, social, and political communicative contexts. In the current study, socio-cognitive approach relies mainly on the adaptive features of communication including cooperation, rapport and appropriateness, trial-and-error nature of communication and the importance of prior contexts captured in the individual use of linguistic units. In the current study, socio-cognitive approach in EFL pedagogy aims to produce learners who are socially participative, multiliterate, communicatively competent, and lifelong learners. That is, this approach relies mainly on the adaptive features of communication including cooperation, rapport and appropriateness, trial-and-error nature of communication.

2. **EFL Oral Performance Skills:**

The operational definition of EFL oral performance skills refers to the competence of EFL student teachers in the second year at faculty of Education to master the micro and macro skills. The micro skills include producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro-skills imply the speaker's focus on the larger elements: fluency, classroom language, nonverbal communication, to produce coherent and cohesive speeches. This study focuses mainly on the actual demonstration, the real-time execution and assessment of speaking skills in a specific context or task. The EFL oral performance skills concern how speech is delivered in the educational environment or public performance settings including voice modulation, pacing, articulation, emphasis, body language, and audience engagement.

2.Review of Literature and Related Studies

This review presents literature and studies related to the research variables. It includes two sections. The first section deals with EFL oral performance skills, which are divided into EFL oral communication and classroom language proficiency. It discusses their theoretical background and related studies concerning developing them. The second section deals with theoretical background of socio-cognitive approach and studies related to its use in improving English language skills.

2.1.EFL Oral Performance Skills
2.1.1.Nature of Oral Performance Sills

Oral production development is usually linked to individually performed, trained and assessed skills. Okada (2021) states that oral speech production aims to provide oral messages recognized by speaker which are then processed and acknowledged by a receiver. Burns (2012) states that speaking implies possessing the micro and macro skills to master the sound system of the learned language, choose correct words, combine them in an appropriate order and avoid hesitation. In addition, Fukuta (2016) argues that it is essential that a speaker adds aspects of comprehension from what she as a listener can perceive and, in turn, to respond in real-time. Additionally, it is possible for speakers to add linguistic and non-linguistic features such as cohesion, coherence, postures, gestures, nonverbal communication, and so forth to their speech. Language speakers are complex information processors who can translate their thoughts, intentions, and feelings into articulated speech.

There is a relationship between affective factors and oral performance in the target language. Affective

factors are emotions influencing learning such as anxiety and self-restriction and thus affecting the learner's oral performance. Gorkaltseva (2015) indicates that EFL learners encounter the most stressful situations when being assessed face-to-face by instructors and also when orally performing in front of the class. According to Cohen (2010) affective factors play a central role in EFL oral performance. That is the EFL learners' low motivation for verbal interaction resulted in the EFL learners' lack of pragmatic competence (the ability to use the language appropriately in different circumstances) and linguistic competence (the ability to use the language and all its component parts). On his part, Burns (2012) contends that EFL oral performance is a dynamic skill involving simultaneous processes requiring the speaker's knowledge and affective skills to be activated in real world speaking situations. This could be reflected when EFL learners perform orally appropriately, fluently, and accurately in different social and academic contexts at their level while carrying out real life tasks.

In order to produce professional oral performance, EFL speakers should understand the micro and macro skill of speaking. According to Shahini and Shahamirian (2017), micro skills in speaking are : First, a speaker is able to produce chunks of language of different length, orally producing differences among English phoneme and allophonic variants. Second, the ability to produce English stress pattern, words in stressed and unstressed position, rhythmic structures, and intonation contours. Third, speakers can to produce reduced form of words and phrases, using and adequate number of lexical units in order to accomplish pragmatic

purposes, producing fluent speech at different rates of delivery. In addition, EFL learner should be able to monitor one's own oral production and use various strategies devices-pauses, filler, self- correction, backtracking to enhance the clarity of the message. Furthermore, speakers 'capacity to use grammatical words lasses (noun, verb, adj), system (e.g. tense, agreement, pluralization, word order, pattern, rules, and elliptical forms; Moreover, speakers can produce speech in natural constituents in appropriate phrases, phrases, pauses group, sentences, expressing a particular meaning in different grammatical forms and use cohesive devices in spoken discourse.

2.1.2.EFL Oral Performance Challenges

EFL context presents a considerable challenge to student teachers since their prior educational experiences were predominantly influenced by the native and local languages. In this respect, Sheir, (2021) explains that although, the medium of instruction and the content presented in the textbooks are often in EFL Language, the classroom interaction occurs in national/local language in the schools and colleges. Therefore, student teachers have a little exposure to English in preparation programs. Consequently, most of student teachers would translate their speech from EFL language to the mother tongue and vice versa to deliver their message across in English. On her part, Qasim (2021) contends that qualified EFL teachers' subject knowledge should include oral language proficiency which refers to 'knowledge competence or ability in the oral use of a language. Meanwhile, student teachers have a little exposure to English in preparation

programs so that linguistic indicators like lack of vocabulary, grammatical issues and incorrect pronunciation become main obstacles for student teachers to present in the English class.

Most of the academic educational preparation in faculties of education does not foster oral performance skills. Gregersen (2022) states that educational institutions do not sufficiently develop the oral skills needed for effective communication and presentations among prospective teachers in order to professionally qualify them to the practical life. Effective preparation is possible through emergent teaching methods with student centered pedagogies that provide opportunities for students' involvement through oral presentations with continuous academic support leading to debate and sustained reasoning. That is to say, the teacher training institutes need to emphasize oral presentation skills among prospective teachers. On his part, Lee and Lu (2023) assert that educational academic courses need to address the challenges of public speaking, a major fear among prospective teachers and further equip them with a range of skills required for effective oral proficiency.

Therefore, providing efficient classroom oral communication along with classroom language should be the most notable concerns for practicum supervisors. That is, many pre-service teachers are not well trained to manage and grade their oral language. Consequently, they employ L1 to communicate with their students more than the target language to prevent confusion and comprehension problems as well as to help students to be more interactive. Moreover, many instructors do not provide explicit and appropriate scaffolding, modelling

or feedback during practicum classes to support student teachers' performance of oral presentations. Therefore, student teachers prefer to remain passive, and unwilling to participate in oral performance tasks.

Based on the results of some previous studies (Gregersen, 2022; Lee and Lu, 2023; Okada, 2021; Qasim, 2021; Sheir, 2021; Singh, 2020), the researcher found that the most needed skills for EFL teachers' proficiency are the EFL oral performance skills including fluency, accuracy, classroom language, classroom discourse and pronunciation. All the above studied highlight the necessity of developing the teaching practicum courses to the student teachers to increase their Teachers' Language Awareness (TLA). These studies have shown that EFL oral performance skills can be enhanced through using appropriate and embodied instructional programs and suggested programs based in faculties of Education.

2.2.Socio-cognitive Learning
2.2.1. nature of Socio-cognitive Learning

Socio cognitive learning underlies the concept of alignment. Atkinson (2018) defines alignment as the complex means by which human beings produce coordinated interaction and maintain that interaction in dynamic adaptive ways. Therefore, alignment encompasses the ongoing interactive processes themselves, the outcome of such processes, the conditions and abilities enabling such processes. In addition, alignment includes interaction with non-human phenomena which fundamentally affect the notion of discourse management. On his part, Uzer (2023)

contends that alignment is the coordinated interaction which happens in adaptive dynamic ways. Moreover, Uzer explains that in EFL language learning, alignment refers to the interlocutors' ability to employ turn-taking, repair strategies, intonation, back-channeling (feedback), gaze, head and body movements, gestures, and facial expressions to coordinate their conversation. In this respect, Kravchenko (2023) argues that alignment principle refers to the role of environment in which an interaction takes place and provides certain affordances that provide the means to engage with each other. That is to say, dialogic interaction involves the spoken word but it also requires the use of gestures and facial expressions through which participants infer meaning and convey messages.

Sociocognitive approach to second language acquisition and teaching holds that the social, the cognitive, the embodied and the material are fundamentally integrated in human activities including oral performance. On his part, Fiftinova (2022) states that cognitive interactionism views learning as the environmental extraction and processing of linguistic input by a cognitive computer, leading to development of a mental EFL language competence. Moreover, Fiftinova argues that sociocognitive approach focuses on discourse-analytic, environmental structuring and adaptive action across the multiple modalities wherein learning/teaching occurs in everyday interaction. These actions and structures include actual facial expressions, gestures, eye contact and body movements which appear moment-to- moment in interaction.

2.2.2. Importance of Socio-cognitive approach in Teaching EFL

The sociocognitive approach to teaching oral performance takes a functional-interactional view of language in which EFL language is treated as an activity to express meaning and to build and realize interpersonal relations and socialtransactions between interlocutors. In this respect, Burke (2015) states that this approach does not only aim to produce communicatively competent learners but also to produce multiliterate lifelong learners who are able to participate in and contribute to this knowledge-based and global society for social transformation. Sociocognitive approach views language learning from an interactionist perspective which gives prime importance to interaction in language learning. This approach further claims that language learning occurs when learners' internal mechanism interacts with linguistic and social environment. On his part, Atkinson (2019) argues that sociocognitive approach rests in the principle that language is not acquired for the sake of acquiring it but to perform social actions. That is, this sort of approach relates to actual behavior that learners should possess to contribute to community as a whole and participate in social activities.

Sociocognitive approach has the potential to develop the EFL learners' working memory capacity. In this respect, Dong (2021) contends that sociocognitive teaching model seeks to create a constructive learning environment for improving EFL language performance production since this sort of teaching model provides dynamics of conversational interaction in order to automate language production processes and thereby ease the burden on working memory. Additionally, Slevc

(2015) argues that working memory plays an important role in conversational exchange in EFL language since the working memory is responsible for developing EFL learners' executive function of the store target language and manipulate it simultaneously. The socio cognitive context is a dynamic construct that appears in different forms in language use both as a repository and/or a trigger of knowledge. In this vein, Atkinson (2018) asserts that linguistic data must be completed by non-linguistic, contextual interpretation processes. Socio cognitive approach points out that the meaning values of linguistic expressions, encapsulating prior contexts of experience, play an important a role in meaning construction and comprehension as actual situational context. What socio cognitive approach attempts to do is to bring together individual cognition with situated cognition. Moreover, Socio cognitive approach proposes an assertion that implicatures are the basis for figures of speech such as metaphor, irony, sarcasm and many times formulaic language and idioms.

        In this respect, Sidik (2022) states that implicatures usually imply a meaning beyond the literal sense of what is explicitly stated; to understand figures of speech, idioms and nonliteral language interlocutors should have a relatively good command of the target language and share core common ground. Atiknson (2017) differentiate between "core common ground" and "emergent common ground". The former refers to knowledge, beliefs, frames and conventions that members of a speech community share. The latter emerges and is co-constructed in the process of interaction by interlocutors. Intercultural communication including ELF interlocutors rely mainly on emergent common ground as it is usually unknown for

them how much core common ground of the English language they share with other participants.

Sheir (2021) researched the effect of a phonological awareness on preparatory stage EFL Teachers' oral performance skills. The participants in this study consisted of a group of twenty EFL prospective teachers in the academic year 2021-2022. The researcher designed the following instruments: needs analysis questionnaire, pre-posttest and scoring rubric. The results of the study emphasized that phonological awareness strategies were effective in enhancing the experimental group prospective teachers' overall oral performance skills. Naaem (2021) investigated the effectiveness of mobile-supported task-based language teaching (TBLT) on developing pre-service teachers' EFL oral performance. Participants of the study were sixty-six pre-service EFL teachers. The employed instruments were need analysis questionnaire and application evaluation questionnaire. Findings highlighted that the proposed treatment was effective in enhancing the experimental group pre-service teachers' oral communication strategies and conversational interaction which are essential for oral performance.

The previous studies focused on using different strategies to improve EFL teachers' oral performance skills. These studies assured the importance of EFL teachers' oral performance to enhance their professional development as well as to teach their students effectively. Therefore, these studies were attempted to improve EFL teachers' oral performance skills through using significant strategies and effective teaching approaches. Most of these research studies adopted different programs and treatments to help EFL teachers develop these skills. The current research made use of these studies in having an

overview of designing a program to improve the current participants' oral performance skills. This study is consistent with the previous studies concerning the importance of EFL teachers' oral proficiency skills and the challenges encountered by EFL teachers during their oral performance. Meanwhile, the difference is in investigating not only the oral performance skills, but also instructional discourse management including classroom language, language awareness and teacher talking time.

3. Method
3.1. Design

The quasi-experimental design was adopted in the current study. To achieve the purpose of the study, two groups (experimental and control) were selected at random from second-year English department students in Damietta Faculty of Education. The experimental group was taught using socio-cognitive learning program, whereas the control group was taught in the usual course of the micro-teaching section. The control group did not receive the intervention except that they had the pre/post-test of EFL oral performance test skills for the aim of comparison with the experimental group.

3.2. Participants

Participants of the study were a group of EFL student teachers (n=30) studying at the second-year English section in Damietta Faculty of Education during the first term of the academic year 2023/2024. The participants were randomly divided into two groups: the experimental group and control group, each comprised of 15 EFL student teachers. The two groups were taught by the same professors with the same educational background and experiences.

3.3. Hypotheses of the study

The study aimed at investigating the followinghypotheses:

1. There is a statistically significant difference at the 0.05 level between the mean score of the experimental and control groups on the post test of the EFL oral performance skills test in favor of the experimental group.

2. There is a statistically significant difference at the 0.05 level between the mean score of the experimental group student teachers' scores on the pre and the post test of the EFL oral performance skills test in favor of the post test.

3.4. Instruments and materials

The researcher prepared the following instruments to collect data and assess the effect of the proposed program on developing EFL student teachers' EFL oral performance:

1. An EFL oral performance skills checklist.
2. A pre-post EFL oral performance skills test.
3. A Program based on Socio-cognitive approach

3.4.1. The EFL oral performance skills checklist
Purpose

This checklist was designed to determine the EFL instructional oral performance skills required for EFL student teachers. Moreover, the checklist was basically used to construct the EFL oral performance skills test. Identifying the appropriate EFL oral performance skills were necessary for designing the program.

The checklist was composed of six main skill areas: discourse management, turn taking, fluency and automaticity, classroom language and pronunciation.

Every skill included a number of further subskills (The checklist is available upon request).

Validity

After the checklist had been prepared, it was designed in a questionnaire form and sent to a jury panel of TEFL specialists to validate the degree of importance for each sub-skill to EFL prospective teachers as well as its appropriateness to their level. Furthermore, the jury members were kindly requested to add and modify skills, or exclude any unimportant, inappropriate, or irrelevant skill(s). According to the jurors' suggestions, some modifications were made. That is, six sub skills were seen as not important, so they were deleted. Two sub-skills were linguistically reformulated. Two sub-skills were also separated into four skills and other two were combined into one skill. The checklist was modified according to their suggestions and the final form of the checklist, including 20 subskills, was prepared to be used for designing the test and the program.

3.4.2.The pre-post EFL Oral Performance Skills test
Purpose

The pre-test was used to ensure both groups were similar in oral performance skills before the experiment, and the post-test measured the impact of the socio-cognitive approach-based program on the experimental group's skill development.

Description

The EFL oral performance skills test consisted of six sections.

Section one was an ice-breaking conversation. In this section the researcher held a short simple conversation

with the students to break the ice in this stage.

Section two included a mini-presentation for six minutes. The student teachers were asked to reflect upon one of their partner's teaching practice in the last session at micro teaching section by illustrating feedback about: teacher talking time (TTT), Quality teaching time (QTT), and giving useful language.

Section three tackled language knowledge and awareness. In five minutes, student teachers were asked to discuss the most effective techniques in helping student teachers to master fluency as a subskill.

Section Four of the test tackled classroom language. In five minutes, student teachers were asked to respond to two out of three given situations.

Section Five tackled language management. Student teachers were asked to reflect on a teacher's teaching sequences in an EFL classroom giving recommendations for more interactive learning environment.

Section Six tackled language models. In five minutes, student teachers are asked to act out specific instructions using intelligible tone of voice which can orient the students effectively in a classroom.

Construct Validity

To verify the construct validity, the researcher calculated the correlation coefficients between the total score of each oral performance skill and the overall score of the test. The results were shown in the following table:

Table 2

Comparing between the total score of each EFL oral performance skills and the overall score of the test

Main skills	Correlation coefficient	P-value
Spoken grammar	0.66	0.007
Discourse management	0.53	0.040
Turn taking	0.52	0.046
Classroom language	0.73	0.002
Fluency	0.74	0.002
Pronunciation	0.68	0.006

Table 2 shows the coefficients of correlation between the total scores of each oral communication skill and the overall scores of the test. These coefficients are 0.66, 0.53, 0.52, 0.73, 0.74 and 0.68 in order as shown in the table above and they are all statistically significant at $\leq$ 0.05. This indicates that the test is valid.

Test piloting and timing

Before administering the test to both the experimental and control groups, the researcher piloted the test on a group of EFL student teachers (N=15) selected at random from second-year English department at Damietta Faculty of Education. Piloting was conducted to calculate the time for the test, investigate the suitability of the test for EFL student teachers and the simplicity/ difficulty of the test questions, and determine the clarity of the test instructions and questions. To estimate the time of the test, the researcher used the following formula:

$$\frac{\text{The time taken by all students}}{\text{Students' number}}$$

$$\frac{1200}{15} = 80$$

3.5. Program based on socio-cognitive learning to improve student teachers' EFL oral performance skills
Aim of the program

The main aim of the program was to develop EFL oral performance skills and decrease speaking inhibition of second- year faculty of education, English Department student teachers.

Objectives

For EFL oral performance skills, the program was expected to develop five subskills: spoken grammar, discourse management, turn taking, fluency, automaticity, classroom language, pronunciation and nonverbal language. For speaking inhibition, the program was expected to decrease five negative affective factors: shyness, nervousness, fear of mistakes, fear of criticism, and Lack of self- confidence.

Content

The tasks were designed for analyzing pragmatic aspects from authentic videos. The implementation of the proposed tasks started on the 7th of November and lasted for six weeks. The researcher met the experimental group three sessions per week for the first three weeks and then two sessions per week for the other three weeks. The duration of the session was eighty minutes. Before implementing the tasks on the experimental group, the researcher administered the EFL oral performance skills test to evaluate student teachers' EFL oral performance skills. Then, the researcher prepared the program based on socio-cognitive learning. A teacher's guide was previously prepared by the present researcher. The treatment lasted for fifteen sessions. The first session was dedicated for the

pre-application of the EFL oral performance test. Then, in the second session, student teachers were informed that they were going to create and act out a podcast based on an educational issue. In addition, student teachers were given useful language of how to interactively build up and manage the podcasts and the researcher illustrated how to analyze podcasts in the later sessions. The videos used were educational podcasts downloaded from an authentic certified educational podcast website (Educast) and subtitled tutorial AI videos. Then, in later sessions, student teachers were responsible for implicitly discussing oral linguistic aspects depending on constructive and functional questions in order to communicate with the teacher and with each other. Moreover, two practicum sessions were used to implement what student teachers had understood in producing teaching presentations. Finally, the last session was divided into two sessions devoted to the post-application of the EFL oral performance test.

Evaluation:

This stage of the program is divided as follow:

Formative Evaluation:

- Student teachers are required to deliver teaching presentations in front of their peers.
- During each presentation, the researcher observes and takes notes, highlighting both the strengths and the areas that need improvement.
- After the presentation, the researcher provides constructive feedback directly to the presenting student teacher.
- The researcher facilitates a group discussion by eliciting feedback from the other student teachers based on the EFL Oral Performance Skills Checklist.

Summative Assessment:

▪ Final Teaching presentation

Student teachers are asked to deliver a final, formal teaching presentation at the end of the training period. This would be graded using a detailed rubric based on the EFL Oral Performance Skills Checklist. The presentation should reflect all the formative feedback they have received during the program.

▪ Oral Defense Interview

Tutor holds a final oral interview where student teachers reflect on their EFL oral performance skills growth. They answer questions about their strengths, areas of development, and how they've applied feedback. This assesses their metacognitive awareness and ability to self-regulate their learning.

▪ Video Analysis Demonstration

Student teachers are asked to analyze a recorded lesson (could be their own or a model lesson), applying the checklist and reflecting critically on EFL oral performance skills. This assesses both analytical and observational skills in a summative way.

4.Results

The statistical analysis was conducted using SPSS after the results of the test were collected. Results of the study are presented in the light of the research hypotheses.

The first hypothesis states that: There is a statistically significant difference at the 0.05 level between the mean score of the experimental and control groups on the post measurement of the EFL oral performance test in favor of the experimental group. To test this hypothesis, the researcher used Mann-Whitney test to compare the mean scores of the experimental and control groups in the post-

measurement of the EFL oral performance skills test. The results are shown in the following table:

Table 4

Comparing between the mean scores of the participants of the experimental and control groups in the post-measurement of the EFL oralperformance skills test

Skills	Study groups	Mean Rank	Sum of Ranks	Z	P-value
Spoken grammar	Experimental group	22.00	330.00	4.268	0.001
	Control group	9.00	135.00		
Discourse management	Experimental group	22.33	335.00	4.322	0.001
	Control group	8.67	130.00		
Turn taking	Experimental group	21.60	324.00	3.865	0.001
	Control group	9.40	141.00		
Classroom language	Experimental group	21.20	318.00	3.694	0.001
	Control group	9.80	147.00		
Fluency	Experimental group	22.20	333.00	4.235	0.001
	Control group	8.80	132.00		
Pronunciation	Experimental group	22.27	334.00	4.294	0.001
	Control group	8.73	131.00		
Total scores	Experimental group	23.00	345.00	4.685	0.001
	Control group	8.00	120.00		

Table 4 shows Mann-Whitney test results for comparing the significance between the mean scores of experimental and control group participants in the post- measurement of the EFL oral performance skills test. Hence, the mean scores of the experimental group participants in the post-measurement of the EFL oral performance skills and the overall EFL oral performance skills test were higher than
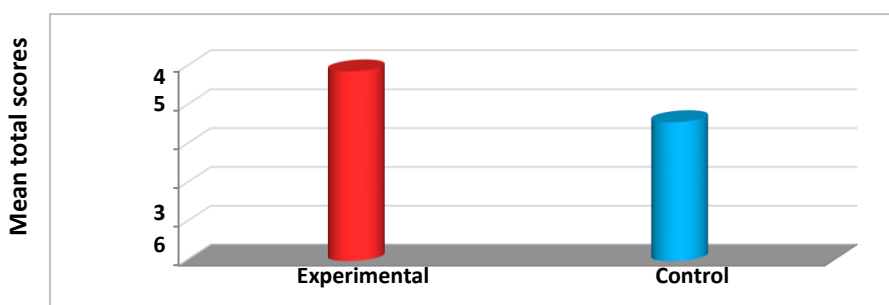
310

those of the control group participants. All "Z" values were statistically significant at ≤ 0.05 as shown in table 8. This reveals that there was a statistically significant difference between the two groups in the post-measurement of the overall EFL oral performance skills test in favor of the experimental group.

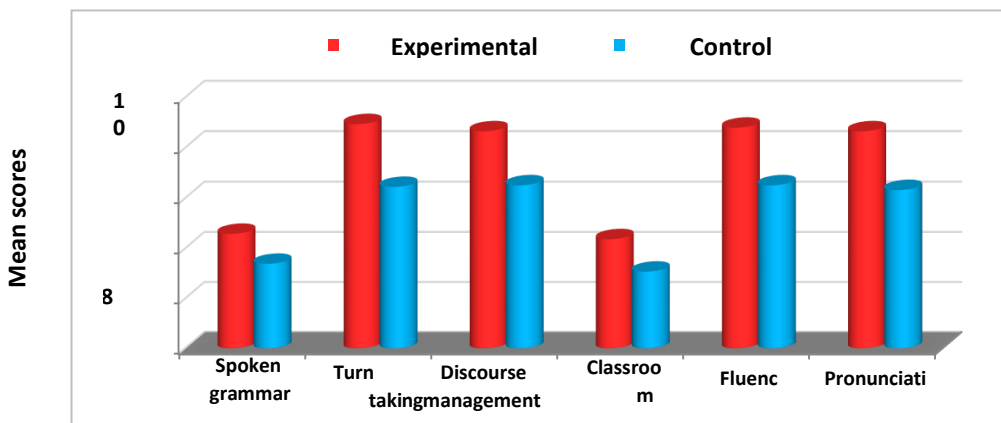The following two figures 1 and 2 indicate this result.

Figure 1

Comparing the mean overall scores of the experimental and control group participants in thepost measurement of the EFL oral performance skills *test*

Figure 2

Comparing the mean scores of experimental and control group participants in the post-measurement of each skill in the EFL oral performance skills test

The results shown in table 8 and figures 1 and 2 indicate that there was a statistically significant difference at ≤ 0.05 between the mean scores of the experimental group and control group participants in the post-measurement of the oral performance skills test in favor of the experimental group. Thus, the first hypothesis was verified.

The second hypothesis states that: There is a statistically significant difference at ≤ 0.05 between the mean scores of the experimental group in the pre- and post-application of the EFL oral performance skills test in favor of the latter. To test this hypothesis, the researcher used *Wilcoxon signed ranks test* to compare the mean scores the of the experimental group in the pre- and post-measurement of the EFL oral performance skills test.

The results are shown in the following table:

Table 5

Comparing between the mean scores of the experimental group participants in the pre- and post-tests of the performance skills test

Skills		Ranks type	N	Mean Rank	Sum of Ranks	Z	P-value
Spoken grammar	Post - Pre	Negative Ranks	0	0.00	0.00	3.443	0.001
		Positive Ranks	15	8.00	120.00		
		Ties	0				
Discourse management	Post - Pre	Negative Ranks	0	0.00	0.00	3.426	0.001
		Positive Ranks	15	8.00	120.00		
		Ties	0				
Turn taking	Post - Pre	Negative Ranks	0	0.00	0.00	3.427	0.001
		Positive Ranks	15	8.00	120.00		

Skills		Ranks type	N	Mean Rank	Sum of Ranks	Z	P-value
		Ties	0				
Classroom language	Post - Pre	Negative Ranks	0	0.00	0.00	3.475	0.001
		Positive Ranks	15	8.00	120.00		
		Ties	0				
Fluency	Post - Pre	Negative Ranks	0	0.00	0.00	3.423	0.001
		Positive Ranks	15	8.00	120.00		
		Ties	0				
Pronunciation	Post - Pre	Negative Ranks	0	0.00	0.00	3.428	0.001
		Positive Ranks	15	8.00	120.00		
		Ties	0				
Total scores	Post - Pre	Negative Ranks	0	0.00	0.00	3.417	0.001
		Positive Ranks	15	8.00	120.00		
		Ties	0				

Table 5 shows *Wilcoxon signed* ranks test results used for comparing the mean scores of the experimental group in the pre- and post-tests of oral performance skills. The mean scores of the experimental group in the post-measurement of the EFL oral performance skills and the overall EFL oral performance skills test were higher than those of their mean scores in the pre-test. All "Z" values were statistically significant at ≤ 0.05 as shown in table 9. As a result, this indicates that there was a statistically significant difference between the mean scores of the experimental group in the pre- and post-measurement of the overall EFL oral performance skills test in favor of the post-measurement. The following two figures 3 and 4 illustrate this result:
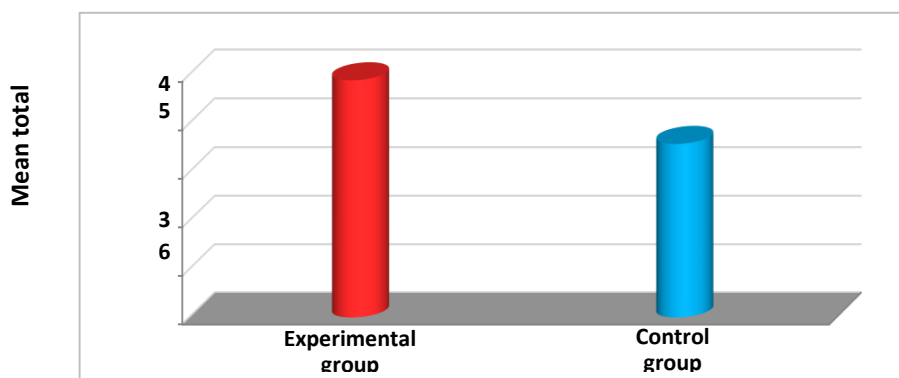
Figure3

Comparing the mean scores of experimental group participants in the pre- and post-tests of EFL oral performance skills
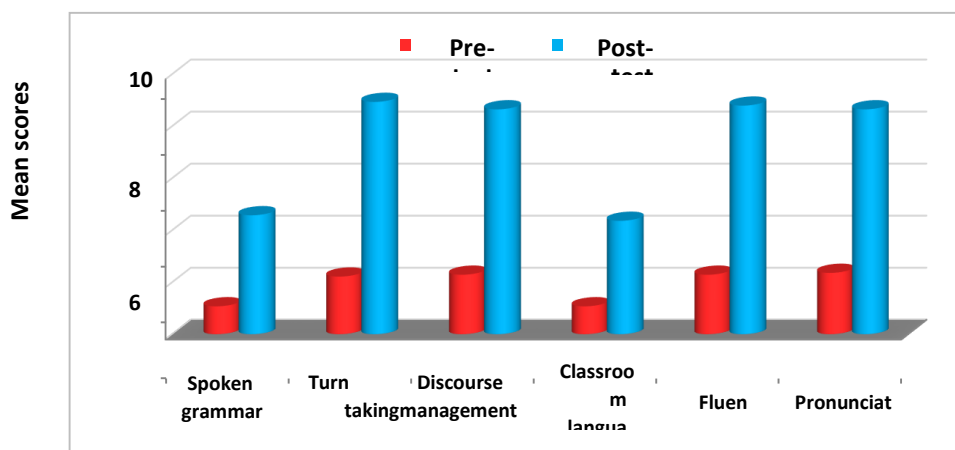
Figure 4

Comparing the mean overall scores of the experimental group participants in the pre- andpost- measurement of the EFL oral performance skills tes*t*

Based on the results shown in table 9 and figures 3 and 4, it could be concluded that there was a statistically significant difference at ≤ 0.05 between the mean scores of the experimental group in the pre- and post-test of EFL oral performance skills test in favor of the post-tests.

Therefore, the second hypothesis was verified.

5.Discussion

This study aimed at developing EFL student teachers' oral performance skillsand decreasing speaking inhibition. The statistical analysis of findings demonstrated that implementing the socio cognitive-based program could possibly contribute in developing EFL oral performance skills of the experimental group participants. Moreover, the program proved to be significantly effective at ≤ 0.05 level.

The experimental group outperformed the control group in the post-application of the EFL oral performance skills test.

Based on the statistical analysis of the EFL oral performance skills hypotheses, it was clear that the experimental group students outperformed the control group students in all EFL speaking skills, and the P-values were highly significant at 0.05 level. Furthermore, the experimental group's posttest results weremuch better than the pretest results, and the effect size was great. These findings indicate that the enrichment program based on socio-cognitive approach proved more effective in developing the participants' ability to give professional oral performances, particularly in public contexts.

The Z-test results of the posttest revealed that " classroom language" was the most improved skill. The Enrichment Program Based on Socio-cognitive approach helped student teachers through a situated microsystem, in which the students were involved in the simulated construction of their EFL oral performance situations. In this respect, student teachers were exposed

to a situational syllabus through a podcast about an educational issue in order to promote their active experimentation with the EFL oral performance skills as well as enhance the readiness of their cognitive mindsets towards EFL teaching experiences. Moreover, in the semi- teaching practice stage student teachers were precisely able to mirror the social and cognitive determinants of the teaching process concurrently through coordinated interaction and dynamic adaptive ways by the researcher-led contributions. That is to say, the researcher sought to scaffold student teachers' cognitive development towards EFL oral performance skills acquisition throughout interactive trajectory of EFL various oral instructional various contexts. Consequently, in the simulated teaching practice stage, student teachers were able to automatically recall from their working memory the situated and contextual knowledge required for the dynamic situations and demands of the EFL learning environment.

The significant improvement achieved by the experimental group in the EFL oral performance skills test and the public speaking inhibition scale could be attributed to some factors. The first was speech competition which helped in enhancing student teachers' public speaking abilities since they could consolidate their interpersonal and social connections. Consequently, student teachers developedthe confidence necessary to persuade others of their thoughts and opinions more successfully through practice in public speaking. The second was offering help to low achieving student teachers by making them observe their tutor and their fellow student teachers in action. This made them learn to collect, analyze and interpret

descriptions of teaching in unobtrusive and nonjudgmental ways. The third factor was participating in language exchange programs- and organizing classroom immersion activities to improve student teachers' EFL oral performance skills using language-learning apps, websites, and podcasts. The fourth was the topics of the program sessions which were customized to promote effective communication, vocabulary growth, correct grammar, and coherent idea organization. Moreover, the program topics helped in refining student teachers' EFL oral performance skills by demonstrating chunk–based formulaic language and highlighting instructional oral performance skills used frequently by native teachers including the classroom language and language models; which is similar to what

6.Conclusion and Recommendations

In today's world, language is considered a bridge that links different cultures and a means that facilitates mutual understanding between people from various backgrounds. In this respect, EFL teachers in particular need to be competent leaders in their classes and proficient performers of the target language in order to communicate with their students and help them use the EFL language for communicative purposes. Since EFL teachers' abilities are crucial contributors to students' learning and development of skills, student teachers need to master EFL oral performance skills confidently in order to transmit this skill to their future students. That is, performance in the target language is the keyword to define efficient English language teachers who can equip their students with the skills that they need for their future.

The results of the current study provided evidence on the effectiveness of using the Socio-Cognitive Approach based Program in developing EFL oral performance skills while engaging in cone of experience which is a hierarchical teaching model for designing effective learning experiences by categorizing activities from abstract to concrete, ensuring immersive comprehension and learning experience retention. Using the Socio-cognitive approach-based program is obviously essential in enhancing the student teachers' public EFL speaking inhibition state while engaging in embodied learning activities. The Socio-cognitive approach-based Learning is an effective strategy that can be used by EFL tutors in the micro-teaching section at faculty of education, English department for improving the student teachers' oral proficiency.

References

Atkinson, D., Churchill, E., Nishino, T., & Okada, H. (2018). Language learning great and small: Environmental support structures and learning opportunities in a sociocognitive approach to second language   acquisition/teaching. *Modern Language Journal*, 102, 471-493.

Doi:10.1111/modl.12496

Atkinson, D., & Shvidko, E. (2019). Natural pedagogy in second language learning and teaching. *TESOL Quarterly*, 53, 1083-1114.

Burke, A. (2015). Suspension, expulsion, and achievement of English learner students in six Oregon districts.

https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2015094.

Burns, A. & Joyce, H. (2012). *Focus on Speaking*. Sydney: National center for English Language Teaching and Research.

Cao, Y. (2014). A socio-cognitive perspective on second language classroom willingness to communicate. *TESOL Quarterly*, *48*(4), 789–814. https://doi.org/10.1002/tesq.155

Choi, T. & Andon, N. (2014). Can A Teacher Certification Scheme Change ELT Classroom Practice? *ELT Journal*, 68(1), 12-21. Cohen, A.D. (2010). Focus on the language learner: Styles, strategies and motivation. In N. Schmitt (Ed.), *An introduction to applied linguistics.* (pp161-178) 2nd Ed. London: Hodder Education

Chicho, K. Z. H. (2021). Embodied learning implementation in EFL classroom: A qualitative study. *International Journal of Social Sciences & Educational Studies, 8*(1), 51–58. https://doi.org/10.23918/ijsses.v8i1p51

Dong, C. & Yang (2021) . Information technology and innovation outcomes: is knowledge recombination the missing link? Eur. J. Inf. Syst., 28 (6) , pp. 612-626

Dorgeloh, Heidrun & Anja Wanner. (2023). *Discourse syntax: English grammar beyond the sentence*. Cambridge: Cambridge University Press.

Eguchi, A., Okada, H., & Muto, Y. (2021). Contextualizing AI Education for K-12 Students to Enhance Their Learning of AI Literacy through Culturally Responsive Approaches. *KI-Künstliche Intelligenz*, 35, 153-161.

Retrieved from https://doi.org/10.1007/s13218-021-00737-3 Fadilah, IA, Jaya, A., & Uzer, Y. (2023). Visual Representation and Comprehension: The Exploration of Multimodal Text to Energize Reading of the Tenth Grade Students' at State Vocaional High School 5 of Palembang.

Esteem Journal of English Education Study Programme, 6(1), 125–130. Retrieved from https://doi.org/10.31851/esteem.v6i1.10226

Fedorenko, S., & Kravchenko, T. (2023). Multimodal Resources and Students' Motivation in English for Specific Purposes. *Arab World English Journal*, 14(1), 59–70. https://doi.org/10.24093/awej/vol14no1.4

Fiftinova, F., Heryana, N., & Rosmalina, I. (2022). Exploring Lecturers' Standpoints in Composing Digital Fiction and Students' Multimodal Literacy Level. Register Journal, 15(2), 264–283. https://doi.org/10.18326/rgt.v15i2.264-283

Fukuta, J. (2016). Effects of task repetition on learners' attention orientation in L2 oral production. Language Teaching

Research, 20(3), 321-340.

Gregersen, T. S., & Horwitz, E. K. (2022). Language learning and perfectionism: Anxious and non-Anxious language learners' reactions to their own oral performance. Modern Language Journal, 4, 62-70

Gorkaltseva, E., Gozhin, A., & Nagel, O. (2015). Enhancing oral fluency as a linguodidactic issue. *Procedia – Social and Behavioral Sciences, 206(17), 141-147.*

MacIntyre, P. D., & Gregersen, T. (2022). The idiodynamic method: Willingness to communicate and anxiety processes interacting in real time. *International Review of Applied Linguistics in Language Teaching*, *60*(1), 67–84. https://doi.org/10.1515/iral-2021-0024

Heine, Bernd. (2023). The grammar of interactives. Oxford: Oxford University Press.

Kosmas, P. (2021). The integration of embodied learning in a languge learning classroom: Conclusions from a qualitative analysis. In S. Papadima-Sophocleous, E. K. Constantinou, & C. N. Giannikas (Eds.), Tertiary education Language Learning: A collection of research (pp. 133–150). Research-publishing.net.

Lee, J. S., & Drajati, N. A. (2019). Affective variables and informal digital learning of English: Keys to willingness to communicate in a second language. *Australasian Journal of Educational Technology*, *35*(5), 168–182. https://doi.org/10.14742/ajet.5177

Lee, J. S., & Lu, Y. (2023). L2 motivational self -system and willingness to communicate in the classroom and extramural digital contexts. *Computer Assisted Language Learning*, *36*(1-2), 126–148. https://doi.org/10.1080/09588221.2021.1901746 Macrine, S. L., & Fugate, J. M. B. (2021). Translating embodied cognition for embodied learning in the classroom. *Frontiers in Psychology, 6*, Article 712626. https://doi.org/10.3389/feduc.2021.712626, 1–14.

Megowan-Romanowicz, C. (2022). "Physics and Gesture: Spatial Thinking and Mutual Manifestness," in Movement Matters: How Embodied Cognition Informs Teaching and Learning.

Editors S. L. Macrine and J. M. B. Fugate (Cambridge, MA: MIT Press).

Sidik, EJ (2022). The integration of multimodality in English teaching in Indonesian junior high schools By A thesis submitted as part of the requirements for the Degree of Doctorate in Education (TESOL) in the School of Social Sciences, Education and Social Work, Quee.

Singh, C. Ja'afar, H., Ong, E. ,Kaur, H., Mostafa, N, & Yunus, M. (2020). Teaching Strategies to Develop Higher Order Thinking Skills in English Literature. International Journal of Innovation, Creativity and Change. 11(8), 211-231.

Shahini, G. and Shahamirian, F. (2017) Improving English Speaking Fluency: The Role of Six Factors. *Advances in Language and Literary Studies*, 8, 100-104.https://doi.org/10.7575/aiac.alls.v.8n.6p.100

Slevc L. (2015) .Saying What's on Your Mind: Working Memory Effects on Sentence Production. *Journal of Experimental Psychology:* Learning, Memory, And Cognition. 2011;37:1503–1514. doi: 10.1037/a0024350.

Maschler, Yael, Simona Pekarek Doehler, Jan Lindström & Leelo Keevallik (2020). Emergent syntax for conversation: Clausal patterns and the organization of action. Amsterdam: Benjamins.

Nhung, P. T. H. (2017). General English proficiency or English for teaching? The preferences of in-service teachers. *RELC Journal*, *49*(3), 339-352. doi: 10.1177/0033688217691446 Qasim.A. (2021). A Study of the Factors Affecting the Learning of English Speaking Skills. March 2021 *Academic Journal of Nawroz University* 10(1):193. DOI:10.25007/ajnu.v10n1a1078

Yan, X., Kim, H. R., & Kim, J. Y. (2021). Dimensionality of speech fluency: Examining the relationships among complexity, accuracy, and fluency (CAF) features of speaking performances on the Aptis test. Language Testing, 38(4), 485–510.https://doi.org/10.1177/0265532220951508