

**Using the Oral Discourse
Analysis to Improve the
Semantic, Morphological,
Syntactic, Phonological, and
Pragmatic Proficiencies of
EFL Prospective Teachers and
their Linguistic Awareness**

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Using the Oral Discourse Analysis to Improve the Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies of EFL Prospective Teachers and their Linguistic Awareness

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Abstract :

The study is indented mainly to investigate the utility of manipulating Oral Discourse Analysis to improve EFL Learners' Oral Performance of the Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies along with their related Linguistic Awareness. Attaining such purpose, the researcher adopts a Basic-Applied, Qualitative-Quantitative, Confirmatory Study Design. Basically, conducting the current Treatment, a number of forty EFL Third Year Students is randomly assigned in One Treatment Group, typically administered to a pre-and post-testing technique for the purpose of data gathering and analysis. Principally, performing the Testing Sessions both an Informal, Semi-Structural, Chat-like Interview and a Five-Point, Liket Scale, Closed-Form Questionnaire are used, whereas carrying out the Training Sessions a wide range of various authentic videos, encompassing academic, non-academic, formal, and informal ones , is utilised as the chosen Study Material, along with an Observational Checklist. Generally, the current Pedagogical ODA Treatment is conducted over a period of seven consecutive weeks, along Twenty-one practical sessions, within the second term of the Academic year 2015-2016. Finally, the results of the study confirms that Pedagogical ODA is effective in improving both EFL Learners' Oral Performance of the SMSPP Proficiencies, either being viewed as common, interrelated Interdisciplinary Skills, or as separate, independent ones, and their related Linguistic Awareness, either the General one or the employed four specific types.

Introduction :

Fundamentally, EFL learners' Oral Performance has a predominant multidisciplinary nature necessitating adhering to a Holistic, Integrative Approach in its overall examination, addressing and evaluation.

Therefore, academic linguistic courses should, basically, manipulate such interdisciplinary, complementary perspective in their general design, delivery and evaluation.

Interestingly, the Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies are set to be the natural key components of EFL learners' overall oral performance. Indeed, given the mechanisms of Oral Language Processing (OLP) within EFL learners' Schema Construction, these mutually interrelated Proficiencies are perceived to be inextricably linked, and therefore simultaneously processed.

Thus, harmonising with such interdisciplinary nature, upon addressing the afore-mentioned SMSPP Proficiencies a Holistic, Integrative, Simultaneous Approach should be skilfully manipulated. However, the conventional treatment of such dependent Proficiencies, within usual academic linguistic courses, is carried out adopting a totally Atomistic, Separable, Sequential Approach.

Unfortunately, doing so affects negatively EFL learners' ability to perceive the mutual interrelationships of the SMSPP Proficiencies, and thus performing them harmoniously in a natural, spontaneous, automatic fashion. More precisely, EFL learners do have a noticeable inadequacy in the Oral Performance of such Proficiencies. Indeed, they are not trained in practicing the SMSPP Proficiencies simultaneously and appropriately within various oral interactions. Rather, EFL learners are accustomed to perceive and perform such proficiencies sequentially and separately, as being completely independent and unrelated.

Furthermore, EFL learners are not familiar with the overall Oral Performance of the SMSPP Proficiencies. In fact, they are brought up to perceive them, except for the Phonological Proficiency, as purely written proficiencies, having neither practical nor necessary oral aspects. Consequently, such habitual, incomplete, limited, mono-disciplinary orientation, manipulated throughout the conventional teaching process of such proficiencies, is the principal factor colouring EFL Learners' inadequate Oral Performance of the SMSPP Proficiencies.

Typically, harmonising with the prevailing principles of the Atomistic Approach, conventional courses do neglect both the Affective and Psychomotor Aspects related to the SMSPP Proficiencies. Indeed, the

main emphasis of such courses is placed, merely, upon addressing the attendant Cognitive Domain, strictly, the first three low levels. Thus, logically enough, when it comes to addressing EFL Learners' Linguistic Awareness it is being conventionally treated, if ever, as totally separable and distinct from Learners' SMSPP Proficiencies.

Characteristically, Linguistic Awareness, along with the Affective and Psychomotor Aspects of the SMSPP Proficiencies does go through the same peripheral and superficial treatment, if not totally neglected. Truly, developing EFL Learners' Linguistic Awareness is perceived as subservient to improving their SMSPP Proficiencies. Thus, it does receive extremely insufficient attention, time and effort, leading to a gross inadequacy in EFL Learners' overall Linguistic Awareness, affecting negatively their attendant Oral Performance of the SMSPP Proficiencies.

Therefore, addressing such a noticeable inefficiency in EFL Learners' Oral Performance of the SMSPP Proficiencies along with their related Linguistic Awareness the researcher employs Oral Discourse Analysis as a Novel Pedagogical Treatment, referred to as 'Pedagogical ODA'. Doing so, she draws heavily upon manipulating the basic premises of wide-ranging Theories of Linguistics and Educational Psychology, significantly related to the nature of both the Targeted SMSPP Proficiencies and related Linguistic Awareness.

Consequently, meeting the requirements of improving the Targeted SMSPP Proficiencies along with the related Linguistic Awareness the researcher manipulates a Holistic, Integrative, Simultaneous Approach, dominating the overall climate of Pedagogical ODA Treatment. More precisely, stressing their mutual interrelationships the SMSPP Proficiencies are being merged into one unified group of integrated-skills, referred to as "The Targeted Interdisciplinary Skills", simultaneously examined, improved and assessed within Learners' EFL Schema.

Additionally, harmonising with the adopted Holistic Approach EFL Learners' Linguistic Awareness is being treated as both a pre-requisite and a natural result of improving EFL learners' Targeted Interdisciplinary Skills. That is ,throughout the current Pedagogical ODA Treatment the significance of developing EFL Learners' Linguistic Awareness is perceived to equate, if not, surpass that of the SMSPP Proficiencies. Moreover, reflecting upon the theory of Metacognition,

employed as entailing the key premises of both Critical Reflection and Learner's Autonomy, along with Bloom's Taxonomy, EFL learners' Linguistic Awareness is being approached as composed of a) Cognitive/Content Linguistic Awareness, b) Affective / Premise Linguistic Awareness, c) Psychomotor/Process Linguistic Awareness, and d) Autonomous Linguistic Awareness.

In addition, given the employed Holistic, Integrative Approach, the researcher views EFL Learners' Targeted Interdisciplinary Skills along with their related Linguistic Awareness as inextricably linked, incorporating them into one Integrated Learning Taxonomy, mainly designed by the researcher and labelled as 'The SMSPP Taxonomy'. Furthermore, reflecting upon the manipulated premises of Schema Construction, Cognitive Architecture, Information Processing within Learners' Tripartite Memory, along with the other utilised Cognitive Constructivism Theories, EFL Learners' SMSPP Taxonomy is being approached as entailing two main, complementary versions, Primary and Secondary.

On the one hand, EFL Learners' Secondary SMSPP Taxonomy, the version under construction, is being, mainly, initiated within their Sensory Memory (SM) and, basically, modified, formulated and constructed within their Four-Sectioned Short Term Memory (STM). Typically, such Secondary Targeted Version is the one being stressed throughout the warm up , presentation and actual practice stages of Pedagogical ODA Treatment, principally, performed within the Training Sessions.

On the other hand, EFL Learners' Primary SMSPP Taxonomy, permanently maintained , automated and retrieved version situated within their Three-Sectioned Long Term Memory (LTM), is being viewed as incorporating both a) The Pre-modified, Ill- constructed Primary Version , representing the one being assessed within the Pre- Testing Sessions of Pedagogical ODA and b) the Post-modified, Newly-established Primary Version, replacing EFL Learners' old, insufficient Primary Version, and standing for the one being assessed within the Post-Testing Sessions of Pedagogical ODA evaluation stage.

In short, the researcher confirms that in addressing EFL Learners' SMSPP Proficiencies along with their related Linguistic Awareness

throughout the current Pedagogical ODA Treatment, the employed referenced linguistic, Cognitive, Humanistic, and Behavioural Theories are ,indeed, the fountainhead from which all the adopted premises flow, including both theoretical foundations and empirical procedures. Indeed, some of cited literature incorporates works of **Aarts and McMahon (2006)**, **Abedi (2007)**, **Amory (2012)**, **Andrews (2007)**, **Attarriba and Isurin (2013)**, **Baars and Gage (2010)**, **Bachman and Purura (2008)**, **Backman and Nyberg (2009)**, **Bahttacherjee, A. (2012)**, and **Downing and Valtin (2012)**.

Purpose of the Study :

Fundamentally, the current study is aimed at Improving EFL learners' Oral Performance of the Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies along with Developing their related Linguistic Awareness.

Study Problem:

Throughout working as a TEFL Teaching Assistant at the Section of English, Faculty of Specific Education, Zagazig University, the researcher perceives a gross inadequacy in EFL Prospective Teachers' Oral Performance of the Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies. Examining such noticeable deficiency, a pilot study is conducted and administered to a random sample of twenty third year students, leading to significant results confirming the seriousness of the encountered problem. Thus, addressing the study problem the researcher investigates the utility of manipulating Oral Discourse Analysis to improve EFL learners' Oral Performance of the Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies along with their related Linguistic Awareness.

Questions of the Study :

The current study central question is introduced as ' What is the Utility of Using Oral Discourse Analysis to Improve the Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies of EFL Prospective Teachers' and their Linguistic Awareness?'. This main question is subdivided into six questions, encompassing:

- a) What are the Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies Required for EFL Prospective Teachers?

- b) How Far do EFL Prospective Teachers Maintain an Adequate Oral Performance of such Proficiencies?
- c) How Far do EFL Prospective Teachers Maintain an Adequate Linguistic Awareness ?
- d) How Oral Discourse Analysis could be used to improve the Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies of EFL Prospective Teachers' and their Linguistic Awareness?
- e) What is the Utility of Using Oral Discourse Analysis in Improving EFL Prospective Teachers' Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies?
- f) What is the Utility of Using Oral Discourse Analysis in Developing EFL Prospective Teachers' Linguistic Awareness?

Significance of the Study :

Basically, the results of the current study are hopefully intended to be highly beneficial to each of :

- a) EFL learners , helping them to improve their Oral Performance of the Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies along with developing their related Linguistic Awareness ,
- b) EFL teachers, providing them with an Unprecedented Manipulation of Oral Discourse Analysis as a Teaching Strategy, a Novel Perspective of Examining EFL Learners' Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies and an Unaccustomed Exploration of EFL Learners' Linguistic Awareness. Thus, doing so maximises EFL Teachers' ability to teach the afore-mentioned Proficiencies along with their related Linguistic Awareness in a more constructive fashion.

Instruments of the Study :

Principally, attaining the purpose of the current study the researcher manipulates Qualitative-Quantitative methods of data collection and analysis, incorporating :

- a) An Informal, Semi-Structural, Chat-like Interview to assess EFL Learners' pre-and post-oral performance of the Semantic,

- Morphological, Syntactic, Phonological, and Pragmatic Proficiencies, manipulating both the pre-and post modified Primary Version, and utilised within Pedagogical ODA Assessment Sessions,
- b) A Five- Point Likert Scale, Closed-Form Questionnaire to assess EFL Learners' pre- and post- Linguistic Awareness, employing both the pre-and post modified Primary Version, and administered within Pedagogical ODA Assessment Sessions, and
- c) An Observational Checklist to monitor EFL Learners' strengths and weaknesses along with their gradual improvement, coinciding with the construction of their Secondary Version, and utilised throughout Pedagogical ODA Treatment's Training Sessions.

Delimitations of the Study :

Mainly, for attaining more accurate results, discussion and conclusions, the very restrictions of the conducted empirical study are clearly defined as: a) A Sample of Forty EFL Prospective Teachers, Randomly drawn from Third Year Students, Faculty of Specific Education, Zagazig University, b) Improving EFL learners' Oral Performance of the Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies, Identified within the Current Study as Entailing Twenty Interdisciplinary Skills, and c) Developing EFL learners' Related Linguistic Awareness, Manipulated within the Current Study as Entailing Four Interrelated Components.

Thus, upon replicating the current Pedagogical ODA Treatment by other researchers or EFL teachers these delimitations should be taken into consideration. Doing so, significantly, contributes to a high probability of attaining more productive results.

Procedures of the Study :

Primarily, carrying out the current Pedagogical ODA Treatment the researcher manipulates the following sequential pattern:

- a) Examining pertinent literature related to; a) Oral Discourse Analysis, b) Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies, c) Linguistic Awareness, and d) Relevant Theories of Linguistics and Educational Psychology,

- b) Designing the employed methods of Data Collection, incorporating the Informal, Chat-like, Semi-Structural Interview along with the Five-Point Likert Scale, Closed-Form, Linguistic Awareness Questionnaire , and submitting them to a jury of TEFL specialists deciding the methods' internal consistency,
- c) Determining the utilised Study Material in terms of the rationale of Pedagogical ODA along with main the purpose of the current study,
- d) Setting the Population and Sample Frame of the current study, assigning forty EFL Prospective Teachers in the utilised Treatment Group manipulating the Simple Random Sampling technique,
- e) Pre-administering the study instruments to the Treatment Group, assessing the participants' pre-modified Primary EFL Schema regarding their oral performance of the Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies along with their related Linguistic Awareness,
- f) Conducting the Pedagogical ODA Training Sessions, manipulating the pre-decided study material.
- g) Post-administering the study instruments to the Treatment Group, assessing the participants' post-modified Primary EFL Schema regarding their oral performance of the Semantic, Morphological, Syntactic, Phonological, and Pragmatic Proficiencies along with their related Linguistic Awareness,
- h) Analysing the obtained data utilising both Verbal Interpretation and Numerical one, typifying the statistical analysis, utilising SBSS (version. 18),
- i) Interpreting the obtained results in the light of the study pre-formulated hypotheses ,along with providing an informative discussion of such results in terms of the stated interpretation , the overall climate of the Pedagogical ODA Training Sessions and the significant theoretical foundations of the current study, and finally
- j) Illustrating the resultant conclusions, recommendations and suggestions for further research.

Results of the Study :

Basically, the general results of the current study confirms that :

- a) There is a statistically significant difference between the mean scores of the exposure group in the pre- and the post- administration of both the overall oral test of the SMSPP Proficiencies and the General Linguistic Awareness questionnaire , favouring the post administration, and
- b) Pedagogical ODA is effective in improving both EFL Learners' Oral Performance of the SMSPP Proficiencies, either being viewed as common, interrelated Interdisciplinary Skills, or as separate, independent ones, and their related Linguistic Awareness, either the General one or the employed four specific types.

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استخدام تحليل الخطاب الشفهي لتنمية الكفاءات الدلالية، الصرفية، النحوية، الفونولوجية،
والبراجماتية والوعي اللغوى لدى الطلاب المعلمين بشعبة اللغة الإنجليزية

أمل منصور عبد الله إبراهيم

مدرس مساعد بكلية التربية النوعية، تخصص مناهج و طرق تدريس اللغة الإنجليزية

الملخص:

تعد الدراسة الحالية محاولة لبحث استخدام تحليل الخطاب الشفهي لتنمية الكفاءات الدلالية، الصرفية، النحوية، الفونولوجية، والبراجماتية لدى الطلاب المعلمين وكذا الوعي اللغوى لديهم. ولتحقيق الدراسة الحالية تبنت الباحثة نظام المجموعة التجريبية الواحدة و التى تضمنت اربعون من الطلبة المعلمين تم اختيارهم بطريقة عشوائية من طلاب الفرقة الثالثة ، شعبة اللغة الإنجليزية بكلية التربية النوعية ، تم التدريس لهم باستخدام مجموعة متنوعة من الفيديوهات الاكاديمية و غير الاكاديمية. و قد قامت الباحثة باعداد كل من (أ) اختبار شفهي لقياس أداء للطلاب لكل من الكفاءات الدلالية، الصرفية، النحوية، الفونولوجية ، والبراجماتية و (ب) مقياس لتحديد مستوى الوعي اللغوى لديهم وذلك لتطبيق كليهما قبليا و بعديا ، هذا و قد استغرقت الدراسة الحالية احدى و عشرون جلسة عملية تم اجرائها خلال الفصل الدراسى الثانى من العام الجامعى ٢٠١٥ - ٢٠١٦ . وبعد إجراء التحليل الإحصائى توصلت الدراسة الى مجموعة من نتائج تتمثل بشكل عام فى (أ) وجود فرق دال إحصائياً بين متوسطى درجات طلاب عينة الدراسة فى اختبار الكفاءات الدلالية، الصرفية، النحوية، الفونولوجية، والبرجماتية المطبق قبلياً و بعدياً لصالح التطبيق البعدى ، (ب) وجود فرق دال إحصائياً بين متوسطى درجات طلاب عينة الدراسة فى مقياس الوعي اللغوى المطبق قبلياً و بعدياً لصالح التطبيق البعدى، (ت) تحليل الخطاب الشفهي له تأثير ايجابى على تنمية كل من الكفاءات الدلالية،الصرفية،النحوية،الفونولوجية،والبراجماتية لدى الطلاب لمعلمين وكذلك الوعي اللغوى لديهم.