Promoting EFL Pre-Service Teachers' Language Management Skills Using an Action Learning Program

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ABSTRACT

The current study examined the impact of action learning program to promote some EFL language management skills among EFL pre-service teachers at Port Said Faculty of Education. The problem of the study was identified in the preservice teachers' weak performance of verbal and nonverbal language management skills (e.g., instructional communication and instruction giving skills) during instruction in the teaching practicum. The study adopted the mixed method research with a design of concurrent triangulation. The subjects of the study were (36) EFL preservice teachers in the fourth year, general education. They were divided into two groups: experimental group (N=16), and control group (N=20). An observation rating scale, a scenario-based test, and a semi-structured interview instruments were developed and conducted for collecting data. The results of the study showed that there were statistically significant differences at 0.01 level between the mean ranks of the control and experimental groups' scores on the post-assessment in favor of the experimental group in overall language management skills as well as in each main skill separately. The findings of the present study revealed that a program based on action learning has a positive impact on promoting language management skills among EFL preservice teachers. Therefore, the proposed program can be adopted by EFL preservice, and in-service teachers for developing their language management skills in the classroom.

KEYWORDS:

الملخص

تحققت الدراسة الحالية من أثر برنامج التعلم الإجرائي لتعزيز مهارات إدارة اللغة لمعلمي ما قبل الخدمة للغة الإنجليزية كلغة أجنبية بكلية التربية جامعة بورسعيد. تم تحديد مشكلة الدراسة في الأداء الضعيف لمعلمي ما قبل الخدمة لمهارات إدارة اللغة اللفظية وغير اللفظية (مهارات التواصل التدريسي، ومهارات إعطاء التعليمات) أثناء التدريس. اتبعت الدراسة منهج البحث المختلط بتصميمه التثليث المتزامن. وتكونت عينة الدراسة من (٣٦) معلماً لما قبل الخدمة في السنة الرابعة تخصص لغة إنجليزية– الشعبة العامة؛ تم تقسيمهم إلى مجموعتين: المجموعة التجريبية (ن = ١٦) ، والمجموعة الضابطة (ن = ٢٠). تم إعداد وتصميم بطاقة ملاحظة واختبار قائم على السيناريو و إجراء مقابلة شبه منظمة لجمع البيانات. أظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية عند مستوى ٠.٠١ بين متوسط رتب المجموعتين الضابطة والتجريبية في التقييم البعدي لصالح المجموعة التجريبية في مهارات إدارة اللغة ككل وعلى حدى. كشفت نتائج الدراسة الحالية أن برنامج التعلم الإجرائي له تأثير إيجابي في تعزيز مهارات إدارة اللغة بين معلمي اللغة الإنجليزية كلغة أجنبية ما قبل الخدمة. لذا، يمكن اعتماد البرنامج المقترح من قبل معلمي اللغة الإنجليزية كلغة أجنبية قبل الخدمة ، أثناء الخدمة لتطوير مهاراتهم في إدارة اللغة في حجرة الصف.

الكلمات المفتاحية:

Introduction

The preparation program at the faculties of education primarily focusses on providing pre-service teachers with the knowledge regarding teaching profession. Although exerting efforts to improve the EFL teaching process of pre-service teachers, EFL programs still thirst to more development in the preservice teacher's preparation. However, in a study of Yook et al. (2016) about EFL teachers' perception of the impact of EFL teacher education upon their classroom teaching practice, they found that most pre-service teachers were dissatisfied with the insufficient practical implementation as well as they stated that the theories and method they have learnt cannot be applied in the real condition.

Tarone et al. (2005, p.12) stated that the differences between the EFL preservice preparation program and the real conditions that the preservice teachers face in the EFL classroom appear to create a gap that cannot be bridged by preservice teachers themselves. Several researchers discuss about how to exist gap between practice and theory, so that teaching practice can running effectively.

One of the obstacles faced by EFL preservice teachers is how they manage their own classroom. Classroom management is much related to how a teacher builds a successful interaction with the learners. Interaction in a foreign language is a challenge for the preservice teachers as well as their learners. Malik(2012,p.514) demonstrates that teaching is an activity that is based on interaction between teachers and learners. To increase the benefits of this interaction it is necessary that the teacher should be proficient in utilizing classroom language.

Classroom foreign language can be classified into four elements which are organizational target language, instructional foreign language, student-teacher interactional use of foreign language, and use of foreign language for feedback. Organizational target language is utilized for the organization of the procedure of teaching. Secondly, there is instructional foreign language which refers to the general knowledge that students can obtain related to the subject matter. Besides, there is student-teacher interactional use of foreign language and use of foreign language for feedback.

Therefore, the deficiency in language usage in EFL classroom causes several undesired responses on the behalf of students as it hinders the student teacher communication inside the class. When the preservice

teachers lack the performance of mastering language management skills, some learners skip following the teacher and get busy doing undesired behaviors. The thing which leaves the preservice teacher feels unconfident in their capabilities and not knowing how to positively react and prevent these behaviors thereafter.

1.1 Context of the Problem

While supervising EFL preservice teachers in their practicum, the first researcher has observed the deficiency in utilizing English language in communication and giving instructions either verbally or nonverbally. It was also noticed that the learners cannot successfully interact with EFL preservice teachers using English language as a target language required to be promoted. The gap between the student-teacher interaction due to the apparent problems in utilizing language, leads to classroom management issues (e.g., lack of engagement, being off-task, indiscipline, difficulties in providing feedback).

The problem of the current study is also supported by reviewing previous studies handling the EFL preservice teachers' weakness in verbal and nonverbal classroom language skills in an EFL context such as Harmer, (2000); Hsu, et al. (2007); Hsu(2010); Jiang(2006), Mushtaq, (2014); Somuncu et al. (2019); Waring et al.(2012), These studies indicated that foreign language communication still needs more development in EFL pre-service teachers training and preparation program. The findings of these studies indicated the importance of classroom language skills, particularly instructional communication , and instruction-giving skills. Therefore, the current study examines the effectiveness of an action learning program on promoting EFL preservice teachers' language management skills.

1.2 Statement of the Problem

In   light of the researcher's observations and the results of the aforementioned studies, the problem of the study can be identified in the deficiency of EFL pre-service teachers in language management skills, such as instructional communication and instruction giving skills in addition to their inappropriate skill performance.

Hence, this study sought to find answers to the following question:

How far does action learning effectively contribute to promoting EFL pre-service teachers' language management skills?

1.3 Hypotheses of the study

Based on the discussion of literature and related studies, the following hypotheses were derived:

- There is a statistically significant difference between the mean ranks of the control group's ranks and those of experimental group on the post assessment of language management observation rating scale in each skill and as a whole in favor of the experimental group.

- There is a statistically significant difference between the mean ranks of the experimental group's ranks on the pre and post assessment of language management observation rating scale in favor of the post assessment.

- There is a statistically significant difference between the mean ranks of the control group's ranks and those of experimental group on the post assessment of language management scenario-based test in each skill and as a whole, in favor of the experimental group.

- There is a statistically significant difference between the mean ranks of the experimental group's ranks on the pre- post assessment of language management scenario-based test in the skills and overall, in favor of the post assessment.

1.4 Purpose of the study

The purpose of the study was to determine the effect of action learning on promoting EFL pre-service teachers' language management skills including instructional communication and instruction giving skills.

1.5 Significance of the study

- The study adds a new dimension to classroom management, particularly related to EFL classroom management, which is "language management" dimension, including skills of instructional communication and instruction giving. This dimension works on the classroom management issues that face the foreign language pre-service teachers, especially EFL pre-service teachers, who are the community of the current study.

- The study might be beneficial to EFL experts and designers of pre-service teachers' preparation programs with the program content, activities as well as the study instruments as the study

might provide guidelines upon which further treatments are designed to promote EFL language management skills of instructional communication and instruction giving.

- The study might be beneficial to EFL in-service teachers who face obstacles in performing the skills of classroom communication and instruction giving skills in EFL classes.

- The study presents a new trend in pedagogy and the professional development of novice as well as experienced teachers through action learning.

1.6   Delimitations of the Study

This study was limited to:

- A sample of (36) prospective teachers in the fourth year at Faculty of Education (General Education - English Department) Port Said University.

- Promoting two EFL pre-service teachers' language management skills of instructional communication and instruction giving in addition to their sub-skills.

- The time frame for this study was ten weeks (approximately one semester): two lab sessions of three hours with one practical session per week in the first term of the academic school year 2021/2022.

1.7   Definition of Terms

Action Learning

Marquardt and Banks (2010, p.21) define action learning as a process and tool that enables individuals and groups to learn while solving problems and implementing actions. In the current study, action learning is defined as "an instructional training process of authentic problems related to language management skills through the formation of teamwork ranging from 4-8 set members in each team, with the aim of working to find solutions to these problems, in addition to improving their performance of language management skills of pre-service teachers inside the classrooms.

Language Management Skills

In this study, language management refers to pre-service teachers' skills handling to instructionally communicate with students inside the classroom in a way that aims to develop students' foreign language communication skills. It is divided into verbal language including giving instructions,

requests, questions, imperatives, or praise statements; as well as non-verbal language, including facial expressions, gestures, body language, postures, and any other non-linguistic devices in order to create an effective and interactive learning environment to reach meaningful learning of the foreign language. This study aims to promote the pre-service teachers' language management through increasing the perception as well as the effective performance of two skills which are instructional communication and instruction giving.

2 Review of Literature

The following section sheds light on the main variables of this study which are action learning, language management, instructional communication , and instruction giving.

2.1 Action Learning

Pedler and Revans (2011), the latter is the founder of action learning, suggest that knowledge comes from action rather than the study of books. Books hold programmed wisdom from the past (P learning) whereas individuals need questioning insight (Q learning) which they can only enhance by fighting with problems, then later reflecting upon consequences and results. He targeted a harmony between body and mind which is gained through the interpretation of one's own experience and existing knowledge. Cho& Bong (2011, p11) revealed that action learning includes the real tasks, in which the participants work in teams, called action learning sets. Discussions and reflections have the significant role in the action learning method where the participants improve their increasingly questioned behavior, their renewed openness to new experiences, demonstrating greater intellectual curiosity.

There are some branches of action. Boshyk (2000, p.51) noted that "The house of action learning has many doors". Critical action learning (CAR) is a branch of action learning that promotes a deepening of critical thinking to enhance leadership and management development. Besides, virtual action learning (VAR) is another branch arisen due to progress in communication technologies that enables more collaborative communication. Basically, Action learning mainly focuses on the combination of two major themes: authentic work-based issues and team-work learning (Raelin, 2008, 2011; Vince, 2012).

Studies have also shown that action learning has a positive impact in many fields such as health, business, school administration, politics. Stappenbelt (2017) investigated the impact of action learning on student approaches to learning and any accompanying academic, and personal development on a sample of the final year undergraduate engineers. The results found that action learning generated a sense of empowerment in their abilities, trust, and confidence, as well as problem solving and critical thinking skills were developed .Dowson (2019) explored the impact of action learning on the perceptions of a group of (12) healthcare professionals' knowledge, skills, and confidence in communication skills. The findings revealed its effectiveness as a process and method that act as a facilitator for successful transfer of learning into practice for individuals and their organizations.

 The aforementioned studies revealed that action learning has positive impact at many levels. Individuals acquire and improve the skills needed to be professional in their fields, along with an increased sense of confidence, and leadership responsibility. At the team level, action learning builds problem-solving tools that generate ideal staff capable of solving real work problems. At the organizational level, it increases the institutions' competitiveness as participants learn fast how to gain knowledge, utilize it, achieving the sought outcomes.

In the current study, the action learning program was applied through meetings with action learning sets (n=16) of secondary school EFL preservice teachers, working on complex, authentic classroom language management problems. Using an action learning log (prepared by the first researcher), they identify, analyze the problems following stages of problem identification, programmed knowledge (what they know), questioning, finding solutions, put the solutions into some procedural actions, which are tested during teaching at practicum, followed by feedback and reflection meetings.

2.2   Instructional Communication

Researchers of communication consider teaching and learning as a process of communication that seeks to reach teaching effectiveness and learning process. Instructional communication targets teaching and learning using communication theories to explain, control, and predict the instructional goals. Akers and Johnson (2006, p.1) define instructional communication as the study of classroom communication. It is deeply affected by teacher

characteristics, student characteristics, instructional methods, and the pedagogy of communication in general.

According to McCroskey and Richmond (2005, p.1) and Richmond et al. (2009, p.22) instructional communication has two traditions: The rhetorical and the relational traditions. These traditions affect how researchers study communication between teachers and students. Mottet, Richmond, and McCroskey (2006, p.285) report that from a rhetorical communication perspective, the instructional communication is teacher-directed as teachers use verbal and nonverbal messages in order to influence or persuade students. While, from a relational perspective, the communication process is more collaborative as teachers and students , through a good student-teacher relationship, co-create and use verbal and nonverbal messages to achieve learning outcomes.

McCroskey, Valencic, and Richmond (2004, pp.197- 210) investigate a general model of instructional communication. There are six essential components of this model of instruction: (1) teachers' verbal and nonverbal communication behaviors, (2) teachers' source credibility behaviors, (3) teachers' task attractiveness, (4) instructional outcomes, (5) teachers' temperament, and (6) the instructional environment.

Dagarin (2004, pp.128- 129) points out that effective EFL instructional communication skills encourage students to effectively communicate in English as a foreign language. In order to achieve this, EFL pre-service teachers should follow some guidelines: (1)implementing different student and teacher roles, (2) exposing students to a varied classroom organization, (3) employing a variety of activities, by helping students to express themselves, (4) encouraging their use of communication strategies, and (5)interchangeably utilizing non-linguistic devices along with verbal interaction.

There are many previous studies that aimed to advocate using instructional communication in order to develop EFL pre-service teachers' communication skills. Hsu, et al. (2007) study investigated teachers' nonverbal immediacy as instructional communication behaviors in relation to students' willingness to speak English in class on a sample of 235 students. The results revealed that teachers' nonverbal immediacy behaviors were correlated positively and significantly with students' willingness to talk in L2. Mottet et al. (2008) conducted a survey on 497

ninth-grade students. The study examined how students' perceptions of their teachers' instructional communication behaviors were related to their affective learning. Results indicated that some instructional communication skills (e.g., non-verbal immediacy, clarity, confirmation, and content relevance) were highly related to students' affective learning outcomes. Goolamhossen (2013) sought to analyze the significance of effective instructional communication skills for good teaching for the pre-service secondary teachers. The study included 50 pre-service teachers in Mauritius Institute of Education. The study results showed that the pre-service secondary teachers tended to confirm that the tone and the body language are important for giving instructions and delivering information more professionally.

Besides, Hsu (2010) investigated EFL pre-service teachers' nonverbal immediacy skills as instructional communication behaviors in relation to students' motivation for learning English on a sample of 303 participants. The results revealed that EFL pre-service teachers' nonverbal immediacy behaviors were correlated positively and significantly with students' willingness to talk. Winter (2014) investigated the importance of instructional communication skills (e.g., confirmation, caring, and non-verbal immediacy) between students and faculty instructor. The sample included eight undergraduate students in Northern California. The results showed that the lack of verbal and non-verbal communication led to negative communication atmosphere, while instructor-student approachability and flexibility created a positive learning environment.

Considering the results and recommendations of the previous studies examining the effectiveness of implementing the instructional communication skills on EFL pre-service teachers' success in promoting teacher- student classroom communication and learning outcomes.

2.3   Instruction Giving

Even a well-planned lesson can fail if the instructions are not clear or understandable for the learners. Ha and Wanphet (2016,p. 138) define instructions as the directions given to the learners which reflects later on students' behaviors, responses, actions, and their learning goals. Although instructions are teacher based and orally given, it is not monological, rather it is interactional. It requires the students' compliance to the teacher's sought behavior.

Matheson and Shriver (2005, p.202) point out that ineffective instructions lead to poor student academic engagement, and that eventually results in discipline issues in which the teacher's reactive response is a time-consuming that reduces the amount of time teachers spend on teaching and the amount of time students spend on task

Accordingly, it is vital to equip EFL pre-service teachers with skills to plan and implement effective instruction-giving. This, in turn, will promote teaching and learning process and avoid the indiscipline. Woodberry and Aldrich (2000), Scrivener (2011), Calvert (2015), and Sowell (2017) state recommendations for EFL pre-service teachers when giving instructions: (1) attracting students' attention before starting to give instructions, (2) carefully sequencing of the instructions, (3) including the breaking down of complex instructions into individual steps and the consideration of when to organize students' seating and distributing materials and worksheets,(4) precising verbal instructions, (5) deliberately pausing to give students enough time to process and comply, (6) effectively use of gestures, props and scaffolds, (7) providing students with examples of the expected behavior through modelling and demonstration, and (8) frequently use comprehension checks to see whether the students have understood the instructions, but avoid asking them the general type of questions-Do you understand? Rather, ask concept-check questions.

Several studies assert the influence of instruction giving on the learning process positively and negatively according to the teacher's practices of instruction giving. Matheson and Shriver's study (2005) investigates the effects of an effective commands training on teachers' instruction-giving and on student compliance on a sample of three primary school teachers whose students had non-compliance behaviors. The results of the training indicate that the students' compliance improved, illustrating the link between effective instruction-giving and academic achievement. Besides, Waring et al. (2012) analyze problematic directives given by an ESL novice teacher in a case study of a first-grade learner. The researchers identify a set of practices that reduce the clarity of instructions. The results further provided evidence of the learner's disengagement after prolonged lack of understanding which is only resolved after the teacher succeeded in giving clear instructions with an explicit focus that aligns with the learner's attention.

Somuncu et al. study (2019) focuses on students' reactions of non-understanding during instruction giving on a sample of 13 EFL pre-service teachers in Turkish secondary schools. The findings show that students frequently fail to complete tasks. Strategies shown to be effective were multimodal demonstrations using artefacts such as previously prepared materials.

It becomes clear that the ability to give effective instructions is urgent and cannot be waited for experience to acquire and master this skill, it must be learned, thus trained on through the EFL preparation program at the faculties of education.

3   Methodology

3.1   Design of the study

This study followed the mixed method approach of a triangulation design which is a procedure for collecting, analyzing, and mixing both quantitative and qualitative research and methods in the same study at the same phase and the same timeframe utilizing the concurrent triangulation design in which quantitative date collection and analysis is separated from the qualitative date collection and analysis.

3.2   Participants

The study sample included 36 EFL pre-service teachers, divided into two groups; control group(n=20), all are females, and experimental group(n=16)14 females and two males. They were enrolled in the fourth year, English department for general education at the Faculty of Education. They aged between 20 and 21 at the time of the study. The treatment was applied in the first term of the academic year 2021-2022.

3.3   Study Instruments

Three instruments were used in this study to measure the two language management skills: instructional communication and instruction giving, which are:
- Language management observation rating scale (Quantitative)
- Language management scenario-based test and a rubric for scoring it (Quantitative)
- Semi-structured interview (Qualitative)

Language Management Observation Rating Scale

The language management observation rating scale was designed by the researcher to assess the participants' instructional communication and instruction giving skills before and after the treatment. Besides, this instrument has two aims: (a) It provided a pre-defined set of observable indicators to determine the guidelines of performing these skills, and (b) It measures whether the EFL pre-service teachers' learned skills were reflected in their actual classroom practice. The observation rating scale included two main skills, which are instructional communication and instruction giving. Each skill was measured by six indicators on a five Likert-scale; ranging from (1) referring to poor performance to (5) referring to excellent performance.

To test the validity of the observation rating scale, It was validated by a panel of jury (no=10). Also, the intrinsic validity was calculated using the correlation coefficients that were (r = .913) for instructional communication skill and (r = .931) for instruction giving skill.

The reliability was also measured using the general alpha coefficient that was α=0.772 for instructional communication skills and α= 0.773 for instruction giving skills. The stability was also calculated using the half-split formula Pearson's stability coefficient was (0.953), and Gottman's mid-fraction coefficient reached (.952), which indicates a high coefficient of the language management observation rating scale stability.

Language Management Scenario-Based test

The language management scenario-based test was designed to assess the EFL pre-service teachers' self-efficacy and preparedness regarding language management skills, as well as to assess their level before and after the treatment. Each language management skill is expressed through a classroom scenario with five questions beneath; one is a checkbox question ,related to the second question, whereas the other four questions are WH-questions. The participants had to follow action learning log steps to handle each scenario. The test was firstly administered to a pilot sample of fourth year EFL pre-service teachers, elementary education, (n=40) to calculate the suitable time for the test. The time was calculated as one hour.

The Rubric of the Scenario-Based Test

An analytic scoring rubric was designed for assessing the EFL pre-service teachers' responses on the scenario-based test providing more detailed and

differentiated information about their language management performance. The rubric consisted of three assessing questions on a four-point scale from zero to three; ranging from failing to meet the standard, below standard, approaching standard, and at standard. It focuses on problem identification, analysis, setting actions to solve the scenario problem reactively and proactively. Therefore, grammatical, lexical, and mechanical errors are not considered in scoring.

To test the validity of the scenario-based test, it was validated by a panel of jury (no=10). Also, the intrinsic validity was calculated using the correlation coefficients that ranged from (0.693) and (0.849)

The reliability was also measured using the general alpha coefficient that was α=0.775 for instructional communication skills and α= 0.773 for instruction giving skills. The stability was also calculated using the half-split formula Pearson's stability coefficient was (0.915), and Gottman's mid-fraction coefficient reached (.956), which indicates a high coefficient of the language management scenario-based test stability.

Semi-Structured Interview

Semi-structured interview questions were constructed for many purposes: (1) diagnosing participants' knowledge and efficacy of language management skills, (2) Getting more understanding of participants' prior experiences regarding managing English inside classroom, and (3) collecting information about participants' means of any kinds of field development concerning language management skills and action learning.

The interview questions focused on certain aspects such as knowledge about language management, academic courses that handled that topic, means of self-development in the fields of language management, and action learning. The interview was conducted face to face with participants one by one. The interview is recorded to all participants after getting their permission. Sometimes, the researchers used probing techniques to elicit more elaboration if needed. Interview session took from 8 to 15 minutes for each participant.

4   Results and Discussion

4.1   Results

To verify the first hypothesis, "There is a statistically significant difference between the mean ranks of the control group and those of experimental group in the post assessment of language management observation rating

scale "skills and overall", in favor of the experimental group", Mann-Whitney Non- parametric Test for independent samples was conducted on both the post assessment of the observation rating scale total ranks of the experimental and control groups to determine the relative extent of change achieved by the experimental group after implementing the program.
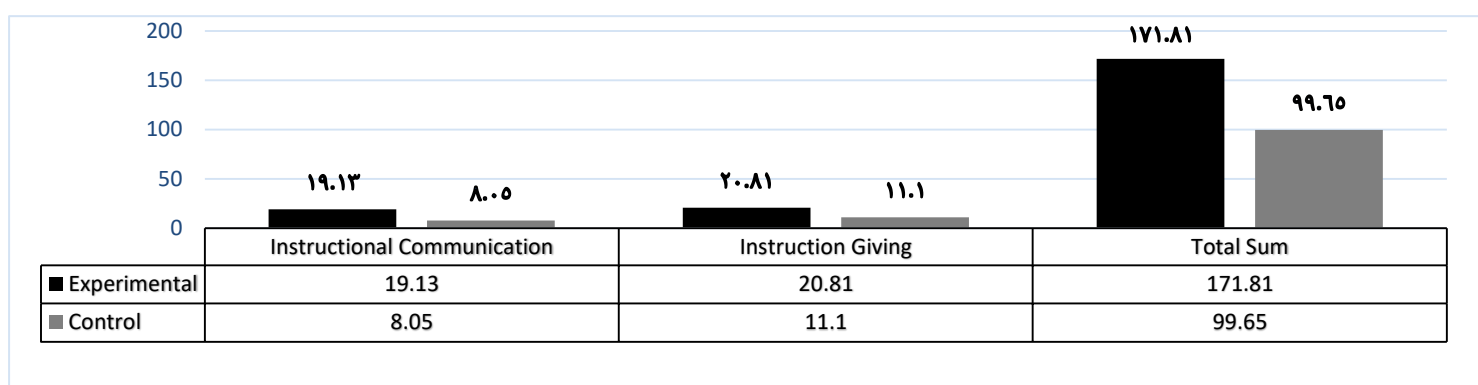
Table 1. Results Of Mann-Whitney Test for the Experimental and Control Groups Post Assessment of Language Management Observation Rating Scale

CM Skills	Group	Number	Mean Ranks	Sum of Ranks	U Value	Z Value	Level of Significance
Instructional Communication	Experimental	16	28.00	448.00	8.02	-4.878	**.000
	Control	20	10.90	218.00			
	Total	36	--------	----------			
Instruction-Giving	Experimental	16	28.34	453.50	8.54	-5.029	**.000
	Control	20	10.63	212.50			
	Total	36	--------	----------			
Total Sum	Experimental	16	28.13	450.00	8.34	-4.905	**.000
	Control	20	10.80	216.00			
	Total	36	--------	--------			
CM Skills	Group	Number	Mean Ranks	Sum of Ranks	U Value	Z Value	Level of Significance
Instructional Communication	Experimental	16	28.00	448.00	8.02	-4.878	**.000
	Control	20	10.90	218.00			
	Total	36	--------	----------			
Instruction-Giving	Experimental	16	28.34	453.50	8.54	-5.029	**.000
	Control	20	10.63	212.50			
	Total	36	--------	----------			
Total Sum	Experimental	16	28.13	450.00	8.34	-4.905	**.000
	Control	20	10.80	216.00			
	Total	36	---------	--------			

Results shown in table 1 reveal that there is a statistically significant difference between the mean ranks of the experimental and control group in the post assessment of the language management observation rating scale on the sub-skills and as a whole in favor of the experimental group at (0.01) level, as u value is statistically significant at (0.01) level. The interpretation

of this difference proves that the overall language management skills of the experimental group who implemented the program have been improved (see figure 1). This confirms the positive effect of the program based on action learning in promoting EFL preservice teachers' language management skills and overall. Therefore, the first hypothesis of this study is verified.

Figure 1. The Experimental and Control Groups' Mean Ranks on Post Assessment of Language Management Observation Rating scale

	Instructional Communication	Instruction Giving	Total Sum
■ Experimental	19.13	20.81	171.81
▨ Control	8.05	11.1	99.65

In order to verify the second hypothesis, "There is a statistically significant difference between the mean ranks of the experimental group's ranks on the pre and post assessment of language management observation rating scale in favor of the post assessment", Wilcoxon Non- parametric Test was conducted on both the pre and post assessment scores of the experimental group in the observation rating scale (skills and total sum) to determine the relative extent of change achieved by the experimental group after implementing the program.

Table 2. Results of Wilcoxon Test for the Experimental Group Pre and Post Assessment of the Language Management Observation Rating Scale

Skills	Ranks	N	Mean	Sum of Ranks	Z Value	Significance
Instructional Communication	Negative	0	.00	.00	-3.526	**.000
	Positive	16	8.50	136.00		
	Equals	0	---------	---------		
Instruction Giving	Negative	0	.00	.00	-3.521	**.000
	Positive	16	8.50	136.00		
	Equals	0	---------	---------		
Total Sum	Negative	0	.00	.00	-3.517	**.000
	Positive	16	8.50	136.00		
	Equals	0	--------	--------		

** refers to level of significance at (0.01)

Results in Table 2 show that there is a statistically significant difference between the mean ranks of pre and post assessment of the language management skills and as a whole in favor of post assessment ranks at (0.01) level as Z= 3.526 for instructional communication skills, and Z= 3.521 for instruction-giving skills. The interpretation of this difference proves that the performance of instructional communication and instruction giving skills of the participants have been improved (see figure 2). Therefore, the second hypothesis is verified.

Figure 2. The Experimental Group Mean Scores on Pre- and Post-performance of Language Management Skills in the Observation Rating Scale Assessment

	Instructional Communication	Instruction Giving	Total Sum
pre	7.88	8.38	96.75
post	19.13	20.81	171.81
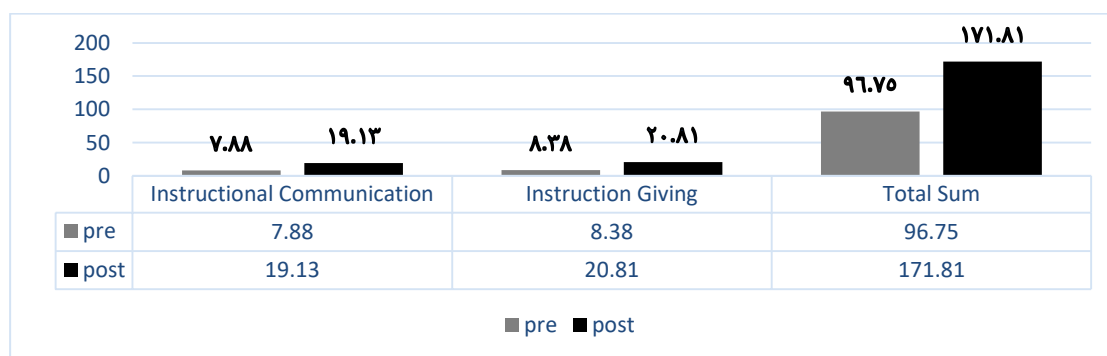
To verify the third hypothesis, "There is a statistically significant difference between the mean ranks of the control group and those of experimental group on the post assessment of language management scenario-based test in the skills and as a whole, in favor of the experimental group", Mann-Whitney Non- parametric Test for independent samples was conducted on both the post assessment of the scenario-based test total scores of the experimental and control groups.

Table 3. Results of Mann-Whitney Test for the Experimental and Control Groups Post Assessment of language management Skills in the Scenario-Based Test "Skills and Total Sum"

CM Skills	Group	Number	Mean Ranks	Sum of Ranks	U Value	Z Value	Level of significance
Instructional Communication	Experimental	16	28.50	456.00	.000	-5.233	**.000
	Control	20	10.50	210.00			
	Total	36	---------	---------			
Instruction-Giving	Experimental	16	28.50	456.00	.000	-5.220	**.000
	Control	20	10.50	210.00			

	Total	36	---------	---------			
Total Sum	Experimental	16	28.50	456.00	.000	-5.098	**.000
	Control	20	10.50	210.00			
	Total	36	---------	---------			

**refers to level of significance at (0.01)

Results shown in table 3 reveal that there is a statistically significant difference at (0.01) level between the mean ranks of the experimental and control group in the post assessment of the language management scenario-based test on the skills and as a whole in favor of the experimental group. This indicates that the experimental group ranked scores higher on the knowledge of language management two skills and as a whole than those of the control group, as Z value= 5.233 for instructional communication skills, and Z=5.220 for instruction giving skills and U is statistically significant at (0.01) level. The interpretation of this difference proves that the language management skills of the experimental group who implemented the program have been improved (see figure 3). This confirms the positive effect of the program based on action learning in promoting EFL preservice teachers' language management skills. Therefore, the third hypothesis of this study is verified.

Figure 3. The Experimental and Control Groups' Mean Scores on Post Application of language management skills Scenario-Based Test
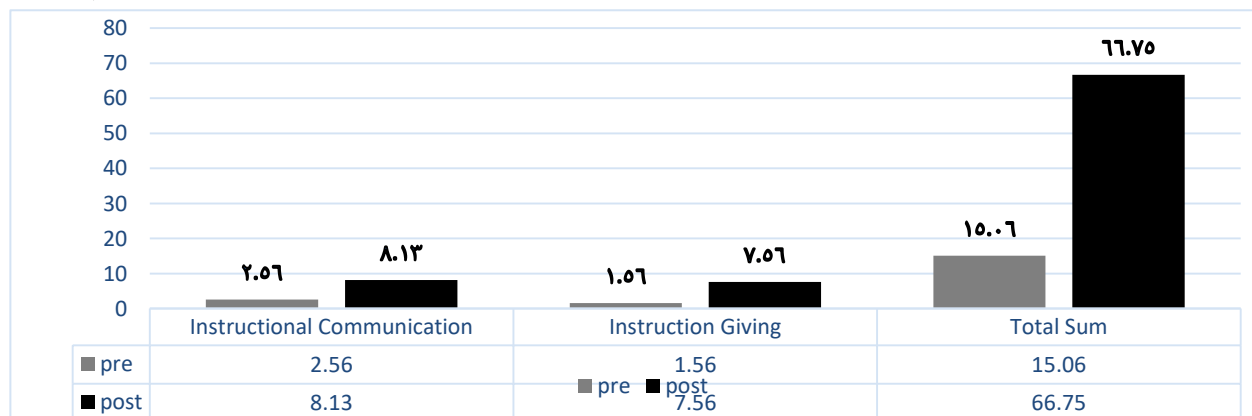

	Instructional Communication	Instruction Giving	Total Sum
Control	10.5	10.5	10.5
Experimenal	28.5	28.5	28.5
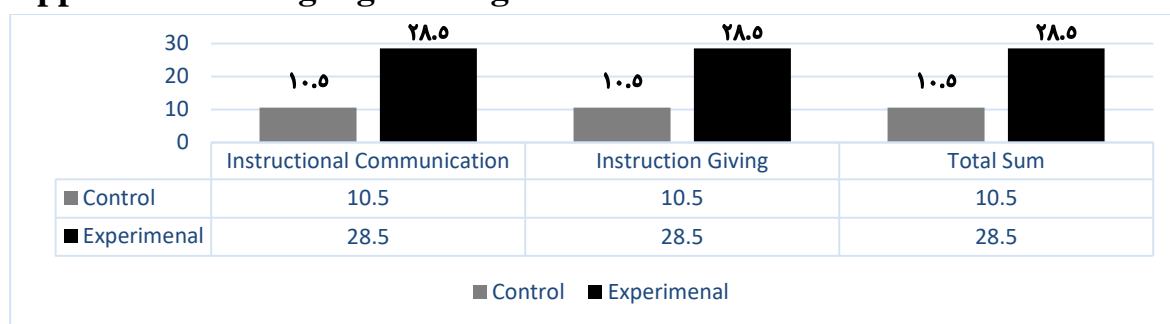
In order to verify the fourth hypothesis, "There is a statistically significant difference between the mean ranks of the experimental group's ranks on the pre- post assessment of language management scenario-based test in the skills and as a whole, in favor of the post assessment.", Wilcoxon Non-parametric Test was conducted on both the pre and post assessment scores of the experimental group in the language management scenario-based test (skills and total sum)

Table 4. Results of Wilcoxon Test for the Experimental Group Pre and Post Assessment of the English Language Classroom Management scenario-based test (Skills and Total Sum)

Skills	Ranks	N	Mean	Sum of Ranks	Z Value	Significance
Instructional Communication	Negative	0	.00	.00	-3.596	**.000
	Positive	16	8.50	136.00		
	Equals	0	---------	---------		
Instruction Giving	Negative	0	.00	.00	-3.546	**.000
	Positive	16	8.50	136.00		
	Equals	0	---------	---------		
Total Sum	Negative	0	.00	.00	-3.519	**.000
	Positive	16	8.50	136.00		
	Equals	0	---------	---------		

Results in Table 4 show that there is a statistically significant difference at (0.01) level between the mean ranks of pre and post assessment of language management scenario- based test in favor of post assessment ranks. The Z value= 3.596 for instructional communication skills and Z=3.546 for instruction giving skills. This indicates that the experimental group ranks were higher on the instructional communication and instruction giving skills and as a whole than the ranks of the pre-assessment. The interpretation of this difference proves that the language management skills of the participants has been improved(see figure 4). This confirms the positive effect of the program based on action learning on promoting EFL preservice teachers' language management skills. Therefore, the fourth hypothesis of this study is verified.

Figure 4. The Experimental Group Mean Scores on Pre- and Post-Assessment of language Management Scenario-Based Test (skills and Total Sum)

	Instructional Communication	Instruction Giving	Total Sum
pre	2.56	1.56	15.06
post	8.13	7.56	66.75

4.2 Discussion

Discussion of the Quantitative Instruments

The observation rating scale was used in the study to assess the preservice teachers' efficiency in performing language management skills of instructional communication and instruction giving. The rating scale items were used as short notes for the procedures of the main skills. It was also used as an outcome assessment instrument for measuring post performance. Hence, the observation rating scale ratings revealed that the participants actually integrated language management skills and items within their teaching practices.

While the pre assessment and post assessment of the results were statistically treated and interpreted in terms of the study hypotheses. These results showed significant development in language management skills for the participants after the action learning program. To show the varying rates of development in the language management skills, a comparison of the mean ranks of the observation rating scale pre and post assessment is illustrated.

Table 5. Summary Results of the Pre-Post Assessment on the Observation Rating Scale

Skills	Pre-observation mean	Post-observation means
Instructional Communication	17.84	28.00
Instruction giving	16.31	28.34
Total	18.44	28.13

As shown in table 5, the participants post observation mean ranks were developed in each skill separately with the highest mean score of 28.50 in the skills of engaging all students, and the lowest, yet significant, mean rank of 25.97 in the skill of building rapport.

Figure 5. Skill by skill Comparison of the Pre-Post Mean Ranks on the Observation Rating Scale
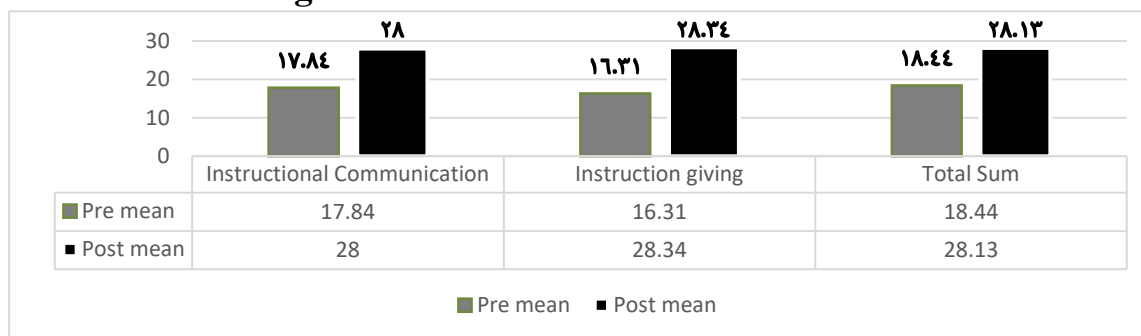
As shown in figure 5, the mean ranks of the participants in both the pre and post observation indicate that the two language management skills had a remarkable development from the pre-observation to the post-observation.
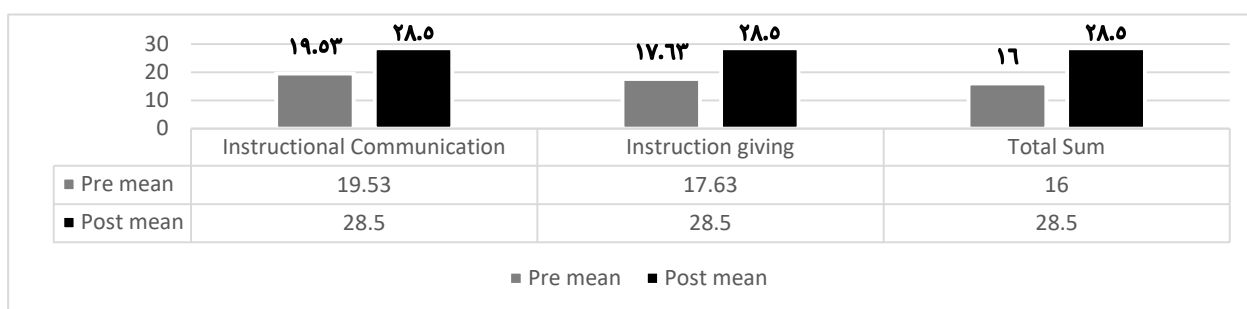
   The Scenario-Based Test

The scenario-based test was applied as a quantitative data collection instrument for assessing the preservice teachers' knowledge, self- efficacy, and preparedness regarding language management skills along with a rubric particularly built for extracting the results. The participants' results showed remarkable development after the action learning program. To show the rates of development, a comparison of the mean ranks of score in both pre and post assessment of the scenario-based test.

Table 6. Summary Results of the pre-post assessment on the Scenario-Based Test

Skills	Pre-observation mean	Post-observation means
Instructional Communication	19.53	28.50
Instruction giving	17.63	28.50
Total	16.00	28.50

As shown in table 6, the participants mean ranks were developed equally in the scenario-based test, with a high mean score of 28.50 in all skills and as a whole.

Figure 6. Skill by skill comparison of the pre-post mean ranks on the Scenario-Based Test

As shown in figure 6, which illustrates the differences in mean ranks on the pre-post assessment of the scenario-based test, all ranks of the participants on the post assessment were higher than theirs on the pre-assessment from a total of 16.00 in the pre assessment to a total of 28.50 in the post assessment. Together with figure 5, this indicates that the participants gained remarkable development in their language management skills with high rates as they were exposed to the action learning program.

Comparing the results of the skills in the observation rating scale and the scenario-based test reveals that the participants acquired the knowledge needed for preventing and responding to language management issues, as well as they gained more preparedness to overcome the obstacles they may encounter in classroom, as this is shown in the equally high rates of all skills in the scenario-based test.

Discussion of the Qualitative Instrument

While applying the quantitative instruments, particularly the scenario-based test, there were two questions in each scenario, asking the preservice teachers whether they experienced that scenario before and what were their reactions to it. All of them expressed in the pre-application of the test that they have experienced one or more of such scenarios. Unfortunately, their reactions and attitudes reflected their lack of knowledge and inefficacy in properly handling language management situations. Thus, a semi-structured interview was conducted with the experimental group before beginning the treatment program to get better understanding and close look at their cognitive and affective perception of language management term and skills.

In the pre- assessment of the semi-structured interview, All the experimental group of prospective teachers referred to language management definition using these phrases "using English Language fluently" and "Interacting with students in English". By asking them more about the skills needed to manage EFL classrooms. Some referred to a few skills (e.g., fluency, and speaking skill) while others expressed their ignorance of the existence of skills, supposing that language management is the way teacher speaks in English inside the classroom with a fluent accent. Besides, the researcher asked them about their pedagogical courses at the faculty which included these topics, language management, classroom language, instructional communication skills, instruction giving skills, and organizational target language, they claimed that the faculty pedagogical courses included psychological courses and teaching strategies and instructional skills, such as planning a lesson, teaching aids, warm-up, teaching strategies…etc. They added that most pedagogical coursers are theoretically based.

Therefore, the first researcher, aka the interviewer, asked them about their in-class performance of instructional communication and instruction giving

skills, but they did not understand what is meant by instructional communication skills. Concerning instruction- giving skills, some of them referring to it as giving orders to students. Their answers revealed the lack of knowledge of the language management skills, which reflects their performance of language during instruction.

These responses came in line with previous studies. Kopfler(2014); Korkut (2017) Koutrouba et others (2018) similarly found that preservice teachers share a traditional view of language usage. They responded that they repeat telling instruction when students do not understand, which reflected the non-us of simplified, precise language. They claimed they rarely use non-verbal communication, such as gestures, facial expressions, and postures. Most of them responded their lack of knowledge about the importance of voice pitch and intonation while communicating or giving instructions to their students. Their responses revealed lack of knowledge and expertise that led them to utilize and become highly affected by their past educational experiences as students until they found a release of these traditional beliefs and attitudes in the practice field.

 As Revans (1982; as cited in Pedler et al.,1991) states that knowledge comes from action rather than the study of books. With no exposure to classroom scenarios prior to or along with their actual context of use, language management would only be a theoretical easy-to-forget that leads to diffidence and hesitation about the appropriate reactions to any language management problems. Their responses showed the urgent need to have such program to develop their language management skills.

After finishing the program, the participants responses reflected the positive impact of the action learning program on their knowledge and performance of language management skills. One of the participants said: *"I have never thought that language management would do more in organizing classroom ".* Another added: *"instructional communication and instruction giving practices were fascinating to me. I learned effectively communicate in English without being shaky".*

The program's positive results confirmed that the action learning process including questioning and reflection, supported by scenario-based problem solving taught the participants about the reality of the challenges found nowadays in EFL classrooms. Having action learning meetings in which participant talk about their language management issues they encounter in

their practicum, then analyze, reflect, and set solutions with some actions to take, made the participants filled with multiple situations and experimented actions that worked well and other actions that need more progress.

Participants posed questions about the nature of the language management problems, the reasons behind their occurrences, the effective reaction, and how to avoid thereafter. All these questions helped them reach a solution, then set actions which will be experimented in their practical sessions. Reflection comes after the experimentation of these actions to take a decision either to step back of these actions, working on others, or adopt them as effective proactive and reactive practices in the upcoming similar language management obstacles.

Coaching is a main component in action learning. Throughout the program, coaching was provided by the research combined with feedback and scaffolding to reinforce what was done well and what needed more progress and improvement. Participants also provided coaching and scaffolding to each other during the lab and practical sessions and this is one of the benefits from action learning. It is the improvement not only at the individual level, but also as a teamwork, which guarantee the overall success at the organizational level.

5.Conclusion, Recommendations, And Suggestions for Further Research

5.1   Conclusions

The current study was conducted to promote language management skills among EFL preservice teachers throughout using action learning program. The researcher proved that using action learning would help working on classroom issues faced by preservice teachers. These issues cannot be handled only through theoretically based courses, rather it needs learning by doing which proved its positive impact in the findings of the current study. The experimental group showed a significant development in the verbal and non-verbal language management skills of instructional communication and instruction giving after being treated by the action learning program. Based on the study results, there is a considerable basis that action learning could develop several skills in the EFL context.

5.2   Recommendations

In light of the study results, the researcher recommends the following:

- **Authentic classroom situations should be the basis for developing pre-service teachers' programs.**
- **EFL faculty staff, inspectorate, in-service teachers should be trained on how to imply action learning programs to develop language management skills.**
- **Language management skills should be included in the EFL pre-service teachers' evaluation.**

5.3   Suggestions for Further Research

Based on the study results, the researcher suggests the following:

- **Studies investigating the effectiveness of action learning program in promoting language management skills of in-service teachers.**
- **Studies examining the impact of an action learning program to develop EFL pre-service teachers' language management skills with EFL younger students in primary schools.**
- **Studies investigating attitudes and perceptions of EFL students whose in-service or pre-service teachers master language management skills.**

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