People's Democratic Republic of Algeria
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of English Language and Literature

MASTER THESIS

in
Language Sciences

Submitted and defended by:

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Investigating the Effectiveness of the Multimodal Approach in Developing Speaking Skills among EFL Students

The case of second-year Students of English Department of Mohamed Kheider Biskra University

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June 2024

Declaration

I, **Belabbas Baya**, do hereby declare that this present research which is titled" Investigating the Effectiveness of the Multimodal Approach in Developing English as a Foreign Language (EFL) Students' Speaking Skills" is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. It was certified and completed at Mohamed Kheider University of Biskra, Algeria.

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Dedication

Allah the Almighty, the most Gracious and the most Merciful. When I felt

weak, he gave mestrength, and when I felt alone, he was always by my side.

This modest work is dedicated:

To my dearest Mom and Dad, *thank you for your unwavering love and support. Your guidance has been the foundation of my journey, and your wisdom has been my compass. I am eternally grateful to everything you have done for me.*

To my closest friend Hadjer, y*ou are my rock and my confidence. Your friendship is a treasure. I hold dear, and I am so thankful for the laughter, the adventures, and the unwavering support you provided me with.*

To my sister Dalel, and my brothers Amin, Zakraia, and Sidali, *each of you holds a special place in my heart. Your camaraderie and support mean the world to me. Thank you for the joy and strength you bring into my life. Your kindness and strength inspire me every day.*

And to my lovely person, *you light up my life with your presence. Your love and care make every moment beautiful. I am endlessly grateful for you. Thank you for being my everything.*

To my second family, "Amrani", *your warmth and kindness have made me feel at home. Thank you for embracing me as one of your own and for all the love and support.*

Thank you all

Acknowledgements

First and foremost, praises and thanks to the Almighty Allah, for His blessings throughout my research work to complete the current research successfully.

I would like to express my deep and sincere gratitude to my supervisor Mr. **Aounali Walid**, for giving me the opportunity to accomplish research and for his support, guidance and overall insights in this field have made this an inspiring experience for me.

My sincere gratitude, thanks and appreciation go to the board of examiners who accepted to evaluate and enrich this work, namely, Dr Turqui Berkat, Dr Slimani Said and Dr Benidir Samira.

I would also like to thank my teachers of the department of English for their guidance and help from our first days in Mohamed Khider University of Biskra. Furthermore, special thanks for the participants, who took part to fulfil this research and their contribution to its success.

Last but not least, I am extremely grateful to my family for their love, prayers, caring for educating and preparing me for my future. Also, I express my thanks to my closest friend for her support and encouragement

Finally, I would like to thank my family for supporting me during the completion of this dissertation.

Abstract

This study investigates the effectiveness of the multimodal approach in developing English as a Foreign Language (EFL) students' speaking skills. Additionally, it seeks to illustrate the significance of speaking and emphasize the need to improve it in the target language. The main issue lies in the fact that many students who study English as a foreign language find difficulties in speaking. Therefore, in this study, we addressed some crucial questions as what are the students' attitudes and perceptions towards the integration of the multimodal approach in improving their speaking skills? Thus, we hypothesised that the multimodal approach will have an effective role in improving EFL students' speaking skills. Furthermore, to enhance speaking proficiency, it is essential to place a strong emphasis on regular practice within oral expression courses. In this study, we chose the descriptive method because it enables us to collect valid data effectively it targeted second-year students at Biskra University as a sample. Following this investigation, two data collection methods were selected; a students' questionnaire and a questionnaire for teachers. After the interpretation and data analysis, the results showed that EFL students have an average level and they faced some problems in speaking, such as insufficient practice, low exposure, motivation issues, shyness, vocabulary gaps, mother tongue influence and anxiety. Moreover, to reduce this issue and develop their speaking skills, students and teachers recommended the integration of multimodal approach as a teaching method, because it increases motivation, and encourages active participation, especially when it develops confident speaking abilities.

Keywords: English as a Foreign Language, multimodal approach, speaking skills.

List of abbreviations

EFL: English as a Foreign Language

ESL: English as Second Language

RQ: Research Question

H: Hypothesis

LMD: Licence-Master-Doctorat

List of Appendices

Appendix One: Students' Questionnaire

Appendix Two: Teachers' Questionnaire

List of Figures

Contents

General Introduction

Introduction

The capacity to communicate successfully in English has become crucial in today's globalized society, and teaching English has become a major priority in many countries. Teaching with a chalkboard and whiteboard is over. Teachers face challenges due to their students' diverse backgrounds and literacy levels and they must adapt their teaching strategies to meet their students' needs. English is now considered a global language for communication and mastering the four fundamental language skills is necessary for language learning and acquisition.

Learning English as a Foreign Language (EFL) is characterized by its unique challenges and objectives, with a primary focus on the teaching methods and student acquisition of the language. The goal of EFL teaching goes beyond transmitting grammatical rules or vocabulary lists; it strives to foster proficiency to a level where the language is as intuitive as a native tongue. As technology advances, it has not only enhanced but in some cases replaced traditional teaching methods with multimodal approaches. These approaches integrate various communicative methods, combining visual, textual, and auditory elements to produce more vivid and impactful language learning experiences, aligned with the diverse preferences and learning styles of contemporary students.

This academic investigation delves into the complicated process of developing EFL students' speaking, examining the theoretical foundations and practical implementations of the multimodal approach that incorporates different modalities to enhance students' language learning experiences. It aims to uncover the barriers EFL students face in achieving fluent expression and assess how the

integration of multiple communication tools contributes to improving their path to linguistic proficiency. By exploring these comprehensive educational techniques, the present work aims to conduct a study to investigate the effectiveness of the multimodal approach in developing EFL students' speaking skills and to suggest solutions and strategies to reduce it.

1.   Statement of the Problem

Effective speaking is essential for learners in their academic, social, and professional lives, but EFL students face problems in mastering this complex skill, aiming for appropriate, efficient, and fluent use of the English language. In particular, second-year LMD students demonstrate significant obstacles in speaking, fluency, and accuracy. The purpose of this study is to discover the challenges that face students in the Department of English, at Biskra University in Algeria, in speaking. Thus, the multimodal approach has a significant role and teachers use this method to help their students improve their English-speaking skills.

This research aims to investigate the role of the multimodal approach in improving students' speaking skills, which incorporates different modalities to enhance language learning. The primary focus is to investigate whether the integration of the multimodal approach can improve students' speaking skills.

2.   Aims of the Study

This study aims to investigate the effectiveness of the multimodal approach in developing EFL students speaking skills. Then, we seek to explore the degree of using it in teaching oral expression sessions.

3.   The Significance of the Study

This investigation is important for second-year LMD students, as it enables them to improve their speaking skills through diverse teaching strategies. For teachers, this method is supportive because it can facilitate the process of presenting oral expression course content using various teaching methods. Consequently, it will enable sequential progress in the students' speaking skills. The study also focuses on providing appropriate solutions to the challenges of speaking English faced by students, demonstrating the positive impact of the Multimodal Approach on developing speaking skills in all its aspects for EFL students.

4.   Research Questions

The research questions that we seek to answer through our investigation are:

Q1: What are the students' attitudes and perceptions towards the integration of the Multimodal Approach in improving the students' speaking skill?

Q2: Is the Multimodal Approach effective in developing the EFL students 'speaking skills?

5.   Research Hypotheses

To answer the above research questions, we formulate the following hypotheses:

H1: Both teachers and learners have a positive attitude towards using Multimodal Approaches in developing the EFL Student's oral performance.

H2: Students may show more interest and engagement in the oral expression subject as the Multimodal Approach is different from the traditional ways of learning.

6.   Research Methodology Design

6.1.   Choice of the Methods

In our study, we chose the descriptive method because it enables us to collect valid data effectively. A descriptive study aimed at assessing the effectiveness of the multimodal approach in developing EFL students' speaking skills. We used a research tool that includes a questionnaire administered to second-year students at Biskra University to understand their perspectives on the impact of this approach, and a questionnaire designed for oral teachers to collect their opinions on its use in teaching.

6.2.   Population and Sampling

The target population that we used in this study were second-year EFL students at Mohamed Kheider University of Biskra composed of 9 groups. The number of students in each group is around 40, making a total of 391 students. From this population, we selected a sample of 45 students randomly. The study also

included 10 teachers from the whole population of around 64 teachers to understand their viewpoints regarding the research topic. We have chosen the second-year population because they have experience of at least seven years of learning English, and some of them have difficulty speaking fluently, which necessitates the adoption of new teaching methods to develop their speaking skills.

6.3.   Sample

The sample included second-year LMD students in the English division, where there are 9 student groups. From these, we randomly selected 45 students to participate in a students' questionnaire. For the teachers' questionnaire, the sample consisted of 10 oral teachers, and they were also chosen randomly to ensure there was no bias or subjectivity in the selection process.

6.4.   Data Gathering Tools

Our research includes a data collection tool administered for both students and teachers. The students' questionnaire was administered to the second-year students at Biskra University, and they were chosen randomly. This questionnaire was conducted to explore the various perspectives on the effectiveness of the multimodal approach in enhancing the speaking abilities of students learning English as a second language. Similarly, the teachers' questionnaire was presented randomly to oral teachers, to measure their opinions regarding the implementation of the multimodal approach in improving students' speaking skills.

7.   Structure of the Dissertation

Our research study is divided into three main parts; the first two parts are theoretical and the third one is practical. The theoretical part is an overview of the related literature and the practical part is the fieldwork. So, the first chapter studies the independent variable which is the multimodal approach: this means that in this chapter we reviewed the advancement of the teaching and learning English as a foreign language. In addition, a brief overview of the multimodal approach to foreign language; We, also, provide its definitions, types of multimodal resources, importance, and benefits, as well as the views and procedures of this approach. Finally, we explore the challenges of incorporating a multimodal approach in EFL classes and teaching English-Speaking. The second chapter reports speaking skill in the EFL context. This chapter provides a comprehensive overview of speaking skills. It encompasses various definitions of speaking, its significance, components, aspects, and purposes of teaching English speaking. In addition to, the activities that are used in speaking tasks, and the factors that influence it. Finally, this chapter covers strategies to enhance speaking skills and diminish their challenges. The third chapter is fieldwork, which includes the analysis of the questionnaires which were conducted to second-year students and oral teachers, and their main results of data analysis to conclude with several suggestions and recommendations for both teachers and students.

Chapter One:

The Multimodal Approach

Contents

Introduction

This chapter is a review of the literature on the use of a multimodal approach in the teaching and learning method. Therefore, its goal is to look at how these various modes might be integrated into English classes for developing English learners. To carry out the teaching-learning process in a meaningful way, it is first recommended to evaluate the teaching and learning of English as a foreign language using both historical and contemporary techniques. In addition, a brief overview of the multimodal approach to foreign languages is provided, followed by a definition that highlights the significance of different types of multimodal resources and their advantages for advancing English language learners' acquisition of foreign languages. Lastly, addressing the challenges of incorporating a multimodal approach in EFL classes and teaching English-Speaking.

1.1. **Teaching and Learning English as a Foreign Language**

The English language is of significant importance and has spread throughout the world. Many non-English speakers aspire to master it due to its value and status as a global language, aiming to grasp the latest in science and technology. Those who desire to learn English as a second language possess varying levels of motivation towards it, and they also strive to develop positive attitudes in order to improve their proficiency in English. (Mouili, et al., 2015).

Every language express ideas in its own way, and learning a new language provides the advantage of being able to compare the perspectives of your original language with the new one, leading to discoveries and fresh views of the world. This

contributes to the development of creativity and offers an exciting new outlook for understanding the world and making decisions. Consequently, this elevates an individual's dynamism and enhances their problem-solving skills thanks to the benefits derived from learning a new language (cited in Mouili, et al., 2015).

The concept of teaching and learning a foreign language, even in countries where it is adopted as a national language, refers to the process of acquiring and exchanging knowledge in a language that is neither the individuals' first language nor their official one. This language is offered to them as an additional option for various reasons, ranging from professional uses to educational purposes. (Adel & Bentouati, 2018).

Furthermore, understanding a new language is like discovering a secret key to more parts of the world. It is a friendly gesture that opens doors to making new friends from different cultures. Speaking a little bit of another language can bring joy and lead to lasting friendships. It also enriches travel experiences, allowing you to connect with local cultures beyond the common tourist sights. This skill lets you live different experiences and connects you with people globally, making it a powerful tool in our interconnected world (cited in Adel & Bentouati, 2018).

1.2.   The Foundation of Multimodal Approach

According to Plastina (2013), as the digital transformation trend accelerates, the educational process is shifting towards the multimodal approach, demonstrating the significant advantages of using educational videos and other tools freely available online to refresh study and research methodologies. Moreover, the way

we learn is changing to include various types of content and methods, which is known as a multimodal approach. This includes using things like educational videos and various online tools, which showcase clear benefits by bringing new and innovative techniques to learning and academic research (cited in Laadem & Mallahi, 2019).

The current era and its technological advancements provide the teaching field with an abundance of new tools, methods and procedures. In the real world, they are useful for effectively teaching a foreign language to students at various skill levels. In other words, using these resources often to teach and acquire a foreign language lets students interact with the outside world in the classroom. They are also essential to deal with modernism. Furthermore, the educational landscape has been transformed with innovative teaching strategies, particularly in language acquisition. For students of diverse backgrounds and proficiencies, these technological tools have proven to be invaluable. Interactive software, online resources, and virtual exchange programs bring real-world language context into the classroom, enabling a more dynamic learning experience. Regular use of such tools not only enhances students' linguistic abilities but also prepares them to navigate and participate in an increasingly global and technologically advanced society. Embracing these modern methodologies is essential to staying relevant and effective in education today. (Adel & Bentouati, 2018).

For Kress et al. (2005) "A multimodal approach is one where attention is given to all the culturally shaped resources that are available" (p. 2). They assert that a multimodal approach involves paying attention to all available cultural

resources for communication and expression. This means recognizing and utilizing various modes - not just text and language - but also images, gestures, space, and other means through which meaning is made and shared in a culture.

1.3. Definition of Multimodal Approach

According to Jewitt (2005), "The multimodal character of new technologies requires a re-thinking of learning as a linguistic accomplishment" (p. 8). This suggests that with new technologies being inherently multimodal, incorporating various forms of communication, we need to reconsider learning as something beyond just language acquisition; it's about understanding and using these multiple modes effectively.

According to Kress et al. (2005) "Multimodality is characterized therefore by the presence and use of a multiplicity of modes. So usually, in any lesson, several modes are 'in use' at the same time" (p. 2). Which means that, multimodality refers to the presence and use of various modes of communication and representation simultaneously. In an educational setting, this would mean that during a lesson, teachers and students are engaging with multiple modes like speech, writing, visuals, and gestures at the same time, all contributing to the learning experience.

Jewitt (2008) suggests that a multimodal approach progresses past the notion of viewing multimodal resources merely as ornamental elements. This means that a multimodal approach goes beyond thinking of resources like images, videos, and audio as just decorative. Instead, it recognizes these elements as important tools that contribute significantly to the teaching and learning process. Moreover, this theory

has been concerned with how different modes are amalgamated and conceived to generate meaning (Jewitt, 2006, 2008). In other words, this theory examines how various forms of communication, such as text, sound, images, and gesture, are combined and interpreted to create understanding. It looks at the way these different elements work together to convey messages and ideas (cited in Öman & Hashemi, 2015).

Furthermore, various modalities like imagery, audio, writing, verbal expression, and body language are considered systematic collections of semiotic tools utilized in the generation of meaning (Jewitt, 2008; Kress, 2010). Thus, understanding the specific communicative functions of each mode becomes pivotal in decoding and interpreting multimodal texts effectively. By recognizing the systematic integration of various modes, this approach transcends the superficial treatment of multimodal elements and underscores their essential role in meaning-making practices. (Öman & Hashemi, 2015).

According to Kress (2010), meanings are created using various modes and are always produced through the interaction of multiple modes. Likewise, Cope & Kalantzis (2000) suggest that the creation of meaning through multimodality is not just the combination of different modes of meaning, but also involves an interconnectedness that is greater than the individual contributions of those modes. This signifies that the collective effect of multimodal means of expression surpasses the simple additive value of each separate mode. (Öman & Hashemi, 2015).

Multimodal methodologies emphasize the array of various elements people employ in creating meaning that extends past mere language, moving the focus from

purely linguistic aspects to wider semiotic issues (Adami & Kress, 2014). Which means that, multimodal methodologies look beyond just words to understand that people use many different elements to make meaning. This approach focuses not only on language but also on visual and other semiotic ways people communicate. Jewitt (2013) considers multimodality a perspective for research that examines the ways individuals construct meaning using the tools at their disposal in specific moments and contexts. In other words, multimodality as a research perspective is about studying how people use different tools available to them to create meaning in particular situations and settings (cited in Kaplan-Rakowski & Loranc-Paszylk, 2019).

1.4. Multimodal Resources

Multimodal resources refer to the combination of different communication modes that convey deeper significance, such as verbal language, visuals, diagrams, audio cues, melodies, and physical gestures among others. Kress (2010) observes that every mode serves a distinct purpose: visuals can represent concepts quickly which text may take longer to describe, while writing can specify what visuals might struggle to portray. Furthermore, color often plays a role in emphasizing certain parts of the conveyed message. Essentially, every mode within a given presentation has its unique contribution and can lead to a variety of understandings. (Adel & Bentouati, 2018).

Learning styles are special behaviors related to thinking, emotions, and physical interaction, and they relatively consistently indicate the way students see and communicate with the learning environment and how they react to it. Students

find themselves more inclined to learn in an environment that aligns with the fundamental style they prefer in learning. (Sankey, 2006). In other words, it refers to the unique ways in which individuals process information, feel, and physically engage with educational content. Students tend to learn more effectively in environments that match their preferred way of learning.

1.5.   Types of Multimodal Resources

There are three types of multimodal resources: visual, audio, and audio-visual resources, which are useful for learning English as a foreign language.

1.5.1.   Visual Resources

Visual aids encompass a variety of concrete materials that educators teach a language to non-native speakers. Such aids include different forms like pictures, graphics, drawings, sketches, maps, and the use of color. These are intimately connected to visual perception, prompting an easier grasp of knowledge. Indeed, visual elements convey distinct meanings, allowing students to engage with the hidden meaning. Hence, the English saying 'a picture is worth a thousand words' highlights the critical importance of visual components in the realm of language instruction. For this, "seeing is believing." (English idiom), suggests that visual aids can be incredibly persuasive and are often more convincing than just hearing or reading about something. When applied to visual resources, it implies that they can foster a better understanding and a sense of certainty in learners which words alone may not always accomplish. (Adel & Bentouati, 2018).

In this sense, Mayer (2005) suggested the multimedia theory, which advocates the idea that a combination of text and visuals facilitates deeper learning compared to the use of only text. This means that, the multimedia theory proposes that learning is more effective when it combines text with visuals, rather than just using text alone. Also, (Sweller, 2005) stated that, when we use texts and graphics together, the mind processes a larger amount of data in the temporary memory space. This means that, when text and graphics are used in combination, it allows our mind to handle and process a greater volume of information within the short-term storage area of our memory. This is because both verbal and visual materials can engage different channels in the working memory, allowing for more efficient comprehension and retention of information.

1.5.2. Auditory Resources

Audio resources have the potential to enhance the educational experience for a broad spectrum of students. Although there has been some curiosity regarding how spoken audio resources, such as spoken language or word enunciation, affect education, there is a scarcity of research investigating the influence of nonverbal audio elements, like sound effects or background instrumental music, on the learning process. This means that audio resources, which include both spoken language and nonverbal elements like sound effects or background music, can enrich the educational journey for a wide range of students. While there has been some interest in understanding how spoken language or pronunciation aids learning, there hasn't been much research exploring how nonverbal audio elements, such as

ambient sounds or accompanying music, impact the learning process (cited in Kaplan-Rakowski & Loranc-Paszylk, 2019).

1.5.3.   Audio-visual Resources

This type of resource is a combination of audio and visual presentations that incorporate multiple modes simultaneously, such as text, music, and imagery, as seen in films and documentaries. These tools expand learners' exposure and encourage them to pay attention to every detail in the English language. Anzaku (2011) argues that audio-visual content provides additional support that aids in the transmission of instructional content and the exchange of information beyond verbal language in a classroom setting. Similarly, Gopal (2010) emphasizes that audio-visual resources assist educators in surmounting the tangible challenges of presenting learning material. Therefore, the significant impact of such resources on securing a lasting mastery of the English language should not be underestimated. (Adel & Bentouati, 2018).

1.6.   The Importance of Multimodal Approach

A multimodal approach to learning incorporates various methods of communication and content delivery to support a more dynamic and effective educational experience. This strategy leverages different modes such as visual, auditory, and kinesthetic to engage learners' multiple senses and cater to diverse learning styles. As articulated by Sankey et al. (2010), multimodal learning strategies not only accommodate the individual differences among learners but also enhance information retention and transfer. Visual elements such as diagrams,

charts, and multimedia presentations appeal to visual learners, offering vivid representations and facilitating conceptual understanding. Auditory components, including lectures, podcasts, and audio recordings, cater to auditory learners by delivering information through spoken words and sound. Meanwhile, kinesthetic activities like hands-on experiments, simulations, and role-playing exercises cater to tactile learners, promoting experiential learning and motor skill development. Moreover, the multimodal approach transcends traditional boundaries, embracing emerging technologies and digital platforms to deliver engaging and interactive learning experiences across various contexts and settings. Through continuous innovation and adaptation, multimodal learning empowers educators to unleash the full potential of learners and prepare them for success in an ever-evolving world.

Furthermore, the multimodal approach enriches learning experiences and supports students in becoming more proficient learners. Concerning this, Mayer (2003) declares that, the integration of text and graphics results in a deeper learning experience for students than relying solely on text, and this is referred to as the multimedia effect. As cited in (Sankey et al. 2010). This means that the multimedia effect refers to the phenomenon where students tend to learn more deeply when information is presented through a combination of words and pictures compared to when presented with words alone. This effect highlights the importance of integrating visual elements alongside textual information to enhance comprehension and retention in educational settings.

1.7. The Benefits of Multimodal Approach

Jewitt (2005) contends that the multifaceted nature of contemporary technologies necessitates a reconsideration of learning from the perspective of linguistic achievements. This means new technologies incorporate multiple modes of communication beyond just language, we need to redefine what it means to learn. Traditional views of learning emphasize language skills, such as reading and writing, but Jewitt is saying that this view is too narrow given the complex ways in which we now interact with technology. Learning, therefore, should be understood as involving more than just language capabilities (cited in Xerri, 2012).

Moreover, Kress et al. (2005) believe that a multimodal approach involves paying attention to all available culturally formed resources. The importance of considering all various cultural tools at our disposal when looking at communication. A multimodal approach doesn't just focus on one type of medium or resource but rather includes a wide range of elements. These could be linguistic, visual, audio, gestural, or any other cultural resource that contributes to communication and meaning-making. Essentially, it's about recognizing and incorporating the diversity of modes that people use to express ideas and information in different cultural contexts (Xerri, 2012).

The core of multimodality is to offer students a diverse set of resources to enhance and stimulate their learning experiences, facilitating meaningful educational engagement within and across different subject areas. This approach is intended to enrich the educational experience by presenting information in multiple ways that can intersect and integrate various academic subjects. It aims to make the learning more relevant and impactful by appealing to the different ways individuals

perceive and understand the world, thereby fostering a deeper and more comprehensive grasp of the material across different fields of study (Papageorgiou & Lameras, 2017).

Multimodal pedagogy represents a shift in how meanings are conveyed and the types of forms used to represent them. It is crucial to educate students on how modes can communicate meanings and how they interact with each other. This awareness is essential for effective learning. As technology continues to evolve quickly, it is crucial to expand our understanding of the multimodal aspects of classroom resources. This includes recognizing the advantages of involving learners in creating artifacts that utilize content-specific language and developing an awareness of their processes for constructing meaning (Plastina, 2013).

Multimodal pedagogy signifies a significant departure from traditional educational approaches by redefining how meanings are conveyed and the diverse forms employed to represent them. This pedagogical framework underscores the importance of educating students not only on the various modes through which meanings can be communicated but also on how these modes interact synergistically. By cultivating an awareness of multimodal communication, students gain insight into the intricate interplay between visual, auditory, kinesthetic, and digital modes, thereby enhancing their ability to comprehend and engage with complex concepts. This heightened awareness is fundamental for fostering effective learning experiences that cater to the diverse needs and learning preferences of students (Plastina, 2013).

1.8.   Strategies of the Multimodal Approach

Multimodal pedagogy employs a range of techniques to ensure effective teaching. Firstly, it is important to avoid overwhelming students with too many inputs or modes of communication during a single lesson and to vary the modes of communication from one lesson to the next. Moreover, different modes of communication must be organized, focused, and non-repetitive to avoid missing the lesson objectives. Each mode of communication should complement the others to create a coherent and meaningful lesson. Another strategy is to encourage students to engage in mental processes such as comparison, analysis, and synthesis of new information, as well as reflective and critical thinking. Teachers should also strive to engage students in different ways to promote a more dynamic and interactive learning experience (Laadem & Mallahi, 2019).

Furthermore, multimodal pedagogy advocates for dynamic and interactive teaching practices that actively involve students in the learning process. Rather than passively receiving information, learners are encouraged to participate actively through discussions, group activities, hands-on experiments, and multimedia presentations. By fostering a collaborative learning environment where students can share perspectives, collaborate on projects, and learn from one another's experiences, educators can create richer, more immersive learning experiences that cater to diverse learning styles and preferences (Laadem & Mallahi, 2019).

1.9.   Challenges of Integrating Multimodal Pedagogy

To effectively implement multimodal pedagogy in EFL classrooms, certain obstacles must be considered. A primary obstacle is that educators need to be cognizant of the evolving communication modes that influence language change. This necessitates a profound comprehension of the consequences of employing this teaching strategy. Consequently, it has introduced new hurdles for teachers and learners alike. Moreover, the lack of essential awareness about the interplay among various communicative methods, the importance of their proper use, emotional needs, and cultural differences recognition are all significant issues that need attention (cited in Laadem & Mallahi, 2019).

Furthermore, a significant challenge lies in the lack of foundational knowledge regarding the interconnections between different methods of communication. Educators must grasp the nuances of utilizing these methods appropriately to foster effective learning environments. Additionally, understanding the emotional demands associated with multimodal learning and recognizing cultural variations in communication styles are essential considerations for ensuring inclusivity and sensitivity in the classroom. Addressing these challenges requires ongoing professional development and collaboration among educators, as well as a commitment to promoting cultural awareness and linguistic competence among students. By actively addressing these concerns and embracing the opportunities presented by multimodal pedagogy, educators can enhance the effectiveness of EFL instruction and empower students to thrive in an increasingly interconnected global society (Laadem & Mallahi, 2019).

1.10.   Multimodal Approach and Teaching Speaking

The essence of multimodality, an English educator employs a variety of methods to manage diverse activities within classroom engagements to convey concepts. Generally, an educator utilizing multimodal strategies would mix up teaching methods with techniques such as: simulating real-world scenarios; employing schematics for clarification; utilizing photographs with one, two, or three-dimensional visuals; incorporating both animated and static imagery, featuring activities like fill-in-the-blanks and crossword puzzles; and utilizing PowerPoint, the internet, and a range of social media platforms, either alternately or simultaneously, to emphasize instructional messages (Masinde et al., 2023).

Moreover, in a multimodal teaching setting, English language instructors use various teaching modalities to facilitate classroom communication and idea sharing. They can simulate everyday scenarios to provide a vivid learning experience, while visual aids like sketches or diagrams help explain complex concepts. Photos, whether flat or multi-dimensional, enrich students' understanding by providing visual context. Multimodal materials and activities can be integrated into any educational framework, but educators must choose stories and materials that align with the classroom dynamics and students' unique requirements. This careful selection increases the benefits of using multimodal materials, fostering higher engagement and motivation among students, especially when they connect with the narrative (Masinde et al., 2023).

Furthermore, educators ought to be technologically adept and current, which enables them to apply multimodal materials effectively. Given that multimodal texts

are a common aspect of our day-to-day lives, their inclusion in educational curricula is vital to adequately equip students for the realities they will encounter outside the classroom. Multimodal texts provide a wealth of possibilities for engaging students in activities beyond the classroom and in their free time. In classrooms where English is taught as a foreign language, multimodal texts prove invaluable in introducing societal topics. In other words, multimodal texts, which use various forms like images, video, and sound along with written words, offer engaging ways to learn outside of school and during free time. They are especially useful in English as a Foreign Language classes for bringing up and discussing topics related to society (Zhussupova et al., 2022).

Conclusion

In this chapter, we have reviewed the most important elements related to our research topic. Starting with a brief overview of teaching and learning English as a foreign language, where we have mentioned the previous approaches developed for the sake of teaching and learning this target language. Then we have defined the multimodal approach as a new theory for teaching and learning foreign languages, its foundation, definition, various types, and implications in English classes. After that, we have mentioned the importance and benefits of this approach, without forgetting its perceptions and strategies. Finally, we conclude our chapter with the challenges of integrating multimodal pedagogy and its implementation in EFL class.

Chapter Two:

Speaking Skill in the

EFL Context

Contents

Introduction

This chapter provides a comprehensive overview of speaking skills. It encompasses various definitions of speaking, its significance, components, aspects, and purposes of teaching English speaking. In addition to, the activities that are used in speaking tasks, and the factors that influence it. Finally, this chapter covers strategies to enhance speaking skills and mitigate their challenges.

2.1. An Overview of the Speaking Skill

Proficiency in a language depends on the ability to practice its basic linguistic activities, which are reading, writing, listening, and speaking. Speaking itself signifies competence in the use of language, where the student is able to engage in dialogues and interactions with others with the aim of achieving specific intentions or exchanging ideas, feelings, aspirations, and personal viewpoints (Zannrni, 2022).

The goals of learning different languages reside in an individual's ability to accurately and faithfully convey information and ideas. Speaking is one of the influential means of communication, due to its importance in overcoming the challenges of dealing with an unfamiliar language. As Nunan (1999) stated that listening is considered the Cinderella skill in learning a second language, speaking is like the dominant older sister. Which means that, listening is often neglected in learning a second language. Speaking, on the other hand, gets all the attention, like an overbearing older sister. In other words, speaking is seen as more important, while listening is undervalued (cite in Zannrni, 2022).

The ability to speak is generally considered one of the fundamentals among the four components of language. Its importance comes from the fact that individuals who learn a language are often recognized as speakers of that language (Ur, 1996). When considering the process of speaking, it is important to realize that it is not just about producing sounds from the mouth; rather, it is a communicative process that uses speech to convey ideas and information (cited in Ghafar & Raheem, 2023).

According to Qasim (2021)"speaking" is the transmission of language through the mouth. When we speak, we create sounds by using various body parts such as the lungs, vocal tract, vocal cords, tongue, teeth, and lips. Speaking skills rank second among the four main language skills, which include listening, conversation, reading, and writing. This vocalized method of expression generally requires at least one listener.

However, speaking is a fundamental element in the process of learning other languages. Despite the significance of this skill, it has been stripped of due consideration in educational environments such as schools and universities, for various reasons such as excessive emphasis on teaching grammatical rules and the low ratio of teachers to students. The assessment of speaking skills has been neglected in examinations due to the inherent difficulties in accurately and objectively evaluating it, in addition to the time required to conduct speaking tests (Clifford, 1987). (cited in Leong & Ahmadi, 2017).

Nevertheless, the speaking skill is considered one of the four fundamental skills in language learning that students must master for effective communication.

As Cora and Knight (2006) explains, speaking is the process of producing and emitting words to convey information and ideas in various situations and contexts. In other words, Speaking is basically making sounds with words to share thoughts and information with others, and how we do it changes depending on the situation and who we are talking to.

2.2.   Defining the Speaking Skill

Speaking is the act of issuing speeches or openings with the purpose of expressing certain intentions meant by the speaker, and the listener interprets these expressions to understand these intentions. (Cora & Knight, 2006). In other words, speaking involves making verbal statements to convey the speaker's specific intentions or meanings, which the listener then interprets to comprehend what the speaker intends to communicate.

Therefore, speaking can be described as the exchange of meanings through oral symbols and non-verbal cues, within different contexts. (Chaney & Burk, 1998). Moreover, speaking involves creating and sharing ideas or messages by combining spoken words and non-verbal signals like gestures or facial expressions, and this happens in different situations and settings. Furthermore, experts in the field of language learning have proposed numerous definitions of speaking. Speaking is originally considered one of the linguistic skills through which a person demonstrates the ability to emit meaningful words that others can understand, enabling effective communication.

According to the New World Webster Dictionary, speaking is defined as the oral articulation of words, communication through talking, placing requests, and giving speeches. (Nunan, 1995). Additionally, the Oxford Dictionary (2018) indicates that speaking represents the act of transmitting information or expressing one's emotions through speech. Concisely, the skill of speaking is considered fundamental as the manner in which people convey their thoughts and messages to others determines many matters (cited in Dang et al., 2023).

In addition, as Leong and Ahmadi (2017) indicate, the skill of speaking is utilized twice as much as the amount used for both reading and writing together. This mean, we speak way more than we read and write combined. Think of it like this: speaking is the everyday tool; while reading and writing are more like occasional specialities.

Furthermore, Littlewood (1981) emphasizes the importance of speaking skills, considering it a fundamental element in language teaching syllabi, which also necessitates its assessment as crucial. This means that, speaking is seen as a building block of language learning, so it should be a major focus in lesson plans. Because it's so important, there should also be ways to measure how well students can speak.

2.3.   The Importance of Speaking Skills

Speaking skills occupy the highest importance in the acquisition of a foreign or second language. The ability to speak is considered the most prominent among the fundamental language skills in developing the learning of a new language. Brown and Yuke (1983) pointed out that, the skill of speech is the primary criterion

upon which students are evaluated in real-life situations. Despite its importance, the teaching of speech skills is often overlooked, and most teachers of English as a foreign or second language resort to outdated strategies that rely on rote learning, memorisation of dialogues, or excessive repetition of drills (cited in Noor, 2020).

Moreover, speaking skills are fundamental in helping learners successfully adapt to their professional fields. In our era, it has become customary for job applicants to demonstrate their abilities during job interviews, and often the final selections are made based on the performance of these interviews (Noor, 2020).

In this sense, Akhter et al., (2020) stated that it enables people to engage in debates, discussions, and speech competitions. In other words, people develop the necessary skills to actively engage in formal arguments, participate in group conversations or dialogues, and compete in events where eloquent and effective public speaking is essential.

According to Leong & Ahmadi (2017), speaking skills enable students to enrich their linguistic vocabulary and better learn language rules, thereby enhancing their writing skills. Students can express their feelings, propose ideas, tell stories, make requests, engage in dialogues and discussions, and display various functional roles of language. The ability to speak becomes an essential skill in everyday life outside the school walls.

In addition, English speaking is a challenge that is not to be taken lightly; it requires speakers to master several important aspects such as correct pronunciation, language rules, vocabulary, agility of speech, and comprehension ability. Students

must have sufficient skills in speaking the language to be able to communicate easily and efficiently with people (Leong & Ahmadi, 2017).

Furthermore, Luoma (2004) stated that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. This means that speaking skills are a crucial component of language education programs, and because of their significance, they are also a key focus for evaluation (cited in Dhikra, 2022).

2.4. Speaking Skill Components

According to Brown (2004), speaking includes five components: pronunciation, grammar, vocabulary, fluency, and comprehension.

2.4.1. Pronunciation

Thornbury (2005) defined pronunciation as a student's capacity to produce utterances that are readily understood by the listener, thereby ensuring the successful completion of speaking tasks. Moreover, pronunciation is essentially the student's capability to speak clearly and be understood, which is necessary to carry out specific speaking tasks. It focuses on how well a student can be understood, not just how perfectly they imitate native speakers. Even if there's an accent, as long as the listener gets the message for the task (ordering food, giving directions), the pronunciation is good enough (cited in Dhikra,2022).

2.4.2. Grammar

Kusumawardani & Mardiyani (2018) define grammar as "a science of rules that is governed by the order of sentences phrases and words to show some meaning". (p. 725). This indicates that grammar is essentially a collection of systematic rules that guide the arrangement of sentences, phrases, and words in a specific order. The purpose of this structure is to ensure clear and effective communication. By following these rules, we can express a wide range of meanings and intentions, enhancing our ability to communicate complex ideas and subtle nuances. These guidelines are crucial for both written and spoken language, contributing to the clarity and cohesiveness of our expression.

2.4.3. Vocabulary

According to Susanto (2017), Vocabulary is considered the foundation for the ability to communicate effectively, especially when learning a new language, be it a second or a foreign language. Additionally, the increase in a learner's vocabulary enhances their fluency and precision in the language. Essentially, a strong vocabulary is key to communicating well. In the process of learning a new language, this becomes even more crucial. The more words a person knows, the better they can speak and understand the language with clarity and accuracy.

2.4.4. Fluency

Fillmore (1979) states that "fluency is the ability to fill time with talk" (p.93). This definition suggests that a fluent speaker can keep a conversation going and is adept at expressing thoughts and ideas without noticeable effort or delay. Furthermore, fluency is demonstrated by one's skill to effectively use the time they

have for engaging in conversations or discussions. It's the notion that someone fluent isn't just speaking without pauses or interruptions, but is also adept at making their speech continuous and extended over time.

2.4.5. Comprehension

Comprehensibility is the understanding of the speaker by the listener and their reaction to the presented speech is considered proof of the completion of the communication process. This suggests that when communication occurs, its success can be measured by how well the listener comprehends what the speaker is saying and how they respond to it. The listener's understanding is not just about hearing the words, but also about grasping the intended meaning and purpose behind those words. Their reaction could be verbal or non-verbal cues that show whether they have processed and understood the information. If such an understanding and appropriate reaction are present, it indicates that the communication has been effective and is, thus, complete (Buton & Bugis, 2015).

2.5. Aspects of Speaking Skill

To reach the goal of interaction through speaking, two main elements must be considered: familiarity with the fundamentals of the language, and the ability to apply this knowledge effectively (Bygate, 1987)

Moreover, Bygate (1987) distinguishes between two fundamental aspects when analyzing the ability to speak: a good understanding of language and the ability to benefit from this understanding. The knowledge of formulating language must be applied in various contexts that arise during dialogue using the skill. Bygate

emphasizes that employing knowledge requires two main skills: production skills and interaction skills (cited in Vilímec, 2006).

2.5.1   Production Skills

According to Bygate (1987) the surrounding circumstances of oral processing, such as time constraints, impose limitations or changes on our verbal production methods, indicating reliance on language construction skills. Consequently, speakers are forced to resort to various strategies that facilitate oral production or to 'compensation' strategies by substituting difficult words with simpler ones. This means we need our language skills to form our speech properly. As a result, to speak effectively under these conditions, we often use different techniques to help us out. These can be tricks to make speaking easier or 'compensation' strategies where we swap hard words for easier ones to keep the conversation going.

2.5.2   Interaction Skills

Individuals in speaking and listening situations should not only be proficient in understanding speech but should also be skilled in effective communication, meaning they should be capable of clearly conveying their thoughts to others. This includes the ability for effective linguistic interaction. Thus, effective communication lies in mastering skills ranging from routine conversational methods to negotiation skills to ensure mutual understanding. (Bygate, 1987). In other words, being good at speaking and listening isn't just about understanding words. It's also about being great at sharing your ideas clearly and interacting well with others. To

communicate well, you need to have a good grasp of everyday talk as well as be able to work things out with others so that you both get each other.

2.6. The Purpose of Teaching English-Speaking

Language is considered the primary means of understanding among people. It is inconceivable to imagine an effective communicative exchange without the use of a specific language. Furthermore, achieving goals and ambitions requires the use of proper language in dialogue and understanding. The English language plays a significant role as the recognized international language in facilitating communication between people from different places and cultures around the world. (Rao, 2019). In the same sense, language is key to how we understand each other. Without a common language, we really can't communicate well.

The right language is crucial to accomplish what we want and need. English is especially important because it's widely accepted all over the world, making it easier for people from diverse backgrounds to talk and connect.

Rao (2019) states that the ability to speak takes a central position in the process of learning a foreign or second language. The capacity to speak is considered the most important element among the four fundamental components necessary to master foreign or additional languages.

2.7. Practical Activities to Improve Speaking Skills

Many teachers believe that students' speaking abilities can be developed through communicative activities practised within classrooms, and these activities include the following:

2.7.1.   Debates and Discussion

The discussion and debate method are among the innovative approaches to teaching speaking skills, characterized by facilitating effective learning. Students gain deeper knowledge through applying the principles of foundation and innovation, teamwork, as well as the exchange of views and information (Iman, 2017).

Moreover, Debate involves the presentation of viewpoints or proposals in which two opposing parties strive to prove their perspective. According to Krieger (2005), debate is considered an effective exercise because it trains students to utilize their cognitive and linguistic abilities in various ways. However, this complex interaction activates and develops both their thought processes and their command of the language they are learning, making the debate a multifaceted, engaging, and practical tool in education.

Additionally, Hasibuan and Batubara (2012), clarified that debates are utilized as a language teaching method to enhance speaking abilities and to promote students' critical thinking skills. Furthermore, Maryadi (2008), emphasizes that debates stimulate the thought process in students, especially when they are prompted to defend positions that contradict their own beliefs, yielding positive results. This process of defending a position different from their own can push

students to consider alternative perspectives, evaluate evidence objectively, and develop a deeper understanding of complex issues.

Consequently, debate can be a valuable technique for enhancing language learning by promoting speaking skills, critical thinking, and intellectual growth through the engagement of students in structured argumentation and analysis.

However, discussion is considered one of the most important and best methods of verbal communication, enabling learners to express themselves freely. It fundamentally focuses on enhancing cooperation and developing relationships among them. According to Ur (1981), when students engage in speaking within the classroom and use language independently, consciously, and innovatively, they are participating in a dialogic process.

Furthermore, Fay et al. (2000) indicates that, group conversations occur in an unorganized manner and include various numbers of participants. The choice of group size is appropriate depending on the purpose of the discussion. Small groups become more effective when it is necessary to highlight the importance and impact of each learner's opinion; whereas, large groups are preferred when the purpose is to inform the learners about a specific viewpoint.

2.7.2. Information Gap

In this activity, it is appropriate for the students to work in pairs. One of the students will have information that is not available to their partner, and the students will exchange this information. Information gap activities are designed to achieve various objectives, such as problem-solving or gathering information, as they

provide opportunities for authentic communication and language practice. In addition, these activities encourage students to actively engage with the material, ask questions, and work together to fill in the missing pieces of information, promoting collaboration, communication, and critical thinking skills (Prasai, 2014).

2.7.3. Interviews

Prasai (2014) emphasizes the importance of students can carry out interviews on specific topics with a diverse group of individuals. Teachers must provide students with guiding criteria to help them understand what kind of questions to ask or which direction to follow; however, students should prepare their interview questions themselves. Conducting interviews with others enables students to develop their language skills not only inside the classroom but also in external environments, which enhances their ability to socialize.

2.7.4. Oral Presentation

According to King (2002) and Miles (2009), oral presentations are considered an educational activity that focuses on the student and is often conducted inside classrooms to enhance learners' conversational abilities. Moreover, Al-Issa and Al-Qubtan (2010) confirm that the significant importance of oral presentations manifests itself in English as a Foreign Language (EFL) classrooms around different parts of the world today (cited in Sotoudehnama & Hashamdar, 2016).

In addition, Al-Issa and Al-Qubtan (2010), highlight the significance of oral presentations in English as a Foreign Language (EFL) classrooms around the world. They emphasize that oral presentations have become a key component of EFL

education globally, indicating that educators recognize the value of incorporating this activity into language learning. Furthermore, this interactive and engaging approach to language learning within the educational setting helps students develop their speaking proficiency through practical application and feedback, thereby reinforcing the role of oral presentations in fostering language acquisition and communication skills.

2.7.5.   Role-Play

One way to encourage students to speak is by engaging in different role-plays. Students act as if they are in various social situations and perform a variety of social roles. During role-play exercises, the teacher provides the students with information related to their identity, feelings, and thoughts. guiding them to engage in conversations or interactions based on these roles. Moreover, this approach allows students to practice their language skills more interactively and engagingly (Harmer, 1984).

2.8.   Factors Influencing Speaking Skills

According to Leong and Ahmadi (2017), mastery of spoken language is considered one of the fundamental skills for successful communication. Many of those learning a new language struggle with the issue of expressing themselves orally. They often encounter difficulties when trying to formulate their thoughts in another language. They may avoid speaking due to psychological barriers or their inability to find the correct linguistic expressions.

Nevertheless, speaking is a challenging task that requires considerable effort, as learners face obstacles that fall into five main categories, stemming from internal and/or external sources: lack of exposure to language, lack of motivation, students' anxiety and lack of confidence, and ineffective teaching methodology.

However, the skill of speaking is harder than imagined. It requires significant effort. Learners face multiple barriers that are divided into five main categories, which may stem from internal or external factors: Lack of exposure to the target language, lack of motivation, Anxiety and a lack of self-confidence, and ineffective teaching methods.

2.8.1. Lack of Exposure to the Target Language

According to Al Zoubi (2018), exposure to language is defined as the encounter that learners have with the language they are aiming to master. In classrooms, it is considered one of the important duties of the teacher to facilitate sufficient exposure for students to experience the target language in diverse conditions and through various speakers. Moreover, as the teachers are proficient in the language, they are capable of providing practical examples of language use, and they can also use authentic educational materials such as television programs, audio recordings, videos, websites, books, and magazines. In other words, exposure to language is the amount and variety of opportunities learners have to interact with and practice the language they are learning. Teachers can provide diverse sources and real-life examples to help learners improve their language skills.

2.8.2. Lack of Motivation

Motivation plays a central role in achieving a high level of proficiency in learning a foreign language, according to Gardner and Lambert (1972). Based on Ausubel's (1968) foundational cognitive learning theory suggests a reciprocal connection between motivation and learning, where motivation can enhance learning and learning can, in turn, boost motivation (Hong & Ganapathy, 2017). Additionally, Gardner and Lambert classified the motivations for language learning into two types: instrumental motivation and integrative motivation.

Moreover, both types of motivation can play a role in language learning success, and individuals may have a combination of instrumental and integrative motivations. Understanding one's motivations for learning a language can help learners stay engaged and committed to their language-learning journey (cited in Alrasheedi, 2020).

2.8.3. Anxiety and Lack of Self-Confidence

Anxiety and a lack of self-confidence originate internally, yet the influences of the surrounding environment can either exacerbate or alleviate them. (Horwitz et al., 1986, p. 125) indicated that "foreign language anxiety". This means foreign language anxiety is the feeling of nervousness, worry, or apprehension that people experience when learning or using a second language. It is a common issue for language learners, and it can make it difficult to speak, listen, read, or write in the new language.

2.8.4. Ineffective Teaching Methods

The instructing method is an outside factor that impacts learners' demeanours and inspiration. If it is locked in and student-centred, it is more likely to reduce anxiety (Horwitz et al., 1986), increment self-efficacy (Piran, 2014), and hence persuade students. The teacher's lesson arrangement and rules ought to be planned to upgrade students' communication competency (Alrasheedi, 2020).

However, the teaching method is one of the factors that influence the motivation of learners towards learning. Educational methods that are engaging and place the student at the core of the learning process contribute to reducing anxiety levels as mentioned by (Horwitz et al., 1986), and increase self-confidence. (Piran, 2014), which makes students more excited about learning. Lesson plans and educational guidance must be prepared to improve students' communication abilities (Alrasheedi, 2020).

2.9.   Strategies for Improving the Speaking Skill

Given the vital role that the English language plays in our era, it is extremely necessary to provide effective interactive educational materials and curricula, in addition to advanced teaching techniques, educational activities, and practical strategies to enhance the verbal communication abilities of students studying English as a second language. Suitable conditions must be created that enable students to easily improve their speaking skills (Akhter et al., 2020).

Additionally, enhancing speaking abilities in EFL/ESL classrooms can be achieved through the implementation of various methods. All teachers must first stop using old teaching methods and shift towards new and innovative ones. They

need to create an environment where students are actively engaged in verbal activities, which contributes to the development of their language skills. This highlights the challenges they face, as teachers are under significant pressure and classrooms are overcrowded with students (Akhter et al., 2020).

Moreover, according to Rao (2018), teachers must pay attention to the requirements and interests of the students when choosing educational topics. Taking these considerations into account will increase the students' enthusiasm for participating in activities and will contribute to their achievement of outstanding performance. This emphasizes the importance of teachers factoring in the needs and interests of their students when selecting topics for their lessons. By doing so, students are more likely to be engaged and interested, leading to better participation in class activities and improved academic performance.

Furthermore, everyone learning a language applies different learning approaches, and Oxford (1990) clarifies that those who master the language tend to use these methods more frequently, with clear intent and deeper awareness. Speaking skills are essential; without mastering them, communication with others becomes a challenge. It is said that consistent practice leads to proficiency in improving the ability to speak English. In other words, regular and continuous practice can significantly enhance one's English-speaking skills, making them more proficient over time (cited in Miranda & Wahyudin, 2023).

As well as Ur (1996), indicates that classroom activities that enhance students' speaking and oral expression abilities are considered an essential element in the language learning process. The use of ineffective teaching and learning

methods may lead to the emergence of new problems. Besides, he emphasizes the importance of classroom activities that improve speaking skills as a vital part of learning languages. If teaching methods aren't effective, it can result in additional difficulties in the language learning journey.

Nevertheless, Oxford (1990), states that one of the important elements in the development of communicative language abilities is the methods that learners apply in language learning. This is how learners undertake self-learning. Learning strategies are considered the actions that students carry out to enhance their learning process. Plus, an essential factor in improving language communication skills is the methods learners use to teach themselves a language. Self-learning occurs through this approach. Learning strategies are deliberate steps students take to better their own learning experience (cited in, Gani et al., 2015).

To improve our students' speaking skills in the oral communication class, language learning strategies need to be connected to meaningful communicative activities in the classroom. It means, that to truly improve speaking, students need to use those rules in conversations and activities that make sense to them (Shanthi et al., 2014).

Consequently, improving speaking skills involves more than just providing language learners with vocabulary and grammar explanations. Regrettably, many teachers of conversation courses still spend a significant amount of class time on activities that do not promote communication. However, speaking fluency isn't just about knowing words and grammar rules. Even in conversation classes, some

teachers focus on drills that do not get students talking to each other effectively (cited in Bahrani & Soltani, 2012).

Conclusion

In conclusion, speaking is a crucial skill for language learners. Students strive to develop it because it allows them to communicate in the target language. However, mastering speaking can be challenging. This is because speaking builds on other language skills, making it a complementary ability. Unlike skills like reading or writing, which can be practiced somewhat independently, speaking is a dynamic and interactive process. It builds on a foundation of vocabulary, grammar, and listening comprehension. You can't speak fluently without understanding what others are saying or having the vocabulary to express yourself. This interconnectedness makes speaking a complementary ability, requiring mastery of other language areas for true success.

Chapter Three:

Data Analysis and

Results

List of Content

Introduction

In the two preceding chapters, we have presented a review of the multimodal approach and speaking skills. Meanwhile, the current chapter deals with the analysis of the findings. This in-depth study aims to understand the perspectives of both teachers and students regarding the effectiveness of a multimodal approach in developing EFL student's speaking skills. We have used semi-structured questionnaires that were administrated to the teacher of oral and module, and second-year students of English at Mohamed Kheider, Biskra University.

3.1. Research Approach

The current study aims to establish the effectiveness of the multimodal approach in developing EFL students' speaking skills. According to the nature of the study, the researcher opted for a descriptive method. Consequently, a qualitative approach was applied to collect the necessary data for the research.

3.2. Population and Sample of the Study

The present study deals with a sample of second-year LMD students and teachers at Mohamed Kheider University of Biskra. 45 students responded to the questionnaire. As for teachers, ten teachers were asked to answer a questionnaire based on being teachers of the oral module.

3.3. Data Gathering Tools

To conduct this study, two questionnaires are used to gather qualitative data for both teachers and students.

3.4. **Students' Questionnaire**

3.4.1. **Description of the Questionnaire**

The students' questionnaire consists of seventeen items that contain close-ended questions, i.e. dichotomous questions (yes/no). Additionally, it involves open-ended questions which attempt to gather the perceptions of students and suggestions about the effectiveness of the multimodal approach in developing EFL students' speaking skills.

3.4.2. **Administration of Students' Questionnaire**

This questionnaire was designed for second-year LMD students of English at Biskra University, in the form of a printed version. Forty-five students responded to the questionnaire. The selection of this sample is because of the nature and characteristics of the study which is descriptive. The latter does not need a large number of students. In addition, second-year students, because they process an intermediate proficiency level, which makes them ideal for assessing improvements in speaking skills using the multimodal approach. They are motivated and their curriculum supports this study.

3.4.3. **Validating the Students' Questionnaire**

The questionnaire was sent to the supervisor after designing the first draft of it. Then, it was corrected and modified according to the supervisor's instructions that have been taken into consideration.

3.5.   Data Analysis

3.5.1.   Analysis of Students' Questionnaire

Section One: General Information

Item one: Gender
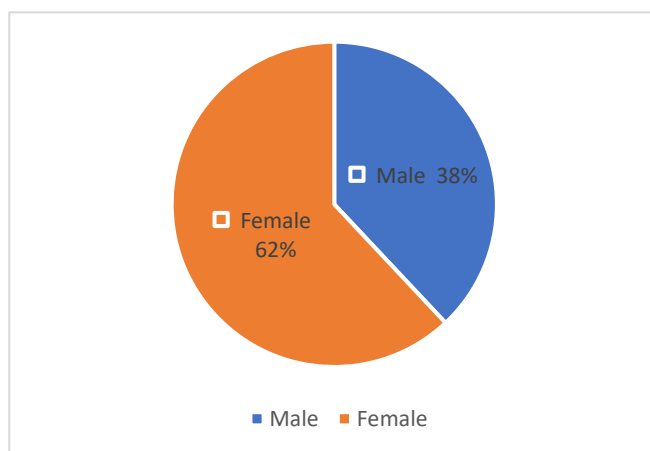
Figure 1 Students' gender

From the figure above, it is noticeable that the number of females is more than males. Out of 45 participants, 28 students (62%) are females and 17 students (38%) are males. This result shows that the difference between the number of both males and females is 11 which means that the dominant gender of the students of English is female.

Item two: Age

This question addresses the ages of the students. The students' answers vary, as they range in age from 19 to 20 years old. Through the answers, we found that 16 students are 19 years old, 19 students are 20 years old, and 10 students are 21 years old. This mix of ages may result in their academic level being different, as it

can bring different perspectives regarding the effectiveness of the multimodal approach in developing their speaking skills.

Item three: The Choice of Studying English.
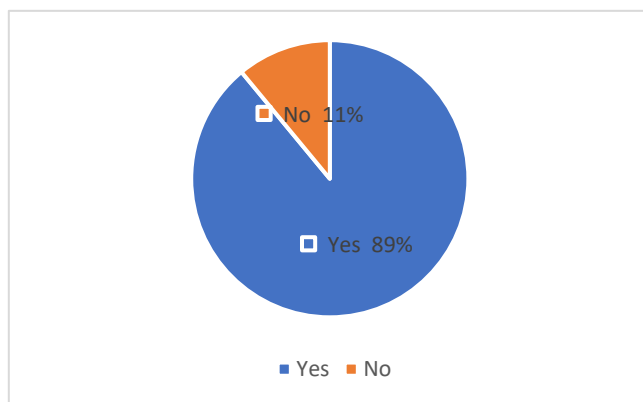
Figure 2 The students' Choice of English

This figure shows that the majority of students (89%) answered yes, which means that they chose to study English personally because they have a genuine interest in learning the language. On the other hand, a minority of students (11%) answered no, which means that their choice to study the English language was without their desire to choose, and there were external factors that led to this. Furthermore, there will be a difference in motivation between them.

Item four: Level of English.
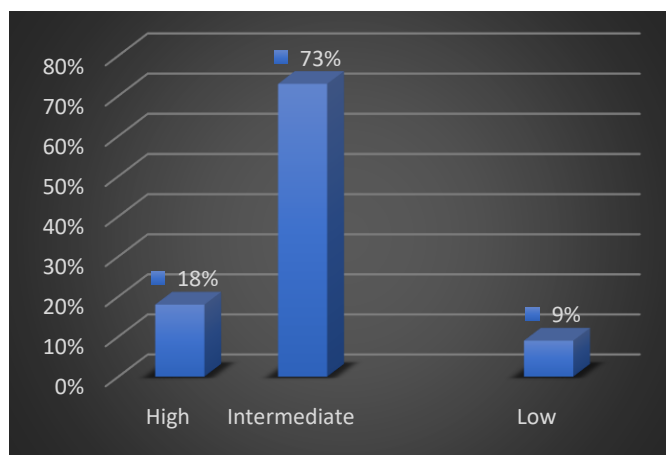
Figure 3 The students' Level of English

Based on the data above, 45 students responded to the questionnaire. Out of these, 8 students (18%) claimed to have a high level of English, 33 students (73%) reported having an intermediate level, and 4 students (9%) stated having a low level. In other words, the majority of students have an intermediate level of English, while the minority of students possess either a high or low level.

Section Two: Multimodal Approach in Your English-Speaking Class.

Item five: The use of multimodal resources (videos, pictures, audio clips, actions) for the English-speaking class
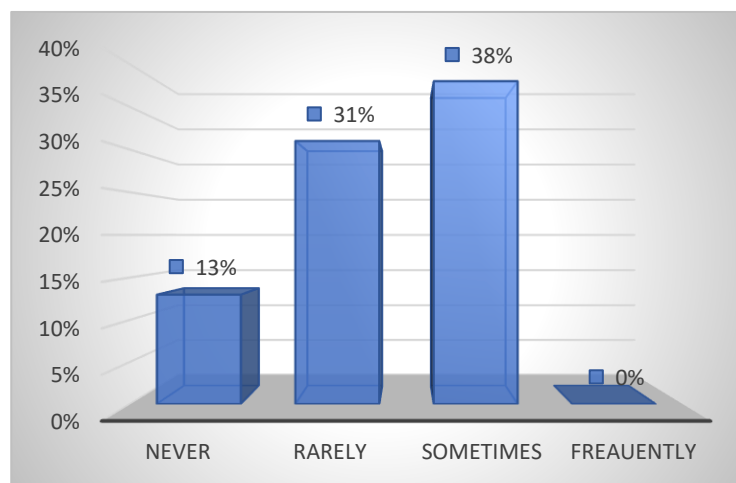
Figure 4 Evaluating Multimodal Resources in English Class

Based on the figure above, it can be concluded that the majority of 17 students (38%) expressed that they sometimes use multimodal resources (videos,

pictures, audio clips, actions) in their English-speaking class. Additionally, fourteen students (31%) mentioned that they rarely used them, and six students (13%) claimed that they never use these resources; only eight (18%) students indicated that they always used them durin the English-speaking class, because they are beneficial for improving their skills, while none of the students (0%) mentioned that they use these resources. From these responses, it is evident that multimodal resources can be useful for some students, but others no if they cannot comprehend its use.

Item six: The effectiveness of the multimodal approach in developing students' speaking skills.
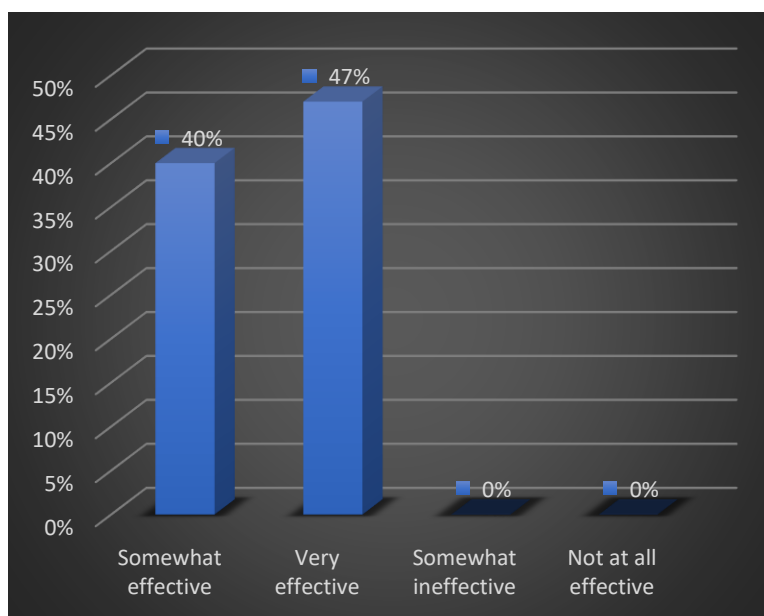
Figure 5 Assessing Multimodal Apprach in Enhancing Speaking Skills

The figure above indicates that the majority of students (47%) reported that the use of the multimodal approach is very effective for them in developing their speaking skills; (40%) of students claimed that this approach is somewhat effective for students, while none of students (0%) indicated both somewhat ineffective and

not at all effective, this is likely because they did not use it in their oral expression module. Moreover, six students (13%) declared that they were neutral about the use of this approach and its impact on improving their speaking skills. It is concluded that most of the students confirmed how effective this approach was in developing their speaking skills. However, a small number of students feel that somewhat effective.

Item seven: The multimodal approach helped me understand new vocabulary and expressions better than traditional methods (textbooks, lectures).
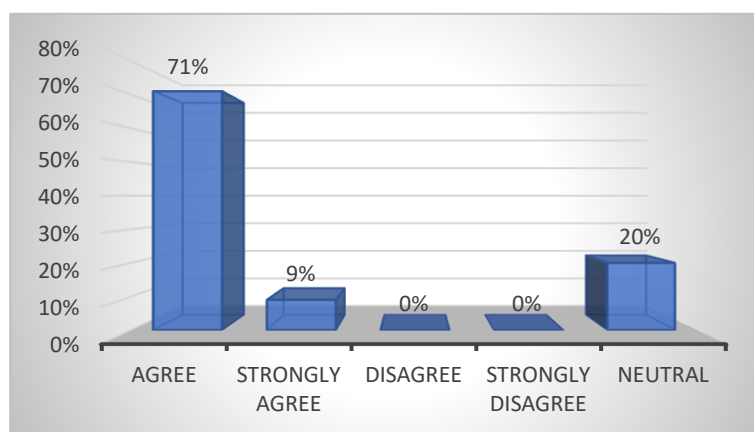
Figure 6 Students' Review of Multimodal vs. Traditional Methods for Vocabulary and Expression Mastery

This figure is evident that the majority of students, (71%), agree that the multimodal approach has enhanced their ability to acquire new vocabulary and understand expressions more effectively, indicating a substantial preference over more conventional methods such as textbooks and lectures. Moreover, an additional (9%) of the students strongly agree, demonstrating an even higher level of approval, suggesting that for these individuals, the benefits of the multimodal approach are quite significant. Notably, there is a complete absence of negative feedback, as

indicated by the (0%) in both 'Disagree' and 'Strongly Disagree' categories, supporting the inference that none of the participants found the approach to be less effective. However, there remains a significant minority, constituting (20%) of respondents, who maintain a neutral stance. These students may either see no marked difference between the two methods or may require more experience with the multimodal approach to form a solid opinion. Overall, these percentages paint a picture of strong student support for the multimodal strategy in language learning, with very little to no resistance and a slice of ambivalence from a fifth of the evaluated group.

Item eight: The multimodal approach helped me improve my pronunciation and fluency.
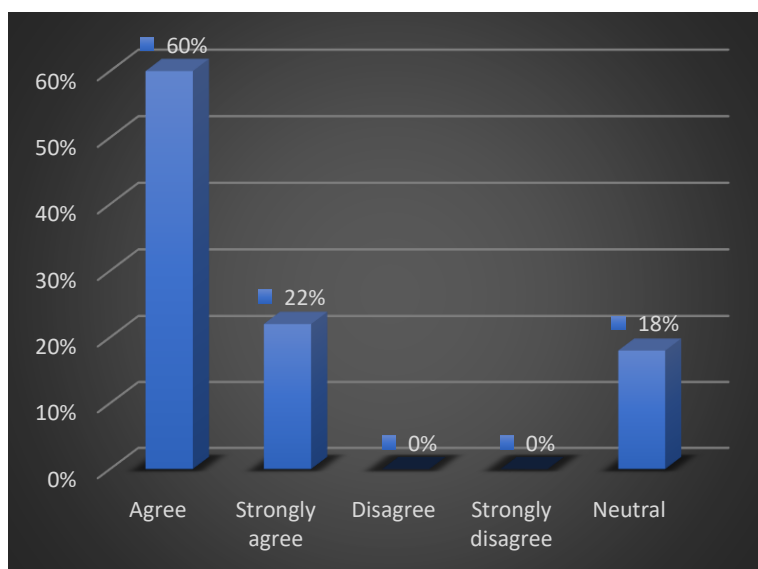
Figure 7 Students' Feedback on Multimodal Methods for Pronunciation and Fluency

Based on the above results, it can be observed that (60%) of the students agree, and (22%) strongly agree that the multimodal approach enhances

pronunciation and fluency. An interesting highlight is the lack of any negative feedback, with (0%) of students categorizing themselves as 'Disagree' or 'Strongly Disagree.' This suggests an unequivocal recognition of multimodal strategies as being at least as effective as, if not more than, traditional methodologies in fostering pronunciation and fluency competency. Meanwhile, (18%) of the students maintain a neutral position, neither advocating for nor against the approach. Furthermore, the multimodal approach garners a predominantly positive response from students.

Section Two: Teaching and Learning the Speaking Skills.

Item nine: Which of the following four skills is most important?
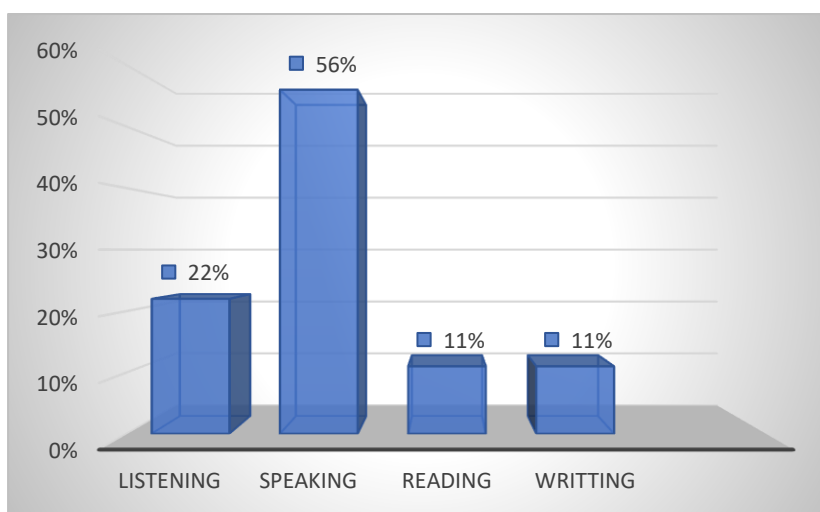
Figure 8 Students' Evaluation of the Most Important Skill

The results shown above indicate that speaking was deemed the most important by a majority of students (25) with the percentage (56%), highlighting speaking as their top choice; around 22% of students (10) expressed listening as the second most valued skill. Reading and writing were regarded equally but less critically, with each skill chosen by (5) students with a percentage (11%) for each

category. These percentages reflect the different weights students assign to each language skill based on their perspectives and learning goals.

Item ten: Which of these skills do you prefer to use to share your ideas and thoughts?
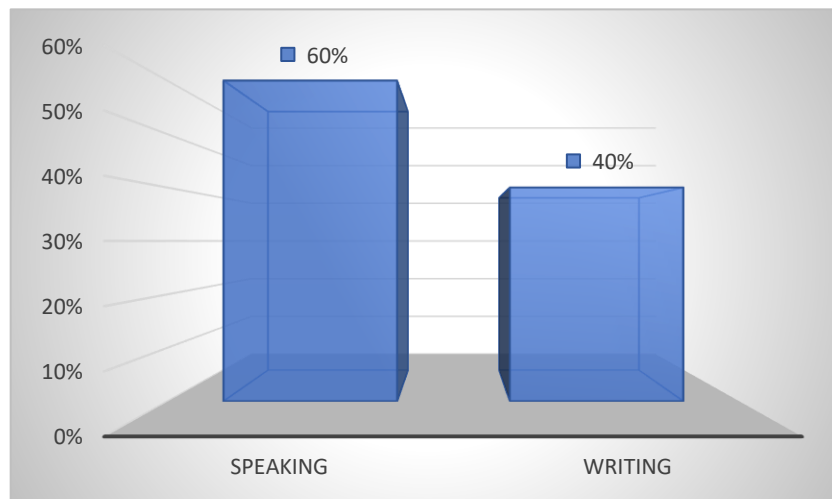
Figure 9 Evaluating Students' Sklills in Sharing Ideas and Thoughts

The figure above shows that speaking is the preferred skill for the majority. Specifically, (27) students with the percentage (60%), chose speaking as their primary means of communication. This illustrates that more than half of the students feel more comfortable expressing themselves orally. In contrast, writing was the chosen skill for 40% of the students (18). This demonstrates that a considerable number of students still rely on written words to share their thoughts, although less than the number who prefer speaking. The distribution of these percentages sheds light on the students' inclination towards verbal communication over written when it comes to sharing their ideas.

Item eleven: Do you find problems when speaking English?
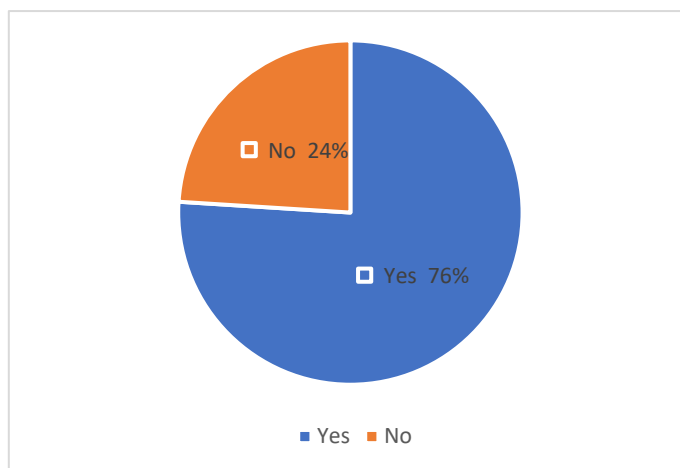
*Figure 10 Students' Evaluation of Their Problems in
Speaking English*

This question aimed to know if students faced difficulties when speaking English. The figure above illustrates that a significant 76% of the students, numbering 34 individuals, responded affirmatively, indicating they encountered problems while speaking the language. This high percentage underscores that the majority of students experience challenges with oral English communication. On the other side, a smaller group comprising 24%, which amounts to 11 students, reported no issues when speaking English. This contrasting viewpoint suggests that about a quarter of the students are confident enough in their spoken English to not perceive any notable problems, highlighting a divide in the proficiency or comfort level among the students regarding English language speaking skills.

Item twelve: If "yes", are those problems that cause your lack of proficiency?
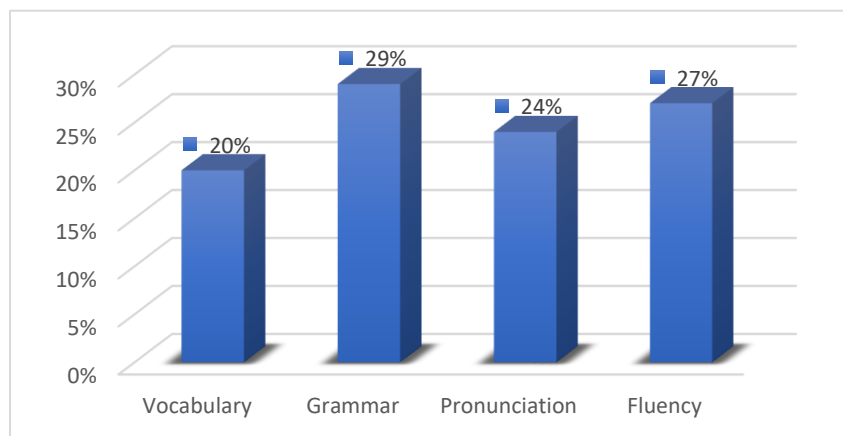
Figure 11 Students' Problems in Speaking Skills

Based on the responses in the figure above, out of the total respondents, 20% of students (9), believed that a limited vocabulary is the root cause of their difficulties. This suggests that students, expanding their lexical repertoire could enhance their command of the language. Grammar is considered another significant challenge, with 29% of the students (13) individuals, attributing their lack of proficiency to this aspect. This implies that they found the structural rules of English to be a barrier. Pronunciation is also a notable problem, with 24% of students, totaling 11 individuals, acknowledging it as an issue. This reflects that they perceive their ability to articulate words clearly as an area that impairs their proficiency. Lastly, fluency was cited by 27% of the students, which corresponds to 12 individuals, as a factor affecting their English skills. This indicates that over a quarter of the students feel that their ability to speak smoothly and without hesitation is a hindrance to their overall proficiency. Overall, these percentages reflect a diverse range of perceived obstacles that students feel need to be addressed to improve their mastery of the English language.

Item thirteen: Do you think that the oral session has improved your speaking skills?
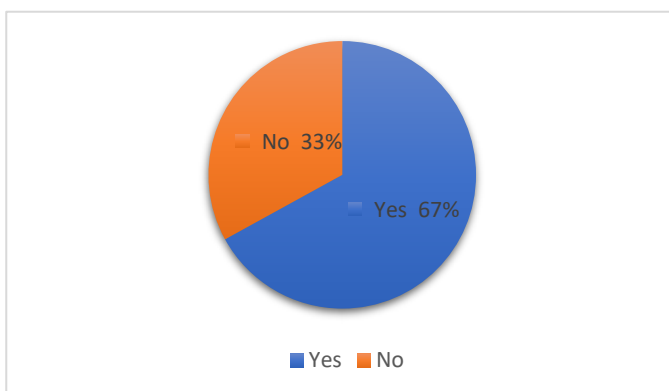
*Figure 12 Students' Assessment on Oral Expression
for Enhanced Speaking Skills*

This question sought to determine if the oral expression enhance students' speaking skills. An analysis of the results shown above reveals that the majority of respondents 30 with the percentage 67%, affirmed the importance of oral expression, asserting that it indeed contributes positively to their ability to speak better. Conversely, 15 students (33%) showed the opposite which means they did not see oral expression as beneficial to their speaking skills. These findings highlight a consensus on the importance of oral practice, while also acknowledging that a significant minority of students may have different views or learning preferences when it comes to developing their speaking skills.

Item fourteen: How often do you participate in the oral expression session?
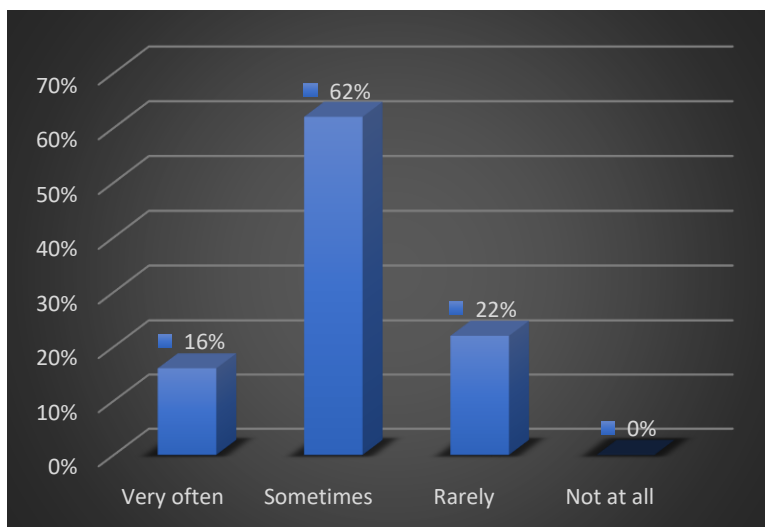
Figure 13 The Students' Evaluation of their participation in the Oral Expression Session

Based on the results shown above, it can be observed that 16%, constituting 7 students, reported participating very often, showing a commitment to frequent engagement. The majority, (28) students with the percentage (62%), indicated that they participate sometimes, suggesting occasional involvement in these sessions. Furthermore, 22% of the students (10), admitted to rarely participating, highlighting infrequent attendance. Remarkably, none of the students, or 0%, reported never participating at all, implying that every student had attended at least some sessions.

Item fifteen: Which of the following activities is more frequently used by your teacher of oral expression?
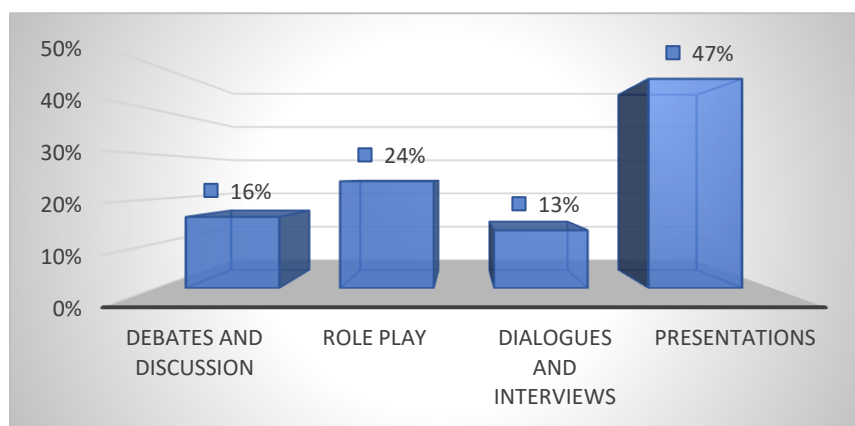
Figure 14 Most Used Oral Activities by Teachers

Based on the responses in the figure above, students reported on the activities facilitated by their teacher. Debates and discussions were preferred by 16% of students (7) indicating this preference. Role-play activities were chosen by 24% of students (11) who enjoyed this interactive method. On the other hand, dialogues and interviews appealed to 13% of students (6), who favored these one-on-one exchanges. Lastly, the most popular technique was presentations, with 47% or 21 students finding them the most beneficial in enhancing their oral skills, signaling a significant preference for this form of activity within the classroom.

Item sixteen: Do you think that working in groups and using multimodal resources will help you to improve your speaking skills?
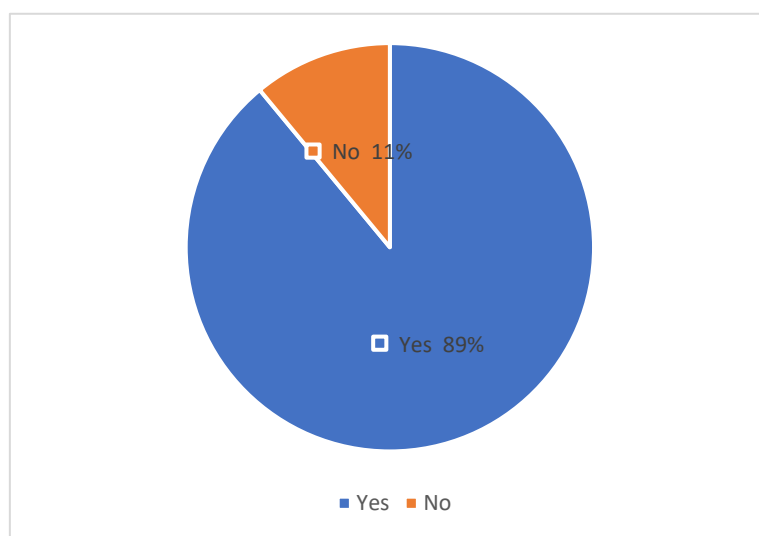
Figure 15 Evaluating Croup Work and Multimodal Tools
in Enhancing Speaking Skills

This question sought to determine if students support group work and the use of multimodal resources to enhance their speaking skills. An analysis of the results shown above reveals that the majority of respondents 40 with the percentage 89% answered "yes" and they affirmed the benefits of these strategies, indicating a strong collective agreement on their value in developing oral competencies. On the other side, a small minority of 11%, encompassing just 5 students, did not concur with the majority's viewpoint and expressed the opinion that these methods did not contribute to the improvement of their speaking skills.

Justifications

This sub-question aimed at identifying the reasons for the students' choices regarding the effectiveness of group work and the use of multimodal resources in improving their speaking skills. Students who said "yes" justified their answers with several arguments such as:

- I think, it helps students to develop their practical speaking skills.

- Increase students' motivation by making learning more interactive.

- Yes, it is for the exchange of information.

- I think, working in groups and employing multimodal resources can simulate real-life communication scenarios, providing a rich environment for language practice. When students collaborate, they have the opportunity to practice different roles in conversation, receive immediate feedback, and learn from their

peers' insights and language styles, all of which are critical for honing speaking skills.

- It improves students' fluency, self-confidence, and communication skills.

- Enhancing students' ability to defend their viewpoints effectively.

- It is good for students to let them be comfortable.

- Because tgey gain a new vocabulary.

- It fosters team work and provide a constuctive feedback to support each other's language developments.

Additionally, multimodal resources such as videos, audio, and interactive software can cater to various learning styles and keep the learning process engaging. These tools can introduce a diverse range of speaking contexts and accents, thereby preparing students for a variety of speaking situations.

The 11% of students who did not see the benefits might favor individual learning styles or perhaps they feel less comfortable speaking in a group setting. They might also have had fewer positive experiences with group dynamics or the particular multimodal resources used, which could influence their evaluation of these methods' effectiveness in improving speaking skills.

In conclusion, the majority of students, 89%, found collaborative and multimodal learning effective for enhancing speaking abilities, demonstrating a general endorsement of these methods. However, 11% did not find these approaches

helpful, highlighting the necessity for diverse teaching methods to address individual learning preferences.

Item seventeen: What suggestions would you propose for the integration of the Multimodal Approach in improving teaching speaking skills at the university level?

In conclusion, this open-ended question was designed to gather the students' suggestions for the integration of the Multimodal Approach in improving teaching speaking skills at the university level; they stated:

- Incorporating technology-based platforms like language learning apps and interactive online courses to facilitate self-paced learning.

- Using multimedia resources such as videos, podcasts, and music to expose students to various accents

- Establishing communication with native speakers through language exchange programs or video chats.

- Incorporate opportunities for students to refect on their speaking performance.

- I suggest providing data shows and computers to improve the student's level of English proficiency.

- I think, debates and discussions in class are beneficial for the students to express their ideas and thoughts.

- Trying to use more multimodal resources, since there is a lack of it in our university.

- We should always practice our pronunciation using different resources of multimodal approach.

- I suggest that teachers should design assessment tasks to evaluate students' speaking skills using different modalities.

- Encouraging collaborative projects that require oral presentations, group discussions, and debates to practice speaking in a community context.

- Implementing game-based learning for vocabulary building and pronunciation practice, which can make learning more dynamic and fun.

- Recognize different learning styles, by providing options for students to engage with the material through multiple modes.

- Including activities that cater to different learning styles, like visual, auditory, and kinesthetic, to support all students in developing their speaking skills.

- Encouraging the use of storytelling and role-playing games to boost confidence and creativity in spoken language.

3.6.   Discussion and Interpretation of Students' Questionnaire

The aim of this study is to investigate the effectiveness of a multimodal approach in developing English as a Foreign Language (EFL) students' speaking skills. Moreover, the data gathered from the questionnaire have been presented and analysed in the previous section. Accordingly, this part tries to summarize the findings.

The sample consisted of 45 second-year LMD students, with 62% being female and 38% being male. This means that the dominant gender of the students of English is female. The majority of students were aged 19 to 20 years old, with

89% stating that studying English was their personal choice. Which means that, there will be a difference in motivation between them. Therefore, the majority of students evaluated their English level, with 73% claiming an intermediate level, 18% having a high level, and 9% having a low level.

The study also found that 38% of students sometimes use multimodal resources such as videos, pictures, audio clips, and actions in their English-speaking class. However, 31% rarely use these resources, 13% never use them, and only 18% always use them during the English-speaking class. None of the students reported using these resources frequently. This suggests a varied perception to the effectiveness of these resources among the students.

Similarly important, based on the answers provided by the students, (47%) found the multimodal approach very effective in enhancing their speaking skills, with 40% considering it somewhat effective. No student (0%) rated it as somewhat ineffective or not effective at all, likely due to not having utilized it in their oral expression module. Additionally, (13%) expressed neutrality regarding the efficacy of this approach.

The majority of students (71%) agreed that the multimodal approach benefits vocabulary learning, while 82% believe it improves pronunciation and fluency. Speaking was the most important language skill, followed by listening (22%). Reading and writing were considered equally important but less so, each receiving 11% of the student choice.

In terms of preferred activities for sharing ideas and thoughts, 60% of students favor speaking, while 40% prefer writing. In case of difficulties in speaking English, most students answered 'yes', justifying their answers with 20% vocabulary, 29% grammar, 24% pronunciation, and 27%.

In terms of participation in oral expression sessions, 16% of students frequently engage, 62% participate sometimes, and 22% rarely. Students suggested that integrating a multimodal approach to enhance teaching speaking skills at the university should include adopting tech and multimedia for learning, practicing with native speakers, self-assessing speaking skills, equipping classrooms with technology, including debates and role-play, using diverse learning resources, assessing speaking in varied ways and encouraging games for language skills.

In conclusion, based on the data collected from analysing students' questionnaires it can be answered that the majority of EFL students confirm the research hypothesis that supposes the positive impact of the multimodal approach in enhancing speaking skills.

3.7. Teachers' Questionnaire

3.7.1. Description of the Questionnaire

This questionnaire consists of three sections. The first section contains three items as general information, and the second section concerns the teachers' perceptions of the Multimodal Approach; it entails three items. The final section is about teaching and learning speaking skills. The teachers' questionnaire includes both open and close-ended questions which attempt to gather their perceptions

regarding the effectiveness of the multimodal approach in developing EFL students' speaking skills.

3.7.2. Administration of the Teachers' Questionnaire

The teachers' questionnaire was designed for teachers of the oral expression module of English at Biskra University, in the form of a printed version. ten teachers responded to the questionnaire. It was chosen for oral teachers to assess the multimodal approach to help gather expert insights on its efficacy in enhancing EFL students' speaking abilities. and to enhance the overall comprehensiveness of our research.

3.7.3. Analysis of Teachers' Questionnaire

Section One: General information

Item one: Gender.
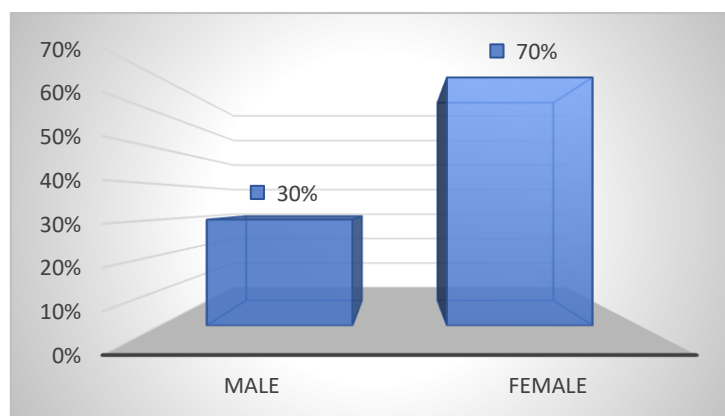
Figure 16 Teachers' gender

The figure above shows a larger representation of females than males. Specifically, 70% of the teachers are female, while male teachers constitute 30%. This indicates a significant gender disparity in favour of female representation in the teaching staff.

Item Two: Specify your qualifications.
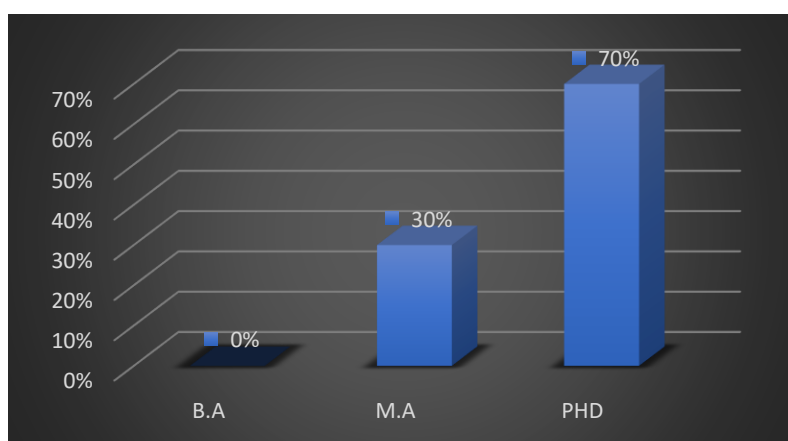
Figure 17 Teachers' Qualifications

Based on the results shown above, it can be observed that the highest level of education attained by the majority is a PhD., with 70% of the teachers holding this degree. In contrast, 30% have a Magister degree. Interestingly, none of the teachers in this particular group have only a Bachelor's degree (B.A.), highlighting a collective advancement in qualifications among the teachers.

Item three: How many years have you been teaching English at University?

This question deals with years of experience in teaching English at University. The range of teaching experience varies significantly. The responses of teachers varied ranges from 1 year to 10 years. One teacher has just started and has 1 year of experience. Another has been teaching for 2 years. There's a group of three teachers who each have 4 years of experience. However, two teachers have been teaching for 5 years. Moving up, one teacher has 6 years of teaching experience, while another has spent 7 years in the profession. Finally, there is an experienced teacher with the most years at the university, who has been teaching for 10 years. This mix of experience levels creates a diverse and rich teaching environment.

Section Two: Teachers' Perceptions of the Multimodal Approach.

Item four: Based on your knowledge, what are the main features that define the Multimodal Approach?

In response to this question, teachers expressed their opinions on the main features that define the Multimodal Approach; they stated:

- It is an integration of multiple modes which combines text, images, video, audio, and physical interactions to convey information.

- It provides varied sensory experiences to support different learning styles.

- It improves student engagement through diverse and dynamic content presentation.

- It encourages interaction between the teacher, students, and content.

- Stimulates critical thinking by using diverse resources that challenge students to analyze and synthesize information.

- It makes learning more accessible via different modalities, catering to various needs and abilities.

- It offers flexibility in teaching methods and student expressions of understanding.

- Promote an active learning environment where students actively participate and collaborate.

- Utilizes multiple modes for providing feedback and assessing student learning.

- It fosters a collaborative learning environment where students can share and construct knowledge together.

Item five: Do you think integrating the Multimodal Approach in the EFL context helps students develop their academic performances? Justify.

This question was posed to gather the viewpoints of teachers regarding the integration of multimodal approach in the EFL context and if it develops their academic performances or not; they stated:

- Yes, because it gives a lot of opportunities to expose students to different typed in different situations.

- Yes, because it apeals to all needs, and enhances students' engagement.

- Using different tools for effective teaching and learning process.

- One varying strategies, their performance will be better.

- Yes, since it involves a variety of methods certainly, it affects positively students' academic performance.

- Yes, it covers all learning styles, appeals to all needs, and preferences, and enhances students' engagement.

- Yes, it introduces them to multiple and diverse learning contexts, tools, resources and opportunities.

- As this approach appeals.

- Using different tools and methods bridges for effective teaching and learning process such as noticeable development in learners' level.

- Yes, it enhances students' engagement, because it covers all learning styles.

Section Three: Teaching and Learning Speaking Skills.

Item six: How do you consider students' level in English speaking?
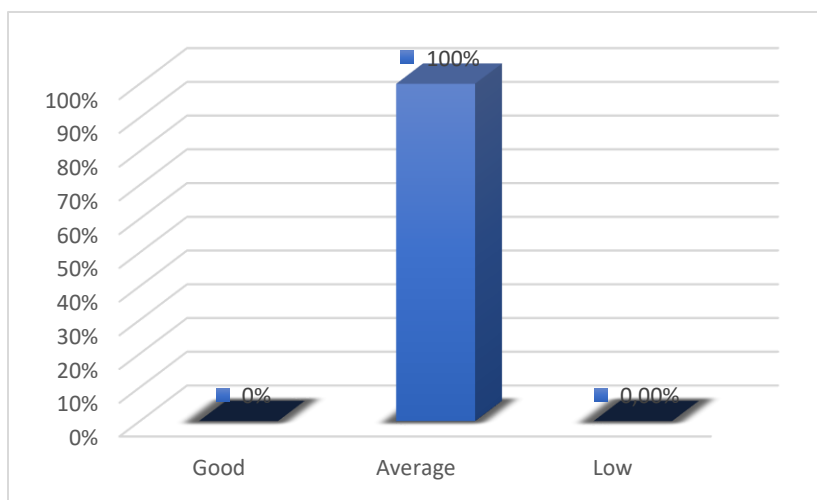
Figure 18 Teachers' Evaluations of their Students' English-Speaking Level

The data above illustrates that none of the students have been rated as either 'Good' or 'Low'. Instead, an amazing 100% of the students have been placed directly in the 'Average' category. This indicates that the group, as a whole, demonstrates a consistent, intermediate level of proficiency in spoken English, which could suggest that the group has not yet achieved a high degree of fluency, but at the same time, none are falling significantly behind.

Justification:

The participants were asked to justify their answers, and they stated that:

- Low speaking proficiency and lack of practice.

- Many students faced difficulties in speaking.

- Some have a very good level, but all in all it is average.

- Lack of practice, lack of knowledge.

- They are still discovering the language.

- Through assessment.

- There are students who have agood level at English, others have an averege level.

- The majority are average, because of their limited vocabulary.

- Their priticipation in class us far from being satisfactory.

- Average fluency.

Item seven: Based on your experience, state some problems that hinder students from developing their speaking skills.

Teachers were asked about any problems that hinder students from developing their speaking skills. Here is how they responded:

- lack of practice, lack of exposure to the target language.

- limited learning opportunities, and lack of motivation.

- Anxiety, lack of self-confidence, shyness.

- Inhibition, lack of vocabulary.

- Poor language background, interference with their mother tongue.

- psychological issues (shyness, stress, compatibility).

- Fear of making mistakes.

- Lack of language proficiency and difficulty organizing thoughts effectively.

- Pronunciation difficulties.

- Cultural differences.

Item eight: What learning goals do you hope to accomplish in the oral expression course?

This open-ended question was designed to gather the teachers' perceptions about the learning goals that they hope to accomplish in their oral expression course; they stated:

- Mainly spontaneous speaking delivered by the students.

- Encourage students to use the language fluently and freely without fear.

- Rich vocabulary and accuracy.

- Developing listening and speaking skills.

- Develop their oral communication.

- Promote interaction (student teacher and student student).

- Develop practical thinking skills.

- Promote autonomy and self independence for language learning.

- Improve pronunciation and expand vocabulary.

- Raising students' awareness towards the learning process, practising, listening and speaking extensively and overcoming speaking anxiety.

Item nine: Which of the following speaking activities do you use in your oral expression classes?

In classes where teachers help students speak better, they use different activities. Four teachers use debates, role-playing, presentations, and games. Debates help students practice arguing and talking about their ideas. Role-playing lets them pretend to be someone else, which is fun and teaches them how to speak in different situations. Presentations help students learn to talk clearly about a topic in front of others. Games make learning to speak fun and interesting. Moreover, three teachers like to use debates, role-playing, and presentations, but they don't use games. Debates and role-playing help students think quickly and speak well. Presentations give students a chance to practice speaking in an organized way. Also, three other teachers use role-playing, presentations, storytelling, and debates. These

teachers use storytelling to make speaking more fun and help students learn new words. All of these activities together help students feel more confident in talking and make learning to speak fun.

Item ten: What are the materials that you use in oral expression classes?

Teachers were questioned regarding materials they use in their oral expression classes, and their responses were as follows:

- Authentic passages, listening to stories, and data show and PowerPoints for presentations.

- A variety of materials depending on the target skills.

- Listening scripts, data show projects.

- Native authentic materials.

- Podcast, pictures, audio recordings and textbooks.

- Speaking games, pictures, audio taps and text activities. Pc, data show, internet listening Scripts.

- Feedback tools, software programs.

- Audio Visual Materials.

- Textbooks, interviews and dialogues.

- Multimedia presentations (PowerPoint, video recordings).

Item eleven: Do you provide out-class activities to encourage your students to develop their speaking skills outside the classroom?
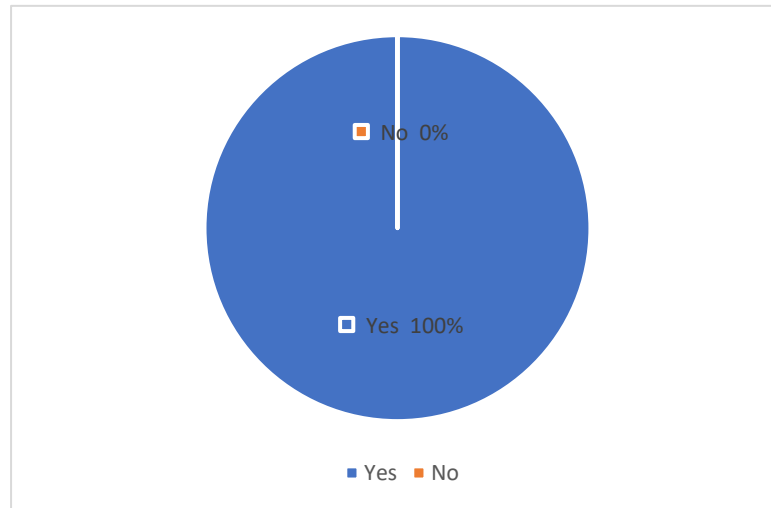
*Figure 19 Teachers on Out-Class Activities for Speaking
Skills Development*

The data above illustrates that, when teachers were asked about using activities outside of class to help their students talk better, all of them agreed it was a good idea. Every single teacher, which is 100%, said yes to this approach. However, 0% of teachers said no, and thought it was a bad idea. This means that all the teachers believe doing things outside of regular classes can really help students feel more comfortable and get better at speaking.

Item twelve: What speaking aspects do you focus on for assessing the students' oral performance?

Teachers were asked about the aspects they focus on in evaluating their students' oral performance. Here is how they responded:

- Proficiency, fluency and academic language.

- Grammar, pronunciation and all aspects.

- Accuracy, fluency, content and attitude.

- Vocabulary use, pronunciation context language, fluency and accuracy.

- Fluency, needed vocabulary, self-confidence ans errors.

- Fluency, richness of vocabulary.

- Grammatical accuracy, task achievements.

- Spontaneity and the way they presenting their work, vocabulary and pronunciation.

- Interaction and engagement.

- confidence and delivery.

Item thirteen: What suggestions would you propose for the integration of the Multimodal Approach in improving teaching speaking skills at the tertiary level?

- I completely support its integration because it's useful but they have to comprehend all what and how this approach must be applied before using it.

- It's necessary for the teacher to understand and consider his learner's styles and strategies. So, to adapt his or her lessons' content and objectives. Using different modes and teaching materials will impact positively on students' motivation and effectively engage them in class.

- Design interactive activities that promote active engagement among students such as role play and debates.

- This approach increases motivation, fosters confidence and encourages participation and Interaction which led to an improvement of performance.

- Practice makes perfect. Students are required to practice English inside and outside the classroom, good speaker, students are required to listen to native speakers as much as they can.

- Encourage Peer feedback and assessment activities where students can provide the constructive criticism and support each other.

- Availability and accessibility to different types of materials

- It develops their speaking skills effectively and confidently in preparation for academic context.

- To use it as much as possible.

- It is allowing students to develop their speaking skills while also deepening their understanding.

3.8. Discussion and Interpretation of Students' Questionnaire

To begin with, the sample of this questionnaire consists of ten oral expression teachers of English at Biskra University. A significant gender disparity within the teaching group, with a higher percentage of female teachers (70%) compared to male teachers (30%), indicating a predominant female representation. The majority of teachers 70% have a PhD degree and 30% have an M.A degree. The teachers' questionnaire results show that the Multimodal Approach is effective in enhancing EFL students' performance by catering to different learning styles and increasing engagement with various tools and strategies.

The teachers also highlight the challenges faced by their students in speaking English, such as insufficient practice, low exposure, motivation issues, anxiety, shyness, vocabulary gaps, mother tongue influence, fear of mistakes, and cultural differences. Their goals in oral expression courses include fostering spontaneous speech, fluency, rich vocabulary, listening and speaking skills, interaction, critical thinking, learner autonomy, improved pronunciation, and awareness to overcome anxiety.

To enhance speaking skills, teachers use debates, role-play, presentations, and games. These activities build confidence and make speaking enjoyable. They also use a diverse range of materials, including authentic texts, listening activities, PowerPoint presentations, native materials, podcasts, games, the internet, and multimedia tools.

Teachers assess students' oral performance based on criteria such as proficiency, fluency, grammatical accuracy, vocabulary richness, pronunciation, content, attitude, spontaneity, interaction, engagement, confidence, and delivery. They advocate for integrating various teaching strategies and resources to adapt to learner styles, increase motivation, and encourage active participation. Real-world practice and frequent usage are emphasized for developing effective and confident speaking abilities within an academic context.

3.9. Summary of the Findings

To sum up, the research findings were accomplished through an analysis of questionnaires completed by both teachers and students. The insights gathered from

the respondents contributed in reaching the highlighted research aims and were beneficial. Furthermore, the findings highlighted the significance of the multimodal approach in particular. This research aimed to investigate teachers' and students' viewpoints concerning the effectiveness of the multimodal approach in developing EFL students' speaking skills. Besides, it detected their opinions about how to use multimodal resources to improve their speaking skills. Moreover, the results showed that the students' level of English speaking is considered as an average level that needs improvement. Simply put, the results validated, and proved our suggested hypothesis.

Conclusion

This chapter was specific to the fieldwork of the present study. Initially, the research methodology's theoretical foundation was covered. This chapter also attempted to provide an overview of the data collected from the two questionnaires that were conducted by teachers and students. The researcher analysed the data which attempts to investigate the effectiveness of the multimodal approach in developing EFL students' speaking skills. The objectives of the study were confirmed our suggested hypothesis was validated by the findings.

General Conclusion

General conclusion

This investigation was carried out to examine the effectiveness of the multimodal approach in developing EFL students' speaking skills. This study hypotheses that the EFL students faced some problems in speaking, such as insufficient practice, low exposure, motivation issues, and anxiety, and to reduce this issue of developing their speaking skills, students must integrate with the use of multimodal approach as a teaching method, because it increases motivation, and encourage active participation, especially it develops confident speaking abilities.

To conduct this study, the research has relied on two questionnaires for both teachers and students. The questionnaire of students was presented to second-year LMD students in the English department at Biskra University. On the other hand, the teachers' questionnaire was distributed to those teaching the oral expression course. The finding indicated that both students and teachers recognize the importance of speaking skills and emphasize the obstacles faced by EFL students when practising speaking including insufficient practice, low exposure, motivation issues, anxiety, shyness, vocabulary gaps, mother tongue influence, and fear of mistakes.

Furthermore, suggestions and solutions have been proposed to alleviate the obstacles to speaking skills including, integrating various teaching strategies and resources and using a diverse range of materials, including authentic texts, listening activities, PowerPoint presentations, native materials, podcasts and, multimedia tools. Consequently, the research results advocate the previously mentioned hypothesis.

Recommendation

Based on the analysis of the data and the findings of the study, some pedagogical recommendations can be proposed for teachers and students:

➢ **For teachers :**

✓ Integrate various modes of communication such as visual, auditory, and kinesthetic modes of teaching to cater to different learning styles.

✓ Provide constructive feedback and allow students to reflect on their progress.

✓ Use a variety of assessment methods to measure students' speaking proficiency accurately.

✓ Teach students how to use multimodal resources effectively on their own to practice speaking skills.

> ➢ **For students:**

✓ Actively use different types of media, like videos, music, and games, to improve different aspects of speaking.

✓ Participate in group activities to improve speaking skills.

✓ Use language learning apps that promote speaking and listening skills.

✓ See errors as learning opportunities and don't be afraid to speak out, even if you make mistakes.

✓ Get constructive feedback from teachers.

✓ Instead of translating from your native language, try to think directly in English to improve fluency.

✓ Watch English Movies, this can help you improve your listening skills and expand your vocabulary, while also giving you insight into colloquial phrases and cultural nuances.

✓ Take part in role-play activities with classmates or friends to build confidence and adaptability in various conversational contexts.

Limitation of the Study

During the research process, it is often that we come across several challenges. In our research, we faced certain difficulties. One of these difficulties was the need to switch our data collection method. Our original plan was to use classroom observations, but time constraints prevented us from using them to secure accurate and trustworthy data. Similarly, we had intended to interview teachers instead of using a questionnaire, however, the same time constraint prevented us from doing so.

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APPENDICES

Dear students,

The following questionnaire is a necessary part of our study entitled: "Investigating the Effectiveness of The Multimodal Approach in Developing EFL (English as a Foreign Language) Students 'Speaking Skills". It aims to gather information regarding English speaking. Thus, you are kindly requested to answer the following questions concerning your speaking skills, and oral expression teachers' techniques.

Thank you for your cooperation

Prepared by: BELABBAS BAYA.

- **Definition:** A multimodal approach means using more than just one sense to learn or communicate. It involves combining different methods, like visual (text, images), auditory (sounds: videos, songs) or kinesthetic (actions and movements). It helps students learn in different ways and makes the class more engaging.

Section one: General information

1. Gender : Male ☐   Female ☐

2. Specify your age : ,,,,,,,,,,,, years old

3. Was it your choice to study English?   Yes ☐   No ☐

4. Your level of English :

   High ☐   Intermediate ☐   Low ☐

Section Two: Multimodal Approach in Your English-Speaking Class.

5. How often were multimodal resources (videos, pictures, audio clips, actions) used in your English-speaking class?

   Never ☐   Rarely ☐   Sometimes ☐
   Frequently ☐   Always ☐

6. In your opinion, how effectively did the multimodal approach help you develop your speaking skills?

   Somewhat effective ☐   Very effective ☐   Somewhat ineffective ☐

Not at all effective ☐   Neutral ☐

7. The multimodal approach helped me understand new vocabulary and expressions better than traditional methods (textbooks, lectures).

Agree ☐   Strongly ☐   Agree ☐

Disagree ☐   Strongly Disagree ☐   Neutral ☐

8. The multimodal approach helped me improve my pronunciation and fluency.

Agree ☐   Strongly Agree ☐

Disagree ☐   Strongly Disagree ☐   Neutral ☐

Section Two: Teaching and Learning the Speaking Skills.

- **Definition:** Speaking skills are your ability to communicate effectively and understandably through spoken language.

9. Which of the following four skills is most important?

a- Listening ☐   b-Speaking ☐

c-Reading ☐   d-Writing ☐

10. Which of these skills do you prefer to use to share your ideas and thoughts?

a- Speaking ☐   b-Writing ☐

11. Do you find problems when speaking English?

a. Yes ☐   b. No ☐

12. If "yes", are those problems that cause your lack of proficiency:

a. Vocabulary ☐   b. Grammar ☐

c. Pronunciation ☐   d. Fluency ☐

13. Do you think that the oral session has improved your speaking skills?

a. Yes ☐   b. No ☐

14. How often do you participate in the oral expression session?

a. Very often ☐   b. Sometimes ☐

c. Rarely ☐   d. Not at all ☐

15. Which of the following activities is more frequently used by your teacher of oral expression?

a-Debates and discussion ☐   b-Roleplay ☐

c-Dialogues and interviews ☐   d-Presentations ☐

16. Do you think that working in groups and using multimodal resources will help you to improve your speaking skills?

a. Yes ☐   b. No ☐

Justify your answer …………………………………………………………………

17. What suggestions would you propose for the integration of the Multimodal Approach in improving teaching speaking skills at the university level?

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Thank you.

Appendix two: teachers' questionnaire

Teachers' Questionnaire

Dear teachers,

This questionnaire is part of a research work carried out in the framework of a Master's degree entitled: " Investigating the Effectiveness of The Multimodal Approach in Developing the EFL (English as a Foreign Language) Students' Speaking Skills". Its purpose is to collect data regarding the methods you use for teaching second-year students in oral expression. Therefore, your feedback would be very beneficial for gaining a thorough grasp of the issue under study.

Thank you

Prepared by: BELABBAS BAYA.

- **Definition:** A multimodal approach means using more than just one sense to learn or communicate. It involves combining different methods, like visual (text, images), auditory (sounds: videos, songs) or kinesthetic (actions and movements). It helps students learn in different ways and makes the class more engaging.

Section One: General information.

1. Gender: Male [ ]   Female [ ]

2. Specify your qualifications: a)- B.A [ ]   b)- M.A [ ]   c)- PHD [ ]

3. How long have you been teaching the oral expression subject?

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Section Two: Teachers' Perceptions of the Multimodal Approach.

4. Based on your knowledge, what are the main features that define the Multimodal Approach?

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5. Do you think integrating the Multimodal Approach in the EFL context helps students develop their academic performances? justify.

…………………………………………………………………………

Section Three: Teaching and Learning Speaking Skills.

6. How do you consider students' level in English speaking?

     a- Good [ ]   b- Average [ ]   c- Low [ ]

Justify your choice ……………………………………………………………………………

7. Based on your experience, state some problems that hinder students from developing their speaking

skills

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8. What learning goals do you hope to accomplish in the oral expression course?

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9. Which of the following speaking activities do you use in your oral expression classes?

    a- Debates and discussions ☐   b-Roleplay ☐

    c-Presentations ☐   d-Story telling ☐

10. What are the materials that you use in oral expression classes?

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 ………………………………………………………………………….…………………

10. Do you provide out-class activities to encourage your students to develop their speaking skills outside

the classroom?

    a-Yes ☐   b- No ☐

11. What speaking aspects do you focus on for assessing the students' oral performance?

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12. What suggestions would you propose for the integration of the Multimodal Approach in improving teaching speaking skills at the tertiary level?

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Thank you.

الملخص

تبحث هذه الدراسة في فعالية النهج متعدد الوسائط في تطوير مهارات التحدث باللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك، يسعى إلى توضيح أهمية التحدث والتأكيد على الحاجة إلى تحسينه باللغة المستهدفة. تكمن القضية الرئيسية في حقيقة أن العديد من الطلاب الذين يدرسون اللغة الإنجليزية كلغة أجنبية يجدون صعوبات في التحدث. لذلك، في هذه الدراسة، تناولنا الأسئلة التالية: ما هي مواقف الطلاب وتصوراتهم تجاه دمج النهج متعدد الوسائط في تحسين مهارات التحدث لديهم؟ وكيف يمكن لهذا الإدماج أن يقلل من مشاكل مهارات التحدث ؟ افترضنا أن النهج متعدد الوسائط قد يكون له دور فعال في تحسين مهارات التحدث لطلاب اللغة الإنجليزية. وعلاوة على ذلك، ومن أجل تعزيز إتقان الكلام، من الضروري التركيز بقوة على الممارسة المنتظمة في إطار دورات التعبير الشفوي. استهدفت هذه الدراسة طلاب السنة الثانية في جامعة بسكرة كعينة. اخترنا النهج النوعي باعتباره الأنسب لهذه الدراسة. وعقب هذا التحقيق، يتم اختيار طريقتين لجمع البيانات ؛ واستبيان للطلاب واستبيان للمعلمين. بعد التفسير وتحليل البيانات، أظهرت النتائج أن طلاب اللغة الإنجليزية لديهم مستوى متوسط وواجهوا بعض المشاكل في التحدث، مثل عدم كفاية الممارسة، وانخفاض التعرض، ومشاكل التحفيز، والخجل، والفجوات في المفردات، وتأثير اللغة الأم والقلق. علاوة على ذلك، للحد من هذه المسألة وتطوير مهاراتهم في التحدث، يجب على الطلاب دمج استخدام نهج الوسائط المتعددة كأسلوب تعليمي، لأنه يزيد من الحافز، ويشجع المشاركة النشطة، خاصة عندما يطور قدرات التحدث الواثقة.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، نهج الوسائط المتعددة، مهارات التحدث.