

# The Effectiveness of a Program Based on Cognitive Approach and Corrective Feedback in Developing High Institute of Engineering and Technology Students' EFL Oracy performance, Technical Vocabulary Use and Reducing Their Communicative Apprehension

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## *Abstract*

The current study aimed at developing the EFL High Institute of Engineering and Technology 1<sup>st</sup> year students' oracy performance, technical vocabulary use and reducing their communicative apprehension using a program based on cognitive approach and corrective feedback. The current study adopted the mixed-method research design. A group of (20) first year from High Institute of Engineering and Technology students, 10<sup>th</sup> of Ramadan city, Sharkia Governorate in the academic year 2021/2022 were equally divided into an experimental group (n=10) and a control one (n=10). To achieve the aims of the study, the researcher designed checklist, pre/post Oracy Performance Test and a Rubric. The experimental group was taught by the use of cognitive approach and corrective feedback instruction whereas the control group

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received regular instruction. The obtained data were analyzed using the Statistics Package for Social science (SPSS). The study results revealed that there was a statistically significant difference at (0.5) between the mean scores of the experimental group in the pre/post administration favoring the post administration. The finding also revealed that the cognitive approach and corrective feedback instruction had positive effect on developing the High Institute of Engineering and Technology 1<sup>st</sup> year students' EFL oracy performance, technical vocabulary use and reducing their communicative apprehension. Finally, the study presented recommendations and suggestions for further research.

**Keywords:** Cognitive Approach, Corrective feedback, Oracy Performance, Technical Vocabulary Use and Communicative Apprehension.

فاعلية برنامج قائم على المدخل المعرفى والتغذية الراجعة التصحيحية فى تنمية الأداء الشفهى واستخدام المفردات التقنية باللغة الإنجليزية كلغة أجنبية لدى طلاب المعهد العالى للهندسة والتكنولوجيا وخفض العزوف

**المستخلص:**

هدفت الدراسة الحالية إلى التحقق من فعالية استخدام المدخل المعرفى والتغذية الراجعة التصحيحية فى تنمية الاداء الشفهى واستخدام المفردات التقنية باللغة الإنجليزية كلغة أجنبية لدى طلابالمعهد العالى للهندسة والتكنولوجيا و خفض العزوف عن التواصل. ولتحقيق ذلك الهدف، طبقت الدراسة على عينة قوامها (٢٠ طالبا وطالبة) بالفرقة الأولى، وتم تقسيمها إلى مجموعتين: إحداهما مجموعة تجريبية وتتضمن ( ١٠ طالبا وطالبة) ودرست وفقا للمدخل المعرفى واجراء التغذية الراجعة التصحيحية، والأخرى ضابطة قوامها ( ١٠ طالبا وطالبة) ودرست وفقا للطريقة

المعتادة. وتضمنت الدراسة: وحدة قائمة على المدخل المعرفى وإجراء التغذية الراجعة التصحيحية والتي طبقت على المجموعة التجريبية، أدوات الدراسة (١) اختبار لقياس الاداءات الشفهية باللغة الإنجليزية، (٢) اختبار لقياس استخدام المفردات التقنية باللغة الإنجليزية؛ وتم تطبيقهما على كلا المجموعتين قبلها وبعديا للوقوف على مدى دلالة الفروق بين متوسطات الدرجات للمجموعتين التجريبية والضابطة)، مفتاح تصحيح لكلا الاختبارين ، مقياس لتحديد أبعاد العزوف عن التواصل باللغة الإنجليزية ونموذج إجابة لمقياس العزوف عن التواصل. واستخدمت الدراسة الحالية المنهج المختلط للمجموعتين التجريبية والضابطة ؛ حيث يتضمن طريقتين لجمع البيانات باستخدام المنهج الكمي والكيفى . توصلت النتائج إلى وجود فروق لصالح أفراد المجموعة التجريبية فى التطبيق البعدى لأدوات البحث عن أقرانهم من أفراد المجموعة الضابطة، مما تبين فاعلية استخدام المدخل المعرفى وإجراء التغذية الراجعة التصحيحية فى تنمية الاداء الشفهى واستخدام المفردات التقنية باللغة الإنجليزية كلفة أجنبية لدى طلاب الفرقة الأولى بالمعهد العالى للهندسة والتكنولوجيا وخفض العزوف عن التواصل مما يشير إلى صحة الفروض.

الكلمات المفتاحية: المدخل المعرفى ، التغذية الراجعة التصحيحية ، الاداء الشفهى ، المفردات التقنية ، العزوف عن التواصل.

## 1.1. Introduction

Language is essentially a means of communication among the members of a society. It is basically used in real-life communication. However, language is more than a tool for communication; it also represents social and cultural background. Learning merely the target linguistic knowledge cannot successfully engage learners into real-life communications in the

target language. They also need to acquire each aspect of oral performance to incorporate cultural knowledge into language use and choose appropriate language in different sociocultural contexts.

EFL Oracy performance is acquired through listening and speaking; to provide enough exposure for implicit language learning, increase the reception and the production skills (Millard & Menzies, 2016<sup>1</sup>). Learning a language is learning how to communicate in culturally, socially and academically in appropriate ways consistent with the norms and customs of the target language users. oral performance is a process of making meaning through interactions between people. Thus, providing students with real communicative contexts are the best guarantee that they are able to interact properly, so it is a process of making meaning through contextual interaction between people Zuheer (2008).

In addition, Ilankumaran & Sreena (2018) clarified that oral performance is consistent with four core categories of EFL namely; pronunciation, performing speech, managing interaction, and organizing discourse. According to Wang (2016), to be competent speakers in the English language, students must be able to handle several complex processes and skills simultaneously such as pronouncing vowels, consonants, and blended sounds with correct and clear pronunciation; managing interaction with others; organizing discourse using appropriate intonation, and managing the language structure to change the topic and communicative purpose.

One of the unique characteristics of classroom oral performance includes face-to-face interactions and it is necessary between the participants involved in the classroom to ensure that learning takes place. Hence, a learning climate that supports

willingness to communicate has been considered an important part of the language learning and communication process, playing a pivotal role in the development of language learners' communicative competence (Mahmoodi & Moazam, 2014).

Therefore, developing oral performance enables students to communicate effectively and appropriately in several contexts and help take the responsibility of their communication. Young (2013) posited that oral language takes the position that “abilities, actions, and activities” are not owned by a single individual participating in the process of communication, but are cooperatively constructed by everyone involved in the talk.

Alford Council of International English Language & Literature(ACIELL) conceptualized effective oral performance among the ESL/EFL learners as the ability to communicate effectively using accurate and fluent speech. It placed more emphasis on strategic competence, learners' participation and collaborative activities to perform the given tasks (ACIELL, 2019).

Generally, developing oral performance is an essential demand of many language researchers. For example, for example, Xia (2017) investigated the extent to which continuation tasks could develop EFL students' oral performance. He used the quasi-experimental design (pre-post control/ experiment groups design). Undergraduate students were randomly assigned to two intact groups: experimental and control groups. Instruments of the study included a pre- posttest for pragmatic performance. Results indicated that the experimental group significantly surpassed the control one in the post-performance of the test of oral performance and the task -based approach contributed to more appropriate use of the target language skills.

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Having a similar endeavor, Ngoc (2021) investigated the effect of integrating listening and speaking skills on EFL communicative performance using the task-based approach. He used a quasi-experimental research design (pre-posttest design). Data was collected through using a questionnaire. Participants were Sixty-eight non-English primary first-year students at Van Lang University. He divided them into two intact groups: a non-treatment and a treatment one. Instruments of the study were: listening comprehension test and oral communicative test. The results indicated that the participants of the treatment group outperformed their counterparts in the non-treatment group.

As an example, Tollabi& Rashtchi (2019) investigated the effect of TED (Technology, Entertainment, Design) on developing oral performance of Iranian EFL learners. The study instruments included a) language proficiency test, b) oral communication rubric, c) students' attitude towards using TED to develop oral performance. Results revealed that TED talks are useful sources of practicing listening skills and had positive effects on enhancing participants' self-efficacy.

Ramli (2018) investigated the effect of podcast on developing students' EFL oral performance and, enhancing motivation and promoting learning. Instruments were a questionnaire and semi-structured interview. The results of the correlation procedure indicated that Podcast as one of interactive medias had positive relationship between learners' oral performance that enhancing motivation, and promoting EFL learning.

Furthermore, Khan et al., (2018) maintained that technical vocabulary is an important aspect of learning a language. It is considered the basic of language use in oral performance. It

regulates how speakers and listeners interact in various situations and the choices they make in multiple situations to identify appropriate speech. Vocabulary use stimulates learners' competence to be involved in socially accepted conversations.

Hence, technical vocabulary is not an isolated skill, but it is the core of literacy of a language. Vocabulary does not merely refer to a single unit of word and meaning, it relates to a lexicon or phrase of words that people use for daily and meaningful communication (Fisher & Frey, 2014).

In this context, Supatra et al., (2013) investigated the effect of technical vocabulary use with engineering students on improving students' communicative performance; in the field of English for Specific Purposes (ESP). They designed a questionnaire to collect pre- and post- data with the purpose of determining the participants' performance in both comparison and treatment groups. A pretest/posttest research design was used. Participants were 47 undergraduate engineering students from Rajabhat University. The findings revealed that the experimental group outperformed the control group in terms of technical vocabulary proficiencies.

Having a similar endeavor, Tran et al., (2020) investigated the effect of technical vocabulary use on developing students' oral performance in seven professional areas. Participants included 81 employers and 412 professionals who graduated from various universities in Vietnam. They used mixed-method research design. Data were collected through a direct observation, and a questionnaire. Instruments of the study were: questionnaires, structured interviews and observation sheets. Results showed that developing EFL technical vocabulary is valuable mean of dealing

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with communication trouble spots, such as not knowing a particular word or misunderstanding others.

Learners' oral performance is influenced by factors such as; communicative apprehension. performance conditions, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015). EFL learners' oral performance is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and communicative apprehension (Mahripah, 2014).

Additionally, Communicative Apprehension is a complex, psychological phenomenon that affects all aspects of foreign language learning. As it is commonly associated with oral performance in FL, it has four different types, including: trait-like, generalized-context, personal-group, and situational (McCroskey, 1984).

Rezeq & Taha (2018) investigated the factors of Communicative Apprehension among EFL Palestine students. The relationship between cognitive load, foreign language anxiety, and task performance. Results indicated that students with higher Communicative Apprehension had higher cognitive load. Therefore, it can be concluded that foreign language anxiety and cognitive load have negative correlation with listening comprehension.

Al-Otaibi (2016) conducted a study to explore the factors of Communicative Apprehension among EFL Arab freshmen college students in Saudi Arabia. Results showed that peer comparison, students' perceptions about their ability to speak English rules, difficulties in understanding the teacher and the negative effects of anxiety, such as diminished cognitive performance, are generally associated with communication skills.

Cognitive Approach is quite effective in getting learners to motivate communicative skills and inspiring them to interact. In an attempt to modify the term used to describe the role of cognitive approach, Mulyana, (2012) mentioned that the common role of cognitive approach led to improvements in the components of oral performance such as; vocabulary, pronunciation, discourse management and interactive communication. Hence, a skilled learner can achieve greater levels of language proficiency than those who cannot communicate well.

Ilnkumaran and Sreena (2018) explained that cognitive learning approach based on productive and receptive performance in communication needs thinking, learning, perception, attention, memory, problem solving and decision making. Learner who involves in cognitive communication needs support and encouragement with their communication. Different techniques like minimize distractions, direct talking, gaining attention, explaining, interrogations, written reminders, simple language usage, repeating key words, giving time intervals, facilitate choice making, gesture usage and feedback are useful for avoiding communicative apprehension.

Furthermore, Zin et al., (2021) pointed out implementing cognitive learning approach in classroom provides learners with experiences that facilitate their social skills; it is suggested that teachers can provide support in a variety of ways for students involved in collaborative environment. Teachers might "create a sense of community, plan extensive experiences with strong social skills, establish a broad thematic context, and supply multiple demonstrations of effective communication in the classroom environment.

Cognitive Approach involves students in active sense making and engages them in peer interactions as those mentioned in the theory of Vygotsky's Zone of Proximal Development theory (ZPD) with collaborative learning that proposes that if learners practice a new skill with the help of an adult or slightly more competent peer, then they gradually develop the ability to accomplish the skill without help or assistance. The true collaboration is determined in cognitive approach such as student-initiated reflection, choices, self-direction, and mutual interdependence (Kolb, 2009).

Corrective Feedback (CF) is associated with performance form applied to enhance learner's oral communication. It has been of great importance in foreign language acquisition since it helps improving students' oral production (Ananda et al. ,2017). To know how to develop communicative performance in EFL, Espinoza & Aranguiz, (2016) declared that EFL teachers should create successful learning outcomes, establish their students' oral corrective feedback strategy as follows:

1. **Explicit correction:** the teacher provides the correct form and indicates what was incorrect.
2. **Recast:** the teacher provides a reformulation of an incorrect utterance, but he maintains the original meaning of it.
3. **Elicitation:** consists of three main feedback moves. (a) Pausing in order to allow students to complete his statement, (b) Asking questions or (c) by asking students to reformulate the utterance.
4. **Metalinguistic feedback:** the teacher makes comments, gives information or asks questions about the well-formedness of the student's utterance.

5. **Clarification request:** this feedback either indicates that the utterances were not well-formed or that the teacher misunderstood them.

6. **Repetition:** the teacher repeats the utterances that are incorrect using an intonation to highlight the error.

According to Ramadhani, (2019), corrective Feedback is divided into two types: oral and written. Oral Corrective Feedback indicates the providing of feedback on errors and weaknesses in content, organization, and language through face-to-face interaction that should be done by giving comments. It is one of the communication forms that provides students' utterances in the conversation that takes place to discuss a certain topic.

Storch (2018) stated that corrective feedback facilitates the acquisition of a second language (L2). It may be important in the development of listening and speaking skills. By choosing to communicate in the target language, students can improve their oral performance and comprehend the speech they hear. Additionally, (Zhang & Ardasheva ,2019) clarified that corrective feedback leads to reduce the amount of communicative apprehension, while increasing speaking self-efficacy.

Consequently, it can be concluded that corrective feedback promotes learning environment where students and teachers construct the learning experience together; learners' erroneous utterance produced in second language production by reformulating the forms or giving clues for corrections. It has been widely addressed on teaching and learning as it facilitates learners' interlanguage development and learning. It also contributes to EF language learning, fosters learners' motivation, ensures linguistic accuracy (Phuong & Huan, 2018).

Accordingly, numerous studies emphasized the benefits of integrating oral Corrective Feedback preferences and cognitive learning strategies have the most dominant influence on speaking performance (Kivi et al. (2021); Namaziandost et al., 2020; Yokota & Ijuin, 2009; Rahimi, 2015) and in developing communication skills.

So, it can be said that this emphasis is on comprehensive learning. As the learner moves from one stage to another, along with enhancing their learning strategies, they tend to take responsibility of their learning, thus leading towards autonomy. So, the cognitive approach provides flexibility for the teacher as well as the learner. In the process of reflecting and personalizing learning, the learner becomes more independent in managing the learning process on their own. Therefore, an awareness of learning strategies and active involvement in the cognitive learning approach promotes effective language learning (Wrenn and Wrenn,2009).

Consequently, it can be concluded that integrating the oral corrective feedback with cognitive approach throughout the application of the program can develop EFL university students' oracy performance and reduce their communicative apprehension.

### **1. 2.Context of the problem**

The problem of the present research is emphasized through the following ways:

- a) Through the researcher's experience as an EFL expert instructor, it was obvious that EFL High Institute Engineering and Technology students lack oracy performance and encounter

communicative apprehension; Some students do not feel relaxed and confident while communicating in English.

b) Reviewing the previous studies that tackled oracy performance (Xia ,2017; Zhang ,2015; Chikh ,2016; AlSaleem ,2018) and communicative apprehension (Leong and Ahmadi ,2017; Al-Otaibi ,2016; Ireland ,2016; Rezeq &Taha ,2018). These studies revealed that there is a profound weakness in oral performance as well as and encounter communicative apprehension among EFL students.

c) Surveying the recommendations of the most recent conferences in the field of TEFL, such as:

- 3rd International Conference on Language, Literature, Culture, and Education (ICOLLITE 2019)
- International Convention and English Language Expo (TESOL, 2020) in which Abrar's (2017) study highlighted the importance of developing EFL University students' oral performance.
- 3rd World Conference on Psychology and Sociology (WCPS, 2014) which investigated the effect of communicative apprehension on EFL learners' oral Performance.
- 17th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2021) in which Ngoc's (2021) study highlighted the importance of developing communicative performance through integrating listening and speaking skills among EFL High Institute Engineering and Technology students.

### 1.3. The pilot study:

A) conducting a pilot study on a group of seventy students from the first year of EFL High Institute Engineering and Technology students. The pilot study (Appendix A, B, C) consisted of an EFL oral performance test and a communicative apprehension scale.

B) Results of the test, illustrated in Table (1), indicated that the 1<sup>st</sup> year EFL students do not achieve the required level of oral performance beside this they are facing some communication problems.

C). The pilot test results showed that the majority of the students lack sufficient oral performance.

**Table (1): Results of the oral performance Test**

EFL Oral Performance	Percentage of students' performance	required component
1- Inability to link ideas in oral discourse properly.	25%	communication
2- Selecting proper intonation depending on the communicative intent.	29%	Fluency
3- Interacting spontaneously and confidently in informal communicative situations.	30%	Discourse
4- Using fillers or hesitation devices.	5%	Strategic
5- Using Vocabulary that is adequate to express knowledge, experience and personal opinion.	34%	Phonology

EFL Oral Performance	Percentage of students' performance	required component
6- Using of some features of connected speech.	46%	Semantics

**Table (2): Results of the Communicative Apprehension Questionnaire**

Communicative performance	Percentage of Students' performance
1. I improve oral performance by practicing.	22%
2. I reduce self-focus by visualizing public speaking as a normal conversation.	30%
3. I reduce fear of failure by preparing and practicing before the speech act.	15%
4. I reduce nervousness by moving about and breathing deeply.	35%
5. I interact positively when giving a speech.	25%
6. I practice conversation before facing the crowd to gain self-confidence.	34%
7. I use self-affirmations to motivate myself.	22%
8. I communicate during a conversation as an effective speaker.	22%
9. I feel relax during conversations or speech acts.	5%

It is obvious that the majority of EFL students of the High Institute of Engineering and Technology had problems in their oral communicative skills as their grades were below 50% in the stated areas. So, utilizing the corrective feedback with cognitive approach throughout the application of the program can develop their EFL oracy performance, technical vocabulary use and reduce their communicative apprehension.

#### **1.4. Statement of the problem:**

Based on the aforementioned discussion, it could be concluded that the problem of the present study is determined in the lack of the oral performance among the EFL students of the High Institute of Engineering and Technology. Thus, the present study tried to integrating the oral corrective feedback with cognitive approach throughout the application of the program to develop the oral performance, technical vocabulary use and reducing the communicative apprehension.

**In order to tackle this problem, the study was an attempt to answer the following main question and sub-questions:**

#### **Questions of the Research**

The present research attempts to answer the following main question:

How

**“What is the effectiveness of a cognitive approach and corrective feedback-based program in developing High Institute Engineering and Technology students' EFL oracy performance, technical vocabulary use and reducing their communicative apprehension?”**

This main question branches out into the following sub-questions:

1. What are the communicative performances targeted to EFL High Institute Engineering and Technology students?
2. How competent are those students in these performances?
3. How do those students apprehend communication?
4. What are the features of the EFL communicative apprehension?
5. To what extent are those students able to use technical vocabulary in an appropriate manner?
6. How can a program based on the cognitive approach and corrective feedback be designed?

### **Study design:**

#### **1.5. Method of the Research**

The present research adopts the mixed-method design, combining both quantitative and qualitative methods of collecting data. The quantitative data will be obtained through a test for assessing oral performance and a scale for assessing communicative apprehension.

These instruments will be administered to the research participants before and after the treatment. The qualitative data will be collected in order to examine the changes in participants' responses during the pre-post administrations.

#### **1.6. Participants**

Participants of the research will be seventy EFL students enrolled in the first year, EFL students, of the High Institute of Engineering and Technology 10<sup>th</sup> of Ramadan City.

They will be assigned randomly into two groups: experimental group (n=35) and a control one (n=35) in each group. The experimental group will be taught using the program, whereas the control group will receive regular instruction.

### **1.7. Instruments**

For the quantitative data Concerning the participants' EFL oracy performance, the researcher will design:

- a) An EFL oral performance questionnaire as a prerequisite procedure for designing the test.
- b) An EFL oral performance Test as the real instrument.
- c) An EFL oral performance rubric as a post-requisite procedure for scoring the test. Regarding the participants' communicative apprehension, the researcher will design A communicative questionnaire as a prerequisite procedure for designing the scale.
- c) An Observation sheet to observe oral performances.

#### **a. Purpose of the questionnaire:**

The oral performance questionnaire is intended to determine the most important oral skills necessary to first year High Institute Engineering and Technology students. It is a pre- requisite for the EFL oral performance Test, observation Sheets and a rubric to score the oral Performance Test, that will be designed in the light of its results elements as determined by the jury members.

### **1.8. The study procedures**

1. Survey of literature related to the study variables:
  - a. Cognitive approach to frame the study program.

- b. Corrective feedback to frame the study program.
2. Survey of literature related to oral performances to conclude the targeted performances.
3. Survey of literature related to technical vocabulary use to conclude the targeted vocabulary.
4. Concerning the participants' EFL oral performances and technical vocabulary use the researcher will design:
  - a) A questionnaire as pre- requisite to conclude an oral performance for designing the test.
  - b) An EFL oral performance test as the real instrument.
  - c) An observation sheet to observe the participants' EFL oral performances.
    - d) An EFL oral performance rubric as a post-requisite procedure for scoring the test.
4. Regarding the participants' communicative apprehension, the researcher will design:
  - a) A communicative apprehension questionnaire as a pre-requisite procedure for designing the scale.
  - b) A communicative apprehension scale as the real instrument then model answer.
5. Submitting the study instruments to jury members to be validated.
6. Selecting the participants of the study and dividing them into two groups. One group is the experimental group and the other is the control one.
7. Administering the pre-test to the control and the experimental groups.
8. Applying the proposed program to the experimental group only.

9.Administering the post-test to the control and the experimental groups. 10.Comparing the pre\ post results of the study instruments to both groups. 11.Performing statistical analysis of the data collected to test the hypotheses. 12.Interpreting results and providing conclusions, recommendations and suggestions for further research.

### **1.9. The Study Material:**

(A Program Based on Cognitive Approach and Oral Corrective Feedback)

#### **1.9.1. General aim of aprogram based on Cognitive Approach and Corrective feedback:**

The Cognitive Approach and corrective feedback-based program aim at developing the participants' targeted EFL oracy performance and reducing communicative apprehension. This aim is divided into some specific objectives that are expected to be achieved throughout lessons of the students', activities, aids and materials, teacher's role, student's role, and evaluation.

#### **1. 9.2. Hypotheses of the Research**

The present research aims at testing the following hypotheses:

- 1) There will be a statistically significant difference between the mean scores of the treatment and non-treatment group students in the post-administration of the EFL Oracy performance test in favor of the treatment group.
- 2) There will be a statistically significant difference between the mean scores of the treatment group students in the pre-and post-administrations of the EFL Oracy Skills test in favor of the post-administration.

- 3) There will be a statistically significant difference between the mean scores of the treatment group students in the pre-and post-administrations of the EFL technical vocabulary use test in favor of the post-administration.
- 4) The suggested program based on cognitive approach and corrective feedback procedure will have a positive effect on developing university Students' EFL Oracy performance and technical vocabulary use.
- 4) There will be a statistically significant difference between the mean scores of the treatment and non-treatment group students in the post-administration of the communicative apprehension scale in favor of the treatment group.
- 5) There will be a statistically significant difference between the mean scores of the treatment group students in the pre-and post-administrations of the communicative apprehension scale in favor of the post-administration.
- 6) The suggested program based on cognitive approach and corrective feedback procedure will have a positive effect on decreasing university Students' communicative apprehension.

### **1.9.3. Purposes of the Research**

Fundamentally, the present research aims at:

- 1) Developing university students' EFL oracy performance and technical vocabulary use via a suggested program based on cognitive approach and corrective feedback.
- 2) Evaluating the effect of using a program based on cognitive approach and corrective feedback on decreasing High Institute Engineering and Technology students EFL communicative apprehension.

## **1.10. Significance of the Research**

Basically, the present research would hopefully be beneficial to:

### **1) EFL High Institute Engineering and Technology Students in helping them:**

- (a) identify the communicative functions of interaction.
- (b) develop oral performance
- (c) Decreasing university Students' communicative apprehension

### **2) EFL teachers in:**

- (a) providing them with a practical description of an influential program that might be effective in developing students' oral performance.
- (b) helping them determine some problematic areas that involved in learning the oral aspects of language and find solutions for them

### **3) EFL curriculum designers in:**

- (a) Recognize their attention to construct new methods of teaching that aim at changing the role of the student from a passive recipient to an active participant who interacts effectively in oral communication.

### **1.10.1. Delimitations of the Research**

The present research will be delimited to: (a) 20 students enrolled in the 1<sup>st</sup> year, EFL students of the High Institute of Engineering and Technology 10<sup>th</sup> of Ramadan City, (b) some criteria of oral performance, (c) some criteria of

technical vocabulary use and (d) some dimensions of communicative apprehension.

## 2. 2. Definition of Terms:

### **The Cognitive Approach**

Cognitive approach is a constructivist learning approach which is enacted by an active learner as the constructor of his knowledge structure. Learning arises through self-regulation, which includes retroactive and participatory construction and modification on the part of the learner in response to the external perturbances (Rao, 2018).

**Operationally**, Cognitive Approach is the framework through which the first-year EFL students communicate their ideas appropriately and effectively in authentic conversations through using knowledge about language to develop their EFL oral performance and motivate their willingness to communicate.

### **Corrective feedback:**

Ramadhani, (2019) defined oral corrective Feedback as one of the communication forms which provides students' utterances in a conversation that takes place to discuss a certain topic.

**Operationally**, oral corrective feedback is a productive procedure accomplished by the teacher, peers and personal reflection in which mistakes are corrected to develop EFL oral performance as well as avoiding communicative apprehension when learning the target language.

**Oracy Performance:** refers to speaking and listening performance in which speakers and listeners are engaged in oral communication for the purpose of transferring and sharing

information verbally and non-verbally from one person to another (Millard & Menzies, 2016).

Díaz Larenas (2011) argues that Oracy Performance is actions and procedures that students apply in order to complete an oral communicative task successfully.

**Operationally**, Oracy performance is "the EFL learner's ability to use his sufficient knowledge to communicate and interact effectively in the target language; not merely receptively but also productively without hesitation".

### **Technical vocabulary Use:**

Technical vocabulary use is defined as the knowledge of a word in context; as the students are learning the language integrated into a subject matter area in order to communicate a set of professional skills and to perform particular job-related functions (Liuolienė & Metiūnienė, 2013).

**Operationally**, technical vocabulary is defined as the EFL students' knowledge of the technical aspects of language and the ability to use them in socially accepted conversations.

### **Communicative apprehension**

Al-Otaibi (2016) defines communicative apprehension as an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons.

Malik et al. (2021). define communicative apprehension as insufficient linguistic knowledge which can cause speech among EFL learners.

**Operationally**, communicative apprehension is "the EFL learner's psychological interactions with other affective, cognitive

and contextual factors that cause insufficient knowledge to communicate and interact effectively in the target language.

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## Appendix (A)

### Oral Performance Test

Dear students,

**Part one**

**Time: 10 minutes**

**Speak orally an open dialogue with your colleague about two of the following topics.**

**(My future career)**

- Are you going to search for a job? what job? how? (Employment Agency, advertisements...)
- Where do you want to work / live? Why?
- What do you want to achieve in your life?
- How do you want to keep fit, stay healthy?
- Where would you like to see yourself in about 10 years?
- What would be your dream job? (Salary, working hours, workload, colleagues, travelling, further training opportunities...)

**Part Two**

**Time: 10 minutes**

**Speak orally on two of the following topics.**

- A- My favorite sport, why he\ she practices it and where.
- B- An important person who you know and why he\she admires.
- C- A movie you have watched and you never forget.
- D- A good place to go for holiday, and why.

**Part Two**

**Time: 10 minutes**

**Cloze test** ➤ “Cloze test” is a test of sentence connection, vocabulary etc., within a context, and therefore tests the oracy performance level. There is a passage with blanks at regular intervals and the correct choice has to be indicated.

Starting a (1) ..... data entry business is easier than trying to work from job to job. Having a business means that people will come to your business whenever they need a service you (2) ..... . This also means that instead of having to always (3) ..... for jobs on freelancing websites, you will be able to have clients come to you as needed. One important thing to (4) ..... when starting a data entry business is that customer service is really important. It's hard to get anywhere in the data entry field if you don't provide your customers with all the services they need. It's important that you take your time to really care for your customers completely. Once you are ready to start your data entry business it's time to start building a great team. You want to have a team that can do a (5) ..... range of tasks so that your business can fill customer's needs. You want to always test your team before giving them the task of working with a client.

1. a) complete b) blank c) intact d) exhaustive e) half complete

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2. a) bid b) advance c) refuse d) offer e) pitch  
 3. a) assign b) apply c) after d) appeal e) demand  
 4. a) forgive b) remember c) discount d) fail e) forget  
 5. a) narrow b) broad c) wide d) open e) restricted

**Appendix "B"**

**The oral Performance Rubric**

Student's name: .....

Rater's name:

.....

	oral Performance	Criteria	Scores					
			0	1	2	3	4	5
1	<b>Phonology</b>	Pronounce the words, phrases, sentences competently						
		Select appropriate and effective vocabulary corresponding to the meaning but there may be minor inaccuracies.						
2	<b>Discourse</b>	Create a coherent conversation with a good opening and ending, always linking ideas linguistically and varying connectives between utterance						
3	<b>Strategic</b>	adhere to basic communication rules in a conversation.						

4	Communication	Always provide coherent complete response						
5	Fluency	Respond fluently without hesitation						
6	Semantics	Using of some features of connected speech						
		Total oral Performance						

### Appendix (C) Communicative Apprehension Scale

**Name:**

**Date:**

Dear students,

**Instructions:** This instrument is composed of (12) statements concerning your communicative apprehension. Please indicate in the space provided the degree to which each statement applies to you by marking whether you (always, sometimes, never).

Items	Always	Sometimes	Never
1- I rarely giving a speech with confidence.			
2. Iinteract spontaneously and confidently.			
3. Iprovide coherent complete			

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<p>responses</p> <p>4. Interact positively when giving a speech.</p> <p>5. Respond fluently without hesitation.</p> <p>6. React positively to all situations.</p> <p>7. Communicate a conversation as an effective speaker.</p> <p>8. Feel relax during conversations or speech acts.</p> <p>9. Respond to body language in oral interactions.</p> <p>10. Communicate in an appropriate intonation.</p> <p>11. Feel enthusiastic to come to class when English is being taught.</p> <p>12. Speak English makes one has more confidence in expressing him/her self.</p>			
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