An Enrichment Program Based on Authentic Learning Approach to Enhance EFL Listening Comprehension and Speaking Skills for Secondary Stage Students

By:

Amal Fahim Bayoumy Ahmed ElQersh

Curriculum and Instruction
of Teaching English as a Foreign Language

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Abstract

The present study investigated the effectiveness of a proposed program based on authentic learning approach in enhancing the integrated EFL listening comprehension and speaking skills for the secondary stage. The study employed a quasi-experimental design, in which one study group consisted of twenty four students in second secondary at 2nd district Official Language School, 6th October Directorate, Giza Governorate, participated. The instruments of data collection included a checklist for determining the required integrated EFL listening comprehension and speaking skills and sub-skills; a needs analysis checklist for the needed topics by the participants to be taught in the program; a pre-posttest of integrated EFL listening comprehension and speaking skills; and a scoring rubric for the integrated EFL listening comprehension and speaking skills. The program lasted for 10 weeks in the second term of the academic year 2021-2022. Results indicated that there is a statistically significant difference between the mean scores of the study group on overall EFL listening comprehension and speaking skills (conversation, role-play, and talk) and sub-skills (comprehension, interaction, lexical items, grammar and pronunciation) pre- posttests in favor of the posttest. Hence, it was concluded that using authentic learning approach was effective in developing the EFL integrated listening comprehension and speaking skills of the second secondary students.

Key words: EFL Listening Comprehension Skills, EFL Speaking Skills- Authentic Learning Approach- An Enrichment Program.

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[*]   **Amal Fahim Bayoumy Ahmed ElQersh:** Curriculum and Instruction of Teaching English as a Foreign Language.

برنامج إثرائى قائم على مدخل التعلم الأصيل لتحسين مهارات الفهم الاستماعى والتحدث باللغة الإنجليزية لطلاب المرحلة الثانوية

أمل فهيم بيومى أحمد القرش

قسم المناهج وطرق التدريس (اللغة الإنجليزية)

ملخص البحث:

بحثت الدراسة الحالية فعالية برنامج مقترح قائم على مدخل التعلم الأصيل في تعزيزمهارات الفهم الاستماعى والتحدث باللغة الإنجليزية كلغة أجنبية للمرحلة الثانوية. استخدمت الدراسة تصميمًا شبه تجريبي، حيث شاركت فيها مجموعة دراسية واحدة مكونة من أربعة وعشرين طالبًا وطالبة بالصف الثانى الثانوى بمدرسة الحى الثانى الرسمية للغات، إدارة ٦ أكتوبر التعليمية، محافظة الجيزة. اشتملت أدوات جمع البيانات على قائمة لتحديد مهارات الفهم الاستماعى والتحدث الواجب توافرها لدى طلاب الصف الثانى بالمرحلة الثانوية؛و قائمة لتحليل الاحتياجات للموضوعات المفضلة من قبل المشاركين ليتم تدريسها في البرنامج؛ واختبار قبلي بعدي لمهارات الفهم الاستماعى ومهارات التحدث باللغة الإنجليزية كلغة أجنبية؛ وقائمة تقييم مهارات الفهم الاستماعى والتحدث باللغة الإنجليزية كلغة أجنبية. استمر البرنامج لمدة ١٠ أسابيع في الفصل الدراسى الثاني من العام الدراسي ٢٠٢١–٢٠٢٢. أشارت النتائج إلى وجود فروق ذات دلالة إحصائية بين متوسط درجات مجموعة الدراسة على مستوى مهارات الفهم الاستماعى والتحدث باللغة الإنجليزية كلغة أجنبية (المحادثة؛ ولعب الأدوار؛ والخطاب الشفهى) والمهارات الفرعية لها (الفهم؛ والتفاعل؛ والمفردات المعجمية؛ والقواعد النحوية؛ والنطق) لصالح الاختبار البعدي. ومن ثم، فقد تم التحقق من أن استخدام مدخل التعلم الأصيل كان فعالاً في تطوير مهارات الفهم الاستماعى والتحدث باللغة الإنجليزية كلغة أجنبية لطلاب المرحلة الثانوية. وقد تم تقديم المقترحات والتوصيات فى ضوء نتائج الدراسة.

الكلمات الدالة: مهارات الفهم الاستماعى باللغة الإنجليزية، مهارات التحدث باللغة الإنجليزية، مدخل التعلم الأصيل، البرنامج الإثرائى.

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Introduction

Humans are social beings who are in continuous communication and interaction with each other. That is why communication skills are known to be one among the 21st century skills a learner should be equipped with. In this respect, good communication in English has become a pressing necessity internationally; as English is the principal international language of diplomacy, knowledge, business and tourism. Moreover, it has a dominant position in the media, science and modern technology.

Recently, in the field of language teaching and learning, there is a current trend of using the integrative approach to teaching and learning EFL skills. Accordingly, language skills are classified in terms of communication channels into oral skills (listening and speaking, both of which rely on the oral channel), and written skills (reading and writing, which rely on the written channel). Such a classification is concurred by a lot of linguists and authors like (Brown, 2000; Richards & Schmits, 2002; Hinkel, 2006; Eun & Lim, 2009; Abdullah,2011; Lucanus, 2017; Mart, 2018)

In this context, it is evident that in the Egyptian educational setting in secondary governmental schools most students are facing some common problems that could hinder their EFL oral communication skills development. First and foremost, being an EFL speaking country, the Egyptian social context does not provide any opportunities for students to practice or communicate in English outside classroom. (Gilmore, 2007; Zhang, 2009; Abdullah, 2011; Selim, 2011; Tealib, 2017; Edrenius, 2018). In other words in such schools, the classroom is usually the only place where Egyptian secondary students listen to and speak English, and they only speak if their English teachers encourage them to do so. Undoubtedly, this is often very discouraging for Egyptian students to learn oral skills of English language.

Additionally, the EFL oral communication skills are neglected skills in the Egyptian EFL secondary stage classes, due to the fact that English language tests are always written tests that do not include oral components (Abdullah, 2011; AbdELsamed et al, 2018; Amin, 2012; Ghoneim, 2018).

Moreover, by conducting an in-depth content analysis to the curriculum of the second secondary stage English language textbook "New Hello" in terms of the oral communication skills topics, activities and tasks, the researcher realized that the content topics are mostly far away from students' preferences, in other words; they do not meet their interests and needs. Furthermore, the language of the speakers in such texts are lacking in the chunks used by native speakers like the idiomatic expressions, collocations and phrasal verbs. Besides, the speakers within the spoken texts utter their lines word by word. In other words, unlike native speakers, their pronunciation patterns lack the connected speech features like catenation (linking an ending consonant –to a beginning vowel sound in the following word e.g. an apple; at eight) and elision (omission of t & d sounds when they come between consonants e.g. postcard; handsome) among others.

More interestingly, by surveying the speaking activities and tasks within "New Hello" textbook for second secondary stage, the researcher has found out that such activities and tasks are mostly closed ended questions and do not require any sort of doing research or problem solving, and do not motivate students to enrich their vocabulary, knowledge or develop their critical thinking or provoke students to synthesize their views and produce their oral production.

Hence, the current study was conducted to investigate the effect of a proposed enrichment program based on authentic learning approach to enhance the EFL listening comprehension and speaking skills (oral communication skills) for second secondary stage students.

Context of the Problem

Out of her experience, as an EFL senior teacher for secondary stage, and as she has been teaching EFL for twenty five years in governmental schools, the researcher observed the inadequate

proficiency of EFL oral communication skills for second secondary students in governmental schools as they usually have limited opportunities to listen to and to speak English outside the classroom and they lack chances to communicate with members of the international community, unlike their peers in the international schools who are always exposed to such instances. Even inside the classroom, students miss out the chance to listen and speak as most teachers skip the listening and speaking activities and focus more on language system and reading and writing skills, which are the main components of English language exams according to the EFL exam specifications set by the ministry of Education in Egypt.

Moreover, previous local studies confirmed the lack of teaching oral communication skills in terms of listening comprehension and speaking skills (Amin, 2012; Bahagat, 2015;Tealib, 2017; Ahmed,2018; Mousa,2019; Ahmed,2012; Hamed, 2003; Selim, 2011; Abel Khalek, 2011; Abdel Haq, 2013; Shabana, 2014; Ahmed, 2015; Abd-ElSamed et al., 2018; Ghoneim, 2018; Alanazi et al., 2019; Amer,2019; Ahmed, 2020; ElSayed,2020; Megria, 2020; Ibrahim,2020; Abd alteef,2021) in governmental schools in Egypt.

Such previous studies emphasized that in the context of educational setting in Egypt, teachers and students are exam oriented, and as EFL exams just assess reading and writing skills, some EFL teachers completely neglect teaching and assessing EFL listening and speaking skills (EFL oral communication skills), and consequently, secondary students in governmental schools do not get motivated to enhance such skills. Such negligence and demotivation could add to the problem of insufficiency in secondary stage students' EFL listening and speaking skills (EFL oral communication skills) in governmental schools.

Statement of the Problem

Second secondary students have limited proficiency in EFL listening and speaking skills (EFL oral communication skills). In an attempt to solve this problem, the researcher proposed an enrichment program based on authentic learning approach to investigate its effect on enhancing EFL listening and speaking skills (EFL oral communication skills) for second secondary students.

Questions of the study

The present study attempted to answer the following main questions:

1. What are the required EFL listening comprehension and speaking skills (EFL oral communication skills) for the second secondary students?
2. What are the characteristics of an enrichment program based on authentic learning approach to enhance the EFL listening comprehension and speaking skills (EFL oral communication skills) for the second secondary students?
3. What authentic materials, topics, activities and assessments are required to be taught in an EFL enrichment program to enhance the EFL listening comprehension and speaking skills (EFL oral communication skills) for the second secondary students?
4. What is the effect of implementing an enrichment program based on authentic learning approach on enhancing the EFL listening comprehension and speaking skills (EFL oral communication skills) for the second secondary students?

Hypotheses of the study

Hypotheses of the present study can be stated as follows:

1. There is a statistically significant difference between the mean scores of the study group on the overall EFL speaking and listening comprehension integrated skills pre-posttest (conversation, roleplay and talk) in favor of the posttest due to using a proposed program based on the authentic learning approach.
2. There is a statistically significant difference between the mean scores of the study group on the EFL "conversation" pre-posttest in favor of the posttest due to using a proposed program based on the authentic learning approach.
3. There is a statistically significant difference between the mean scores of the study group on the EFL "role play" pre-posttest in favor of the posttest due to using a proposed program based on the authentic learning approach.
4. There is a statistically significant difference between the mean scores of the study group on the EFL "talk" pre-posttest in favor of the

posttest due to using a proposed program based on the authentic learning approach.

Significance of the study:

This study is believed to help secondary stage students develop their EFL listening comprehension and speaking skills (EFL oral communication skills) through using authentic learning. In addition, the current study is hoped to draw EFL teachers' attention to authentic learning by considering their students' interests and needs while choosing the taught materials, topics, activities, teaching and learning strategies, and assessments in teaching EFL listening comprehension and speaking skills (EFL oral communication skills). Moreover, it draws EFL teachers' attention towards utilizing technology as a resource of authentic materials in EFL teaching.

It may also inspire the EFL curriculum designers and planners while developing integrated EFL listening and speaking (oral communication) programs, as it helps them to create more engaging lessons based on authentic learning in terms of selecting updated topics related to students' everyday life, in addition to designing authentic activities and assessments.

Finally, this study could also be of significant value to researchers, as it opens horizons to carry out and conduct more researches to investigate the effect of implementing authentic learning approach on enhancing other language skills in secondary stage and in other educational stages.

The Variables

Independent variable: represented in a proposed EFL enrichment program based on authentic learning approach.

Dependent variables: represented in enhancing second secondary students' EFL listening comprehension and speaking skills.

Delimitations

The current study proceeded within the following delimitations:

1. The study was delimited to investigate the effect of an enrichment program, on enhancing the EFL listening and speaking integrated skills, namely; conversation, roleplay and talk skills and their subskills, namely; comprehension, interaction, lexical items, grammar and pronunciation sub skills, via zoom application.

2. The study was delimited to 24 mixed second secondary stage students from 2ⁿᵈ district Governmental Language School, 6ᵗʰ October Directorate, Giza Governorate.
3. The study was delimited to the second term of the academic year 2021-2022.
4. The study was delimited to using authentic materials through YouTube and vlogs and authentic activities, tasks and assessments through conversations, role-plays, and talks.

Definition of Terms

EFL listening comprehension skills

Caldwell (2008, p.4) defined listening comprehension as "the process of simultaneously extracting and constructing meaning through interaction with oral language".

Amin (2012, p.14) defined listening comprehension as "a complex process in which listeners have the ability to use information in the oral text or spoken language to guess meaning of new items; predict outcomes; understand and construct meaning; find specific facts, information or ideas; and determine the central thought or ideas presented in the text".

Operationally, in the current study, EFL listening comprehension skills means the second secondary students' ability to comprehend the reduced oral text by English native speakers and to understand the idiomatic expressions to identify both main ideas and specific details in it and evaluate the context and the message within it.

EFL speaking skills

Guiterrez (2005, p.84) defined EFL speaking skills as "skills that let students communicate and interact in a meaningful and fruitful form, that is, exchanging information, negotiating meaning and supporting ideas".

Kayi (2006, p.1) defined speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts".

Operationally, in the current study, EFL speaking skills means the students' ability to comprehend EFL spoken utterances and respond appropriately by using a variety of vocabulary, idiomatic expressions,

collocations and phrasal verbs; using appropriate speed and appropriate discourse markers and structure; moreover, following English native speaker's pronunciation rules and patterns: using connected speech rules in terms of contractions; catenation; elision; as well as using appropriate word stress and intonation.

Authentic learning

Lombardi (2007, p.2) defined authentic learning as "the learning that typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice".

Har (2013, p.1) defined authentic learning as "learning which happens by actually participating and working on real-world problems, it engages learners by the opportunities of solving real-world complex problems and finding out solutions, in this way learners practice the skills and knowledge that are relevant and real to workplace situations and learn it at the same time".

Operationally, authentic learning in the present study means choosing real-life related topics which meet students' interests and needs, and presenting them through authentic materials in terms of using online YouTube videos, and vlogs (produced by English native speakers), and using real-life related activities and assessments like conversations, role plays and talks to enhance EFL listening comprehension and speaking skills (EFL oral communication skills) for second secondary students.

An enrichment program

Further Education Funding Council report (1996, p.1) defined an enrichment program as "those activities which colleges provide in order to extend students' education beyond their main course of study".

Brearley (2019, para.1) defined an enrichment program as "after-school activities designed to give students the opportunity to try new things and explore and develop interests outside of the classroom".

Operationally, the enrichment program in the current study, means an after school program based on authentic learning; in terms of teaching topics meeting students' needs and interests; using online

YouTube videos and vlogs as authentic materials made by English native speakers; and using authentic activities, tasks and assessments like conversations, role plays and talks to enhance the integrated EFL listening comprehension and speaking skills (EFL oral communication skills) for second secondary students.

Review of Literature

The integrated EFL listening and speaking skills

Like any other language, the English language includes four main language skills, namely listening, speaking, reading, and writing. In this regard, the four skills are divided into two main categories; receptive skills (listening and reading) and productive skills (speaking and writing).

There is a new alternative classification from a different perspective came to the fore recently and is supported by a lot of linguists and researchers like (Brown,2000; Hinkel, 2006; Abdullah,2011; Lucanus,2017; Mart,2018), who divided the four skills in terms of communication channels into oral skills (listening and speaking, both of which rely on the oral channel), and written skills (reading and writing, which rely on the written channel).

In this regard, (Seferoĝlu and Uzakgöre, 2004) emphasized that listening is usually an interactive process, as the listener does not always just listen to someone, but she or he also comments to the speaker or asks questions for clarification. The most essential issue for the learners should be to understand what they are listening to and to be able to give appropriate responses orally. This goal ensures the integration of listening and speaking while teaching, as our main consideration should be not only learning the grammar of the target language but also communicating in that language.

In addition, Mart (2018) elaborated that the more the skills are taught individually, the less communication will take place in the classroom, which highlights the importance of the integration of these two skills. In other words, these two skills should be taught in integration to guide learners to develop their oral communicative competencies. He added that listening provides input in target language acquisition for coming to good terms with grammatical

structures, lexical units, and phonological awareness. Therefore, assigning students to do a speaking activity after listening is a useful way to push them to put their knowledge of the target language in practical situations.

Furthermore, listening provides a fruitful venue for learners to experience good language models. The models they are exposed to enable them to "adjust to the speakers' tempo and active vocabulary" (Vandergrift, 1999, p. 169). Through noticing and conscious awareness, learners can monitor their listening, enhance comprehension, retain listening content, and create meaning. This attention to language opens up a less frustrating route to incorporate what they receive from listening into the development of communicative competence. Moreover, language learners become aware of social and cultural aspects of language for effective communication. The use of language in appropriate sociocultural ways is a great motivating force in language learning for meaningful interaction among individuals (Eun & Lim, 2009).

For (Hinkel, 2006), teaching speaking and listening integrated-skills need to understand the information (top-down processing) and produce oral language, which requires both bottom-up and top-down strategies. The teacher's job is to make the listening texts useful for the development of speaking skills. That is, the extent of the skill's integration into teaching is often determined by the flexibility of the content and its practical usefulness for speaking activities and practice. Preparing to speak plays an important role in the ongoing process of helping learners develop target language skills. Both bottom-up and top-down processing of listening texts can help students prepare background information and ideas, think about the necessary vocabulary and grammar, and organize the discourse or structure their conversational exchanges.

In the same vein, Hinkel (2006) added that in designing integrated listening–speaking tasks, the following aspects of the activity should be considered: the topic of the listening text and the information needed to prepare for speaking; the attendant lexical (words and phrases) and grammatical attributes of the aural and the oral texts; and the discourse pattern of the speaking component (for

example, a discussion, a presentation, or a role-play). Preparing to speak can be a valuable language practice. Constructing speaking texts, practicing them, and being engaged in communication about the oral task provides additional opportunities for production practice. When working with interactional listening texts, for example, learners should pay careful attention to various repeated conversational devices, expressions, and phrases that are employed by speakers or hearers. To promote the integration of listening and speaking skills in instruction, listening practice can serve as a springboard for speaking activities. Additional efforts of such practice can include expanding one's vocabulary range and one's grammatical accuracy in oral production. All of these methods, combined, can lead to more effective language communication.

Additionally, previous studies supported the finding that speaking and listening skills are usually intertwined in terms of language learning and development (Noon-ura, 2008). Moreover, the findings of Mart (2020) indicated that the integration of listening and speaking skills can lead to a notable development in speech production and exposure to language input by virtue of listening is an essential ingredient not only for conversation skills but also language development. In addition, suggestions for EFL learners' speaking improvement included a variety of course activities, encouragement for more exposure to listening through media, and seeking opportunities to speak in real situations. Moreover, practice and exposure to both listening and speaking activities in real world situations appeared to be a practical method to promote speaking confidence (Songsiri, 2007). Other studies findings indicated that speaking improvement achieved while practicing listening skills, which included listening to music, watching movies, and also frequent practice of listening and speaking skills from multimedia websites (Boonkita, 2010).

To sum up, it is essential to teach and learn both EFL listening and speaking skills in terms of oral communication skills, as integrating oral communication skills raises students' motivation levels towards learning and enables them to learn and communicate

faster as they will not only listen to an input about a given topic but also practice some activities like discussing it, debating it or conducting a role play on it. Moreover, learning throughout integrated approach mirrors real-life learning, hence, helps students to develop learning skills which they can make use of throughout their lives. In this sense, the current study adopted the same approach of integrating EFL listening and speaking skills and hereafter call both of them EFL oral communication skills.

Purposes of learning EFL oral communication skills

The interaction that takes place between the teacher-students and student-student in the classroom using the target language provides EFL students with rehearsal opportunities to real-life situations in learning the EFL oral communication skills. Likewise, Brown (2000, p.245) believes that oral communication entails "the creation of meaning through interactive negotiation among learners".

As oral communication skills involve both listening and speaking skills, in the same context, Harmer (2007, p.133) presented some of the reasons why students should listen to the English language and why teachers should teach listening. Such reasons include: listening is good for students' pronunciation in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, and also identify how words are pronounced in connected speech; thus, listening texts stand as good pronunciation models; moreover, throughout listening to samples of the English language as used in reality, students can come to grips with the varieties that English takes in the countries of English origin.

Moreover, listening is a complicated skill that includes many overlapping components: a linguistic component, a communicative component, a mental component, a social component, and a cultural component. It is described as a goal-oriented activity that involves 'bottom-up' processing, in which listeners attend to data in the incoming speech signals, and 'top-down' processing, in which listeners utilize prior knowledge and expectations to create meaning (Rost, 2009).

Listening is known to have two types that serve two overarching principles which are the interactional and the transactional types of

listening. Each of these types will determine the kind of strategy that is needed. This is because the listener does not need to hear everything but rather the information that they need according to the purpose that the listening has (Vandergrift, 2011).

In the same vein, for (Nation & Newton, 2021) there are two broad types of listening: first one is called "one-way listening"— typically associated with the transfer of information (transactional listening). The second type is called "Two-way listening"—typically associated with maintaining social relations (interactional listening). (Nation & Newton, 2021) clarified that traditionally, listening was associated with transmission of information that is with one-way listening. This can be seen in the extensive use of monologues in older listening materials. While this is fine if we are relating primarily to listening in academic contexts for example, it fails to capture the richness and dynamics of listening as it occurs in our everyday interactions (two-way listening), and (Nation & Newton, 2021, p.40) added that "Most contemporary materials reflect this re-emphasis with a move towards natural sounding dialogues".

Accordingly, (Buck 2001 & Wilson ,2008) mentioned that there are many different purposes for listening such as conversational listening, academic listening, listening for information, and listening for pleasure , evaluation and criticism, and each of these purposes of listening require different list of sub-skills. In this sense, listening is a preparation stage for interacting either mentally alone or both mentally and verbally, which leads to the importance of speaking.

In this respect, there are main reasons to encourage EFL students to speak in the classroom. First, students are provided with rehearsal opportunities. Second, oral practice offers feedback to teachers and learners. In other words, while interacting, instant corrections can be made in the conversation. Third, speaking practice helps learners become automatic users of various elements of language such expressions, codes, grammar structures, and phonics among others (Harmer, 2007). Moreover, in the classroom learning setting, there are two kinds of interaction: teacher-learner, or learner-learner interaction. These dynamics enhance not only the learners'

opportunities to speak, but also help reduce the psychological border of public performance (Lynch, 1996).

Hence, students need to be exposed to different types of spoken language similar to real life situations in respect of teaching and learning oral communication skills. In this regard, according to Brown (2007) there are two types of spoken language: interpersonal or interactional and transactional. The former has to do with a chat in which one person offers a topic for comment by the other person. It is characterized by constantly shifting topics and a great deal of agreement on them. The latest happens when the purpose of the producer of the message is to convey information.

In the same vein, Thornbury (2005) extended that like listening, speaking serves either as a transactional function; to convey information and facilitate the exchange of goods and services, or to serve an interpersonal function; to establish and maintain social relationships. Speaking also can be either interactive, like in a shopping exchange or a casual conversation between friends, or it can be non-interactive, like monologues, such as a TV journalist's live report, or a university lecture. Table 1 explains such classifications for both listening and speaking skills.

Table 1

Purposes of Oral Communication

Type of communication	Purpose	participation	planning
Transactional	*To convey messages, for example giving a lecture; making an airport announcement.	Non - interactive	Planned
	*To facilitate services; conducting a job interview		(Partly) Planned
		Interactive	
Interpersonal	*To maintain social relationship, for example sharing in a conversation	Interactive	unplanned

Note. Adapted from How to teach speaking p.14 by Thornbury, 2005, Pearson Education Limited**.**

Additionally, according to (Rost, 2009) speaking, like listening, is a complicated skill because it involves many processes and components which work together when a person talks. Speaking involves many overlapping aspects: pronunciation, grammar, vocabulary, cohesion, accuracy, and fluency.

However, in respect to the grammar of speech, Thornbury (2005) argued that it is not identical to the grammar of written text due to the fact producing speech in real time requires minimal planning opportunities which places considerable constraints on the kind of complexity speakers can achieve. Thorbury elaborated on some features of spoken grammar like ellipsis by using incomplete utterances by leaving out words from a sentence, however the sentence can still be understood, for example leaving out subject pronoun (hope so instead of I hope so) and omitting auxiliary verbs in questions ("You finished it?" instead of "Have you finished it?"); using question tags; hesitations (uh, erm); vague expressions to avoid assertiveness and fill in pauses (For example using the phrases "sort of" and "kind of").

In addition to the linguistic components, oral communication includes other components or elements that give it specific shape as a language skill; it involves other social, psychological, paralinguistic, and cultural components. The social aspect of speaking is apparent when we deal with another one who may have a different social or cultural background. Therefore, when we define speaking, we should not restrict ourselves to the linguistic component which constitutes only small part of the speaking process. Moreover, we should think of which type of speaking we mean: for example, if we mean by it the mere pronunciation and accurate oral production of words, phrases, and/or sentences, or the social interaction with others that involves functional communication with realistic purposes in mind.

In the same vein, (Council of Europe,2001; Rost,2009; Rivers,1981; Abdullah, 2010) elaborated on EFL oral communication functional sub skills which include: expressing one's opinion and communicating it to others; responding to others' suggestions and opinions; convincing others of something; expressing sympathy and

concern; making requests; responding to requests made; making an oral presentation to present a new idea or topic; explaining a difficult point to others; relating personal experiences; expressing and rationalizing personal attitudes; correcting someone's mistakes; rephrasing and revising an utterance to make it easier and simpler; sharing useful ideas and discoveries with others; discussing a topic with others; summarizing something such as a lecture, a talk, or a story to communicate the main idea (gist) to others; elaborating own arguments from others' information and opinions; having the ability to take turns in a conversation, and to develop the conversation and move the task towards a conclusion.

Principles of teaching EFL oral communication skills

By reviewing the literature related to EFL oral communication skills, like (Brown, 2007; Bygate, 2009; Abdullah, 2011), the researcher concluded the main principles to be followed while teaching oral communication skills: Capitalizing on the natural link between speaking and listening for giving better opportunities for oral communication development, focusing on fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, and encouraging the development of speaking strategies, for example , asking for clarification, asking someone to repeat something, using fillers in order to get time to shape their thoughts or ideas before speaking, using paraphrases, appealing for assistance from the interlocutor, using formulaic expressions like chunks and idiomatic expressions.

The above guidelines and the features of teaching and learning oral communication highlighted the significance of utilizing authentic learning approach while teaching oral communication skills, which leads to the next section.

The theory of authentic learning approach

Although the term, "authentic learning" is relatively recent, the idea of learning in contexts that promote real-life applications of knowledge extends backward. It is solidly established by the theories of learning and cognition, in a bunch of theories so- called the constructivist learning, which refers to the theory of cognitive

development by Piaget (1986-1980), discovery learning by Bruner (1915-2016), and constructivist learning by Vygotsky (1896-1934).

However, it is worth mentioning that the use of Authentic Materials was never seen as a valuable or indeed as a needed source of input in ESL/EFLS classrooms because it did not align with the teaching objectives of early approaches until 1970s.

In the 1970s the debate between Chomsky (1965) and Hymes (1972) led to a realization that communicative competence involved much more than knowledge of language structures, and contextualized communication began to take precedence over form. In the same vein, Vygotsky's (1978) notion of the zone of proximal development (ZPD) suggested that learners are able to acquire language and advance their knowledge of the language if they are involved in meaningful and interactive environments and activities.

This culminated in the communicative Language teaching approach, and its primary goal of language teaching and learning is no longer to know every grammatical rule or perform perfect pronunciations. Accordingly the emphasis has shifted from form to meaning and function, and students should able to use the language for an authentic purpose to be able to function in society, as is described in The Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001).

For (Har,2013), authentic learning differs greatly from traditional "lecture" classes, where teachers give students information and content of a subject discipline that students are expected to memorize and repeat on tests. Meanwhile authentic learning promotes understanding through discovery and doing. The author extended that Authentic learning means learning which happens by actually participating and working on real-world problems, it engages learners by the opportunities of solving real-world complex problems and finding out solutions, in this way learners practice the skills and knowledge that are relevant and real to workplace situations and learn it at the same time. It was once said that 'education is what survives when what has been learned has been forgotten'. In other words;

experiences that do not encourage the children to make meaning from their learning will quickly be forgotten.

Hence, delivering authentic tasks has to be a priority for every teacher. As authentic learning can help students to become aware of the relevancy and meaningfulness of what they are learning. Students can also implement knowledge in genuine ways (Perkins, 1986). Similarly, Marin (2014, p.421) stated that "the pathways towards authentic teaching and learning must be governed by activities in which students have the opportunity to learn life-related skills such as critical thinking, problem solving, formal scientific observation, note taking, research methods, writing, presentation techniques, and public speaking".

Accordingly, for (Har, 2013, Lombardi, 2007 & Pearce, 2016) authentic learning is considered as the best way of learning for students. Moreover, (Sabin, 2018) considered authentic learning the future of learning, as students will become adults in a world more complex than our own and will have to solve real world problems creatively and collaboratively.

The characteristics of an authentic learning based program

There are critical factors or elements that researchers believe must be aligned to ensure a successful learning environment: goals, content, teacher's role, learner's role and tasks, technological affordances and assessment. The following is how to fulfill such a goal in implementing authentic learning approach for teaching integrated EFL listening and speaking skills.

Authentic goals & objectives

In implementing authentic learning in teaching EFL integrated listening and speaking the objectives of the lessons should not be describing what specific language features students gain, like in the example: "The students will learn how to use the past continuous and past simple tenses to express an interrupted action" (Ritchie, 2003, p. 114). Instead, the objectives should focus on using the language for an authentic purpose to be able to function in society, as is described in The Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001): "Learner can describe plans and arrangements, habits and routines, past activities and personal

experiences". In short, as (Van den Branden, 2006, p.6) suggests, "there should be a close link between the tasks performed by learners in the language classroom and in the outside world", which is authentic learning.

Authentic materials

Gilmore (2007, p.98) described authenticity in the same way as Morrow (1977, p.13):'An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort'. Accordingly, the sources of authentic materials are endless.

The most common sources of authentic materials are listed in (American English, 2018): TV shows, news segments, documentaries, movie clips and trailers, online videos, and commercials, Radio broadcasts, songs, and podcasts, photographs, artwork, signs, postcards, maps, and advertisements, magazines, letters and emails, news articles, brochures, websites, blogs, and social media posts, recipes, food labels, bus and train schedules, menus, and price tags and product descriptions of authentic materials. Besides, according to (Berardo, 2006), compared to the other authentic resources, the internet is more useful as it is always updated, is interactive, and provides visual stimulation. Consequently, the current study utilized some of the internet resources namely; online YouTube videos and vlogs, to enhance integrated EFL listening comprehension and speaking skills for second secondary students.

Authentic Activities

The pathways towards authentic teaching and learning must be governed by activities in which students have the opportunity to learn life-related skills such as critical thinking, problem solving, formal scientific observation, note taking, research methods, writing, presentation techniques, and public speaking. Authentic learning can help students to become aware of the relevancy and meaningfulness of what they are learning (Perkins, 1986). Thus, delivering authentic tasks has to be a priority for every teacher.

In this regard, (Har, 2013) added that Authentic learning activities include role-playing exercises, problem based activities,

case studies, and participation in virtual communities of practice. The learning environment of authentic learning is multidisciplinary in nature, for examples: designing a container for specific purpose, setting rules, planning a budget, using foreign languages for doing research, and solving a crisis. Moreover, debate and discourse are important in learning because it promotes student thinking and at the same time gives students the opportunity to express their opinions.

Moreover, (Marin, 2014) elaborated that an important aspect of learning is for students to be able to communicate what they know, so teachers need to encourage their students to verbalize their own knowledge so that they can learn more efficiently. When students listen effectively they generate questions to further thinking and learning. When students generate ideas they can be involved in debates, where they will be encouraged to give different types of responses, and also they can learn how to develop convincing arguments. This also encourages students to back up what they believe and it allows teachers to really get a good idea of what kind of conceptual knowledge students have about certain topics.

It is worth noting that the current study utilized a bunch of authentic activities such as speeches, debates, conversations, watching videos, describing pictures, interviews and doing research among others to develop the oral communication skills for second secondary students.

The role of the teacher in authentic learning

In authentic learning, teachers have to adopt the roles of guides, scaffolders, and problem or task presenters. Mainly, the role of the teacher focuses on creating environments where students are encouraged to think and explore, having access and being invited to make use of various information, such as databases, reference materials, video libraries, and also internet sources.

Moreover, teacher's main goal is to create authentic tasks that provide students with reasons and rationales for learning. According to Wagner (2008), students are motivated to learn when their learning is hands-on and more personalized with the result that students perform real-world tasks and produce public products that reflect who they are and what they believe and care about.

The role of students in authentic learning

Authentic learning helps students decide what should be learned, the curriculum moves from one that is extrinsically imposed to one that is intrinsically driven, and the primary vehicle for learning is through inquiry and discovery. Furthermore, when learning is presented as a process of discovery around an authentic task, students are thought to develop problem-solving skills and confidence in their own learning abilities (Bruner, 1966; Helgeson, 1992; Schank, 1992).

In the same vein, some previous studies like (Rule,2006; Marin, 2014; Ozveir& herrington,2017) added that authentic learning provides students with the opportunity to reflect, the opportunity to collaborate, verbalize their knowledge and thinking and finally, it enables students to use technology as it provides students with multiple resources and perspectives which is a main characteristic of authentic learning.

The role of technology in authentic learning

Technology can support authentic learning and bring the real world into the classroom via multimedia. And by using devices like laptops, the internet, cellphones, technology provides more opportunities for authentic input and interaction and can contribute to foreign language learners' communicative ability, which is a primary target in foreign language learning.

According to (Marin, 2014) technology offers great advantages for authentic environments, because technology can provide scaffolds for the students, and can allow students' access to tools not normally encountered in schools. Also, teachers may encourage students to take notes on a laptop or consult materials that are related to the topic. Inviting students to find out more about different topics will give students a sense of empowerment in the classroom, because they will be the one that will have to search for the information, select the valuable information and then create an opinion about what they have discovered. Doing this, student may develop learning skills, such as critical thinking, problem solving, doing research, communication, interpersonal and self-directional skills.

Moreover, (Marin, 2014) added that technology can make lessons more memorable by employing a variety of different learning styles, because most students have a distinct learning preference, meaning they take in information best by either seeing, hearing, or moving their bodies. In the same respect, (Lombardi, 2007) asserted that the internet and a variety of emerging communication, visualization, and simulation technologies now make it possible to offer students authentic learning experiences ranging from experimentation to real-world problem solving.

Method

Design of the research

The current study adopted the quasi-experimental design, with one study group. The researcher administered the pre-posttest before and after implementing the proposed authentic learning-based program to investigate its effectiveness in enhancing second secondary stage students' EFL listening comprehension and speaking skills.

Participants

Participants of the present study consisted of 24 students aged between 16-17 years old, in second secondary year, at 2nd district Experimental Language School, Giza Governorate. Participants were assigned to one study group. It is also worth mentioning that the participants, as language school students, were doing two English Language courses; an ordinary level English Language course, "New Hello Book" set book, as well as an advanced English Language level course for upper intermediate learners, "Upstream" set book, in accordance with Common European Framework of Reference for Languages (CEFR).

Instruments

1. A checklist of the integrated EFL listening comprehension and speaking skills and sub-skills for second secondary students.

The researcher designed a checklist that aimed at identifying the EFL listening comprehension and speaking skills, and the sub-skills required by second secondary students based on the Common European Framework of Reference for Languages (CEFR) and Cambridge Certificate in English Language Skills (CELS), and the

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previous studies focusing on EFL listening comprehension and speaking skills. The checklist included 3 integrated EFL listening comprehension and speaking skills (conversation, role-play and talk), classified under 5 integrated EFL listening comprehension and speaking sub-skills (comprehension, interaction, lexical items, grammar and pronunciation).

Validity of the checklist

The checklist was submitted to the jury members, who are experts in curriculum and Instruction (TEFL), to ensure the suitability of the integrated EFL listening comprehension and speaking skills and sub-skills enlisted in the checklist for the second secondary students. The jury suggested combining both of the listening comprehension and speaking skills into one integrated list, instead of having two separate listening comprehension and speaking skills and subskills. The jury members' comments were taken into consideration. Accordingly, the required modifications were made and the final version was listed and used by the researcher.

2. A needs analysis checklist of students' needed topics

By reviewing the Common European Framework of Reference for Languages (CEFR), the researcher developed a checklist with the main oral communication topics and subtopics required to be taught to the second secondary students.

Validity of the students' needs analysis checklist

The preliminary checklist was submitted to the jury members to ensure the suitability of the list to the level of the participants. The jury suggested that the list should include the least number of 20 topics. The jury's comments were taken into consideration. Accordingly, the final version with 22 topics was listed by the researcher and responded upon by participants.

3. An integrated EFL listening comprehension and speaking skills pre-posttest

The pre-posttest consisted of 3 parts. Part one had a question on conducting a "conversation", and part two had a question on doing a "role-play", and part 3 had a question on giving a "talk". The examinee had to answer all of them. Each part was scored out of 25

points. The time allocated for each part was 30 minutes. The total points of the total pre-posttest were 75 points. And the total time allocated for the three parts of the pre-posttest was 90 minutes.

Test validity

To ensure the validity of the test a preliminary version of the pre-posttest was submitted to the jury members to evaluate the questions in terms of their appropriateness to second secondary students' level and the integrated EFL listening comprehension and speaking skills required by second secondary students. The jury suggested some modifications, for example they suggested instead of providing students with two options for every part of the three parts in the test, to delete the second option and be limited to one option for every question. Accordingly, the required modifications were made. The final version of the pre-posttest was prepared and used in the current study.

Test reliability

A.Test-Retest Reliability

The pilot test was conducted twice with 20 students in second secondary, who did not participate in the study. The time between the two administrations was two weeks. The scores of the two administrations were correlated using Pearson's Coefficient of correlation. The correlation coefficient was 0.982, which was significant at 0.01 level.

B.Inter- Rater Reliability

In the present study, three raters including the researcher scored the participants' answers to the pre-posttest; accordingly, inter-rater reliability was calculated using Cronbach's Reliability Scale. Cronbach's Alpha was 0.93, indicating a very high internal consistency since the reliability coefficient was > 0.70.

Duration of the test

The duration of the test was determined by calculating the average of the summation of time spent on answering the pre-posttest by 20 students in the pilot study. Accordingly; the time allocated for each part of the pre-posttest was 30 minutes. Then the time allocated for the total pre-posttest was 90 minutes.

4. A scoring rubric

The researcher prepared the scoring rubric to assess each required sub-skill on the integrated EFL speaking and listening comprehension skills pre-posttest. The required sub-skills were comprehension, interaction, lexical items, grammar and pronunciation. Each sub-skill has a 5-level rating. The first level equaled five points, the second one equaled 4 points, the third one equaled 3 points, the fourth one equaled 2 points and the final level equaled 1 point.

Validity of the scoring rubric

The preliminary version of the scoring rubric was submitted to the jury members to evaluate its appropriateness to the level of the participants. The jury suggested some changes, for example, the jury suggested replacing the 3-level rating of scoring the sub skills on the preliminary version of the scoring rubric with 5 level rating. The Jury's comments were taken into consideration and the preliminary version of the Scoring Rubric was modified to end up in the form of the final version which used in the current study.

Description of the proposed authentic-based learning approach program

The proposed program included 10 real life related topics chosen by students from the needs analysis checklist. Moreover, the program included authentic materials in terms of YouTube videos and volgs produced by English language native speakers. It is worth mentioning that each session has got three types of videos; first type related to pronunciation features and spoken grammar rules interchangeably, second one related to specific topic and third type related to idiomatic expression on the topic of the session. In addition, the program involved real life like activities and assessments like watching videos, conversations, debates, talks and role plays. The program consisted of 10 sessions; one session a week and 3 hours a session. After implementing the program, its effectiveness was evaluated through using formative assessment along the course and providing students with regular feedback to ensure learners' learning and progress. Moreover, there was another summative assessment through

administering a pre-posttest, before and after teaching the proposed program and analyzing their results statistically afterwards.
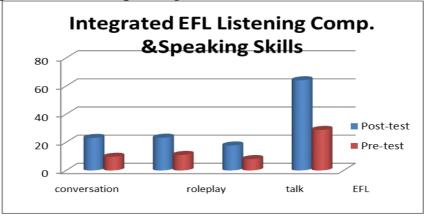
Results

Verifying the first hypothesis

"There is a statistically significant difference between the mean scores of the study group on the integrated EFL listening comprehension and speaking skills pre-posttest in favor of the posttest due to using a proposed program based on the authentic learning approach".

To test this hypothesis, the data obtained from the pre posttest of the overall EFL integrated listening comprehension and speaking skills were treated statistically using the descriptive (Means and Standard Deviations) and (Paired Samples Test: t-test) statistics.

Statistics shows that the value of the overall integrated EFL listening comprehension and speaking skills mean score of the posttest was (**64.16**) which is higher than that of the pretest which was (**28.84**). This is presented graphically in figure (1). Moreover, t- value was (36.45) which is significant at the (0.01) level in favor of the posttest. That there is a statistically significant difference between the mean scores of the study group in overall integrated EFL listening comprehension and speaking skills pre posttest in favor of the post one, means that the first hypothesis is accepted.

Figure 1: *Comparison between the Mean Scores of the Study Group in Overall Pretest and Posttest on EFL Integrated Listening Comprehension and Speaking Skills.*
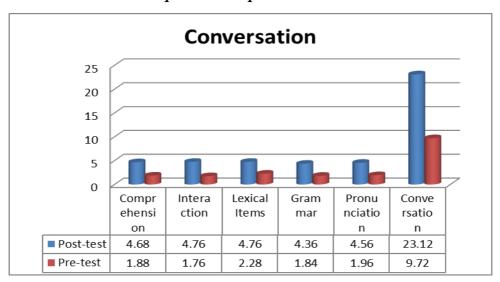
Verifying the second hypothesis

"There is a statistically significant difference between the mean scores of the study group on the EFL "conversation" pre-posttest in favor of the posttest due to using a proposed program based on the authentic learning approach".

To test this hypothesis, the data obtained from the pre posttest of EFL conversation subskills were treated statistically using the descriptive (Means and Standard Deviations) and (Paired Samples Test: t-test) statistics.

Statistics shows that the value of EFL conversation mean score of the posttest was (**23.12**) which is higher than that of the pretest which was (**9.72**). This is presented graphically in figure (2). Moreover, t- value was (36.25) which is significant at the (0.01) level in favor of the posttest. That there is a statistically significant difference between the mean scores of the study group in EFL "conversation" pre posttest in favor of the post one, means that the second hypothesis is accepted.

Figure 2: Comparison between the mean scores of the study group in EFL conversation pretest and posttest
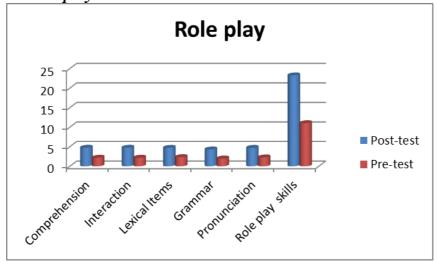

	Compr ehensi on	Intera ction	Lexical Items	Gram mar	Pronu nciatio n	Conve rsatio n
Post-test	4.68	4.76	4.76	4.36	4.56	23.12
Pre-test	1.88	1.76	2.28	1.84	1.96	9.72

Verifying the third hypothesis

"There is a statistically significant difference between the mean scores of the study group on the EFL "role play" pre-posttest in favor of the posttest due to using a proposed program based on the authentic learning approach".

To test this hypothesis, the data obtained from the pre posttest of EFL role-play subskills were treated statistically using the descriptive (Means and Standard Deviations) and (Paired Samples Test: t-test) statistics.

Statistics shows that the value of EFL roleplay skills means score of the posttest was (23.28) which is higher than that of the pretest which was (11.04). This is presented graphically in figure (3). Moreover, t- value was (28.78) which is significant at the (0.01) level in favor of the posttest. That there is a statistically significant difference between the mean scores of the study group in EFL roleplay skills pre posttest in favor of the post one, means that the third hypothesis is accepted.

Figure 3: *Comparison between the Mean Scores of the Study Group in EFL Roleplay Pretest and Posttest*
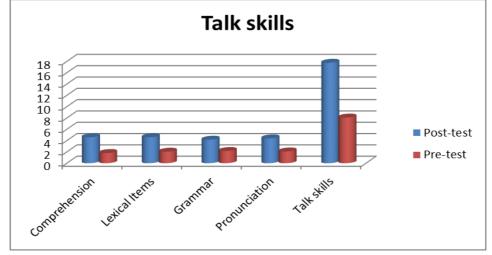

Verifying the fourth hypothesis

"There is a statistically significant difference between the mean scores of the study group on the EFL "talk" pre-posttest in favor of

the posttest due to using a proposed program based on the authentic learning approach".

To test this hypothesis, the data obtained from the pre posttest of EFL talk subskills were treated statistically using the descriptive (Means and Standard Deviations) and (Paired Samples Test: t-test) statistics. Statistics shows that the value of EFL "talk" mean score of the posttest was (17.76) which is higher than that of the pretest which was (8.08). This is presented graphically in figure (4). Moreover, t- value was (28.97) which is significant at the (0.01) level in favor of the posttest. That there is a statistically significant difference between the mean scores of the study group in EFL "talk" pre posttest in favor of the post one, means that the fourth hypothesis is accepted.

Figure 4: *Comparison between the Mean Scores of the Study Group in EFL Talk Pretest and Posttest*

Discussion

The statistical results proved the positive effect of using authentic learning approach on improving the integrated EFL listening comprehension and speaking skills among second secondary students as the results indicated that students' level of integrated EFL listening comprehension and speaking skills have improved after doing the proposed program in the overall integrated EFL listening comprehension and speaking skills in terms of both interactional skills

(conducting conversations and roleplays) and transactional skills (giving a talk) by implementing the proposed authentic based program. Such results could be attributed to a variety of factors.

Firstly, as both listening and speaking happen together into real life and as the current study applied the authentic learning along the proposed program, consequently, the researcher taught both EFL listening comprehension and speaking skills in integrated way. In other words, the researcher used the pre watching, while watching and post watching technique, and due to using such a technique helped students to learn both listening and speaking in integrated way. In the pre-watching stage students were allowed to speak about their prior knowledge on the assigned topic, idiomatic expressions the grammar and pronunciation rules and features. Meanwhile the while-watching stage acted as an input for the new English language aspects. Eventually, the post-watching activities helped students to synthetize their oral authentic production through creating conversations, doing roleplays and presenting their talks. Such results are supported by (Hinkel, 2006; Mart,2018) who suggested that the more the skills are taught individually, the less communication will take place in the classroom, which highlights the importance of the integration of these two skills. In other words, these two skills should be taught in integration to guide learners to develop their oral communicative competencies.

Secondly, the choice of topics, materials and the type of activities, and teaching strategies applied in the proposed program were authentic, interesting and effective enough to promote learning of integrated EFL listening comprehension and speaking skills. In other words, before running the proposed program based on authentic learning, the researcher gave the participants the chance to be in control of choosing the assigned and taught topics, and they had the liberty to choose freely the format of materials of the content of the program. Moreover, throughout applying the proposed program, students had the opportunity to choose from a variety of activities when it came to formative assessments, all earlier aspects combined may have probably led to the high interest among students to enjoy the program and feel its significance to their present and future life; as

the topics were all related to their lives and met their interests. Consequently, students showed great interest and excellence in doing such a program and their posttest results outperformed the pretest ones. Such results of the current study are supported by (Jones, 2009; Wimolmas, 2013), who suggested that students should be given an amount of freedom to choose the content of their courses, to have a sense of empowerment of their learning and consequently, they will be motivated to maintain successful learning. In the same vein, (Bruner, 1966; Helgeson, 1992; Schank, 1992) suggested that authentic learning helps students decide what should be learned; in this way the curriculum moves from one that is extrinsically imposed to one that is intrinsically driven.

Thirdly, using and exposing the students to a wide range of Youtube videos and vlogs produced by English language native speakers in different accents as main materials throughout the proposed program, acted as authentic sources of learning that helped students to achieve progress in understanding the native speakers' connected speech and other pronunciation features like catenation and elision among others and enhanced their abilities to guess the meaning of unfamiliar lexical items; identify the main ideas and specific details in a spoken text on different topics. Moreover, such internet websites helped students to produce native like pronunciation, in terms of using connected speech; catenation, elision, correct word stress and intonation among other pronunciation rules and patterns. Moreover, all such videos with different topics along the program have enriched their wealth of vocabulary and idiomatic expressions, and enhanced their spoken grammar and ultimately enhanced their learning confidence, and increased their fluency and their ability to express their opinions and thoughts on varied issues. Which is aligned with (Lombardi, 2007) and (Marin, 2014) who asserted that the internet and a variety of emerging communication, visualization, and simulation technologies now make it possible to offer students authentic learning experiences; multiple resources and perspectives, hence, technology employs a variety of different learning styles.

Fourthly, the type of authentic activities and assessments used throughout the suggested program in the current study like watching videos, doing research, discussions, talks, conversations, roleplays and debates led to positive results as they were all suitable for students level of proficiency and satisfied their interests. In addition, such activities were also productive, interactive and purposeful; therefore, they enhanced students' EFL listening comprehension and speaking skills. In other words, the assigned activities in the program improved students' interaction skills in the sense that helped them to initiate a well - structured speech or conversation and develop it towards an appropriate closing; express ideas and opinions using supporting points and relevant examples. It also helped them to develop some speaking strategies like using fillers and hesitations to fill in pauses; using self-correction strategies and taking turns appropriately. Such results are supported by (Har, 2013; Thornbury,2005; Wagner, 2008), who suggested that real life like or authentic activities are more meaningful; hence, they can lead to achieving a successful and meaningful learning.

Fifthly, it seemed that using teaching strategies like discussions, doing research and collaborative learning along the proposed program, created motivating learning environment which encouraged students to collaborate, verbalize their thinking, and develop their communication, critical thinking and problem-solving skills. Such results are in consistent with (Rule,2006; Marin, 2014; Ozveir& herrington, 2017), who suggested that authentic learning strategies provide students with the opportunity to reflect, the opportunity to collaborate, verbalize their knowledge and thoughts.

However, unlike the previous researches and studies, which only considered the effectiveness of using authentic materials in terms of using technology and which ignored the other aspects of authentic learning approach, the current study considered and emphasized the authenticity of all aspects of the proposed program and the learning environment in terms of the choice of authentic topics and materials; activities and tasks; methods and strategies and assessments; besides, the students' role as a supervisor of their learning, the teacher' role as a facilitator, guide and scaffold and the technology's role as a source

of authentic and varied materials and information and a stimulator for developing students' skills . Moreover, the researcher in current study taught EFL listening comprehension and speaking skills using the authentic learning approach and aimed at developing both of them in integrated way, while, the abovementioned previous studies taught either the EFL listening comprehension skills or speaking skills separately.

Conclusions & Recommendations

Based on the results demonstrated by implementing the proposed authentic learning based program to enhance EFL Listening comprehension and speaking skills for second secondary students the current study has concluded that there are specific factors are recommended for obtaining successful EFL Listening comprehension and speaking skills learning environment throughout using authentic learning approach.

First and for most, it is more authentic and effective that both EFL listening comprehension and speaking skills are to be taught and assessed in integration. In other words, these two skills should be taught in integration to guide learners to develop their oral communicative competencies as listening provides input in target language acquisition for coming to good terms with lexical items, grammatical structures, and phonological awareness. Therefore, assigning students to do a speaking activity after listening is a useful way to push them to put their knowledge of the target language in practical situations.

Moreover, teachers should consider prior to designing an EFL course conducting initial needs analysis for the learners, to assess and recognize their learning needs, and accordingly design the content intended to be taught; to ensure its suitability for the students' age, level, interest and needs for developing students' motivation towards learning such a course.

Furthermore, teachers should consider while designing the program activities and selecting its content their students' background knowledge and interests and they should opt to select engaging ones especially by using technology as a main, updated, and varied source

of information and learning throughout the program, which enables students to be exposed to different perspectives; hence, to develop their critical thinking and problem solving skills and help them to form and verbalize their opinions and thoughts freely and appropriately.

Additionally, both listening and speaking tasks and activities should have some relation to real-life language use to be more meaningful and productive for the learners, hence, to motivate them to maintain completion of the course and success in it.

Besides, during the EFL course students should be exposed to varied accents of English and various contexts and their level of difficulty should be suitable for students' communicative abilities. Furthermore, teachers should use formative assessment along the course and provide students with regular feedback to ensure learners' learning and progress.

In sum, the authenticity in selecting the taught materials and assigned activities combined with role of the teacher, and the role of students and technology in authentic learning can lead to more engaging learning environment that helps students to get more motivated and more successful in EFL learning.

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