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المشرف على مذكرة ماستر بعنوان:
Exploring the Effectiveness of Reflective journaling as an
Instructional Strategy to improve EFL Learners' Speaking
Performance in Middle School Education in Sidi Bel Abbes

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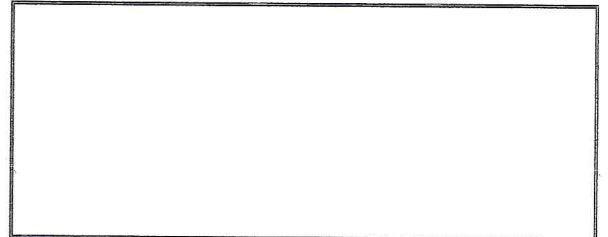
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PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

DJILLALI LIABES UNIVERSITY OF SIDI BEL ABBES

FACULTY OF LETTERS, LANGUAGES AND ARTS

DEPARTMENT OF ENGLISH



**Exploring the Effectiveness of Reflective journaling
as an instructional strategy to Improve EFL
Learner's Speaking Performance In Middle School
Education in Sidi Bel Abbès**

**Dissertation submitted to the Department of English as a partial Fulfillment of the
Requirements for the Master's Degree in Didactics**

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Dedications

This humble work is dedicated:

To my beloved family for their patience, support, and sacrifices

To every teacher who guided me throughout my educational journey

To my dear friends and classmates who shared this path with me

*To myself, for not giving up through this academic journey and choosing to keep
going*

Thank you all for everything.

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Abstract

Speaking performance is a key element to communicate effectively and understand any language. Recently, English has gained increased prominence within the Algerian educational system, which is considered a valuable step towards global communication. Yet, Algerian EFL middle school learners face many difficulties with speaking performance specifically in its components, which are fluency, accuracy, vocabulary, and pronunciation due to many psychological, linguistic and pedagogical factors. Reflective journaling could be used as an instructional strategy in the EFL classroom, where it enables learners to become aware of their own speaking experiences and performance, then identify the root cause behind them, and finally have a plan to self-regulate. This research intended to explore the effectiveness of using reflective journaling as an instructional strategy to improve speaking performance components which are fluency, accuracy, vocabulary, and pronunciation among Algerian EFL middle school learners. It also explored both teachers' and students' perceptions in the use of this strategy in EFL classrooms. A mixed-methods action research design was adopted, involving a 4-session intervention, pre- and post-intervention questionnaires, and structured reflective journals conducted with 10 middle school learners at "Académie 22 Private School" in Sidi Bel Abbès. In addition, classroom observation examined learners' behavior during sessions, and semi-structured interviews investigated 8 EFL teachers' perceptions. After collecting the data, the quantitative results were analyzed descriptively, while the qualitative data were analyzed thematically. The findings showed an obvious improvement in learners' speaking performance components, along with an increase in speaking confidence and a decrease in foreign language Anxiety. Classroom observation reported high learner engagement, and both teachers and students perceived this strategy as effective in the EFL classroom. Overall, these results indicate that reflective journaling is an effective strategy for speaking performance development in Algerian EFL learners. Despite of the positive results, the study faced limitations such as a small sample size, a short intervention period, and the absence of a control group.

Keywords: Reflective Journaling, Speaking Performance, Fluency and Accuracy, EFL, Middle School.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

CLT: Communicative Language Teaching

TBLT: Task-Based Language Teaching

CL: Cooperative Learning

SBI: Strategy-Based Instruction

L1: First language / native language

L2: Second language

ES.P: English for Specific Purposes

BEM: Brevet d'Enseignement Moyen

Table of Contents

Dedications	I
Acknowledgments	II
Abstract	III
List of Abbreviations and Acronyms	IV
Table of contents	V
List of figures	VII
List of tables	VIII
General Introduction	1
CHAPTER ONE: Literature Review	5
1.1 Introduction:	7
1.2 Definition of speaking performance:	7
1.3 The importance of speaking performance in EFL	8
1.4 Core Components of Speaking Performance	8
1.5 Factors affecting speaking performance in algerian middle school efl classrooms: ..	9
1.6 Instructional Approaches for Enhancing Speaking performance	13
1.7 Reflective Journaling as an Instructional Strategy	18
1.7.1 Definition of Reflective Journaling	19
1.7.2 Types of Reflective Journaling	19
1.7.3 The Role of Reflective Journaling in Enhancing EFL Speaking Performance	20
1.7.4 Theoretical Foundations of Reflective Journaling for EFL Speaking performance	21
1.7.5 Empirical Evidence on Reflective Journaling and Speaking performance	24
1.8 Instructional Guidelines and Phases of structured Reflective Journaling in Algerian Middle EFL Classrooms	26
1.9 Conclusion	28
CHAPTER TWO: Research Methodology	30
2.1 Introduction	32
2.1.1 Research Approach	32
2.1.2 Type of Research	32
2.2 Research Design	33
2.3 Population and Sampling	34

2.3.1	Pupils' Profile	35
2.3.2	Teachers' Profile	35
2.4	Data Collection Tools	36
2.4.1	learners pre- and post Questionnaire	36
2.4.2	Classroom Observation	39
2.4.3	Teacher Interview	41
2.4.4	Reflective Journals	43
2.5	Data Analysis Methods	44
2.5.1	Quantitative Data Analysis Method	44
2.5.2	Qualitative Data Analysis Method	45
2.6	Limitations of the Study	45
2.7	Ethical Considerations	45
2.8	Conclusion	46
CHAPTER THREE: Data Analysis and Interpretation and Some Recommendations		47
3.1	Introduction	49
3.2	Analysis and Interpretation of Learners' Pre- and Post-Questionnaire	49
3.2.1	Analysis of Learners' Pre- and Post-Questionnaire	49
3.2.2	Interpretation of the Learners' Pre- and Post-Questionnaire Results	60
3.3	Analysis and interpretation of Learners' reflective journals	62
3.3.1	Analysis of Learners' reflective journals	62
3.3.2	Interpretation of Learners' reflective journals	72
3.4	Analysis and interpretation of Classroom Observation	73
3.4.1	Analysis of Classroom Observation	74
3.4.2	interpretation of Classroom Observation	77
3.5	Analysis and Interpretation of Teachers' Interviews	77
3.6	Future recommendations	80
3.7	Future research directions	80
3.8	Conclusion	81
General conclusion		83
References		86
Appendices		96

List of Figures

Figure 1.1: summary of The Role of Reflective Journaling in Enhancing EFL Speaking Performance.	20
Figure 1.2: Kolb’s Learning Cycle	21
Figure 1.3: Teacher’s role in reflective journaling	28
Figure 3.1: Pre- and Post-Questionnaire Results for Speaking Confidence.	50
Figure 3.2: Pre- and Post-Questionnaire Results for Speaking Anxiety in English Class.	51
Figure 3.3: Pre-and Post-Questionnaire Results for motivation of Speaking English in Class.	52
Figure 3.4: Pre- and Post-Questionnaire Results for Willingness to Speak Despite Mistakes	53
Figure 3.5: Pre- and Post-Questionnaire Results for Speaking Fluency	54
Figure 3.6: Pre- and Post-Questionnaire Results for Vocabulary Use in Speaking.	55
Figure 3.7: Pre- and Post-Questionnaire Results for Grammatical Accuracy in Speaking.	56
Figure 3.8: Pre- and Post-Questionnaire Results for Pronunciation in Speaking.	57
Figure 3.9: Pre- and Post-Questionnaire Results for Self-Perceived Speaking Improvement.	58

List of Tables

Table 1.1: Summary of key Factors affecting speaking performance in Algerian EFL middle schools	13
Table 1.2: summary of EFL Teaching Approaches in Enhancing Speaking performance	18
Table 1.3: theories that support reflective journaling in enhancing speaking performance ...	24
Table 1.4: Summary of Key Empirical Studies on Reflective Journaling's Effectiveness in EFL Speaking Performance	26
Table 2.1: Justification of using an Action Research type in this study	33
Table 2.2: Overview of Sampling Techniques Adopted in This Research	36
Table 2.3: Description of learners' pre- and post- questionnaire.....	39
Table 2.4: EFL speaking performance Rubric Adapted from Richards & Schmidt (2002)	41
Table 2.5: Description of Teacher Interview Questions	42
Table 2.6: Overview of Tools Used and Their Purpose in This Research	42
Table 2.7: Reflective Journal Prompts Used in the Study	44
Table 3.1: background characteristics of participants involved in the study.	50
Table 3.2: Learners' Speaking Difficulties in Pre- and Post-Questionnaires	59
Table 3.3: Themes and examples from Learners' Responses on the Effect of Reflective Journaling on Speaking	60
Table 3.4: Examples of Learners' Responses Across the Four Sessions	63
Table 3.5: Themes Identified in Learners' Responses Related to Speaking Fluency	65
Table 3.6: Learners' Ability to Find Appropriate Vocabulary Across the Four Sessions	66
Table 3.7: Learners' Reported Grammatical Difficulties Across the Four Speaking Sessions	67
Table 3.8: Learners' Reported Pronunciation Difficulties Across the Four Speaking Sessions	68
Table 3.9: Learners' Reported Main Speaking Difficulties Across Four Sessions	69
Table 3.10: Learners' Prioritized Speaking Components for Future Improvement	70
Table 3.11: Common Improvement Strategies Reported by Learners	70
Table 3.12: Common Suggestions Reported by Learners Regarding Teacher Support	71
Table 3.13: Learners' Reported Application of Previous Improvement Strategies	72
Table 3.14: Session 1 Observation of Learners' Speaking Performance	74
Table 3.15: Session 2 Observation of Learners' Speaking Performance	75
Table 3.16: Session 3 Observation of Learners' Speaking Performance	76

Table 3.17: Session 4 Observation of Learners' Speaking Performance	77
Table 3.18: Themes Identified from Teachers' Interviews	78

General Introduction

Speaking performance is crucial to mastering any language, as it allows for communication and comprehension between individuals. EFL teachers worldwide face several challenges in teaching this important element of language. English in Algerian schools is receiving more attention than before. Indeed, it has been gaining increased prominence within the middle school curriculum where learners are expected to develop communicative competence. As a result, most teachers face difficulties in teaching speaking performance and finding effective methods and instructional strategies to foster it.

Most Algerian EFL teachers are not familiar with the effectiveness of reflective strategies in EFL classrooms. However, interactive and reflective techniques, like reflective journaling strategy are widely supported in EFL for their ability to simulate self-regulation in learning, engage learners, and promote oral fluency, accuracy, vocabulary, and pronunciation in speaking. This is relevant in the case of teaching EFL to middle school learners, as researchers have stated that learners are more motivated when they engage in metacognitive activities that they can relate to, and that allow them to express themselves and evaluate their own output.

Reflective journaling can be used as an instructional strategy that encourages learners to think about their speaking experiences, identify their difficulties or weak points in any language skill, and with time become more aware of their progress. It gives learners opportunities to reflect on their mistakes as well to improve their performance over time. In EFL contexts, this strategy may help learners participate more actively, reduce speaking anxiety, and develop their speaking performance in a more conscious and continuous way.

Middle school EFL learners often struggle with speaking performance specifically in its components which are fluency, accuracy, vocabulary, and pronunciation due to some psychological, linguistic, institutional, pedagogical, and social factors. In Algeria, while developing oral performance is emphasized in curriculum documents, empirical research at the middle school level concerning targeted reflective strategies is still under discovery, and limited research exists, particularly concerning how students perceive their own internal difficulties, which created a gap that this study aims to fill.

Additionally, many previous studies in other EFL countries viewed this topic either from the learners' perspective or from the teachers' perspective, without combining both, this

left another gap in understanding how teachers perceive reflective practices and if they think it is effective or not for learners. Also, they focused more on receptive skills and neglected the core of spontaneous language production, which is speaking performance. In general, many studies used advanced and older EFL learners as their sample, rather than middle school pupils.

This study aims to tackle the gaps mentioned and inspect the effectiveness of using reflective journaling as an instructional strategy to support speaking performance development focusing on fluency, accuracy, vocabulary, and pronunciation among Algerian EFL learners in middle schools and also to understand how both teachers and students perceive this strategy in the classroom. Classroom observation findings, teachers' and students' perspectives, and learners' performance aim to provide practical insights into how reflective journaling can be used to make speaking instruction more engaging, self-regulated, and effective.

This research may be beneficial for EFL teachers by providing them with practical insights on implementing structured reflective journaling strategy to support middle school EFL learners' speaking performance. It brings new insights for curriculum designers on integrating interactive and metacognitive teaching techniques for middle school learners. Moreover, it supports EFL research in Algeria by filling a gap in studies at the middle school level, particularly regarding speaking instruction components and the use of reflective journaling, an area still under discovery. The research is crucial for combining both teacher and student perspectives along with learner outcomes which provides a more comprehensive understanding of reflective journaling's potential benefits.

According to these mentioned speaking issues and problems among middle school learners, the current study aims to explore the following research questions:

- To what extent is reflective journaling effective in improving speaking performance components (fluency, accuracy, vocabulary, and pronunciation) among Algerian EFL middle school learners?
- How do Algerian EFL teachers perceive the use of reflective journaling as an instructional strategy for developing speaking performance?
- How do Algerian EFL learners perceive the use of reflective journaling in developing their speaking performance?

General Introduction

The following hypotheses are proposed according to the research questions:

- Reflective journaling is effective in improving speaking performance components among Algerian EFL middle school learners.
- Algerian EFL teachers perceive reflective journaling as a valuable and effective instructional strategy for developing speaking performance.
- Algerian EFL learners perceive reflective journaling as a helpful strategy that supports the development of their speaking performance.

To achieve the aim of our study and to prove the validity of the hypotheses stated above, the researcher will adopt the mixed-methods approach using an action research design to gather both quantitative and qualitative data.

Several research instruments are used. Quantitatively, a mixed-methods action research design was adopted, involving a 4-session intervention, pre- and post-intervention questionnaires, and structured reflective journals conducted with 10 middle school learners at “Académie 22 Private School” in Sidi Bel Abbès, Algeria. In addition, classroom observation examined learners’ behavior during sessions, and semi-structured interviews investigated 8 EFL teachers' perceptions working at different private schools in Sidi Bel Abbès.

The quantitative results will be analyzed in a descriptive way, meanwhile the qualitative data will be analyzed thematically emphasizing common themes. All together, these methods will provide a comprehensive understanding of reflective journaling effectiveness and the perceptions of both teachers and students on this strategy.

In general, this study aims to contribute to the efforts to improve EFL instruction and practices in Algeria, offering insights into effective teaching techniques that align better with middle school learners and their needs. By integrating findings of this study, Algerian middle schools can improve speaking performance instruction.

This dissertation is divided into three main chapters, each chapter highlights specific elements of the study. The first chapter reviews existing literature, including speaking performance components, the factors that affect speaking performance among EFL Algerian learners, the challenges faced by learners in speaking performance in Algerian EFL classrooms, and the role of reflective journaling in improving speaking performance in EFL. It highlights the theoretical frameworks and research findings that inform this study,

emphasizing gaps in current knowledge for Algerian middle school EFL learners. The second chapter details the research design, including the mixed-methods action research approach employed, the participants, and the data collection and analysis tools used in both quantitative and qualitative dimensions, while highlighting the research limitations. The third chapter is devoted to data analysis and interpretation. It presents the findings from both quantitative and qualitative tools, analyzing how reflective journaling influenced speaking performance components. The results are discussed and interpreted in the context of the research questions and hypotheses presented at the beginning of the study. The chapter then offers future recommendations and research directions.

Chapter One: Literature Review

Chapter One: Literature Review.....	
1.1	Introduction:.....
1.2	Definition of speaking performance:.....
1.3	The importance of speaking performance in EFL.....
1.4	Core Components of Speaking Performance.....
1.5	Factors affecting speaking performance in algerian middle school efl classrooms:....
1.6	Instructional Approaches for Enhancing Speaking performance.....
1.7	Reflective Journaling as an Instructional Strategy.....
1.7.1	Definition of Reflective Journaling.....
1.7.2	Types of Reflective Journaling.....
1.7.3	The Role of Reflective Journaling in Enhancing EFL Speaking Performance.....
1.7.4	Theoretical Foundations of Reflective Journaling for EFL Speaking performance..
1.7.5	Empirical Evidence on Reflective Journaling and Speaking performance.....
1.8	Instructional Guidelines and Phases of structured Reflective Journaling in Algerian Middle EFL Classrooms.....
1.9	Conclusion.....

1.1 Introduction:

The first chapter of this research is devoted to the literature review. It aims to review the previous literature related to speaking performance and the use of reflective journaling as an instructional strategy to improve speaking performance among Algerian middle school EFL learners. The purpose is to summarize the existing research, show what has already been done in the field, and highlight the main gaps in previous studies, especially those concerning middle school learners in the Algerian context. By doing so, it helps justify the choice of the research topic and supports the use of methods selected for this study. The chapter begins by establishing a clear definition of speaking performance, It then examines the importance of speaking performance in the educational and EFL contexts, after that it demonstrates the challenges of teaching speaking in Algeria, categorizing six dimensions of obstacles then moves to the suggested approaches in enhancing speaking performance in EFL contexts. Finally, the chapter shifts to reflective journaling as an instructional strategy, highlighting its benefits, effectiveness, and relevance to speaking performance in EFL middle classrooms.

1.2 Definition of speaking performance:

Speaking performance is a combinatorial and multi-dimensional skill that represents the observable manifestation of an individual's communicative ability in real-time (Goh & Burns, 2012). It is a process where the speaker must simultaneously manage conceptualization, formulation, and articulation to achieve a specific goal (Level, 1989; Kormos, 2006). Rather than just reflecting static knowledge, speaking performance is a dynamic demonstration of a speaker's capacity to negotiate meaning and maintain a flow of information within a social or academic context (Cameron, 2001; Baron, 2020)

In an educational context, speaking performance is the observable act of a student using language to complete a task (Brown, 2004). To perform well, a student must do more than just use correct grammar; they must integrate their knowledge of vocabulary with the ability to speak fluently and appropriately for the situation (Goh & Burns, 2012). Since this happens in real-time, performance shows how effectively a student can handle the mental pressure of communicating a message clearly while others are listening (Skehan, 1998; Luoma, 2004).

1.3 The importance of speaking performance in EFL

Speaking performance is a fundamental component of the EFL context. It is considered as both a tool for communication and a catalyst for linguistic development (Ur, 1996). Engaging in oral performance allow learners to move beyond the passive understanding of grammar and begin to use the language as a dynamic tool for social interaction and academic success (Richards, 2008). Successful speaking performance is considered a powerful motivator, increasing student confidence and reducing the psychological barriers that often hinder foreign language acquisition (Goh & Burns, 2012; Skehan, 1998).

1.4 Core Components of Speaking Performance

Brown (2004) identifies four key components that shape speaking performance: fluency, grammar, vocabulary, and pronunciation. These divide into linguistic knowledge and psycholinguistic processes.

❖ Fluency

It is the ability to speak at a natural speed without long or awkward pauses (Lennon, 1990). It is a psycholinguistic process because it shows how quickly the brain can turn thoughts into words. According to Schmidt (1992), fluency demonstrates automaticity, meaning the student can focus on their message instead of thinking about every individual word.

❖ Grammatical Accuracy

Accuracy refers to the student's ability to use the rules of the language correctly. Skehan (1998) argues that accuracy shows how well a learner can notice and control language forms while speaking. It is a linguistic component because it measures the student's mastery of the structures and rules of English.

❖ Lexical Resource

Vocabulary involves the range and the appropriateness of the words a student chooses to speak with. Nation (2001) explains that successful performance depends on the student's vocabulary depth- knowing how to use words correctly in different contexts. This is a linguistic component that allows a student to be precise and prevents them from stopping to search for words.

❖ Pronunciation

It is the foundation of being understood. Brown (2004) states that the primary goal in the classroom is intelligibility. This is a linguistic component involving the clear production of sounds, rhythm, and stress patterns so the listener can understand the message easily.

1.5 Factors affecting speaking performance in Algerian middle school EFL classrooms:

Developing speaking performance in Algerian middle schools is a major challenge that has been documented by researchers over the last two decades due to many factors. They can be categorized into six primary dimensions which are:

A. Psychological and affective factors

These factors are significant in influencing learners' speaking performance in EFL classrooms. One of the most common issues is Foreign Language Anxiety, Horwitz et al. (1986) claim that it is a combination of feelings of tension, fear, and nervousness related to language learning. In classroom settings view, learners often experience anxiety when speaking in front of others, which leads to hesitation and reduced performance. Additionally, a lack of motivation also limits learners' engagement in speaking situations; Dörnyei (2001) states that motivation plays a big role in sustaining learners' effort and willingness to communicate; when it is low, learners tend to remain passive and avoid practicing speaking, which negatively affects their fluency development. Furthermore, fear of failure, particularly fear of making mistakes creates a sense of insecurity that discourages learners from taking risks in communication. Horwitz et al.(1986) also mentioned that this fear of negative evaluation can stop learners from expressing themselves freely. These psychological barriers impact key components of speaking performance; mostly, they act as a mental break that forces students to pause and self-correct, which severely reduces their fluency.

B. Linguistic Factors

Linguistic factors influence EFL speaking performance by facilitating how learners apply language knowledge during real-time communication.

❖ Lexical Deficiency:

Limited vocabulary is also a barrier to clear expression. Abu Alyan (2013) emphasize that insufficient lexical resources force learners to pause or stop when they cannot find appropriate words which will directly reduce fluency in speaking performance.

❖ Grammatical Accuracy:

A lack of grammatical competence leads to simplified or incorrect sentence structures. Baker and Westrup (2003) suggest that when learners are unsure of grammar rules, they rely on incomplete structures; this negatively affects the accuracy of their spoken output.

❖ Mother Tongue Interference:

This occurs when learners unconsciously transfer phonological and lexical patterns from their native language into English. Baker and Westrup (2003) emphasize that this L1 transfer remains a consistent difficulty among learners, causing errors and mistakes in sound production.

❖ Phonological Difficulties:

Another difficulty is limited exposure to authentic English that often results in incorrect sound production. While pronunciation is a component of speaking, it is also a factor that determines intelligibility. Shumin (1997) argues that clear pronunciation is essential for ensuring messages are understood during speaking in the language between persons.

These linguistic factors such as lexical gaps, grammatical inaccuracy, and L1 interference directly impact the components of speaking performance by reducing both the clarity and the flow of communication.

C. Cognitive Factors

Cognitive factors refer to the mental processes involved in language production, such as understanding input, organizing ideas, and processing language in real time; all of these directly influence learners' speaking performance. The first significant cognitive factor is the listening-speaking connection, speaking requires learners to process and understand input before responding. According to Shumin (1997) and Doff (1998), learners cannot produce appropriate spoken responses if they fail to understand what is being said to them, which negatively affects interaction and fluency during classroom communication. Secondly, the

lack of idea generation, which limits learners' ability to speak about certain subjects and organise ideas. Rivers (1968) explains that this leads to pauses, silence, or short answers. This affects fluency, where learners are unable to maintain continuous speech due to a lack of content to express. Thirdly, processing speed and real-time language production are also crucial in speaking performance. Learners are required to think, plan, and produce language at the same time, which can create cognitive overload. When learners are unable to process language quickly enough, they tend to hesitate, pause, or stop speaking, which reduces fluency and disrupts communication flow (Levett, 1989; Kormos, 2006). Lastly, word retrieval difficulty can also affect speaking performance. Learners may know a word but fail to access it quickly during speech. This leads to interruptions and reformulations, which reduce fluency in oral performance.

D. Structural and Pedagogical factors:

In Algerian EFL classrooms, overreliance on traditional teaching methods creates a major pedagogical barrier. This approach stifles students speaking skills and performance by favoring teacher centered lessons, high-stakes testing, and grammar focused instruction.

❖ Teacher-Centered Dominance:

Traditional teaching in Algeria is where teachers are the main transmitters of knowledge. Al-Hosni (2014) notes that teachers use far more oral language than students, dominating talk time and leaving students just as passive listeners. Instead of facilitating interaction, teachers often play the role of a "drill sergeant," as Young (1991) describes, which decreases student speaking performance and creates a threatening environment for those afraid of mistakes. Emhamed and Krishnan (2011) found that some teachers still view reading and writing as more important than speaking and listening.

❖ Focus on Accuracy and Grammatical Analysis:

Traditional methods prioritize only grammatical accuracy neglecting communicative fluency. Bygate (1987) and Hughes (2002) explain that teachers find grammar and writing easier to teach since speaking involves complex cultural and psychological factors that traditional methods ignore. Brown (2001) argues that many see communication teaching as mere rote memorization of dialogues or drills, which does not prepare students for a sufficient speaking performance.

❖ Over Correction

Young (1991) and Herron (1981) warn that correcting every error is counterproductive, as it makes students feel threatened and embarrassed, leading them to avoid speaking. Harmer (1991) adds that constant correction destroys conversational flow and demotivates learners.

❖ Classroom Arrangement

Bowman et al. (1989) argue that traditional row and column seating hinders interactive teaching.

E. Institutional and Structural factors

Institutional barriers include systemic and organizational constraints from the educational system and school environment.

❖ Overloaded Curricula and Time Constraints

Teachers face pressure to cover extensive syllabus in limited time. According to Diaab (2016), this leads to rushing through material, prioritizing pace over communicative performance.

❖ Large Class Sizes

Crowded classrooms, especially in public middle schools, are a major issue. Burns (2010) argues that classes of 28 or more students make individual speaking practice nearly impossible, leading to uneven participation where a vocal minority dominates talk time.

❖ Lack of Administrative Support and Training

Teachers attempting innovative methods like Action Research often lack school administration support. Haddaoui (2025) highlights insufficient training in research methodology and speaking performance strategies.

F. Social and Contextual factors:

Social barriers involve classroom interpersonal dynamics and broader cultural contexts.

❖ Cultural Perceptions of English (Showing Off)

Aloreibi and Carey (2017) identify a unique barrier: peers view communicative English practice as showing off, making it a social taboo in public or social settings and discouraging spontaneous use.

❖ Lack of Family Support and Exposure

Latha and Ramesh (2012) highlight that parents' low English proficiency or educational background prevents support for oral performance.

In conclusion, all these factors in Algerian EFL middle schools reduce learners' speaking performance.

To provide a clear and simple framework, Table 1.1 summarizes the factors affecting speaking performance, showing the key researchers whose work has defined these obstacles and their specific impact on learners' communicative output.

Dimension	Key Pioneers	Impact on Performance
a. Psychological	Horwitz et al. (1986); Dörnyei (2001)	Anxiety and low motivation hinder speaking by prompting avoidance behaviors.
b. Linguistic	Talbi & Aissa (2021) Baker & Westrup (2003)	Lexical gaps and L1 interference impair fluency, clarity, and reduce spontaneous output.
c. Cognitive	Levelt (1989) Shumin (1997) Kormos (2006)	Cognitive overload and slow processing interrupt smooth communication flow.
d. Pedagogical	Young (1991) Harmer (1991)	Teacher dominance and excessive correction foster a threatening classroom environment.
e. Institutional	Burns (2010) Diaab (2016)	Large classes and exam pressure (e.g., BEM) marginalize speaking skill development.
f. Social	Aloreibi & Carey (2017)	Cultural taboos against "showing off" and limited home practice restrict spontaneity.

Table 1.1: Summary of key Factors Affecting Speaking Performance in Algerian EFL Middle Schools

1.6 Instructional Approaches for Enhancing Speaking Performance

To help students enhance their speaking performance, teachers have moved away from traditional methods that focus only on grammar rules to Modern teaching approaches that focus on real world communication. These frameworks are essential because they provide the communicative platform upon which reflective strategies can be effectively applied.

A. Communicative Language Teaching

According to Gutierrez-Heras and Villacrés-Camino (2022), Communicative Language Teaching (CLT) is defined as an approach that enables the learners use the language in real-life situations. It is focused on the interaction among students that produce speech or conversation for most of the classroom time using the target language. It enhances communication through different techniques.

Richards and Rodgers (2014) explain that the goal of learning a language with this approach is not just to know the rules, but to be able to use the language in real life contexts.

In a CLT classroom, the focus is on fluency rather than being 100% perfect with grammar, in this way students feel less pressure. This aids in becoming more comfortable and open to use English.

In this approach, there is specific classroom techniques utilized to translate the theoretical principles of Communicative Language Teaching (CLT) into practice:

❖ Role-Play and Simulation

Role-play is a technique used in EFL to simulate real-world social interactions. According to Larsen-Freeman (2000), this technique provides a space where students assume specific social roles, such as a customer or a professional. So by adopting a personality, learners often experience an improvement in their speaking performance components.

❖ Information-Gap Activities

As noted by Richards (2006), the information-gap principle is a primary driver of authentic interaction. In this technique, students are given different topics or pieces of information and must exchange them to one another in order complete a task. since there is a genuine need to share information, students are forced to engage in the negotiation of meaning (Long, 1983) , This process involves using communication strategies, such as paraphrasing or asking for clarification to ensure the message is successfully delivered and understood.

❖ Goal-Oriented Language Games

Within the CLT framework, games are structured pedagogical tools rather than simple entertainment. According to Wright, Betteridge, and Buckby (2005), language games direct the learner's attention toward achieving a specific objective or solving a puzzle. This helps lower the Affective Filter (Krashen, 1982) as the student becomes less self-conscious about

making errors and more focused on the outcome of the game. Consequently, games promote spontaneous oral production and increase fluency.

❖ Classroom Discussions

These Discussions encourage engagement by requiring students to express their opinions and respond to peers in real-time. This technique promotes interlanguage development, which is a process where students refine their language skills through active use (Swain, 1985). By participating in discussions, learners move beyond the repetition of memorized phrases and begin to develop the ability to manage complex conversations.

B. Task-Based Language Teaching approach

Task-Based Language Teaching offers a structured framework that specifically targets student hesitation. Rod Ellis (2003) defines a task as a goal oriented activity where learners must use the target language to achieve a specific outcome. This approach directly impacts speaking performance by balancing the cognitive demands placed on the learner.

To build confidence and improve performance, TBLT follows a specific sequence that prepares the student before they are asked to perform. Jane Willis (1996) proposes a three-stage framework that acts as a psychological support system:

❖ The Pre-Task Stage:

The teacher introduces the topic and provides necessary vocabulary. Skehan (1998) mentions that this reduces cognitive load, which Schmidt (1992) identifies as a requirement for improving fluency. so, by providing the language early, students can speak more automatically

❖ The Task Cycle:

Students work in pairs or small groups. This "private practice" builds courage and allows for repeated performance, which helps transition language from controlled to automatic processing.

❖ The Language Focus:

Accuracy is addressed only after communication has occurred. This allows students to "notice the gap" (Schmidt, 1990) between their actual performance and the correct forms, leading to higher linguistic accuracy in future tasks.

The effectiveness of TBLT relies on specific task types that shift the learner's focus away from anxiety. According to the typology established by Pica et al. (1993) and further popularized by Willis (1996), these activities include:

❖ **Information Gap Tasks:**

One student has information the other lacks. Pica et al. (1993) emphasize that these tasks make speaking a functional necessity, forcing students to focus on being understood a key goal of speaking performance.

❖ **Problem-Solving Tasks:**

Groups must agree on a solution to a dilemma. Willis (1996) notes that since there is no single correct answer, the pressure for linguistic perfection is replaced by the desire to share an opinion, allowing for greater fluency.

C. Cooperative Learning (CL)

The previous approaches focus on the content and structure of the lesson, But Cooperative Learning focuses on the social atmosphere of the classroom. Johnson and Johnson (1994) define Cooperative Learning as a strategy where students work together in small groups to reach a shared goal. The central premise is positive interdependence, where students support one another rather than competing which creates a foundation for improved speaking performance.

The primary benefit of Cooperative Learning is removing the stage fright of speaking in front of class. Slavin (1995) notes that in traditional teacher-centered lessons, students often feel "on the spot," which increases anxiety which hinders oral performance. In a cooperative group, the student only speaks to a few peers, creating a safety net. According to Krashen's (1982) Affective Filter Hypothesis, high stress blocks language acquisition. By lowering this filter, CL allows students to keep more mental energy to fluency and interactional competence rather than managing fear.

This approach utilizes specific, highly organized structures that make it impossible for a student to hide, but easy for them to succeed in their speaking performance. These include:

❖ **Think-Pair-Share:**

Developed by Lyman (1981), this strategy allows a student to think individually and then discuss with one partner before sharing with the class. This provides two "practice rounds," which significantly reduces hesitation and allows for a more automatic performance when they speak to the larger group

❖ **The Jigsaw Technique:**

This method was created by Aronson (1978) where the teacher assigns each student a unique segment of a lesson to teach to their group. Because the group relies on the student's specific contribution, the learner gains a sense of expert status.

❖ **Numbered Heads Together:**

Introduced by Kagan (1994), this structure promotes group accountability. Because any student might be randomly called to answer for the group, peers work collaboratively to ensure every member especially the shyer ones is prepared. This peer-teaching ensures that everyone practices linguistic accuracy before being called upon.

Kagan (1994) argues that these structures change the classroom dynamic from evaluation to support. As students receive positive reinforcement from their peers, they build self-efficacy, the psychological engine behind a strong speaking performance. This social validation is essential in the Algerian EFL context, it transforms the act of speaking from a risky individual performance into a successful and collaborative achievement.

D. Strategy-Based Instruction (SBI)

It focuses on the individual student rather than just classroom activities. According to Cohen (1998), this approach involves teaching students "survival tools" or compensatory strategies. These are mental techniques that help learners stay in a conversation even when they forget a word or make a mistake, which directly improves their speaking performance especially their fluency.

A major cause of anxiety is the fear of getting stuck. Dörnyei and Thurrell (1991) argue that these strategies prevent a loss of confidence and increase their speaking performance. They include circumlocution, fillers, and appealing for help, etc.

When students have these communicative tools, they are more likely to take risks. Oxford (1990) also mentioned affective strategies, like positive self-talk and deep breathing, to manage stress. By using these, students increase their self-efficacy (Bandura, 1997) where they become "strategic speakers" who can balance fluency with accuracy.

The following table shows a comparative overview of these four instructional approaches, emphasizing on their key techniques and their specific contributions to the enhancement of student speaking performance.

Approach	How It Enhances Speaking Performance	Key Techniques
CLT	Builds fluency & comfort via real interaction (less grammar pressure)	Role-play, info-gap, games, discussions
TBLT	Reduces hesitation with prep/practice; improves automaticity & accuracy	Pre-task, task cycle, focus; info-gap, problem-solving, jigsaw
CL	Lowers anxiety via peer support (safety net, no stage fright)	Think-pair-share, jigsaw, numbered heads
SBI	Boosts fluency/confidence with strategies (avoids getting stuck)	Circumlocution, fillers, self-talk

Table 1.2: Summary of EFL Teaching Approaches in Enhancing Speaking performance

As these approaches aim to improve speaking components such as fluency, accuracy, and vocabulary by providing space for oral practice, they often lack a structured mechanism for internalizing these experiences. As farrell (2007) argues, moving beyond mere repetition toward conscious improvement requires a reflective strategy. This strategy bridges the gap between classroom performance and self-regulation by helping learners identify the various factors that prevent them from fully developing these components.

1.7 Reflective Journaling as an Instructional Strategy

Reflective journaling is considered one of many learning strategies that teachers can use to support their students in identifying and regulating their learning difficulties. A journal provides a private, secure environment for many EFL learners to confront their learning struggles. In reflecting on experiences, students come to understand or even see for the first time the factors that are causing their particular struggles with learning, and in so doing they develop self-awareness. Additionally, students will learn self-regulation strategies in order to monitor their own progress and to plan how they will improve in the classroom. Ultimately, this strategy helps to turn the classroom struggles of learners into academically measured growth.

1.7.1 Definition of Reflective Journaling

Moon (2006) claims that reflective journaling is a form of writing where it is used in some ways to explore, create, or study an experience, idea, concept or information. It involves more than recording what happened; its purpose is to learn from the experience, idea, concept or information (Moon, 2004, p. 87). Reflective journaling provides the learner with a tangible record of their reflective thinking, and in this way supports Schön's (1983) notion of reflection-on-action. As Boud et al. (1985) point out, reflective learning involves recapturing the experience followed by evaluation of that experience. Reflective journaling enables learners to release themselves from the pressures of coursework and to think objectively about their learning, in order to evaluate and learn from their progress and improve future learning.

1.7.2 Types of Reflective Journaling

Reflective journaling strategy is not limited to any specific approach; however, it is generally categorized into two main types: unstructured and structured journaling. This differs based on instructional goals and learners' levels.

❖ Unstructured Journaling

Unstructured journaling is a free writing activity. Students have freedom to write whatever they like as long as it is related to their experiences in and out of classroom. As Moon (2006) states, the freedom of journaling is excellent for deep personal expression and allows for a natural flow of ideas, thoughts and feelings. For many students the most difficult task is filling a white piece of paper. Without guiding students, some tend to write what happened instead of analyzing their experiences and thoughts. The unstructured journaling activity is most appropriate for upper level learners. Young learners are still developing their ability to think critically and this type of journaling would not encourage analysis.

❖ Structured (Guided) Journaling

This type of learner reflection activity provides tasks that students need to complete while reflecting on their learning, such as answering a series of questions, exploring a concept or issue in light of their learning experiences, or describing experiences using prompts or guidance from a teacher or peer. Adding structure to the reflective process allows learners to gain greater insight into how they learn (Moon, 2004). In the EFL context, using guided learner reflection enables students to focus on the key elements that have provided

them with meaningful learning experiences while steering clear of unnecessary detail (Farrell, 2012).

This type of learning self-assessment is based on John H. Flavell's (1979) work on metacognition. Through guided questions, students identify factors that affect their learning and develop the self-regulation skills that lead to improvement.

1.7.3 The Role of Reflective Journaling in Enhancing EFL Speaking Performance

Reflective journaling is a tool to take talking and bridge it to thinking (Schmidt, 1990). By recording what students do with language in a speaking context, they notice which aspects of their speaking performance could be improved, specifically identifying areas for improvement in speaking performance components such as grammar, vocabulary, pronunciation, and fluency (Swain, 1995). In this way, students 'notice' not only errors but also the causes of those errors (linguistic deficits or other reasons, psychological reasons such as anxiety, for example) and are then able to plan ways in which to address those areas for improvement. Farrell (2013) suggests that this process of making oral errors and then using those errors as data to monitor and regulate one's own learning can be very powerful for student learning.

This figure illustrates the process of how reflective journaling improves speaking performance in EFL.

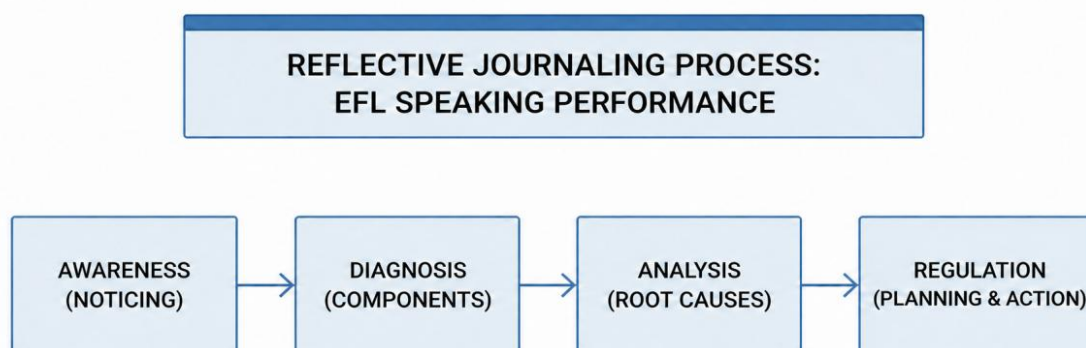


Figure 1.1: Summary of the Role of Reflective Journaling in Enhancing EFL Speaking Performance

1.7.4 Theoretical Foundations of Reflective Journaling for EFL Speaking Performance

This following section informs key language acquisition, psychological, and educational theories that demonstrate the effectiveness of reflective journaling in enhancing speaking performance among EFL middle school learners.

A. Experiential Learning Theory

David Kolb's theory (1984) claims that learning is not a passive event but a cyclical process consisting of four stages, which are concrete experience, reflective observation, abstract conceptualization, and active experimentation. In an EFL context, a speaking activity serves as the concrete experience. Reflective journaling provides the essential reflective observation phase, where learners analyze their performance and identify specific difficulties. By conceptualizing these experiences, students can plan for future improvement, which builds a documented sense of progress and gradually strengthens their speaking performance.

To better illustrate how the journaling process aligns with Kolb's four-stage learning cycle, Figure 1.2 provides a detailed visual summary.

Kolb's Learning Cycle

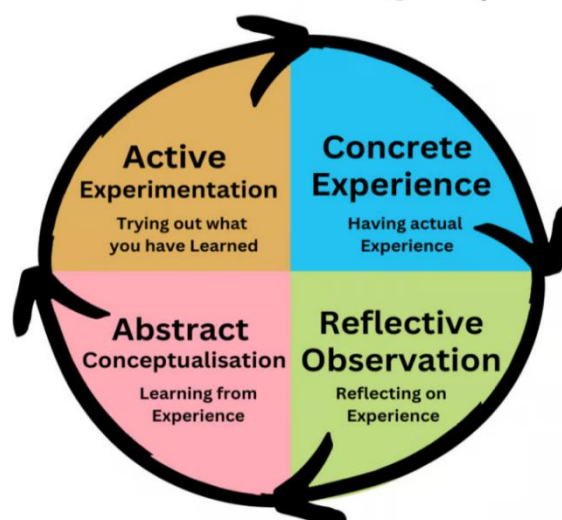


Figure 1.2: Kolb's Learning Cycle

B. Reflective Practice theory

Reflective practice is about ongoing self-evaluation, which can serve to enhance professional and academic performance. In the context of EFL classes, journaling facilitates

what Schön (1983) calls reflection-on-action, learners reflect on their performance immediately after a speaking task. Typically, learners are under a lot of pressure whilst performing a speaking task, journaling allows them to go back to the task after the pressure has subsided and process what happened, whilst also identifying areas of strength and weakness. This process of self-evaluation promotes learner's growing awareness of their speaking performance, leading to greater readiness and confidence in speaking as academic competence and professionalism develop.

C. Affective Filter Hypothesis

The Affective Filter hypothesis by Krashen (1982) explains how these elements: high levels of anxiety, low levels of motivation, and poor self-efficacy can create a high affective filter, which is believed to be a mental block to language acquisition. Reflective journaling here is used as an instructional strategy to lower the affective filter by giving learners the opportunity to reflect on and find solutions to improve their speaking ability outside of the classroom. By journaling and externalizing sources of anxiety, as well as tracking improvements in speaking ability, students are able to come to a better understanding of the difficulties they face prior to performing speaking tasks, thus entering into speaking situations with a greater sense of relaxation and confidence.

D. Self-Efficacy Theory

Bandura (1997), who explored Self-Efficacy Theory, explained how individuals believe in their capability to achieve particular tasks. In the context of EFL speaking classes, the practice of reflective journaling could make students aware of their development in speaking skills and acknowledge their communicative success. Through such mastery experiences, students would consequently solidify their belief in their own speaking abilities and enhance their self-efficacy, which is a determinant of their speaking performance and motivation to take risks in using language to achieve particular ends and to carry out more demanding speaking tasks.

E. Metacognitive theory

According to Flavell (1979), metacognition is 'thinking about thinking', it is the monitoring and regulation of one's own mental processes. Reflective journaling is one practical approach to fostering metacognition. Using a structured set of reflective prompts enables the researcher to ensure that participants are focusing on key aspects of cognition, including monitoring difficulties and regulating goals, rather than merely reflecting as they

would in conversation (i.e., not simply reflecting aimlessly). The awareness of the ‘mechanics’ of learning thus gained by learners is key, and this awareness gives learners a sense of control over their learning that contributes significantly to long-term speaking performance.

F. Constructivism and scaffolding

Constructivist theory by Piaget (1970) and Vygotsky (1978) describes learning as an active process where learners build their knowledge using their past experiences. In this case, speaking activities give learners a learning opportunity, and reflective journaling allows learners to think critically about their experiences, the difficulties they experienced, and possible reasons for these difficulties. This helps learners identify where the gaps are and what skills and competencies are necessary to meet their speaking goals.

This practice is related to scaffolding, which is itself related to Vygotsky's Social Constructivism and was developed by Wood et al. (1976). Scaffolding is the support that a teacher provides learners to enable them to achieve a task that they are unable to do independently. In reflective journaling, the teacher scaffolds by providing learners with support and suggesting strategic actions to achieve their speaking goals. The journal prompts scaffold by providing learners with a structure to build their ideas where learners struggle to formulate written thoughts using the target language. This support gradually helps learners gain an understanding of their speaking difficulties and more importantly become autonomous.

The following table summarizes the main theoretical frameworks supporting the use of reflective journaling in enhancing EFL speaking performance.

Theory	How It Supports Reflective Journaling for Speaking Performance	Key Mechanism/Link to Journaling
Experiential Learning (Kolb, 1984)	Speaking tasks become learning cycles that track progress.	Learners analyze experiences in the reflection phase.
Reflective Practice (Schön, 1983)	Post-task review builds confidence after pressure eases.	Journal captures reflection-on-action right after speaking.
Affective Filter (Krashen, 1982)	Private writing lowers anxiety before speaking tasks.	Externalizes fears and tracks gains outside class.

Theory	How It Supports Reflective Journaling for Speaking Performance	Key Mechanism/Link to Journaling
Self-Efficacy (Bandura, 1997)	Documented successes strengthen speaking belief.	Logs mastery moments and skill progress.
Metacognitive (Flavell, 1979)	Reflection monitors and controls learning processes.	Prompts track difficulties and set speaking goals.
Constructivism/Scaffolding (Piaget, 1970; Vygotsky, 1978)	Builds speaking skills actively from experiences.	Teacher strategy support + prompts scaffold journal thinking.

Table 1.3: Theories that Support Reflective Journaling in Enhancing Speaking Performance

1.7.5 Empirical Evidence on Reflective Journaling and Speaking Performance

This section is allocated to review the literature related reflective journaling as an effective strategy for improving speaking performance.

➤ Case Study 1: Empirical Evidence on the Effect of Reflective Journals on Complexity, Accuracy, and Fluency of L2 Oral Performance (Kavoshian et al., 2018)

This study is conducted by Kavoshian et al. (2018) aimed to investigate the effect of reflective journals on complexity, accuracy, and fluency of L2 oral performance, with implications for speaking confidence through enhanced self-reflection in EFL contexts. They used Wilcoxon Signed Ranks Tests on audio-recorded initial lectures, videotaped final lectures, reflective journals, and focus group interviews to test their research question. The research was conducted with 30 Iranian EFL learners in a private language institute in Hamedan, Iran, during an 8 week ESP course. The results demonstrated significant improvements in syntactic variety, error-free clauses, and correct verb forms. Also, qualitative data indicated that journals boosted learners' confidence, self-awareness, and fluency by overcoming speaking anxiety and fear of mistakes and errors.

➤ **Case Study 2: HARNESSING THE POWER OF JOURNALING IN ENHANCING B2 ENGLISH LANGUAGE PROFICIENCY (Zhylyrova, Yersultanova & Agabekova, 2025)**

The study conducted by Zhylyrova et al. (2025) explores the impact of journal writing on the language proficiency of B2 level English language learners. Employing a mixed methods approach, the research combines quantitative data from language proficiency tests and qualitative insights from learners' journal entries and interviews. Conducted quantitative analysis revealed a significant increase in language proficiency among the journaling group, with notable improvements in writing fluency, vocabulary usage, and all language scores. Pre- and post-intervention tests showed an increase in mean composite scores, with a statistically significant difference. Qualitative data underscored the benefits of journaling in enhancing self-expression, reflective practice, and confidence in language use. The study concludes that keeping journal is an efficient teaching instrument for improving language proficiency in B2 level learners. It enhances linguistic skills such as fluency and accuracy, fosters critical and creative thinking skills, self-awareness, and learner autonomy as well. The findings point to the incorporation of journaling in language learning curricula, which may have a significant positive impact on language acquisition.

➤ **Case Study 3: The Effectiveness of Reflection in Developing Students' Oracy (Zayed, 2009)**

In this quasi-experimental study, Zayed (2009) investigated the impact of structured reflection on the oracy skills of 42 EFL tourism students at Suez Canal University. The intervention required the experimental group to be consistent with Spoken Journals (SJ), including of weekly audio recordings where students responded to structured prompts to critically evaluate their own oral performance and progress. The Quantitative findings from a post-oracy test revealed that the experimental group significantly outperformed the control group. The statistical analysis showed that reflective journal scores pointed to their final speaking performance, confirming that systematic, metacognitive reflection through journaling directly promotes improvements in oral proficiency.

Table 1.4 summarizes the three key empirical studies above, showing the positive impact of reflective journaling on EFL speaking performance, and highlighting improvements in fluency, accuracy, confidence, and overall oral proficiency.

Study	Why (Purpose)	How (Methodology)	Who / Where	Key Results
Kavoshian et al. (2018)	Effect of reflective journals on L2 oral complexity, accuracy, fluency, and confidence	Wilcoxon Signed Ranks Tests, audio/video recordings, journals, focus groups	30 advanced Iranian EFL learners, Hamedan, Iran (8-week ESP course)	Gains in syntax, accuracy, fluency, boosted confidence, reduced anxiety
Zhylyrova et al. (2025)	Impact of journaling on B2 English proficiency (incl. fluency, vocabulary, confidence)	Mixed methods: pre/post proficiency tests, journal entries, interviews	B2 English learners (group not specified)	Significant proficiency gains; improved fluency, vocabulary, self-expression
Zayed (2009)	Effectiveness of reflection on oracy skills	Quasi-experimental: Spoken Journals (weekly audio responses to prompts), post-oracy test	42 EFL tourism students; Suez Canal University, Egypt	Experimental group outperformed controls; journals predicted speaking gains

Table 1.4: Summary of Key Empirical Studies on Reflective Journaling's Effectiveness in EFL Speaking Performance

1.8 Instructional Guidelines and Phases of structured Reflective Journaling in Algerian Middle EFL Classrooms

To implement reflective journaling in middle schools in Algeria, the teacher must follow these guidelines and the phases of reflective journaling adapted from Sanjaa (2020) and Gibbs (1988):

❖ Instructional guidelines:

Sanjaa (2020) claims that structured reflective journaling should follow some guidelines to be effective in an EFL context. This has to require a well-planned and organized way to lead students to reflect deeply on their learning experience rather than only describe it. the framework of Kerka (1996) that was adopted by Sanjaa (2020) identifies three

requirements that should be implemented by the teacher in order to make reflective journaling work in the classroom.

Trustworthiness: There should be a sense of safety between the student and the teacher. Students may feel worried about being judged when expressing their thoughts. The teacher should focus on understanding the student's reflection rather than evaluate it.

Clarity of Expectations: The purpose of the reflective journal should be clearly explained to the students. They need to understand the purpose behind doing reflective journaling, who will read their work, and how it will be used.

Quality of Feedback: The teacher's feedback must be focused on the student's thinking and reflection rather than correcting the issue itself. This helps students feel supported, safe, and encourages them to reflect more deeply.

➤ **Phases of Reflective Journaling**

Sanjaa (2020) emphasized on using structured journaling which is a type of reflective journaling based on specific prompts designed by the teacher according to the Gibbs' Reflective Cycle (1988). While Gibbs' model includes six stages, it can be simplified into three main phases to make it easier for learners to follow. Although these phases are presented in a general form, they can be applied to support learners' reflection on speaking activities and improve their oral performance.

➤ **Phase 1: Descriptive (The "What")**

This phase aligns with Gibbs' "Description." Students describe a learning experience or classroom activity and explain what happened. At this stage, the teacher acts as a scaffolder, where he helps learners express their ideas clearly, especially at early stages. The prompts utilized in this initial phase are designed to encourage basic recall of the speaking activity, requiring learners to identify the communication topic or classroom task to establish a descriptive baseline for deeper reflection.

➤ **Phase 2: Analytical (The "Why ")**

This phase combines Gibbs' Evaluation and Analysis, where students reflect on their difficulties and also identify the factors behind them. The purpose is to help learners become more aware of their learning process. In this phase, the teacher takes the role of a coach, where he guides reflection without focusing on correcting language errors. To achieve this, the framework relies on diagnostic prompts that target specific speaking components. These

include self-assessment prompts regarding the speaking components which are: fluency, accuracy, pronunciation, and vocabulary, alongside questions that track the factors behind them.

➤ **Phase 3: Action-Oriented (The “Now What”)**

This phase is connected to Gibbs’ Action Plan. Students decide what they will do differently in future tasks and plan simple goals for improvement. Here the teacher takes the role of a facilitator, he provides feedback or suggestions to help students turn their reflections into achievable goals. This phase is implemented through two distinct types of reflective prompts: autonomous goal-setting prompts where learners outline personal improvement strategies, and cooperative feedback prompts where students explicitly communicate their specific scaffolding and instructional needs to the teacher.

In general, By following this three-phase cycle, reflective journaling becomes a strategy that helps learners describe their experiences, reflect on their difficulties, and plan for improvement in an organized and clear way.

This figure simplifies the teacher’s role in the reflective journaling process in the classroom.

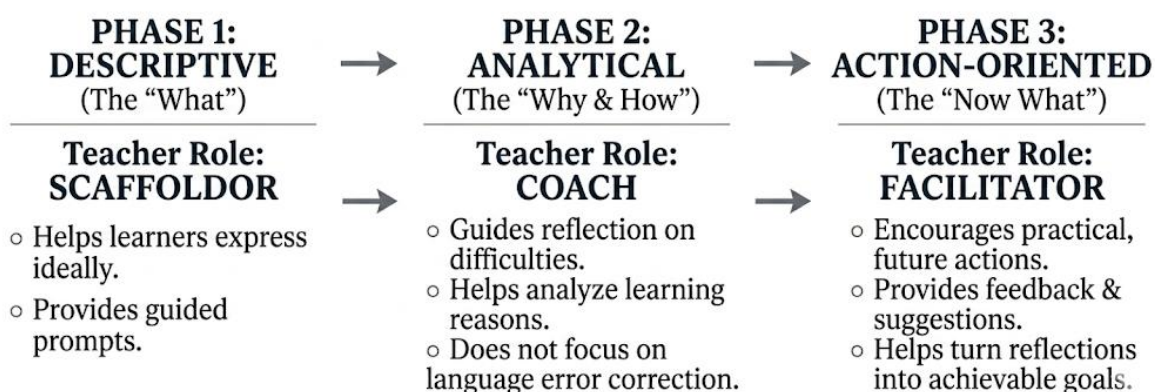


Figure 1.3: Teacher’s role in Reflective Journaling

1.9 Conclusion

This chapter reviewed the literature on speaking performance and reflective journaling in EFL contexts. It showed that speaking performance is essential for effective oral performance, yet Algerian middle school learners face multiple challenges: psychological, linguistic, pedagogical, institutional, and social that limit their participation and confidence in

speaking. The review also illustrated that modern instructional approaches, such as Communicative Language Teaching, Task-Based Language Teaching, Cooperative Learning, and Strategy-Based Instruction can support the development of speaking performance. Among these, reflective journaling stands out as an effective reflective strategy, supported by theories such as self-efficacy, experiential learning, and the reflective practice hypothesis.

However, several gaps remain. Most studies have been conducted outside the Algerian context and have focused on adult or university learners rather than middle school students. Furthermore, while much of the existing literature uses reflective journaling to track academic content, there is a significant lack of research focusing on reflective journaling as an instructional strategy specifically designed for the learners to become aware of their speaking challenges and how to improve them. In addition, few studies have specifically examined the impact of reflective journaling on speaking performance or explored learners' perceptions of this strategy. Moreover, there is limited research on the practical implementation of reflective journaling in EFL classrooms, particularly in terms of how teachers can guide students in using it effectively to develop speaking performance.

Ultimately, this study aims to address these gaps by investigating the effectiveness of reflective journaling in enhancing speaking performance among Algerian middle school EFL learners and exploring their perceptions of its use. The next chapter outlines the methodology, including the research design, participants, data collection methods, and analysis procedures.

Chapter Two: Research Methodology

Chapter Two: Research Methodology.....

2.1	Introduction.....
2.1.1	Research Approach.....
2.1.2	Type of Research.....
2.2	Research Design.....
2.3	Population and Sampling.....
2.3.1	Pupils' Profile.....
2.3.2	Teachers' Profile.....
2.4	Data Collection Tools.....
2.4.1	learners pre- and post Questionnaire.....
2.4.2	Classroom Observation.....
2.4.3	Teacher Interview.....
2.4.4	Reflective Journals.....
2.5	Data Analysis Methods.....
2.5.1	Quantitative Data Analysis Method.....
2.5.2	Qualitative Data Analysis Method.....
2.6	Limitations of the Study.....
2.7	Ethical Considerations.....
2.8	Conclusion.....

2.1 Introduction

As discussed in Chapter One, the current study aims to know to what extent reflective journaling as an instructional strategy is effective in developing speaking performance for EFL middle school learners in Algeria. In the previous chapter, we defined key terms and provided the theoretical framework on how this strategy would be applied by teachers in classrooms. Hence, this chapter introduces the reader to the research design, participant selection criteria, data collection methods, and data analysis techniques employed in the study used to answer the research questions and test research hypotheses.

2.1.1 Research Approach

The research approach refers to the general strategy or philosophical orientation that guides how data is collected and analyzed in order to answer the research questions whether they are qualitative, quantitative, or mixed methods. this research adopted a Mixed Method Approach, Where both quantitative and qualitative data are combined to investigate the effectiveness of reflective journaling as an instructional strategy for improving speaking performance among Algerian middle school EFL learners and to explore both learners' and teachers' perceptions of this strategy, So employing the Mixed Method Approach allowed the researcher to gain both numerical data and rich descriptive insights into how reflective journaling influences speaking development. This combination allows for triangulation, strengthens the validity of findings, and makes them more useful to teachers.

2.1.2 Type of Research

This research is classified under the action research type. It is defined as a type of research conducted by practitioners, such as teachers, with the aim of improving their own teaching practices and enhancing learners' outcomes. It involves the implementation of a specific instructional strategy in a real classroom setting, followed by observation of its effects.

Action research is carried out to address practical classroom problems and to bring about positive change through a systematic process of planning, acting, observing, and reflecting. It does not aim to generalize results to all contexts, but rather to provide insights into a specific educational situation.

Given the need to improve speaking performance among Algerian middle school EFL learners, the present study adopts an action research approach to implement reflective journaling as an instructional strategy and to examine its effectiveness in enhancing learners' speaking performance, as well as to explore learners' and teachers' perceptions of its use in the classroom.

The following table provides a clear overview of the use of action research in this research.

Aspect	General Definition	This Research
Definition	Improves a specific educational practice through intervention and reflection in a real classroom context.	Implements reflective journaling to enhance speaking performance among Algerian middle school EFL learners in an authentic classroom setting.
Purpose	To improve practice and understand how and why a strategy works.	To examine the effect of reflective journaling on speaking performance and explore learners' and teachers' perceptions of its use.
When used?	Used when a teacher seeks to solve a classroom problem or refine a specific teaching practice.	Addresses low speaking performance among middle school EFL learners via a classroom-based intervention.
Importance	Links theory to practice and generates practical solutions in real-world educational contexts.	Applies reflective journaling as a practical tool to boost speaking performance in Algerian EFL classrooms, offering actionable insights for teaching.

Table 2.1: Justification of using an Action Research type in this study

2.2 Research Design

An embedded mixed-methods design was used in this research. It is a type of design where one form of data (quantitative or qualitative) is dominant, while the other plays a supportive role to provide a deeper understanding of the research problem. Here quantitative data were prioritized, whereas qualitative data were used to complement and explain the results.

The reason for choosing the embedded design is that it allows the researcher to measure the effectiveness of reflective journaling as an instructional strategy. It also enables exploration of learners' perceptions and classroom behaviors in depth. Creswell (2014) explains that embedded designs are specifically useful when a researcher aims to support quantitative results with qualitative insights to understand a phenomenon on a deeply. quantitative data were collected through pre- and post-questionnaires to view if there was changes in learners' speaking performance before and after the implementation of reflective journaling. Meanwhile, qualitative data were gathered through guided reflective journals, classroom observation, and teacher interviews to provide insights into learners' experiences during the intervention.

This design allows for triangulation of data and strengthens the validity of the findings. It also helps the researcher connect measurable improvement in speaking performance with learners' actual classroom behaviors and personal reflections. Therefore, the embedded mixed methods design provides a comprehensive and coherent understanding of how reflective journaling influences speaking performance among Algerian middle school EFL learners.

2.3 Population and Sampling

This study implemented purposive, convenience, and voluntary sampling techniques. According to Cohen et al. (2018), purposive sampling is a non-probability sampling technique in which the researcher selects participants based on specific characteristics relevant to the study, while convenience sampling refers to selecting participants who are easily accessible to the researcher and willing to take part in the study. Voluntary sampling refers to a technique in which participants choose to take part in the study willingly after being invited. The participants were selected from middle school EFL learners based on their availability and relevance to the research context. This exact sample was chosen from a naturally existing classroom, where the intervention was conducted. This sampling method permitted the researcher to work within a real educational setting and collect data from participants who were directly involved in the implementation of reflective journaling. Teachers who participated in the interviews were included through voluntary sampling, where they agreed to share their perspectives on the use of reflective journaling.

2.3.1 Pupils' Profile

This study, focusing on EFL learners in Algerian middle schools, combined purposive and convenience sampling to select participants. As the selected sample is a small group of ten (10) middle school EFL learners at “Academy 22” Private School in Sidi Bel Abbes, including middle school learners aged between 13 and 15 years old, it may not reflect the full national diversity of EFL learners in Algeria and the results may not be generalizable to the entire Algerian EFL context. The sample was easy to access and available, as permission to conduct the study was granted in the institution, and the researcher acted as the instructor during the intervention.

Furthermore, the sample of this research may appear limited, but it is an acceptable and justifiable size for this type of research, which aims to identify trends and does not aim to generalize results, which is commonly used in EFL studies. The nature of this research requires classroom observation, intervention, and the administration of pre- and post-questionnaires, which are best managed within a small group to ensure depth of understanding and rich qualitative data. Also managing a small group of young learners is more effective when implementing reflective journaling strategy, where it allows better monitoring of participation and engagement.

Finally, purposive sampling ensured that the participants were representative of middle school learners with a pre-intermediate level of English proficiency in the Algerian EFL context, making them appropriate for examining the early development of speaking performance through reflective journaling.

2.3.2 Teachers' Profile

A total of eight 8 EFL teachers participated in the research through voluntary response sampling. The sample included middle school teachers from different schools who have experience in teaching English especially in communication and speaking activities. The data were collected through semi-structured interviews, which were conducted face-to-face with teachers who agreed to be a part of this research.

The participants were selected based on their availability and willingness to take part in the study, also their experience in teaching speaking skills. The interviews were conducted on a flexible manner to allow teachers to express their opinions and experiences on the use of reflective journaling in improving learners' speaking performance in EFL.

At the end, it is important to mention that this sample may not fully represent all Algerian EFL teachers. But the inclusion of teachers from different schools provides valuable qualitative insights and enhances the depth and relevance of the findings.

The table below provides an overview of the sampling techniques adopted in this research.

Sampling Technique	Applied To	Description	Purpose in This Study
Purposive & Convenience (combined)	Middle school EFL learners (13)	Selected first-year EFL learners based on their relevance to the study and accessibility in the intervention classroom.	To align with research objectives while enabling practical classroom implementation.
Voluntary Response	EFL teachers (8)	Teachers from various schools who voluntarily participated in face-to-face interviews to share perspectives.	Gathers diverse teacher insights on reflective journaling's role in enhancing speaking performance.

Table 2.2: Overview of Sampling Techniques Adopted in This Research

2.4 Data Collection Tools

The researcher used multiple data collection tools to gather information from both learners and teachers in order to investigate to what extent reflective journaling as an instructional strategy improves speaking performance among Algerian middle school EFL learners. Each tool was selected purposefully, aiming to answer the research questions and test the research hypotheses, as well as to provide a deeper understanding of learners' and teachers' perceptions of the strategy.

2.4.1 Learners pre- and post-Questionnaire

The first tool is the pre- and post-questionnaire, where Creswell (2014) considers it an essential research tool in mixed-method and experimental designs to measure change in participants' attitudes and perceptions after an intervention. The researcher in this study could not include a control group due to time constraints and the unavailability of an additional group in the institution where access was granted. However, Dörnyei (2007) argues that

small-scale interventions with a limited number of participants remain valuable for action research, especially in under-researched contexts such as Algerian middle school EFL classrooms.

The results of the pre- and post-questionnaires were used to test the first hypothesis, which predicted that reflective journaling improves learners' speaking performance among Algerian middle school EFL learners and the third hypothesis, which assumes that Algerian middle school EFL learners perceive reflective journaling as a helpful strategy for enhancing their speaking performance. This tool was implemented through three main stages:

First, a pre-questionnaire was administered at the beginning of the first session in order to identify learners' initial level of speaking performance. The items were designed by the researcher and adapted to the learners' level, focusing more on speaking performance components (fluency, accuracy, vocabulary, pronunciation) in the classroom. The researcher provided clarifications in the learners' native language (Arabic) where necessary.

Second, there was a treatment or a set of training sessions through which the reflective journaling strategy was implemented. The researcher conducted a total of 4 sessions of intervention using this strategy after each speaking activity.

Finally, a post-questionnaire was administered at the end of the fourth session in order to measure any changes in learners' speaking performance after the intervention. The post-questionnaire included the same items as the pre-questionnaire to allow direct comparison of results. In addition, it included one open-ended question aimed at exploring learners' perceptions of reflective journaling and its effectiveness in improving their speaking performance. Participants were encouraged to express their thoughts in English language with the help of the teacher if it is needed. The questionnaires were self-designed by the researcher and are included in (the appendices).

❖ Questionnaire Structure

The following table presents the structure of the learners' pre- and post-questionnaire used in this study. It includes background information, closed-ended items, and both multiple-choice and open-ended questions.

A. Background Information

Item	Question	Response Type
1	What is your gender?	☐ Male ☐ Female
2	What is your age?	—

B. Closed-ended Items questions

Both the pre-questionnaire and post-questionnaire include the same structured items to measure changes in students' speaking performance and attitudes. Responses are based on a three-point Likert scale:

Scale: Always / Sometimes / Never

Item No.	Question (Statement)	Purpose of the Item (revised)
3	I feel confident when I speak English in class.	Measures confidence, which supports greater speaking fluency and willingness to participate.
4	I feel nervous when I speak English in front of the class.	Assesses speaking anxiety, which may hinder fluency and participation in oral tasks.
5	I enjoy speaking English in class.	Measures motivation to speak, which encourages more frequent practice and thus improves fluency, vocabulary, and pronunciation.
6	I try to speak English even if I make mistakes.	Assesses willingness to take risks, which promotes fluency and expanded vocabulary use.
7	I can speak without stopping too much.	Measures fluency in speaking.
8	I can use different English words when I speak.	Assesses vocabulary use in speaking.

Item No.	Question (Statement)	Purpose of the Item (revised)
9	I can make correct sentences when I speak.	Assesses grammatical accuracy in speaking.
10	My pronunciation is clear when I speak.	Assesses pronunciation in speaking.
11	I feel I am improving my speaking skills.	Measures self-perceived progress.

C. Multiple choice question

Item No.	Question	Options	Purpose
12	What are the hardest things for you when speaking English?	Finding the right words / Making correct sentences / Pronouncing words correctly / Speaking without stopping / Feeling shy / Other:	To identify learners' main speaking difficulties.

D. Post-questionnaire (Open-ended Item only)

Item No.	Question	Purpose
13	How did reflective journaling help you improve your speaking?	To explore learners' perceptions of reflective journaling and its effectiveness in improving their speaking performance.

Table 2.3: Description of Learners' Pre- and Post- Questionnaire.

2.4.2 Classroom Observation

Classroom observation is a systematic and organized method of data collection in which researchers record and interpret teaching and learning behaviors within a natural classroom environment (ARY *et al.*, 2010).

The reason behind choosing this tool is to complement the other data collection tools by providing deeper insights into what occurs in the classroom during reflective journaling sessions. It helps connect questionnaire results with actual classroom practices, Patton (2002) pointed out that direct observation enables researchers to capture behaviors and interactions that may not be fully expressed through self-reported data.

This research studies the effect of reflective journaling on learners' speaking performance, the researcher employed semi-structured observation to assess the effectiveness of this strategy in the classroom. Semi-structured observation adopted a rating checklist Adapted from Richards & Schmidt (2002) Rubric with open-ended note-taking, to allow flexibility in recording both predefined and emerging behaviors. To ensure accuracy and minimize bias, the researcher recorded observations in a field diary immediately following each session, using the predefined checklist to maintain consistency across the four weeks.

The researcher acted as a participant observer, observing learners during the implementation of guided reflective journaling while being actively involved in the teaching process. The focus was mainly on learners' performance components throughout the four sessions, capturing behaviors both during the initial baseline phase and following the implementation of the reflective journaling strategy.

The following table provides an overview of the checklist to evaluate speaking performance.

Level	Accuracy	Vocabulary	Fluency	Pronunciation
5	Very few errors; clear sentences	Wide range, natural, precise	Smooth, no long pauses	Very clear
4	Small mistakes; mostly correct	Good range, suitable	Mostly smooth, short pauses	Clear
3	Many simple errors; basic sentences	Simple, limited, repetitive	Slow, clear pauses, hesitation	Sometimes clear
2	Constant errors; broken sentences	Very limited, misses basics	Many long pauses; fragmented	Often unclear
1	No correct sentences;	Insufficient for task	Very hesitant; stops frequently	Mostly/completely unclear

Level	Accuracy	Vocabulary	Fluency	Pronunciation
	unclear meaning			

Table 2.4: EFL Speaking Performance Rubric Adapted from Richards & Schmidt (2002)

2.4.3 Teacher Interview

The third data collection tool used in this study is the teacher interview. It is defined as a qualitative research instrument that enables the researcher to gather in-depth information about participants' perceptions, beliefs, and experiences (Dörnyei, 2007). In this study, a semi-structured interview format was adopted in order to ensure focus on the research objectives while allowing flexibility in teachers' responses.

The interviews were conducted face-to-face with a total of eight (8) middle school EFL teachers. Each interview lasted approximately 5 to 10 minutes depending on participants' availability and the depth of their responses. The interview questions were prepared in advance by the researcher and consisted of open-ended questions designed to explore teachers' perceptions of structured reflective journaling, its importance in developing learners' speaking performance, and its usefulness as a pedagogical strategy in EFL classrooms. Teachers were also asked whether they had implemented similar reflective practices in their teaching.

The interviews were audio-recorded using a mobile phone in order to ensure accuracy of data collection. The recorded responses were then reviewed and summarized by the researcher for analysis. a sample of the teachers interview transcript can be found in Appendix.

The table below provides an overview of the teacher interview questions and their purposes.

Question No.	Interview Question	Purpose
Q1	How important do you think speaking performance is in learning English as a foreign language?	To explore teachers' views on the importance of speaking performance in EFL learning.
Q2	What difficulties do students usually face when speaking English in the classroom?	To identify challenges learners face in speaking performance.

Question No.	Interview Question	Purpose
Q3	What teaching strategies or activities do you use to help students improve their speaking performance?	To examine the strategies used by teachers to enhance speaking performance.
Q4	Do you think reflective journaling can help students in their speaking performance in EFL? Why or why not?	To explore teachers' perceptions of reflective journaling as a strategy.
Q5	Have you used reflective journaling before in enhancing speaking performance? If yes, how did you implement it?	To investigate teachers' prior experience with reflective practices.

Table 2.5: Description of Teacher Interview Questions

By triangulating data from learners' questionnaires, classroom observation, and teacher interviews, this study provides a comprehensive understanding of the effectiveness of reflective journaling in enhancing speaking performance among Algerian middle school EFL learners. This approach links theoretical assumptions to actual classroom practices and offers practical insights for EFL teaching.

The table below provides an overview of the data collection tools used in this research and their purposes.

Tool	Type	Purpose
Pre/Post Questionnaire	Quantitative	To measure changes in learners' speaking performance before and after the intervention.
Classroom Observation	Qualitative	To observe learners' speaking performance (accuracy, fluency, vocabulary, pronunciation) in the classroom.
Teacher Interview	Qualitative	To explore teachers' perceptions of reflective journaling and its usefulness in improving EFL learners' speaking performance

Table 2.6: Overview of Tools Used and Their Purpose in This Research

2.4.4 Reflective Journals

The reflective journals used in this study were designed by the researcher and implemented during the intervention with middle school EFL learners. Their design was based on Gibbs' Reflective Cycle (1988), as adapted by Sanjaa (2020), which was previously presented in the literature review and organizes reflection into three stages: description, analysis, and action.

The study adopted structured reflective journaling, where the learners responded to the same guided prompts after each speaking activity across four sessions. This guaranteed consistency and allowed comparison of learners' progress over time. The prompts guided learners through the three phases of reflection: describing their speaking performance, analyzing their difficulties and their causes, and suggesting simple actions for future improvement.

As presented in the literature review, The teacher's role followed three stages: as a scaffolder at the beginning to explain and support understanding of the prompts, as a coach during reflection to guide learners without focusing on correction, and as a facilitator in the final stage to help learners turn reflections into improvement goals.

The prompts were written in simple English appropriate to learners' level, and clarification was provided when necessary to ensure understanding. The final prompt also allows learners to express the type of support they need from the teacher, enabling the teacher to better respond to their learning needs. The actual samples of the participants' completed journals across the sessions are provided in the Appendix.

This table demonstrates the three phases of implementing structured reflective journaling by using prompts according to Gibbs' Reflective Cycle (1988) adopted by (Sanjaa), it is detailed in Section 1.8 of the literature review, transitioning the model from a theoretical classroom framework into a concrete diagnostic tool.

Category	Prompt
Description	- What did you speak about in today's lesson?
Analysis	- Did you speak without stopping today or did you stop a lot when speaking? Why? - Did you find the words you needed, or did you stop because you didn't know

Category	Prompt
	some words? Which words? - Did you make correct sentences when speaking today or did you make mistakes? Give an example. - Was your pronunciation clear today or were some words difficult to say? Give an example. - What are the biggest problems you faced in speaking today (speaking smoothly, finding words, making sentences, or pronunciation)
Action	- Next time, what will you try to improve in your speaking (speaking smoothly, using words, making sentences, or pronunciation)? How will you do it? - How can the teacher help you improve your speaking next time? Note: The prompt “Did you try to apply your previous improvement plan? If yes, how?” was added from the second session onwards to follow up learners’ progress.

Table 2.7: Reflective Journal Prompts Used in the Study

2.5 Data Analysis Methods

The researcher adopted an embedded mixed-method design, in which qualitative data were embedded within a primarily quantitative framework to provide a comprehensive understanding of the effect of guided reflective journaling on learners’ speaking confidence.

2.5.1 Quantitative Data Analysis Method

The quantitative data were collected from both the pre and post-questionnaires, and analyzed using descriptive statistics. This method involves summarizing numerical data using percentages, tables, or comparisons in order to identify changes in learners’ speaking performance before and after the intervention. The analysis focused on comparing learners’ responses across the two questionnaires to measure progress.

2.5.2 Qualitative Data Analysis Method

The qualitative data collected from classroom observation, and teacher interviews were analyzed using thematic analysis. This process involved three steps: first, organizing and reading the data, second, identifying recurring patterns and themes related to speaking performance and third, interpreting these themes in relation to the research questions. This exact method helped provide a deeper understanding of learners' experiences during the intervention. In addition, the reflective journal prompts were analyzed using both descriptive and thematic approaches. Descriptive analysis was used to summarize observable or recurring features in learners' responses, while thematic analysis was used to identify and interpret patterns and meanings related to speaking development.

2.6 Limitations of the Study

There were several limitations in this study. First, there was an insufficient number of participants. At first, ten learners took part in the pre- and post-test questionnaires, but only eight participants completed the whole process because some of them were absent in some sessions. Second, there were four sessions only because of time constraints; therefore, more reliable results could be obtained after more sessions. Third, there was no control group included in the experiment, making it difficult to isolate the effect of guided reflective journaling from other factors. Fourth, the researcher was involved in the teaching process at the same time, which created difficulties in organizing the process of instruction, observation, and collection of information. Finally, the research was carried out in a private institution, which can limit the transferability of results since it would be more useful to conduct the research in public institutions and among a wider range of participants. However, the researcher faced difficulties to conduct the study in public institutions; the access was restricted due to administrative requirements. Nevertheless, the study provided valuable insights into the use of guided reflective journaling on speaking performance among Algerian EFL learners.

2.7 Ethical Considerations

Ethical considerations refer to guidelines and rules that should be followed to ensure that research activities are carried out professionally and in a manner that do not harm the participants, researchers, and the community. Such include autonomy, beneficence, and justice. It is not only a rule or requirement but also forms part of the essence of good and

credible research activity. Their main aim is to protect the privacy of participants and also ensure credibility of the research. In this case, the researcher considered ethical considerations to ensure that the research remains credible. Firstly, the researcher obtained formal approval from the Department of English and the administration of the Academy 22 Private School before conducting the research. In addition, parental consent was obtained, as the participants were minors. Participants were also made aware of the reasons for the research and the voluntary nature of their participation. Secondly, confidentiality was ensured as the names of the participants were replaced with numbers in the course of analyzing the results of the study. Furthermore, reflective prompts were developed in a way that was appropriate for learners of that age in terms of culture and context. Finally, all the information acquired during the study was utilized for academic purposes only.

2.8 Conclusion

Overall, this chapter has highlighted the methodological procedures used in this study to collect and analyze data. The methodology was chosen based on scientific research practices to ensure coherence and structure. Issues related to ethics have been handled by obtaining necessary approvals, ensuring anonymity of participants, and limiting the usage of information only for research purposes. Despite having some limitations such as a small number of participants, no control group, limited time frame, and researcher duality, all these issues have been addressed using an appropriate model of action research as well as different techniques of collecting data. The combination of both qualitative and quantitative approaches in this study makes it possible to achieve its objectives and offer useful insights for EFL teaching and future research.

Chapter Three: Data Analysis and Interpretation and some Recommendations

Chapter Three: Data Analysis and Interpretation of and Some Recommendations.....

3.1	Introduction.....
3.2	Analysis and Interpretation of Learners' Pre- and Post-Questionnaire.....
3.2.1	Analysis of Learners' Pre- and Post-Questionnaire.....
3.2.2	Interpretation of the Learners' Pre- and Post-Questionnaire Results.....
3.3	Analysis and interpretation of Learners' reflective journals.....
3.3.1	Analysis of Learners' reflective journals.....
3.3.2	Interpretation of Learners' reflective journals.....
3.4	Analysis and interpretation of Classroom Observation.....
3.4.1	Analysis and interpretation of Classroom Observation.....
3.4.2	Interpretation of Classroom Observation.....
3.5	Analysis and Interpretation of Teachers' Interviews.....
3.6	Future Recommendations.....
3.7	Future Research directions.....
3.8	Conclusion.....

3.1 Introduction

In the previous chapter, we presented the data collection tools and the procedures followed to gather the data. The present chapter is devoted to the analysis and interpretation of the data collected through the different research tools used in this study. It relies on appropriate techniques to interpret the findings in a clear and meaningful way. This chapter is divided into two main parts: the first part is for the analysis and interpretation of the collected data, while the second part provides suggestions and recommendations to be taken into consideration for teachers and future research.

3.2 Analysis and Interpretation of Learners' Pre- and Post-Questionnaire

The learners' pre- and post-questionnaire were designed to measure changes in learners' speaking performance before and after the implementation of structured reflective journaling. The same structured questionnaire was administered twice, at the beginning of the intervention with pre-questionnaire and then at the end with post-questionnaire to allow direct comparison of results.

The questionnaire consisted mainly of 11 closed-ended items based on a three-point Likert scale (Always / Sometimes / Never) to collect quantitative data. In addition, it included one multiple-choice question aimed at identifying learners' main speaking difficulties. The post-questionnaire included an additional open-ended question which intended to explore learners' perceptions of reflective journaling. The quantitative data were analyzed using descriptive statistics, while the qualitative responses from the open-ended question were analyzed thematically. This combination permitted for a comprehensive understanding of both measurable changes and learners' personal experiences.

3.2.1 Analysis of Learners' Pre- and Post-Questionnaire

Based on students' answers to **item 1** and **item 2** of the questionnaire, the table below presents the demographic information of the participants involved in the study.

Demographic	Details
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Age Range	13-15 years
Gender Distribution	6 females, 4 males
Total Participants	10 EFL learners

Table 3.1: Background Characteristics of Participants Involved in the Study

Item 3: “I feel confident when I speak English in class”

This item focuses on learners’ EFL speaking confidence in class. As revealed in the figure below, in the pre-questionnaire, 60% of learners selected ‘always’, 40% selected ‘sometimes’, and no one selected ‘never’. Besides, in the post-questionnaire, 80% selected ‘always’, 20% selected ‘sometimes’ and again no one selected ‘never’. This shows an improvement in learners’ speaking confidence after the intervention.

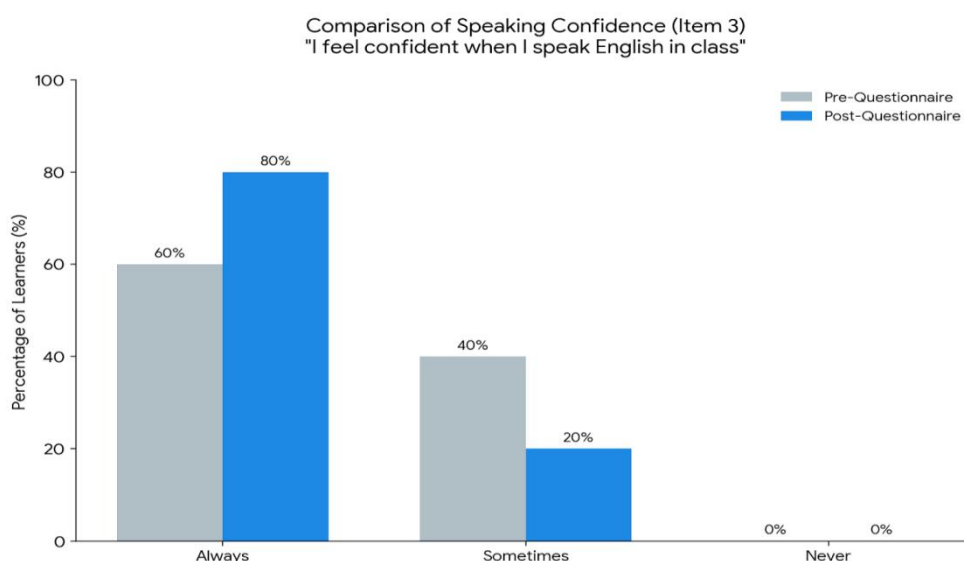


Figure 3.1 Pre- and Post-Questionnaire Results for Speaking Confidence

Item 4: “I feel nervous when I speak English in front of the class.”

This item measures learners’ speaking anxiety during oral participation in English lessons. In pre-questionnaire responses, no student selected ‘always’, 30% selected ‘sometimes’, and 70% selected ‘never’. In post-questionnaire responses; again no one selected ‘always’, 10% selected ‘sometimes’, and 90% selected ‘never’.

These results show a reduction in speaking anxiety, with more learners reporting “never” after the intervention as shown in the figure below.

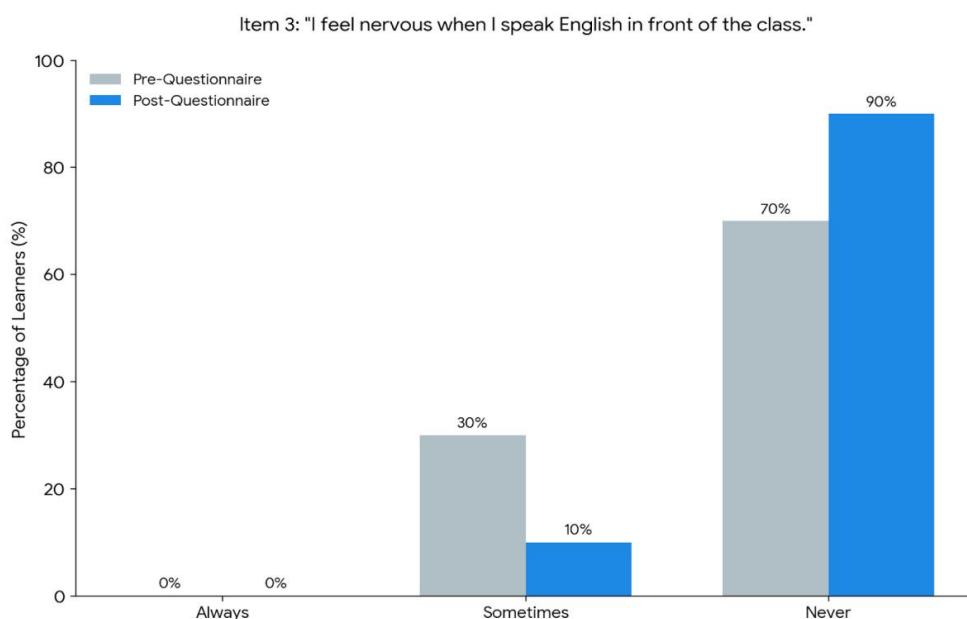


Figure 3.2 Pre- and Post-Questionnaire Results for Speaking Anxiety in English Class

Item 5: “I enjoy speaking English in class.”

This item measures learners’ motivation to speak in the classroom, which helps in increasing speaking performance. In pre-questionnaire responses, 100% of learners selected ‘always’. The same percentage was reported in the post-questionnaire responses where all learners again answered with ‘always’.

This shows that all learners enjoyed speaking English in class both before and after the intervention, reflecting a consistently high level of motivation.

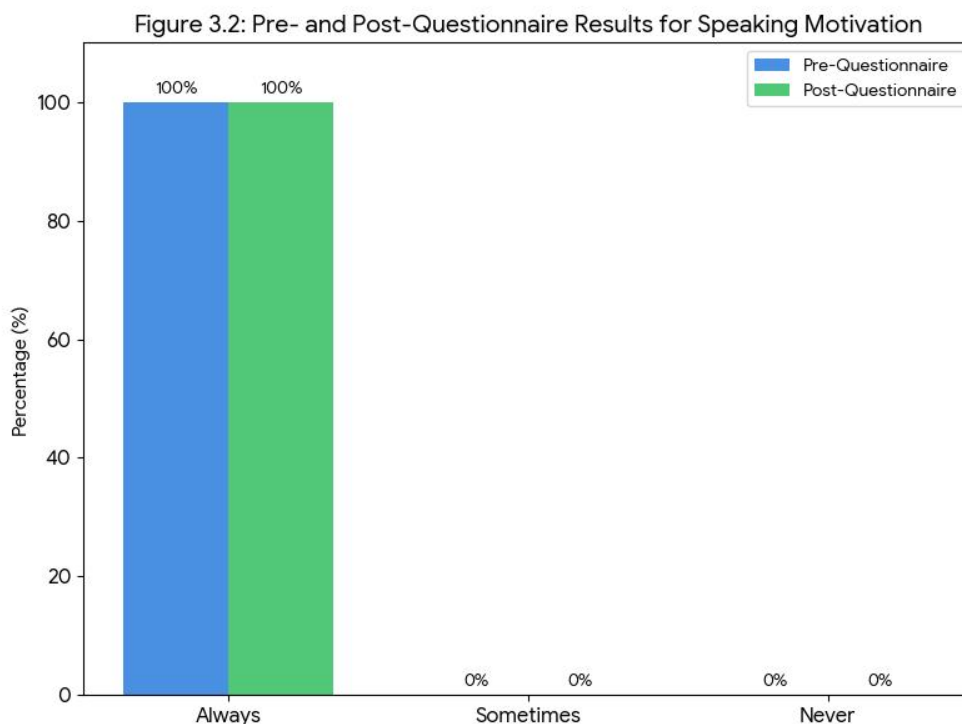


Figure 3.3: Pre- and Post-Questionnaire Results for Speaking Motivation in English Class

Item 6: “I try to speak English even if I make mistakes.”

This item evaluates learners’ willingness to take risks while speaking in the classroom which could influence fluency and the use of a range of vocabulary in speaking performance.

In pre-questionnaire responses, 40% of learners selected ‘always’, 60% selected ‘sometimes’, and no participant selected ‘never’. In post-questionnaire responses, 90% selected ‘always’, 10% chose ‘sometimes’.

These results demonstrate an improvement in learners’ willingness to speak English regardless of making mistakes after the intervention as illustrated below.

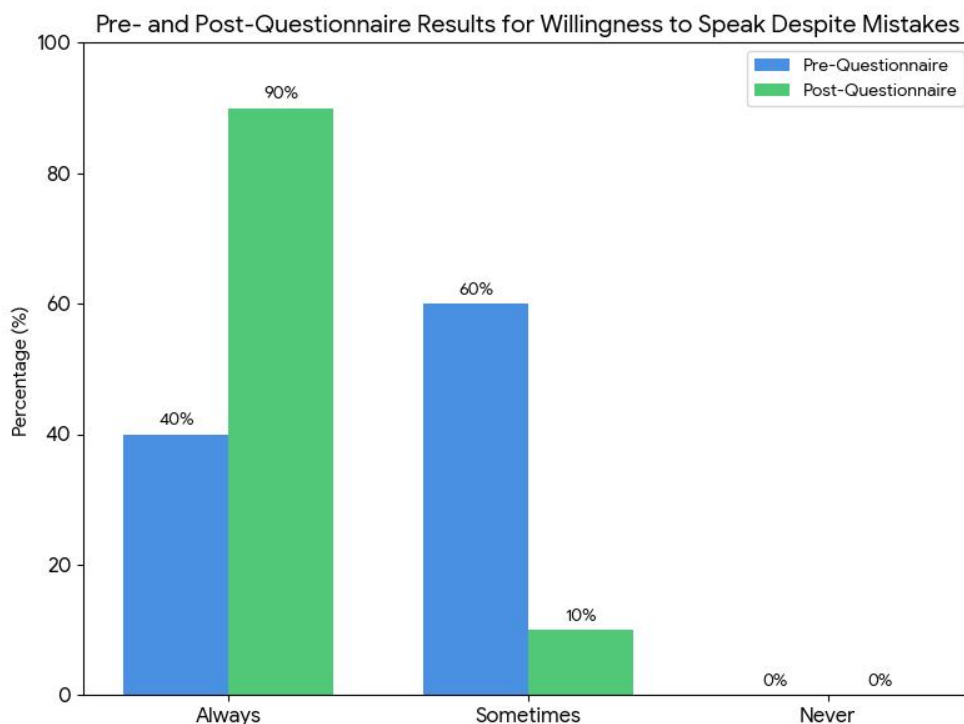


Figure 3.4 Pre- and Post-Questionnaire Results for Willingness to Speak Despite Mistakes

Item 7: “I can speak without stopping too much.”

This item measures learners’ fluency in speaking English. In pre-questionnaire responses, 20% of learners selected ‘always’, 70% selected ‘sometimes’, and 10% selected ‘never’. In post-questionnaire responses, however, 40% selected ‘always’, 60% selected ‘sometimes’, and no student picked ‘never’.

These results indicate an improvement in learners’ speaking fluency after the intervention.

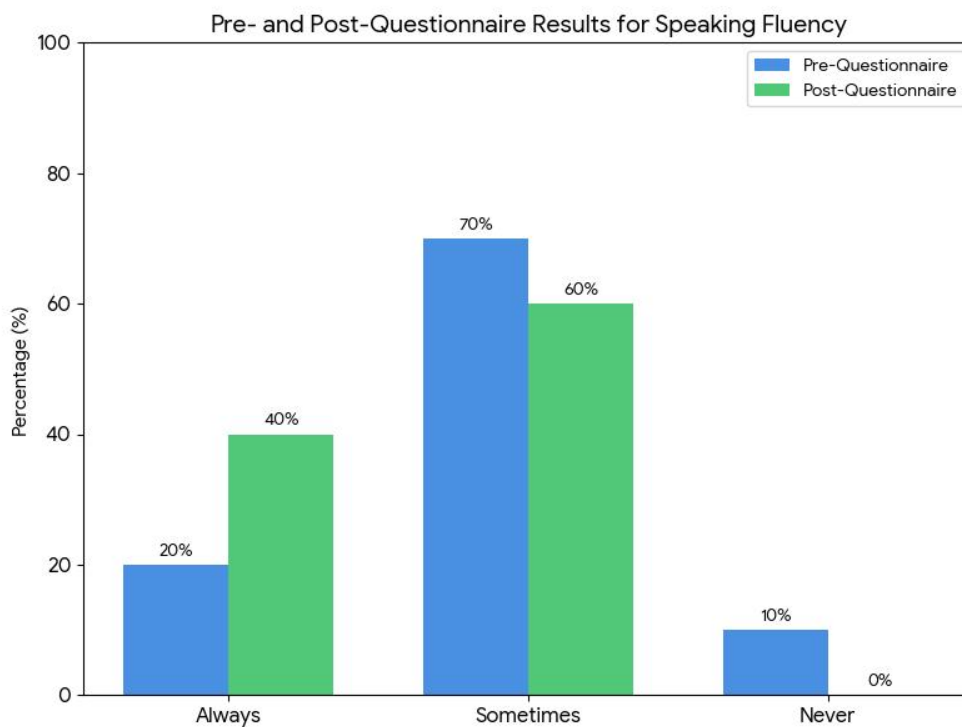


Figure 3.5: Pre- and Post-Questionnaire Results for Speaking Fluency

Item 8: “I can use different English words when I speak.”

This item assesses learners’ vocabulary use during speaking activities. In pre-questionnaire responses, 20% of learners selected ‘always’, 70% selected ‘sometimes’, and 10% selected ‘never’. In post-questionnaire responses, 40% selected ‘always’, 60% selected ‘sometimes’.

These results show a slight improvement in learners’ use of vocabulary while speaking English after the intervention.

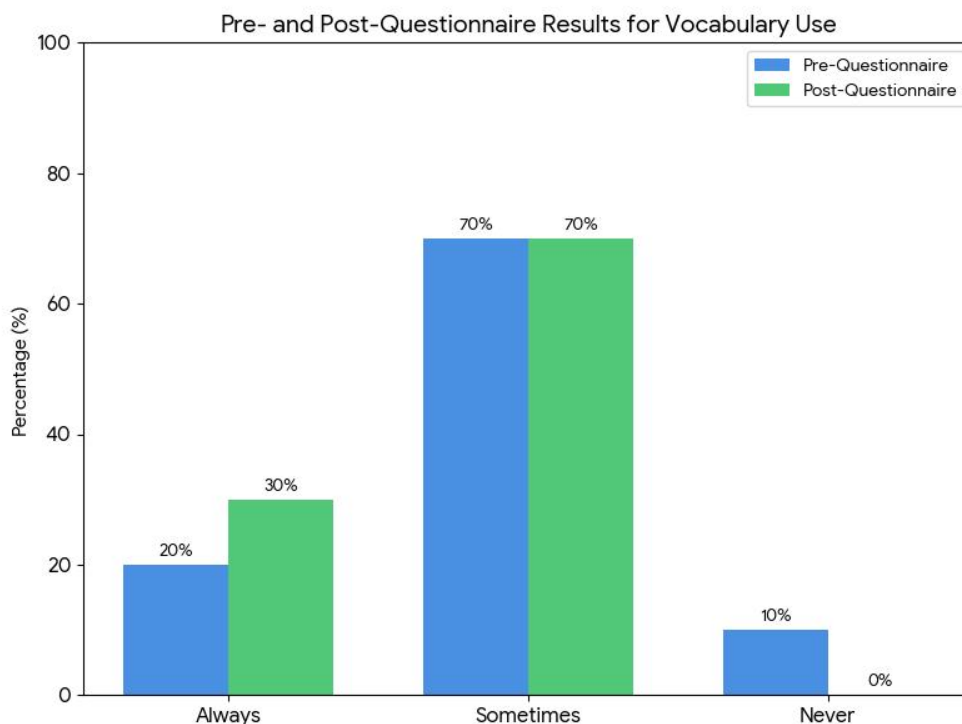


Figure 3.6 Pre- and Post-Questionnaire Results for Vocabulary Use in Speaking

Item 9: “I can make correct sentences when I speak.”

This item assesses learners’ grammatical accuracy during speaking activities. In pre-questionnaire responses, 40% of learners selected ‘always’ while 60% selected ‘sometimes’. In post-questionnaire responses, however, 70% selected ‘always’, and 30% picked ‘sometimes’.

These results indicate an improvement in learners’ grammatical accuracy in speaking after the intervention.

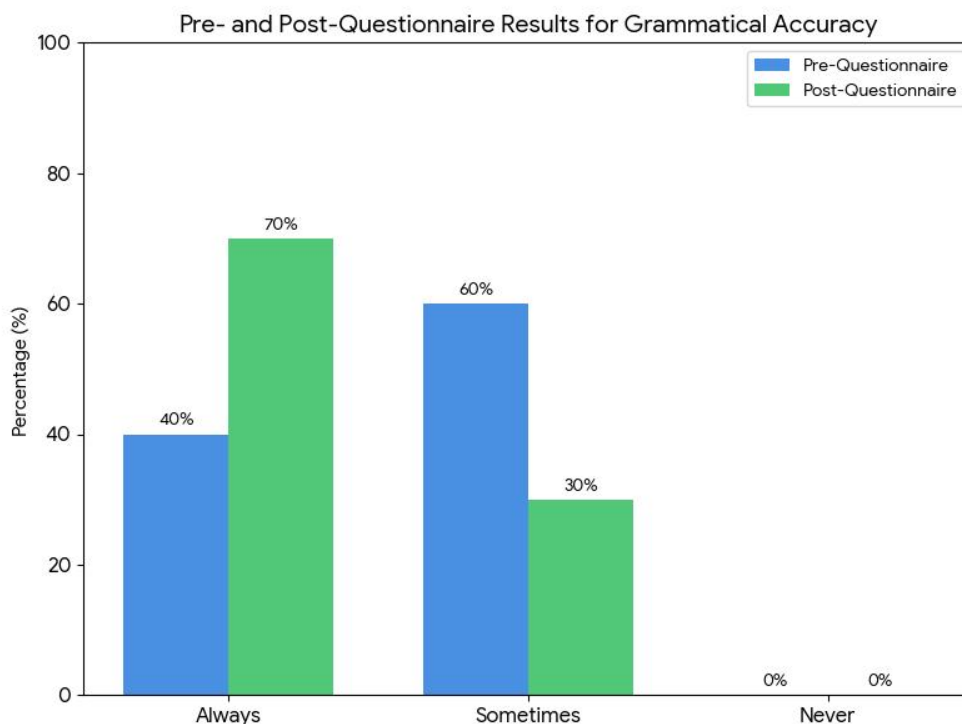


Figure 3.7 Pre- and Post-Questionnaire Results for Grammatical Accuracy in Speaking

Item 10: “My pronunciation is clear when I speak.”

This item assesses learners’ pronunciation during speaking activities. In pre-questionnaire responses, 60% of learners selected ‘always’, 20% selected ‘sometimes’, and 20% selected ‘never’. In post-questionnaire responses, 80% selected ‘always’, 20% selected ‘sometimes’.

These results show an improvement in learners’ pronunciation after the intervention as indicated in the figure that follows.

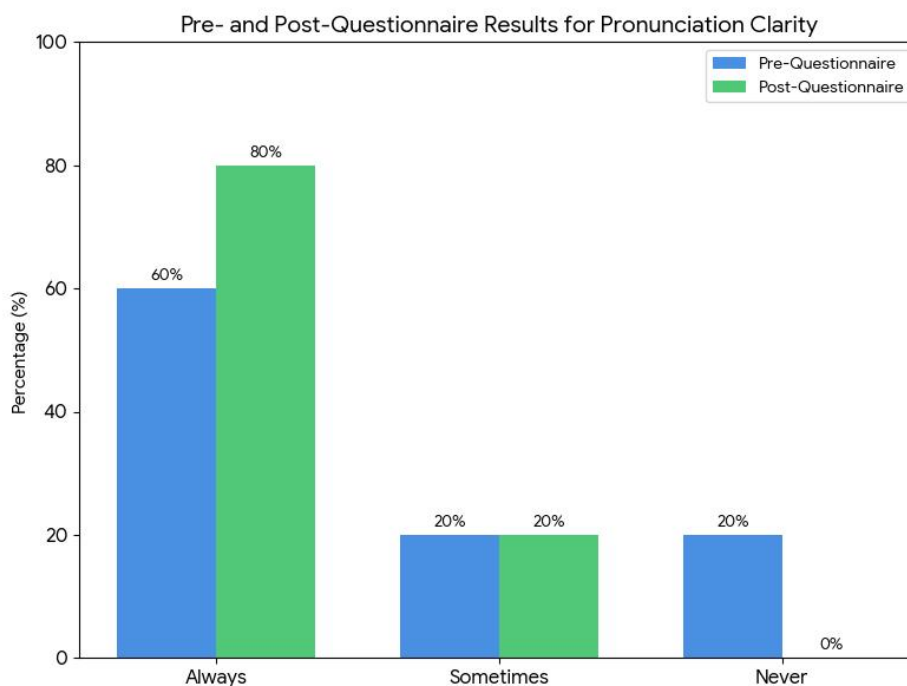


Figure 3.8: Pre- and Post-Questionnaire Results for Pronunciation in Speaking

Item 11: “I feel I am improving my speaking skills.”

This item measures learners’ self-perceived progress in speaking English. In pre-questionnaire responses, 70% of learners selected ‘always’ while 30% picked ‘sometimes’. In post-questionnaire responses, 90% selected ‘always’, 10% selected ‘sometimes’.

These results indicate an improvement in learners’ perception of their speaking progress after the intervention.

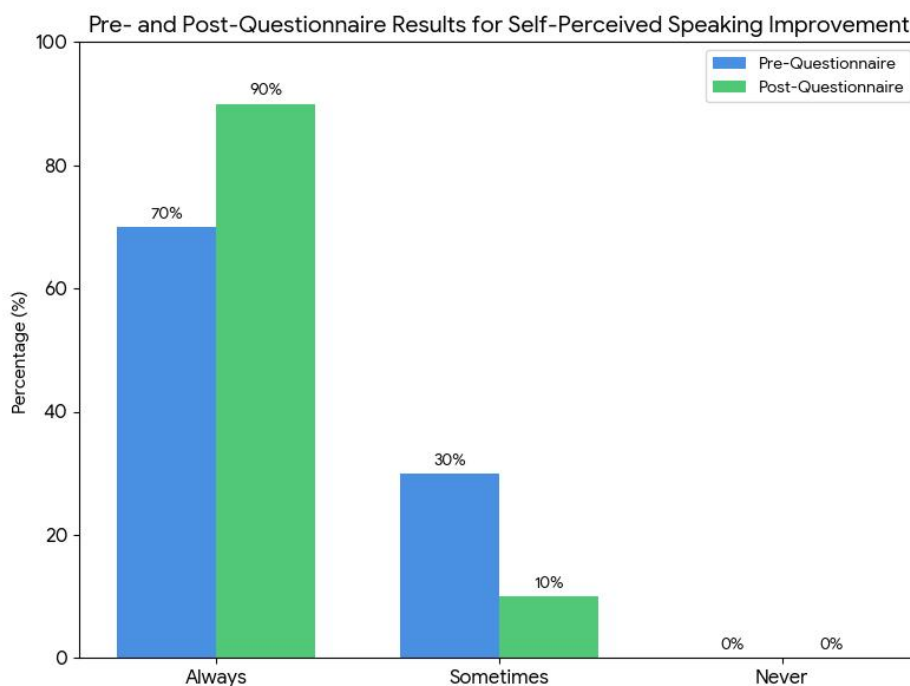


Figure 3.9 Pre- and Post-Questionnaire Results for Self-Perceived Speaking Improvement

Item 12: “What are the hardest things for you when speaking English?”

This item identifies learners’ main speaking difficulties in English. In Table 3.2, learners reported difficulties mainly related to pronunciation, vocabulary retrieval, and speaking fluently without stopping. In the post-questionnaire, difficulties related to pronunciation and finding the right words decreased more than speaking without stopping. Also, fewer learners reported feeling shy or embarrassed when speaking English. Overall, these results suggest an improvement in some aspects of learners’ oral performance after the intervention.

The following table presents the main speaking difficulties reported by learners in the pre- and post-questionnaires before and after the implementation of reflective journaling.

Speaking Difficulty	Pre (n)	Post (n)
Finding the right words	5	3
Pronouncing words correctly	5	2

Speaking Difficulty	Pre (n)	Post (n)
Speaking without stopping	3	2
Feeling shy or embarrassed	2	1
Total responses	15	8

Table 3.2: Learners' Speaking Difficulties in Pre- and Post-Questionnaires

Item 13: “How did reflective journaling help you improve your speaking?”

This open-ended item explores learners' perceptions of the impact of reflective journaling on their speaking development. Learners' responses were generally simple and direct, aligned with their language level. Most learners stated that journaling helped them become more aware of their speaking mistakes and improve their performance. Some learners mentioned increased confidence and reduced shyness when speaking English. Others reported that it encouraged them to speak more and try to correct their mistakes. Overall, learners' responses prove that reflective journaling helped raise awareness of speaking difficulties and improved confidence in oral performance in English.

To better understand the impact of reflective journaling on speaking performance, students reflections were categorized into distinct themes, with illustrative examples provided in Table 3.3 below.

Theme	Examples of Learners' Responses
Awareness of mistakes	I know my mistakes now.
Improved speaking	I speak better.
Confidence	I am not very shy now.
More practice	I try to speak more. I speak more in class.

Theme	Examples of Learners' Responses
Correcting mistakes	I try not to do my mistakes.

Table 3.3: Themes and examples from Learners' Responses on the Effect of Reflective Journaling on Speaking

3.2.2 Interpretation of the Learners' Pre- and Post-Questionnaire Results

The interpretation is organized based on the structure of the questionnaire, starting with the background information, closed-ended items, then the multiple-choice item, and finally, the open-ended question.

A. Background Information Interpretation

This section reveals that the participants were EFL learners whose age between 13 to 15 years old. The gender distribution was relatively balanced. This age group of learners is still developing their English speaking skills. The participants were an appropriate sample to study the effect of structured reflective journaling on the development of the components of speaking performance. It should also be noted that participant attendance was not fully stable across all sessions, which may have slightly influenced the consistency of the results.

b. Closed-Ended Questions Interpretation

The closed-ended items were designed mainly to examine changes in learners' speaking performance. But the questionnaire also consisted of items related to oral participation, speaking confidence, anxiety, and self-perceived progress, which were used to understand better how these components develop and are influenced during the learning process. On the whole, the results show a positive change in learners' speaking performance after the implementation of structured reflective journaling.

The obvious improvement was in the grammatical accuracy and oral participation. Learners showed their ability to produce correct sentences and a stronger willingness to speak in class than before, even when they might make mistakes. This increased participation is important due to the fact that it creates more opportunities for speaking practice, which can support improvement in all speaking components.

Improvement in fluency here was moderate. Learners reported fewer pauses and hesitations when speaking in post- questionnaire, this could point out that they were gradually becoming more comfortable expressing their ideas in English language. This improvement seems connected to changes in psychological factors like reduced speaking anxiety and increased confidence.

Vocabulary use and pronunciation displayed slight improvement. Learners seemed more aware of their language difficulties and tried to improve their word choice and pronunciation during speaking activities. Although improvement was slight, reflective journaling may have helped learners notice their mistakes and reflect on how to correct them in future speaking activities. Besides, the items that are related to confidence and anxiety also support these findings, learners reported feeling more confident and less nervous when speaking English, which likely helped to increase more the fluency component. Learners reported progress in their speaking ability after the intervention, which illustrates growing awareness of their improvement over time.

In general, the results indicate that reflective journaling influenced all four speaking components and have helped reduce speaking anxiety and fear of making mistakes. In addition, learners' motivation to speak and participate in English may have supported the effectiveness of the intervention.

c. Multiple Choice Question Interpretation

The multiple-choice item provided deeper insight into the speaking components learners found most difficult during oral communication. The findings reveal that difficulties related to pronunciation and vocabulary retrieval decreased after the implementation of reflective journaling, which may indicate greater awareness of language use during speaking activities. In contrast, speaking fluently without stopping remained difficult despite some improvement. The reason may be because fluency is a complex speaking component that relies on several factors like vocabulary retrieval, confidence, and more speaking practice. The decline in shyness also indicates that learners became more comfortable participating in oral activities, which may be the cause why there was an improvement in speaking performance.

d. Open-Ended Question Interpretation Responses to the open-ended question showed that learners thought that reflective journaling was helpful in developing their speaking

performance. Most learners reported that journaling helped them notice their mistakes and become better speakers. There were also some learners who stated that journaling made them practice their oral performance more frequently and try to correct any mistakes while talking orally. Thus, these results confirm that reflective journaling played a positive role in the improvement of the components of speaking performance.

These findings support the first and third hypotheses, indicating that reflective journaling was effective in improving learners' speaking performance components and was perceived positively by learners as a helpful strategy for developing their speaking skills.

3.3 Analysis and Interpretation of Learners' Reflective Journals

The reflective journals used in this study were designed to explore Algerian EFL learners' speaking performance throughout the intervention. They were based on Gibbs' Reflective Cycle (1988), as adapted by Sanjaa (2020) in Section 1.8 of the literature review, which structures reflection into three stages: description, analysis, and action. The structured journals were completed across four speaking sessions. Each journal consisted of the same guided prompts distributed. The description stage included a prompt that served as a foundational topic-recognition tool designed to encourage basic recall and establish a descriptive baseline of the communicative task. The analysis stage included five prompts functioning as explicit diagnostic tools to target the core components specifically fluency, vocabulary retrieval, accuracy, and pronunciation components alongside questions tracking the factors that affect them. And the action stage included two prompts related to future improvement which were operationalized through autonomous goal-setting prompts for personal improvement, a cooperative feedback prompt to communicate student scaffolding needs to the teacher, and a tracking prompt to monitor ongoing self-regulation. The aim of this section is to analyze and interpret learners' reflective journals in relation to the main components of speaking performance, namely fluency, vocabulary use, grammatical accuracy, and pronunciation. The data were analyzed using both descriptive statistics and thematic analysis. Descriptive analysis was used to summarize the frequency of learners' responses, while thematic analysis was used to identify and group responses into key categories.

3.3.1 Analysis of Learners' Reflective Journals

This section presents the analysis of learners' reflective journals across the four sessions. The analysis is organized according to the three stages of the reflective process.

a. Description stage Analysis:

Prompt 1: "What did you speak about in today's lesson?"

This prompt aimed to identify whether learners were able to recognize and describe the main topic discussed during each speaking activity. The speaking activities implemented over the four sessions were open discussions, they were level- and age-appropriate topics. The first session focused on daily routines, the second on hobbies, the third on future dreams, and the final on travel and culture. After each session, learners were asked to describe the topic they had discussed during the speaking activity.

The table below presents an overview of the speaking journal sessions, including the speaking topic discussed and examples of learners' responses.

Session	Topic	Examples of learners' responses
1	Daily routines	"We talked about daily routines." "We spoke about what we do every day."
2	Hobbies	"We talked about hobbies." "We talked about the things we like doing in our free time."
3	Future dreams	"We talked about our future dreams." "We spoke about what we want to be in the future." "We talked about our future jobs and dreams."
4	Travel and culture	"We talked about travel." "We talked about different cultures." "We spoke about countries and traditions."

Table 3.4: Examples of Learners' Responses about the topics discussed across the Four Sessions

In general, learners could identify the main topic discussed in each speaking session. All their responses were short and direct, mostly focused on naming the topic of discussion rather than providing detailed descriptions of the speaking activity. Most learners gave similar responses in the whole the four sessions, with only slight variation in wording. A slight development was also noticed in the third and fourth sessions, where some learners provided more complete responses compared to the sessions before.

b. Analysis stage analysis :

Prompt 2: “Did you speak without stopping today or did you stop a lot when speaking? Why?”

The table below presents the main themes identified in learners’ responses regarding their speaking fluency across the four speaking sessions.

Theme	Session 1	Session 2	Session 3	Session 4	Example of Learners’ Responses
Vocabulary limitations	4 learners reported stopping because they lacked vocabulary	3 learners mentioned difficulty finding words	3 learners still mentioned vocabulary problems	2 learners reported vocabulary difficulties	“I didn’t know some words.” / “I forgot some words.” / “I stopped because I don’t know the word.”
Hesitation and thinking time	2 learners paused to think about what to say	2 learners reported hesitation	1 learner mentioned this difficulty	1 learner reported hesitation	“I was thinking what to say next.” / “I think before speaking.” / “I didn’t know what to say.”

Theme	Session 1	Session 2	Session 3	Session 4	Example of Learners' Responses
Shyness and nervousness	2 learners reported feeling shy while speaking	2 learners mentioned nervousness	1 learner reported shyness	Was not mentioned	"I was shy." / "I hesitated." / "I was nervous when speaking."
Speaking smoothly	2 learners reported speaking without many pauses	3 learners reported smoother speaking	4 learners reported improved fluency	5 learners reported speaking more smoothly	"I spoke without stopping." / "I spoke easily." / "I did not stop a lot."

Table 3.5: Themes Identified in Learners' Responses Related to Speaking Fluency

This prompt intended to explore learners' speaking fluency and identify the main reasons behind pauses or interruptions during speaking activity which was discussion. As illustrated in the table above, vocabulary limitations were the most reported difficulty across the four sessions, although the number of learners reporting this problem gradually decreased over time. Hesitation, thinking time, and feelings of shyness or nervousness were also mentioned, mainly during the earlier sessions. On the other hand, the number of learners who reported speaking smoothly increased compared to the sessions before. In general, the responses indicate a gradual improvement in learners' speaking fluency and confidence throughout the intervention.

Prompt 3: Did you find the words you needed, or did you stop because you didn't know some words? Which words?

This prompt aimed to investigate the vocabulary component of learners' speaking performance and their ability to find appropriate words while speaking.

The table below presents learners' responses on their ability to retrieve vocabulary during speaking activities across the four sessions.

Response	Session 1	Session 2	Session 3	Session 4
Found the words needed	4 learners	5 learners	5 learners	6 learners
Did not find the words then stopped	6 learners	5 learners	4 learners	2 learners

Table 3.6: Learners' Ability to Find Appropriate Vocabulary across the Four Sessions

In the table above, we see that several learners reported vocabulary difficulties, especially during the first and second sessions. Learners here mentioned the words they did not know during the speaking activity (discussion), few students mentioned them in Arabic because they did not remember their English equivalents after speaking. The reported difficulties included daily routine vocabulary such as get ready, get dressed, have brunch, household chores, and get rest; hobbies vocabulary such as diving, skateboarding, instrument, and playing chess; future jobs vocabulary such as engineer, programmer, career, and scientist; and travel and culture vocabulary such as tourist, foreign country, destination, and travel abroad. A slight improvement was observed in the later sessions, as more learners reported being able to find the required words more easily when speaking.

Prompt 4: Did you make correct sentences when speaking today or did you make mistakes? Give an example.

This prompt aimed to investigate the grammatical accuracy component of learners' speaking performance and identify whether learners were able to produce correct sentences or experienced difficulties with sentence construction during the speaking activities.

The table below presents the main themes and examples identified in learners' responses regarding grammatical accuracy across the four speaking sessions.

Theme	Session 1	Session 2	Session 3	Session 4	Examples of Learners' Responses
Grammar and conjugation mistakes	5 learners reported grammar mistakes	4 learners reported grammar mistakes	3 learners reported grammar mistakes	0 learners reported grammar mistakes	"He go to school." / "She want to be a tecaher." / "I play football yesterday."
Difficulties with irregular verbs	2 learners reported difficulties	2 learners reported difficulties	2 learners reported difficulty	1 learner reported difficulty	"I comed." / "I eated." / "I buyed clothes."
Producing mostly correct sentences	2 learners reported producing mostly correct sentences	4 learners reported producing mostly correct sentences	4 learners reported producing mostly correct sentences	7 learners reported producing mostly correct sentences	"I think my sentence was correct." / "I spoke with simple correct sentences."

Table 3.7: Learners' Reported Grammatical Difficulties across the Four Speaking Sessions

As shown in the table above, several learners reported making grammar mistakes, particularly during the first and second sessions. The most common difficulties were related to subject-verb agreement and verb conjugation, in addition to confusion with irregular verb forms, as some learners produced forms such as *comed*, *eated*, and *buyed*. In the third and fourth sessions, fewer learners reported general grammar mistakes, although one learner still mentioned difficulties with irregular verbs in the final session. At the same time, more learners responded with being able to produce mostly correct sentences using simple sentence structures. Generally, the findings suggest a slight improvement in learners' grammatical accuracy throughout the speaking sessions.

Prompt 5: Was your pronunciation clear today or were some words difficult to say? Give an example.

This prompt aimed to investigate learners' pronunciation during speaking activities and identify whether learners were able to pronounce words clearly or experienced pronunciation difficulties across the four sessions.

The table below presents the main pronunciation difficulties reported by learners during the four speaking sessions.

Theme	Session 1	Session 2	Session 3	Session 4	Examples of Learners' Responses
Difficulty pronouncing some words	7 learners reported pronunciation difficulties	6 learners reported pronunciation difficulties	5 learners reported pronunciation difficulties	3 learners reported pronunciation difficulties	"comfortable", "opportunity", "architecture", "restaurant", "culture"
Clear or understandable pronunciation	3 learners reported clear pronunciation	3 learners reported clear pronunciation	4 learners reported understandable pronunciation	5 learners reported mostly clear pronunciation	"My pronunciation was good."

Table 3.8: Learners' Reported Pronunciation Difficulties across the Four Speaking Sessions

The table demonstrates that several learners reported difficulties pronouncing certain English words, especially during the first and second sessions. The reported difficulties were mainly related to longer or unfamiliar words such as comfortable, architecture, restaurant, and culture. But in the later sessions, fewer learners reported pronunciation difficulties, while more learners stated that their pronunciation was clear and understandable. Generally, the findings indicate a slight improvement in learners' pronunciation throughout the speaking sessions.

Prompt 6: What are the biggest problems you faced in speaking today (speaking smoothly, finding words, making sentences, or pronunciation)?

This prompt aimed to identify the main speaking difficulties experienced by learners during speaking activities, focusing on fluency, vocabulary retrieval, sentence formation, and pronunciation.

The table below presents learners' reported speaking difficulties across the four speaking sessions.

Theme (skill)	Session 1	Session 2	Session 3	Session 4
Finding words (vocabulary)	5 learners	5 learners	4 learners	3 learners
Speaking smoothly (fluency)	4 learners	4 learners	4 learners	3 learners
Pronunciation	4 learners	3 learners	3 learners	2 learners
Making sentences (grammar)	2 learners	3 learners	2 learners	2 learners

Table 3.9: Learners' Reported Main Speaking Difficulties across Four Sessions

The table shows the most commonly reported difficulty was finding the right words, especially in the first sessions. Many learners also reported difficulties in speaking smoothly, mainly due to hesitation and thinking time. Pronunciation was also frequently mentioned as a main difficulty, particularly with longer and unfamiliar words. Some learners also reported difficulties in forming correct sentences. The findings suggest that vocabulary retrieval, fluency, and pronunciation were the main challenges affecting learners' speaking performance across the four sessions.

c. Action stage analysis

Prompt 7: Next time, what will you try to improve in your speaking (speaking smoothly, using words, making sentences, or pronunciation)? How will you do it?

This prompt aimed to explore learners' future improvement intentions in speaking; focusing on the aspects they planned to develop.

The table below shows what learners want to improve in the next speaking sessions.

Component learners wanted to improve	Session 1	Session 2	Session 3	Session 4
Speaking smoothly	4 learners	4 learners	3 learners	3 learners
Using words	3 learners	3 learners	3 learners	2 learners
Pronunciation	2 learners	2 learners	2 learners	2 learners
Making sentences	1 learner	1 learner	1 learner	1 learner

Table 3.10: Learners' Prioritized Speaking Components for Future Improvement

The table below presents the common strategies repeatedly reported by learners to improve their speaking performance across the four sessions.

Theme	Common strategies reported by learners
Improving fluency	I practice speaking more , I try not to stop, I try not to stop and be brave,I practice speaking with my friends, I watch Youtube videos, i prepare words of next lessons
Improving vocabulary	Revising vocabulary, I learn new words, I memorise words, I write words in notebook, I read books
Improving pronunciation	I repeat difficult words, I repeat after the teacher, I listen and repeat, practicing at home
Improving grammar and sentence formation	I revise grammar lessons

Table 3.11: Common Improvement Strategies Reported by Learners

The findings indicate that fluency and vocabulary were the most prioritized speaking components in the whole four sessions, whereas pronunciation and grammar were not that considered by learners. Learners also reported several simple improvement strategies, such as practicing speaking more, revising vocabulary, repeating difficult words after the teacher, and reading texts. Generally, the findings reveal that learners showed awareness of their speaking difficulties and proposed practical strategies for future improvement.

Prompt 8: How can the teacher help you improve your speaking next time?

This prompt aimed to identify the types of teacher support learners believed could help improve their speaking performance in future speaking activities.

The table below presents the common suggestions reported by learners regarding teacher support during speaking activities.

Theme	Common suggestions reported by learners
Vocabulary help	Teaching new words before speaking discussion, revising vocabulary, explaining words in English
Speaking practice	Speaking more in class, practicing dialogues, giving opportunities to speak more
Pronunciation help	Correcting pronunciation, repeating difficult words, providing pronunciation practice
Classroom practice	Using games, group work, classroom discussions, reading texts, giving feedback and compliments
Practice at home	Giving homework, giving preparations for the next lesson

Table 3.12: Common Suggestions Reported by Learners Regarding Teacher Support

The table illustrates that learners expected practical classroom support, especially through vocabulary revision, pronunciation correction, and increased speaking practice during activities. Some learners also proposed games, discussions, and giving feedback as helpful

ways to participate more comfortably in class. Besides, other students recommended homework and reading activities to continue practicing outside the classroom. Overall, the findings highlight the importance learners placed on teacher guidance and classroom interaction in supporting speaking development.

The prompt 9: “Did you try to apply your previous improvement plan? If yes, how?”

This prompt aimed to explore whether learners attempted to apply their previous improvement strategies during the following speaking sessions.

The table below presents examples of the improvement strategies learners reported applying across Sessions 2, 3, and 4.

Improvement Area	Most Commonly Reported Strategies Across Sessions 2–4
Fluency	I speak more in class / I try not to stop / I speak with friends in class / I try to talk more / I watch English videos / I prepare my lessons
Vocabulary	I revise vocabulary / I learn new words / I write words in notebooks / I memorize words / I read books and short texts
Pronunciation	I repeat difficult words / I listen and repeat / I repeat after the teacher / I practice at home
Grammar and sentence formation	I revise grammar lessons / I make correct sentences

Table 3.13: Learners’ Reported Application of Previous Improvement Strategies

Most learners reported applying their previous improvement plans across Sessions 2, 3, and 4. Eight learners reported applying their strategies in Session 2, while all learners reported applying them in Sessions 3 and 4.

3.3.2 Interpretation of Learners’ Reflective Journals

According to the findings, the learners primarily faced difficulties in the components of vocabulary and fluency across the four sessions. Vocabulary limitations frequently caused

hesitations and pauses, showing a direct link between limited lexical knowledge and fluency. Pronunciation issues were connected to unfamiliar words, while grammar difficulties involved basic verb forms. Also, psychological factors like shyness and nervousness negatively affected fluency in the early stages. However, a gradual improvement in lexical retrieval and fluency happened over time. This development may be due to the reflective journaling strategy, which acted as a central mediating tool by helping learners recognize their difficulties, engage in autonomous goal-setting, communicate their instructional needs to the teacher, and apply practical improvement strategies. Most importantly, the structured journals acted as an immediate diagnostic tool, forcing the middle school learners to identify the factors behind the difficulties found in their speaking components. Through their entries, the students formulated their own autonomous improvement plans, such as committing to practice targeted words at home, revising lessons before class to improve their speaking components. At the same time, the researcher used the data from the prompt of "How can the teacher help you improve your speaking next time?" as a weekly pedagogical guide. So, by listening directly to the instructional needs that were stated by the students, such as giving range of lesson-relevant vocabulary before any speaking activity, interactive games, dialogues, group work, and pronunciation drills, the researcher systematically adjusted her lesson plans. In general, this provided the exact structural tools required to transform the learners' private reflections into measurable, accurate oral performance growth during classroom speaking tasks. These findings support the first hypothesis, indicating that reflective journaling was effective in improving speaking performance components, particularly fluency, vocabulary, pronunciation, and grammatical accuracy among Algerian EFL middle school learners.

3.4 Analysis and Interpretation of Classroom Observation

This section presents the analysis and interpretation of the classroom observation, the purpose of this was to examine changes in EFL Algerian learners' speaking performance across the four sessions and to identify the impact of reflective journaling on their speaking components fluency, vocabulary use, grammatical accuracy, and pronunciation. The observation data were analyzed thematically, using the four speaking performance components in Richards and Schmidt's (2002) rubric as the main analytical framework. The rubric consisted of five performance levels ranging from Level 1 (very low performance) to Level 5 (very high performance), which guided the interpretation of learners' speaking performance in each session.

3.4.1 Analysis of Classroom Observation

This section presents the analysis of the classroom observation conducted across the four speaking sessions. The analysis is based on Richards and Schmidt's (2002) speaking performance rubric.

Session 1: It is the pre-intervention observation before the implementation of reflective journaling.

The table below presents the observed levels of learners' speaking performance across the four components during Session 1.

Component	Observed Level	Observation
Accuracy	Level 2–3	Shows simple grammatical mistakes, while a few learners were able to form correct sentences.
Vocabulary	Level 2–3	Several learners used repetitive vocabulary, while others used appropriate words.
Fluency	Level 2–3	Most learners hesitated and paused frequently while speaking, although a few spoke more smoothly.
Pronunciation	Level 2–3	Some learners had difficulty pronouncing unfamiliar words, while others could pronounce them correctly.

Table 3.14: Session 1 Observation of Learners' Speaking Performance

The observation shows that learners generally performed at Level 2–3 across all speaking components. Accuracy and vocabulary were limited, with frequent grammatical mistakes and repetitive word use, and many hesitations in fluency.

Session 2:

The table below presents the observed levels of learners' speaking performance across the four components during Session 2.

Component	Level	Observation
Accuracy	Level 2–3	Students still make simple grammar mistakes, but a few can form correct sentences.
Vocabulary	Level 2–3	Students use basic words and sometimes repeat the same words.
Fluency	Level 2–3	Many students still stop and hesitate while speaking, but a few speak a little more smoothly.
Pronunciation	Level 2–3	Some students find it hard to pronounce new words; others are understandable.

Table 3.15: Session 2 Observation of Learners' Speaking Performance

Learners here also performed at Level 2 and 3 in all speaking components just like the first session. Most learners had difficulty with fluency and vocabulary, it was appeared in hesitation, pauses, and limited word use. A slight improvement appears in fluency for some learners, but vocabulary and pronunciation difficulties remain. Grammar is still basic, followed by simple sentence errors.

Session 3:

The table below presents the observed levels of learners' speaking performance across the four components during Session 3.

Component	Level	Observation
Accuracy	Level	Most learners are able to make simple correct sentences, even

Component	Level	Observation
	3–4	though some of them still make grammar errors.
Vocabulary	Level 3	learners use appropriate words, but some repeat the same vocabulary.
Fluency	Level 3	It is smoother than before, some hesitations and pauses still remain.
Pronunciation	Level 3	Most students pronunciation is clear, and some struggle with new unfamiliar words.

Table 3.16: Session 3 Observation of Learners' Speaking Performance

The observation shows a gradual improvement in learners' speaking performance during Session 3. Learners became more able to form correct sentences and speak with better fluency, although some vocabulary limitations and pronunciation difficulties were still observed.

Session 4: The table below presents the observed levels of learners' speaking performance across the four components during Session 4.

Component	Level	Observation
Accuracy	Level 4	Most students speak with correct sentences and make fewer grammar errors.
Vocabulary	Level 3	Students choose appropriate and new words, even though some repetition still occurs.
Fluency	Level 3	it is still smoother, but hesitations and pauses remain.
Pronunciation	Level 4	Most students pronounce words clearly .

Table 3.17: Session 4 Observation of Learners' Speaking Performance

The observation in this Session demonstrates an obvious improvement in learners' speaking performance compared to the previous sessions. Most learners showed better grammatical accuracy and clearer pronunciation, whereas fluency and vocabulary also slightly enhanced despite some remaining hesitation and repetitive word use.

3.4.2 Interpretation of Classroom Observation

The classroom observation illustrates that learners' speaking performance improved by degrees across the four sessions. The most obvious progress was in grammatical accuracy and pronunciation, whereas fluency and vocabulary improved more slowly. This may indicate that with time learners became more familiar and comfortable with the speaking tasks, but still needed more lexical knowledge and speaking practice to speak smoothly and comfortably. Classroom observation also shows that learners participated more actively in the later sessions, which may reflect increased confidence and classroom engagement during the implementation of reflective journaling strategy. This finding supports the research question, indicating that reflective journaling was effective in enhancing learners' speaking performance over time.

3.5 Analysis and Interpretation of Teachers' Interviews

The teacher interviews were analyzed using thematic analysis. The data collected from eight (8) middle school EFL Algerian teachers with audio-recorded using a mobile phone and was carefully reviewed and grouped into common themes based on their responses.

The table below summarizes the main themes identified from the teachers' interviews.

Theme	Description
Theme 1	Importance of speaking performance in EFL
Theme 2	Difficulties learners face in speaking English

Theme	Description
Theme 3	Teaching strategies
Theme 4	Perception of reflective journaling
Theme 5	Experience with reflective journaling

Table 3.18: Themes Identified from Teachers' Interviews

Theme 1: Importance of Speaking Performance

All teachers had the agreement that speaking performance is highly important in EFL because it allows learners to communicate, express their ideas, and participate actively in the classroom. Several teachers explained that speaking is considered as a proof of language development, it reflects learners' ability to use vocabulary, grammar, pronunciation together in real communication. Some teachers also emphasised that good speaking performance helps learners gain self-confidence through expressing their personalities, opinions, and identities more freely when using English. Also, a number of teachers claimed that improvement in speaking performance can impact learners' motivation and willingness to participate and learn more in a positive way, since learners become more comfortable using the language orally. In general, the results show that speaking performance is not only a linguistic skill, but also an important means of communication and self-expression in EFL classrooms.

Theme 2: Difficulties Learners Face in Speaking English

All teachers agreed completely that learners face certain difficulties when speaking English in the classroom. Most teachers emphasized psychological factors such as fear of making mistakes, fear of peer judgment, shyness, and foreign language anxiety, which often reduce learners' participation in speaking tasks. Several teachers also referred to linguistic difficulties including limited vocabulary, pronunciation, and grammar. Some teachers highlighted that learners often switch to Arabic when they cannot express themselves clearly in English which is also a linguistic difficulty that is called language interference. A few teachers connected these difficulties to contextual factors like limited speaking practice, and teacher-centered

instruction, which may reduce learners' speaking opportunities. In general, the findings suggest that learners' speaking difficulties result from the interaction of psychological, linguistic, and classroom-related factors that affect their speaking performance.

Theme 3: Teaching Strategies Used to Improve Speaking Performance

All teachers stated using strategies to improve learners' speaking performance. Most of them reported that implementing interactive activities such as games, role-plays, pair work, and group discussions helps create a more engaging and less stressful environment for speaking. Several teachers also mentioned techniques such as reading aloud, presentations, and questioning to encourage learners to speak and activate their language knowledge. Some teachers emphasized on the importance of giving positive feedback, encouraging learners, and reducing overcorrection to help them feel more comfortable when speaking. A few teachers also stated using learner-centered approaches where learners choose topics of interest. In general, the findings indicate that communicative and supportive classroom strategies are critical in improving learners' speaking performance.

Theme 4: Teachers' Perceptions of Reflective Journaling

Most teachers reported that reflective journaling can develop learners' speaking performance. They demonstrated that it helps learners reflect on their speaking experience, and become aware of their strengths and weaknesses. Some have reported that it might reduce foreign language anxiety and encourage learners to participate more in speaking tasks. Some teachers also stated that reflective journaling can help learners organize their ideas, and prepare for speaking tasks effectively. Meanwhile, two teachers mentioned that they were not familiar with this strategy but they both agreed that it is interesting and could improve the speaking performance. To conclude, the findings suggest that reflective journaling is viewed as a useful strategy for supporting learners' speaking performance development.

Theme 5: Experience with Reflective Journaling

Only a small number of teachers which are three out of eight reported using reflective journaling in their teaching practice. Those who used it explained that they applied it in a simple and unstructured way, mainly to help learners review lessons or reflect on language learning. Some of them used guided prompts and followed them with oral discussion to encourage learners to express their ideas more easily. But the remaining teachers reported that

they had not used reflective journaling before, although they showed interest in trying it in the future. Overall, the findings indicate that reflective journaling is not a common strategy among Algerian EFL teachers, but they perceived it as a flexible instructional strategy that can be adapted to support learners' speaking performance.

These findings help answer the research question by indicating that teachers generally perceive reflective journaling as an effective strategy for enhancing learners' speaking performance.

3.6 Future Recommendations

- Teachers should integrate reflective journaling regularly into speaking activities.
- Teachers ought to provide continuous guidance, feedback, and speaking opportunities during reflective journaling sessions.
- Interactive classroom activities like discussions, pair work, and group work have to accompany reflective journaling to support oral participation.
- Learners should be encouraged to reflect on their speaking difficulties and apply simple improvement strategies independently.
- Schools should provide supportive classroom environments that encourage speaking practice and learner participation.
- Teachers should use reflective journals that are appealing with colors and captivating design according to their age and level.

3.7 Future Research Directions

- Conduct reflective journaling as an instructional strategy with larger samples and longer intervention periods.
- Use control and experimental groups for more accurate comparison of results.
- Investigate the long-term impact of reflective journaling on speaking performance development.
- Explore the effectiveness of reflective journaling with other educational levels such as primary school, secondary school, or university students.

- Explore the effectiveness of reflective journaling on other language skills like writing, reading, and listening.
- Conduct larger scale studies consisting of learners from different schools and educational contexts.

3.8 Conclusion

This chapter have analyzed and interpreted the data collected through questionnaires, reflective journals, classroom observation, and teachers' interviews. The findings revealed a gradual improvement in learners' speaking performance after the implementation of reflective journaling in all the components of speaking: fluency, vocabulary, pronunciation, and accuracy, alongwith reducing Anxiety. Vocabulary and fluency components remained the most common difficulties, although some progress was observed across the sessions. The results also revealed that reflective journaling helped learners become more aware of their speaking difficulties and encouraged them to implement simple improvement strategies during the speaking activity which was group discussion. Both teachers and learners viewed reflective journaling as a useful strategy that could support speaking performance development. The findings emphasized on the role of the teacher in guiding reflective journaling through feedback, support, and speaking practice opportunities, which helped learners gradually improve their oral performance.

General Conclusion

General Conclusion

This dissertation investigated the effectiveness of reflective journaling as an instructional strategy for improving EFL learners' speaking performance in the Algerian middle school context. It also explored the perceptions of both learners and teachers regarding the use of reflective journaling as an instructional strategy in the development of oral performance. This study was mainly motivated by the persistent difficulties faced by EFL learners in speaking performance components which are: fluency, accuracy, vocabulary use, and pronunciation.

In this study, there was an intervention within a real classroom setting of four sessions with Middle school learners. This research adopted a mixed-methods approach and an action research design, allowing the researcher to combine quantitative and qualitative data in a complementary manner. The data were collected through multiple instruments which are: pre- and post-questionnaires, learners' reflective journals, classroom observation, and semi-structured interviews with teachers. This methodological triangulation allowed for more understanding of the impact of the intervention. The findings of the study revealed that reflective journaling had a positive effect on learners' speaking performance. The results from the pre- and post-questionnaires have indicated obvious improvement in speaking performance components, especially in grammatical accuracy and Pronunciation, while fluency and vocabulary showed gradual development over the intervention. Learners also reported reduced speaking anxiety and increased confidence, which contributed to their willingness to participate more actively in speaking activities.

The analysis of learners' reflective journals further confirmed these results. It revealed the fact that learners were able to identify their speaking difficulties, particularly in vocabulary retrieval and fluency, and gradually own mistakes and engaged in self-regulated learning by setting personal improvement goals. This process contributed to a gradual enhancement of their oral performance and encouraged greater learner autonomy.

Similarly, classroom observations demonstrated progressive improvement in learners' speaking behavior across the intervention sessions. Learners became more active, confident, and engaged in speaking tasks than before. Even though the first sessions showed difficulties in their speaking performance components, later sessions showed increased in these components especially in accuracy and pronunciation. These observations confirm the positive developmental impact of reflective journaling on learners' speaking performance over time. Furthermore, the findings from teachers' interviews revealed generally positive perceptions of reflective journaling as an instructional strategy. Most teachers considered it a useful tool for enhancing learners' speaking performance by promoting reflection, and

General Conclusion

gradual improvements. Teachers also highlighted its potential to reduce speaking anxiety and support learners in organizing their ideas before speaking. Although some teachers were not previously familiar with the strategy, they expressed interest in integrating it into their teaching practice after understanding its benefits.

Overall, the integration of findings from all instruments indicates that reflective journaling plays an important role in improving EFL learners' speaking performance. It supports learners in identifying their strengths and weaknesses, developing self-awareness, and engaging in continuous improvement. It also fosters a more reflective and learner-centered classroom environment, where students actively participate in their own learning process.

In relation to the research hypotheses, the results of the study confirm that reflective journaling is effective in improving speaking performance components among Algerian EFL middle school learners. The findings also support the hypothesis that both learners and teachers perceive reflective journaling positively as a valuable and helpful instructional strategy for developing speaking performance. These confirmations highlight the pedagogical relevance of reflective journaling in EFL classrooms.

In spite of these positive findings, the study also faces certain limitations as the small sample size and the short duration of the intervention due to institutional obstacles which may limit the generalizability of the results. In addition, the study was conducted in a private educational context, which may not fully represent all Algerian EFL settings. Also, the absence of control group and the researcher's dual role as teacher and observer. However, these limitations do not reduce the significance of the findings, but rather suggest the need for further research in different contexts and with larger populations.

Based on the findings, several pedagogical implications can be implemented. Teachers are encouraged to integrate reflective journaling into speaking activities as a regular classroom practice, as it promotes learner reflection, autonomy, and continuous improvement. It is also recommended that teachers provide structured guidance and supportive feedback to help learners benefit more effectively from this strategy. Furthermore, reflective practices can be combined with other communicative activities to enhance speaking performance.

For future research, it is better to use larger samples and longer interventions, include control groups, examine the long-term effects of reflective journaling, explore its use across different educational levels, investigate its impact on other language skills, and conduct studies in diverse educational contexts.

General Conclusion

In conclusion, this study demonstrates that reflective journaling is a valuable instructional strategy that can significantly contribute to the improvement of EFL learners' speaking performance. By promoting reflection, self-awareness, and self regulation in learning, it provides learners with the necessary tools to develop their oral performance in a more autonomous and meaningful way.

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Appendices

Appendices

Appendice A: Learners' Pre-Questionnaire

LEARNERS' QUESTIONNAIRE

Section One: Background Information

What is your gender?	☐ Male	☐ Female	What is your age?	 years
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Section Two: Closed-Ended Questions

Please read each sentence and tick Always / Sometimes / Never to show how it describes you.

Sentence	Always	Sometimes	Never
I feel confident when I speak English in class.	☐	☐	☐
I feel nervous when I speak English in front of the class.	☐	☐	☐
I enjoy speaking English in class.	☐	☐	☐
I try to speak English even if I make mistakes.	☐	☐	☐
I can speak without stopping too much.	☐	☐	☐
I can use different English words when I speak.	☐	☐	☐
I can make correct sentences when I speak.	☐	☐	☐
My pronunciation is clear when I speak.	☐	☐	☐
I feel I am improving my speaking skills.	☐	☐	☐

Section Three: Multiple-Choice Questions

What are the hardest things for you when speaking English? (You may choose more than one)

☐ Finding the right words	☐ Speaking without stopping (fluency)
☐ Making correct sentences	☐ Feeling shy or nervous
☐ Pronouncing words correctly	☐ Other:

Thank you for your help

Appendices

Appendice B: Learners' Post-Questionnaire

LEARNERS' QUESTIONNAIRE

Section One: Background Information

What is your gender?	☐ Male	☐ Female	What is your age?	 years
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Section Two: Closed-Ended Questions

Please read each sentence and tick Always / Sometimes / Never to show how it describes you.

Sentence	Always	Sometimes	Never
I feel confident when I speak English in class.	☐	☐	☐
I feel nervous when I speak English in front of the class.	☐	☐	☐
I enjoy speaking English in class.	☐	☐	☐
I try to speak English even if I make mistakes.	☐	☐	☐
I can speak without stopping too much.	☐	☐	☐
I can use different English words when I speak.	☐	☐	☐
I can make correct sentences when I speak.	☐	☐	☐
My pronunciation is clear when I speak.	☐	☐	☐
I feel I am improving my speaking skills.	☐	☐	☐

Section Three: Multiple-Choice Questions

What are the hardest things for you when speaking English? (You may choose more than one)

☐ Finding the right words	☐ Speaking without stopping (fluency)
☐ Making correct sentences	☐ Feeling shy or nervous
☐ Pronouncing words correctly	☐ Other:

Section Four: Open-Ended Question

How did reflective journaling help you improve your speaking?

.....

Thank you for your help

Appendices

Appendix C: Classroom Observation Checklist

Level	Accuracy	Vocabulary	Fluency	Pronunciation
5	Very few errors; clear sentences	Wide range, natural, precise	Smooth, no long pauses	Very clear
4	Small mistakes; mostly correct	Good range, suitable	Mostly smooth, short pauses	Clear
3	Many simple errors; basic sentences	Simple, limited, repetitive	Slow, clear pauses, hesitation	Sometimes clear
2	Constant errors; broken sentences	Very limited, misses basics	Many long pauses; fragmented	Often unclear
1	No correct sentences; unclear meaning	Insufficient for task	Very hesitant; stops frequently	Mostly/completely unclear

Appendice D: The Reflective journal



MY REFLECTIVE JOURNAL: SPEAKING SKILLS



Student Name: _____

Session No:

1

2

3

4



1. STAGE 1: DESCRIPTION (What happened?)



Q1. What did you speak about in today's lesson?



2. STAGE 2: ANALYSIS (How did I do?)



Q2. Did you speak without stopping today or did you stop a lot when speaking? Why?

Q3. Did you find the words you needed, or did you stop because you didn't know some words? Which words?

Q4. Did you make correct sentences when speaking today or did you make mistakes? Give an example.

Q5. Was your pronunciation clear today or were some words difficult to say? Give an example.

Q6. What are the biggest problems you faced in speaking today (speaking smoothly, finding words, making sentences, or pronunciation)?



3. STAGE 3: ACTION (My Plan for Next Time)



Q7. Next time, what will you try to improve in your speaking (speaking smoothly, using words, making sentences, or pronunciation)? How will you do it?

Q8. How can the teacher help you improve your speaking next time?

Q9. (Sessions 2-4 only) Did you try to apply your previous improvement plan? If yes, how?

Appendice E: Teachers interviews

The following semi-structured interview questions were addressed to middle school EFL teachers in order to explore their perceptions of speaking performance and reflective journaling in EFL classrooms.

1. How important do you think speaking performance is in learning English as a foreign language?
2. What difficulties do students usually face when speaking English in the classroom?
3. What teaching strategies or activities do you use to help students improve their speaking performance?
4. Do you think reflective journaling can help students improve their speaking performance in EFL? Why or why not?
5. Have you used reflective journaling before to enhance speaking performance? If yes, how did you implement it?

Appendix F : Samples of Teacher Interview Transcript

Interviewer: Good morning teacher how are you doing today?

Teacher 1: I am doing great alhamdulillah Thanks for asking and you?

Interviewer: I am good alhamdulillah, thank you for agreeing to take part in this interview.

Teacher 1: no problem I want to help you in your research

Interviewer: Oh thank you! We will begin the interview now. It consists of 5 questions about speaking performance and reflective journaling in EFL classrooms, Please feel free to answer based on your own knowledge, teaching experience opinions.

Interviewer: How important do you think speaking performance is in learning English as a foreign language?

Teacher 1: I think the four skills are really important but the language is much more about communication And really being able to speak English confidently with someone is a good thing I think that if students can communicate it proves that they're actually using the language not just learning by heart the grammar rules or vocabs so yeah speaking performance for me is the most important aspect in English.

Interviewer: What difficulties do students usually face when speaking English in the classroom?

Teacher 1: The biggest problem for many students is what we call foreign language anxiety. Many students are afraid to speak English in front of the class, mostly if they're afraid of making mistakes. If they know the answer they stay silent because they don't feel comfortable in the classroom. Pronunciation can also be a problem, some students feel unsure about the pronunciation of words and Because of this they have a lot of hesitation, another problem is when they stop speaking because they can't find the right words fast enough.

Appendices

Interviewer: What teaching strategies or activities do you use to help students improve their speaking performance?

Teacher 1: as a teacher I use presentatins and oral activities in my class For example when I give oral activities I sometimes ask my students to give a presentation on a topic, they also read aloud, sometimes we have class discussions and problem solving activities which need to be oral to develop speaking.

Interviewer: Do you think reflective journaling can help students improve their speaking performance in EFL? Why?

Teacher 1: Sure, it can be very helpful to the learners in many ways, reflecting in journals can help them realize their mistakes, and develop awareness about their speaking problems. I use it to let them reflet on their lessons, It also gives them some time to organize their ideas before speaking I believe students feel more confident when they talk or write about their activities or familiar topic For example: students talk more naturally when they write about their hobbies, tell about themselves, their day or their own experience, but when we can make them speak unexpectedly on difficult or unfamiliar topics, they feel anxious and less confident In this way, reflective journaling can help to lower the effective filter.

Interviewer: Have you used reflective journaling before to enhance speaking performance? If yes, how did you implement it?

Teacher 1: Yes, I have used it in a very simple way with my students. I asked them to write a short paragraph about what we did in class that day; they have written about activities that they carry out in daily life, about their daily daily experience, about their day. For example, they may write what happened in their day, what they liked the most, the problems they had an so on , And I have noticed that this kind of activities contribute a better develop of oral ability by the students, as well as reduces students' anxiety about giving oral presentations. I think, these kinds of competitions are some of the most effective oral performance strategies teachers can use.

Appendix G: Samples of Participants' Reflective Journals

The following images document the four-session reflective journaling of a single participant.

MY REFLECTIVE JOURNAL: SPEAKING SKILLS

Student Name: _____ Session No: **1** **2** **3** **4**

1. STAGE 1: DESCRIPTION (What happened?)

Q1. What did you speak about in today's lesson?
 we talked about daily routines

2. STAGE 2: ANALYSIS (How did I do?)

Q2. Did you speak without stopping today or did you stop a lot when speaking? Why?
 I stopped when speaking because I didn't know the word.

Q3. Did you find the words you needed, or did you stop because you didn't know some words? Which words?
 I did not find the words so I stopped, got ready house for chore.

Q4. Did you make correct sentences when speaking today or did you make mistakes? Give an example.
 I made mistakes, ex: He go to school.

Q5. Was your pronunciation clear today or were some words difficult to say? Give an example.
 My pronunciation was good.

Q6. What are the biggest problems you faced in speaking today (speaking smoothly, finding words, making sentences, or pronunciation)?
 Finding words.

3. STAGE 3: ACTION (My Plan for Next Time)

Q7. Next time, what will you try to improve in your speaking (speaking smoothly, using words, making sentences, or pronunciation)? How will you do it?
 Using words, I memorize words, I learn new words.

Q8. How can the teacher help you improve your speaking next time?
 Teach new words before we speak in English.

Q9. (Sessions 2-4 only) Did you try to apply your previous improvement plan? If yes, how?

APVEN01A 9

MY REFLECTIVE JOURNAL: SPEAKING SKILLS

Student Name: _____ Session No: **1** **2** **3** **4**

1. STAGE 1: DESCRIPTION (What happened?)

Q1. What did you speak about in today's lesson?
 we talked about the things we like doing in our free time.

2. STAGE 2: ANALYSIS (How did I do?)

Q2. Did you speak without stopping today or did you stop a lot when speaking? Why?
 I stopped because I forgot some words.

Q3. Did you find the words you needed, or did you stop because you didn't know some words? Which words?
 I find some words but I didn't know some words, I go to the teacher.

Q4. Did you make correct sentences when speaking today or did you make mistakes? Give an example.
 yes, I make correct sentences.

Q5. Was your pronunciation clear today or were some words difficult to say? Give an example.
 Some words difficult to say, comfortable.

Q6. What are the biggest problems you faced in speaking today (speaking smoothly, finding words, making sentences, or pronunciation)?
 Finding words, speaking smoothly.

3. STAGE 3: ACTION (My Plan for Next Time)

Q7. Next time, what will you try to improve in your speaking (speaking smoothly, using words, making sentences, or pronunciation)? How will you do it?
 speaking smoothly, I will use words, I will write them in notebook.

Q8. How can the teacher help you improve your speaking next time?
 The teacher revises words and give us more to speak.

Q9. (Sessions 2-4 only) Did you try to apply your previous improvement plan? If yes, how?
 I learned new words and I wrote words in notebook.

APVEN01A 9



MY REFLECTIVE JOURNAL: SPEAKING SKILLS



Student Name: _____

Session No:

1

2

3

4



1. STAGE 1: DESCRIPTION (What happened?)

Q1. What did you speak about in today's lesson?

We talked about our future dreams.



2. STAGE 2: ANALYSIS (How did I do?)



Q2. Did you speak without stopping today or did you stop a lot when speaking? Why?

I did not stop a lot today, but I still need more words.

Q3. Did you find the words you needed, or did you stop because you didn't know some words? Which words?

I stopped because I don't know some words, e.g. programmer and scientist.

Q4. Did you make correct sentences when speaking today or did you make mistakes? Give an example.

I think my sentence was correct today.

Q5. Was your pronunciation clear today or were some words difficult to say? Give an example.

My pronunciation was clear.

Q6. What are the biggest problems you faced in speaking today (speaking smoothly, finding words, making sentences, or pronunciation)?

Speaking smoothly and finding words.



3. STAGE 3: ACTION (My Plan for Next Time)



Q7. Next time, what will you try to improve in your speaking (speaking smoothly, using words, making sentences, or pronunciation)? How will you do it?

Speaking smoothly, I try not to stop and I prepare words of my next lesson.

Q8. How can the teacher help you improve your speaking next time?

Giving us to prepare for my next lesson.

Q9. (Sessions 2-4 only) Did you try to apply your previous improvement plan? If yes, how?

I reviewed words and I wrote them again in my notebook.

APVEN01A 9



MY REFLECTIVE JOURNAL: SPEAKING SKILLS



Student Name: _____

Session No:

1

2

3

4



1. STAGE 1: DESCRIPTION (What happened?)

Q1. What did you speak about in today's lesson?

We talked about travel and culture.



2. STAGE 2: ANALYSIS (How did I do?)



Q2. Did you speak without stopping today or did you stop a lot when speaking? Why?

I spoke better and smoothly today.

Q3. Did you find the words you needed, or did you stop because you didn't know some words? Which words?

I found some words and I didn't know some, e.g. tourist, destination.

Q4. Did you make correct sentences when speaking today or did you make mistakes? Give an example.

I made correct sentences.

Q5. Was your pronunciation clear today or were some words difficult to say? Give an example.

My pronunciation was good.

Q6. What are the biggest problems you faced in speaking today (speaking smoothly, finding words, making sentences, or pronunciation)?

Finding words.



3. STAGE 3: ACTION (My Plan for Next Time)



Q7. Next time, what will you try to improve in your speaking (speaking smoothly, using words, making sentences, or pronunciation)? How will you do it?

I read story and I learn new words.

Q8. How can the teacher help you improve your speaking next time?

Teach us new words before speaking.

Q9. (Sessions 2-4 only) Did you try to apply your previous improvement plan? If yes, how?

I tried not to stop and I prepared words at home.

APVEN01A 9

G.1: Learner 2

The following images document the four-session reflective journaling of another single participant.

MY REFLECTIVE JOURNAL: SPEAKING SKILLS

Student Name: I Session No: 1 2 3 4

1. STAGE 1: DESCRIPTION (What happened?)

Q1. What did you speak about in today's lesson?
We spoke about what we do everyday

2. STAGE 2: ANALYSIS (How did I do?)

Q2. Did you speak without stopping today or did you stop a lot when speaking? Why?
I spoke without stopping today

Q3. Did you find the words you needed, or did you stop because you didn't know some words? Which words?
yes I found the words I needed

Q4. Did you make correct sentences when speaking today or did you make mistakes? Give an example.
No, I made mistakes with verbs in the past ex: they eat

Q5. Was your pronunciation clear today or were some words difficult to say? Give an example.
yes but there are difficult words to say ex: comfortable

Q6. What are the biggest problems you faced in speaking today (speaking smoothly, finding words, making sentences, or pronunciation)?
making correct sentences and pronunciation

3. STAGE 3: ACTION (My Plan for Next Time)

Q7. Next time, what will you try to improve in your speaking (speaking smoothly, using words, making sentences, or pronunciation)? How will you do it?
making correct sentences I will revise grammar lesson at home

Q8. How can the teacher help you improve your speaking next time?
giving home works of irregular verbs at home

Q9. (Sessions 2-4 only) Did you try to apply your previous improvement plan? If yes, how?

APVEN01A 9

MY REFLECTIVE JOURNAL: SPEAKING SKILLS

Student Name: I Session No: 1 2 3 4

1. STAGE 1: DESCRIPTION (What happened?)

Q1. What did you speak about in today's lesson?
We talked about hobbies and what we do in our free time

2. STAGE 2: ANALYSIS (How did I do?)

Q2. Did you speak without stopping today or did you stop a lot when speaking? Why?
I did not stop a lot today

Q3. Did you find the words you needed, or did you stop because you didn't know some words? Which words?
yes I found the words I needed

Q4. Did you make correct sentences when speaking today or did you make mistakes? Give an example.
I made correct sentences when speaking today

Q5. Was your pronunciation clear today or were some words difficult to say? Give an example.
yes but some words were difficult to say ex: restaurant

Q6. What are the biggest problems you faced in speaking today (speaking smoothly, finding words, making sentences, or pronunciation)?
pronunciation

3. STAGE 3: ACTION (My Plan for Next Time)

Q7. Next time, what will you try to improve in your speaking (speaking smoothly, using words, making sentences, or pronunciation)? How will you do it?
pronunciation, I repeat difficult words after teacher

Q8. How can the teacher help you improve your speaking next time?
teacher helps us repeat words

Q9. (Sessions 2-4 only) Did you try to apply your previous improvement plan? If yes, how?
yes I revised my grammar lessons at home

APVEN01A 9

MY REFLECTIVE JOURNAL: SPEAKING SKILLS

Student Name: Shamir Session No: 1 2 3 4

1. STAGE 1: DESCRIPTION (What happened?)

Q1. What did you speak about in today's lesson?
We talked about what we want to be in the future

2. STAGE 2: ANALYSIS (How did I do?)

Q2. Did you speak without stopping today or did you stop a lot when speaking? Why?
I spoke easily without stopping a lot

Q3. Did you find the words you needed, or did you stop because you didn't know some words? Which words?
Yes, I found words I needed

Q4. Did you make correct sentences when speaking today or did you make mistakes? Give an example.
My sentences were correct

Q5. Was your pronunciation clear today or were some words difficult to say? Give an example.
My pronunciation was good. I word was difficult saying

Q6. What are the biggest problems you faced in speaking today (speaking smoothly, finding words, making sentences, or pronunciation)?
pronunciation

3. STAGE 3: ACTION (My Plan for Next Time)

Q7. Next time, what will you try to improve in your speaking (speaking smoothly, using words, making sentences, or pronunciation)? How will you do it?
pronunciation, I repeat difficult words

Q8. How can the teacher help you improve your speaking next time?
my teacher helps me when she corrects me

Q9. (Sessions 2-4 only) Did you try to apply your previous improvement plan? If yes, how?
yes I repeated words after my teacher

APVEN01A 9

MY REFLECTIVE JOURNAL: SPEAKING SKILLS

Student Name: I Session No: 1 2 3 4

1. STAGE 1: DESCRIPTION (What happened?)

Q1. What did you speak about in today's lesson?
We spoke about traveling and culture

2. STAGE 2: ANALYSIS (How did I do?)

Q2. Did you speak without stopping today or did you stop a lot when speaking? Why?
I spoke smoothly without stopping

Q3. Did you find the words you needed, or did you stop because you didn't know some words? Which words?
yes I found words I needed

Q4. Did you make correct sentences when speaking today or did you make mistakes? Give an example.
I made mistakes just in one - I bought gifts

Q5. Was your pronunciation clear today or were some words difficult to say? Give an example.
yes it was good

Q6. What are the biggest problems you faced in speaking today (speaking smoothly, finding words, making sentences, or pronunciation)?
just making correct sentence

3. STAGE 3: ACTION (My Plan for Next Time)

Q7. Next time, what will you try to improve in your speaking (speaking smoothly, using words, making sentences, or pronunciation)? How will you do it?
making sentences, I will revise irregular verbs at home

Q8. How can the teacher help you improve your speaking next time?
practice with dialogues and correct us

Q9. (Sessions 2-4 only) Did you try to apply your previous improvement plan? If yes, how?
yes, I repeated difficult words with teacher

APVEN01A 9

G 3: reflective journals of different learners



MY REFLECTIVE JOURNAL:

SPEAKING SKILLS



Student Name: C Session No: 1 2 3 4



1. STAGE 1: DESCRIPTION (What happened?)



Q1. What did you speak about in today's lesson?
We talked about daily routine



2. STAGE 2: ANALYSIS (How did I do?)



Q2. Did you speak without stopping today or did you stop a lot when speaking? Why?
I stopped a lot because I was shy nervous

Q3. Did you find the words you needed, or did you stop because you didn't know some words? Which words?
I didn't know some words, brunch and get

Q4. Did you make correct sentences when speaking today or did you make mistakes? Give an example.
Yes I made correct sentences

Q5. Was your pronunciation clear today or were some words difficult to say? Give an example.
yes

Q6. What are the biggest problems you faced in speaking today (speaking smoothly, finding words, making sentences, or pronunciation)?
speaking smoothly and finding words



3. STAGE 3: ACTION (My Plan for Next Time)



Q7. Next time, what will you try to improve in your speaking (speaking smoothly, using words, making sentences, or pronunciation)? How will you do it?
speaking smoothly, I will be brave and stop

Q8. How can the teacher help you improve your speaking next time?
give us more to speak and give us ^{NOT} complex

Q9. (Sessions 2-4 only) Did you try to apply your previous improvement plan? If yes, how?

APVEN01A 9



MY REFLECTIVE JOURNAL: SPEAKING SKILLS



Student Name: B.

Session No:

1

2

3

4



1. STAGE 1: DESCRIPTION (What happened?)

Q1. What did you speak about in today's lesson?

We spoke about future dreams and what we want to be



2. STAGE 2: ANALYSIS (How did I do?)



Q2. Did you speak without stopping today or did you stop a lot when speaking? Why?

I stopped today because I need time to think

Q3. Did you find the words you needed, or did you stop because you didn't know some words? Which words?

I didn't find all words. I forgot the word ches

Q4. Did you make correct sentences when speaking today or did you make mistakes? Give an example.

Yes I did. Volleyball

Q5. Was your pronunciation clear today or were some words difficult to say? Give an example.

My pronunciation was good only the word

Q6. What are the biggest problems you faced in speaking today (speaking smoothly, finding words, making sentences, or pronunciation)?

culture

speaking smoothly and finding words



3. STAGE 3: ACTION (My Plan for Next Time)



Q7. Next time, what will you try to improve in your speaking (speaking smoothly, using words, making sentences, or pronunciation)? How will you do it?

speaking smoothly and using words, I practise with my

Q8. How can the teacher help you improve your speaking next time?

give us story to read with friends and learn new words

Q9. (Sessions 2-4 only) Did you try to apply your previous improvement plan? If yes, how?

yes, I watch videos of English in youtube

to speak better

APVEN01A 9