# EMPLOYMENT OF (A.I) IN THE TEACHING AND LEARNING OF ARABI C PHONETIC AND PHONOLOGY IN NIGERIAN INSTITUTIONS

BY

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**مخلص البحث**

إن هذه المقالة بعنوان: "توظيف الذكاء الاصطناعي فى تعليم وتعلُّم علم الأصوات العربية فى المؤسسات التعليمية النيجيرية " تستخلص فى أن لدمج الذكاء الاصطناعي في تعليم وتعلّم الدراسات العربية دورًا فعالا يؤديه، وذلك بتطويره المهنة وتوفيره آلات تساعد خبرات التعليم، وعلى الوجه الأخص تعليم علم الأصوات الذى منه استمد كثير من العلوم العربية من نحو وصرف وبلاغة وعروض جُذورها بل عليها بنيت. تبين هذه المقالة كيف يقوي الذكاء الاصطناعي البرامج الأخرى كالترجمة الآلية والتعرف على الكلام وأجهزة التعلّم الأخرى التى تساعد فى تقديم تعلم اللغة العربية لدى الطلاب، ثم تناولت الحديث عن التحديات أو العوائق التى تعوق عن الاستعانة بهذا البرنامج.

**Abstract**

*This article titled: " Employment of Artificial Intelligence (AI) into the teaching and learning o f Arabic phonetics and phonology in Nigerian Institutions" recapitulates that integration of (A I) in Teaching and Learning of Arabic Studies has a vital role to play in providing innovative to ols that enhance teaching languages and learning experiences in Nigerian Institutions, especia lly in teaching Arabic phonetics and phonology that most of Arabic studies was extracted from or built on, such as syntax, morphology, rhetoric and prosody. This paper also explores how A I-powered applications, speech recognition and adaptive learning systems contribute to the im provement of Arabic language proficiency among students as the paper also uncovers the chall enges faced in implanting AI-Driven and learning.*

**المقدمة:-**

الحمد لله، والصلاة على ابن عبد الله محمد رسول الله.

وبعد، فلقد تم إختيار تعلم علم الأصوات لما يرجع إليه من مهام متمثلة فى علاقته مع كثير من العلوم العربية من نحو، وصرف، وبلاغة وعروض. ***(البركاوي، عبد الفتاح (الدكتور) 2001م " مدخل إلى عالم اللغة الحديث" ط/3 بالقاهرة، (دونم) ص 185.***

وتتجسد هذه المقالة فى أربعة مباحث بين المقدمة والخاتمة على النحو التالي:-

**أولا:- التعرف على الذكاء الاصطناعي:**

ماهو الذكاء الاصطناعي؟ الذكاء الاصطناعي: هو برنامج فى علوم الحاسوب يركز على تطوير أجهزة قادرة على تفعيل الأعمال التى تحتاج فى ظاهرها إلى ذكاء الإنسان، وتحيط هذه الأعمال بالبرهنة والتعلُّم الذاتى، وحلُّ المشكلات، والقدرة على التمييز ومهارات اللغة ***(روسيل ونوفع، 2000م، الذكاء الاصتماعي إتجاه حديث).***

يؤدى الذكاء الاصطناعي- فى مجال التربية- تكامل التكنولوجيا المتطورة، بالإضافة إلى تعلم نظام العد العربي العشري الخوارزمي عبر الجهاز والطراز الحاسوبى قصد تعزيز وتيسير خبرات التعلم، وتطوير النتائج التربوية، وتخصيص الإرشاد ليلائم رغبات أفراد الطلبة ***(سكوئل، طوماسنوومخر، 2022م، تقدم فى الذكاء الاصطناعي)***

يسوق برنامج الذكاء الاصطناعي الوسائل التعليمية، وأجهزة التدريب الذكي، ومنابر التعلم التكيفي، والمحاكات الفرضية التى تقوم بتحليل سلوك تعلم الطلاب، وتوفر النتائج المخصصة، كما يكون فى الوقت نفسه- بيئاتٍ للتعلم التفاعلي المتبادل" ***(سميت ج، 2018م تخصيص التعلّم عبر الذكاء الاصطناعي).***

واستخدام الذكاء الاصطناعي فى التربية والتعليم يعرف تقنياتٍ مثل إجراء اللغة الطبيعية، الرؤية الحاسوبية، وتحليل المعلومات لتطوير بيئاتٍ للتعلم باستخدام قوة المحاسبة؛ ويتجاوز الذكاء الاصطناعي (AI) –بدوره- الطرق التقليدية للتعليم، من حيث ترجيبه بقوة تميز الطالب أو ضعفه، وينشئ أنسب خبرةٍ للتعلم.***(أوكيكي، 2017م الذكاء الاضتناعي فى التربية)***

**ثانيا: مهمة الذكاء الاصطناعي فى تعلم اللغة**

تبدو مهمة الذكاء الإصطناعى بجلاء فى تعلم اللغة- أية لغة- من حيث استغلال الجهاز، أي تتمُّ عملية التعلم عبر الجهاز الكهربائي مثل معالجة اللغة الطبيعية NLP (Natural Language Processing) وتقنولوجيا التعرف على الكلام، أو معرفة الكلام (Speech Recognition) يهيئ للتعلم إمكانيات أبلغ تأثيرًا، وبهذا التقدم يتمكن الطلاب من تلقى المهارات اللغوية بواسطة برنامج الذكاء الإصطناعى المقوى، والمدرسين الفرضيين، والجواب التلقائي الميكانيكي. بهذه الأشياء؛ كانت الآلة فعّالة أكثر من جهود المدرس الآدمي وأكثر تشغيلاً للدارسين.***(ونغ وحفمان،ن 2021م التكيف التعلمي الخوارزمي)***

ومن المهام البالغة الذكاء الإصطناعى فى تعليم اللغة؛ هو أنها تخصص التعلم بشكلٍ مخالفٍ للجهود الإنسانية التقليدية فى فصل الدراسة، حيث كانت الإرشادات الإنسانية معيارية موحدة، وإلى جانب من ذلك؛ كانت الذكاء الإصطناعى تحلل أنماط التعلم الفردي وتخصص المحتوى لتناسب مستويات الدارسين فى رفقة برامج تطبيقية أخرى مثل: دولنغو (Duolingo) وحجر رشيد (Rosetta stone) وغيرهما من البرامج التى تستخدم للتعلّم المتهيئ، والعد العشري الخوارزمي الذي يقدر القوة والضعف لدى العامل. كما يقوم- فى الوقت نفسه- بتعديل التمرينات وفقًا لمستوى الدارس. ويقوم المفاهيم ويشرحها فى الحين الذى تدعو الحاجة إلى ذلك، على حدّ تعبير وانغ (Wang) وحفامان (H efferman)[i] .***(ونغ وحفمان،ن 2021م التكيف التعلمي الخوارزمي)***

وعلاوة على تخصيص التعلم؛ كانت يحسن الارتباط والاحتفاظ بإعطاء الدارس حرية المضي قدمًا على حد سرعته لتتحسن كفاءته اللغوية.

**ثالثا: دور الذكاء الاصطناعي فى تعلم الأصوات العربية**

فمن المقطوع به أن متعلمى العربية كلغة ثانية يواجهون مشكلات عديدة على رأسها مشكلة النطق الصحيح بالأصوات العربية حيث ينطق الكثرة الكاثرة من دارشي العربية بالأصوات العربية بلكناتٍ غريبة، بل ينطقون بالأصوات العربية بلهجاتهم المحلية. وكانت العربية لغة تستلزم من دارسها أن يكون على حذر تامٍ عند النطق بأصواتها التى تعبر عن معنى أو معاني.

فكلمة "الخير" التى تعنى: الحسن أو المال الكثير الطيب، وكلمة "الحير" التى تعنى الدهشة (الشرقاوى، أحمد بن ممدوح: "مخارج الحروف وصفاتها" منشور فى شبكة الألوكة) فالكلمة الأولى مبدوأة بصوت "الخاء" المهملة والثانية بصوت "الحاء". فكلا الصوتين حلقيان من حيث المخرج، مهموزان من حيث الصفة، ولكن "الخاء" طبقى من أدنى الحلق، حينما كان "الحاء" من وسط الحلق. وكذلك الأمر بين كلمتى "خسر" التى تعنى نقص أوهلك أوضل وبين كلمة "حسر" التى تعنى: أسف وتلهف.***( و"المعجم الوسيط" لمجمع اللغة العربية بالقاهرة. ط/2، ص 233 و 288)***

يبدو دور الذكاء الاصطناعي يجلاء في تحديد الفرق بين النطق بالصوت الهاء والحاء فى كلمتى "المهارة والمحارة" فالحرفان حلقيان من حيث المخرج، مهموسان رحيان من حيث الصفة، ولكن من حيث الدلالة فا"لمهارة" تعنى الحذق والإحكام فى الشيء، حينما تعنى كلمة المحارة: باطن الحنك أو المكان الدى يحارفيه أى يرجع، أو الصدفة، أو جوف الأذن، أو منسم البعير، أو منفذ النفس إلى الحياشيم وغيرها***(المعجم الوسيط).***

وإذا تجاهل أي ناطق بالعربية أو تغافل فى النطق الحرفين المذكورين، أحدهما مكان الآخر يؤدى ذلك معنى مخالفاً للمقصود، بعيدًا عن المراد. كذلك نجد خطاءاً بين " الضاد" فى مثل قوله تعالى: " ما ضل صاحبكم وما غوى" (النجم:2) وبين "الظاء" فى مثل قوله تعالى: "... ظل وجه مسودًا..." (النحل:58). و"قلب الضاد ظاءًا" يؤدي إبداله إلى تغير المعنى" مع كون الصويتين "الضاد والظاء" لسانيين، ولكن الأول من حافته والثاني من طرفه ***(راضي، صبري محمد 2006 (الدكتور) "تجديد دماء اللغة العربية" مكتبة الثقافة الدينية بالقاهرة، ص 271).*** من هنا يبدو دور الذكاء الاصطناعي حيث تعليمه النطق الصحيح وتعويده عليه.

فالعلماء القدامى- رحمهم الله- قد حاولوا محاولات جادّة فى سبيل تعريف وتعليم هذه الأصوات بملاحظات معتمدة على عمليات عضلية مثل: " مرور الهواء أو خروجه أو حبسه وفيه قولهم فى حروف الاستعلاء:- "والأحرف المجهورة هي التي يهتزلها الوتران الصوتيان فى النطق" "... وحرف الحاء صوت حلقي احتكاكي مهموس ينطق بتضييق المجرى الهوائى فى الفراغ الحلقي عند النطق به، بحيث يحدث مرور الهواء احتكاكا، ويتذبذب الأوتار الصوتية حال النطق***(راضي، صبرى محمد المرجع السابق ص 193 و 206)*** فهذه الملاحظقات يختلف فيها بعضهم بعضًا فى مخارج الأصوات أو فى صفاتها مثل اختلافهم فى كون "الهمزة" عند سيبويه مهموسًا، حين يراها غيره مجهورًا. وكذلك فى تحديد مخارج الأصوات حيث يراها الخليل بن أحمد خمسة، ويراها سيبويه والفراء وقطرب أربعة ***(الشرقاوي، المرجع السابق ص 14 وما بعدها)*** فلكل هذه الملاحظات تبقى فى الوقت الراهن نظريات تقرأ فى صفحات الكتب، ويصعب تطبيقها على الكثير إلا على الخواص.

هذه هي خبرات تعلم وتعليم الأصوات العربية التى توارثها العلماء الأفارقة جيلا عن جيل، وقد حاول علماء نيجيريا فى سبيل تعريف وتعليم الأصوات العربية بتسمية بعض الأصوات بما يومئ إلى حقيقتها مثل تسمية صوت "الحاء" بحا قرمى (Small: (Ha Ha Karami و"الهاء" بها ببًا

Big Auw. (Ha’ Ha Babban) ليبينوا الشدة فى هذا واللين فى ذاك.

فتعليم الأصوات العربية فى المدارس النيجيرية مازال يعاني من هذه المشكلات رغم وجود المختبرات اللغوية بها، فلما لا؟! لأن هذه الأجهزة المتأخرة فى تلك المختبرات شبه العدم، وتلك لأن هذه المختبرات خالية من النقنين الذين يقومون بتدريب معلمي الأصوات الأصوات مسبقًا قبل تصديهم للعملية فى المعمل اللغوي. وأنا أبشر في هذه السطور بأن هذه المشكلات قد وجدت حلاً يوجود برنامج الذكاء الاصطناعي حيث يستطيع كل طالب التعلُّم الذاتي للنطق العربي الصحيح بفضل وكنوز الجزيرة(Kunuz Al-Jazeera) والذكاء الاصطناعى للطلاب (Tullab AI) سواءًا على الحاسوب الآلي أو عبر جوِّلاته الخاصة. وخلاصة النقطة هنا أن بوجود الذكاء الاصطناعى، يزود الطلبة بأكثر معلومات ممكنة فى أوجز وقت ممكن. كمية هائلة ليس فى مقدور المعلم الآدمي إنجازه.

**رابعًا: العوائق والتحديات فى استعمال:**

ولقد تعرفنا على برنامج الذكاء الاصطناعى مهامه ونظامه وكيف يستعين به معلمو الأصوات العربية، ولكن هنا عوائق قد تعوق فعلاً دون الاستفادة من هذه الآلة التكنولوجية، نذكر فى هذه العجالة أهم هذه العوائق والتحديات:-

1- **عدم توفير الإمكانيات:**

تتضمن كلمة الإمكانيات أشياءًا كثيرة، من توفير الأجهزة الحاسوبية، وتوفير الأرصدة، وضمان الاتصال بالشبكة العنكبوتية، ومازالت مداسنا تعانى من واحدة على الأقل- من بين هذه الأشياء. مثل تزويد الطلبة بألأرصة مكافية يمكن الاستعانة بها، كل وقت وحين.

2- **عدم أوقلة توظيف الخبراء:-**

ومن الحقيقة التى لا تجحد؛ أن كثير من المدارس التى توفرت فيها الأجهزة بشكل لا بأس به، لم توظف إطلاق أو لم توظف كمية كافية من الخبراء التقنيين، الذين يقومون بتدريب معلمي الأصوات، ويعملون بالجدية فى الحفاظ على تلك الأجهزة.

3- **عدم إعداد أو تدريب العامل:**

فالذكاء الاصطناعي من المستجدات التى فى حاجة ضرورية إلى تدريب متواصل لخيرة الأساتذة المكلفين بتعليم الأصوات العربية؛ لأن فاقد شيء لن يعطيه.

4- **الارتباك المالي:-**

إن صيانة هذه الآلات التكنولوجية والحفاظ عليها معول على ميزانية كبيرة بالطبع، والكثير من المدارس النيجيرية ترزح فى ارتباك مالي يجعلها تحدد إمكانيتها فى الحصول على هذه الأجهزة والحفاظ عليها. من هنا يلزم التدخل الدعمي من الحكومة.

5- **عدم ضمان تزويد الكهرباء:-**
علمًا بأن ليس لأية كلية، أبو لأي رئيس كلية أو أي تقني للمختبر اللغوي ضمان وجود الطاقة الكهربائية، ولا مولد الكهرباء تلقائيًا كان أو غيره، فعلى المسؤولين- والحالة هذه- أن يركبوا الطاقات الشمسية (Solar) القوية الخاصة للمختبر اللغوي.

**الخاتمة:**

الحمد لله الذى بنعمته تتم الصالحات، لقد حاولنا قدر الاستطاعة أن نعطي هذه المقالة حقها ومستحقها، من حيث التعريف بالذكاء الاصطناعي، وما فيه من المزايا، وفعاليته فى تعليم المواد العربية خاصةً علم الأصوات، ثم التحديات التى تقف أمام الاستفادة منه أو من أية آلةٍ تقنولوجية جديثةٍ.

**أولا: نتائج البحث:**

وقد توصلت المقالة إلى نتائج التالية:-

1- تسهيل الأعمال التروبية وتقليل الأشغال الإنسانية
2- تمكين التعلم الذاتى بغض النظر إلى قدرة الطالب
3- يساعد ويقد العامل على المهارات اللغوية
4- يسطر على كمية هائلة من الطلبة فى وقت محدد
5- يقوم بترجمة الكلام إلترونيًا.
6- يهيئ البيئة للتعليم والتعلم الجماعي
7- يشغل الطالب أكثر من المعلم الأدمي
8- تفوق فعاليه الطرق التقليدية فى التعليم
9- يمثل مدرسة جوالة: يدرس بها كل وقت وحين.
10- يعلم النطق الصحيح للأصوات اللغوية.
11- للذكاء الاصطناعى مشكلات تواجهه، ولكل مشكلة حلول.

والله أسأل أن ينفع بنا الإسلام ولغته العربية إنه على ذلك قدير.

**ثانيا:- الإقتراحات-**

- يسرنى أن اقترح فى هذه العجالة مايلى:-
  - إنشاء مراكز التدريب على الحاسوب الآلى، وتوفير الإمكانيات فى كل من المؤسسات التعليمية النيجيرية، وتوفير الأجهزة بها.
  - توفير التطبيق العملي لبرنامج الذكاء الاصطناعى فى تعلم وتعليم الأصوات العربية.

**ثالثا:- التوصيات:**

أومى أساتذتى الكرام وزملائى الطلبة ألا يجحدوا الدور الإنساني عند استخدام الذكاء الاصطناعى وغيره

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# The Effect of Text-Driven Framework in Teaching Speaking Skill in Nigeria

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**Abstract** *This study aimed at finding a lasting solution (in terms of context and needs of the learners) to the English language teaching materials for senior secondary school 1 (SSS1) in the northwestern part of Nigeria. A unit was developed by the researcher to teach SSS1 English language using Text-driven framework. The unit was tested using forty students at Government Day Secondary School, Arkilla, Sokoto. Observation method was used by the researcher and two research assistants on the five research questions: 1) to what extent does the unit provide the learners with rich exposure to the English language in use? 2) to what extent does the unit engage the learners affectively? 3) to what extent does the unit involve the learners cognitively? 4) to what extent does the unit stimulate multi-dimensional representation in the learners' minds? 5) to what extent does the unit provide the learners with the opportunity to use the English language for communication? Their observed results were analyzed and discussed, and the developed unit used in this research shows that the context and needs of the learners have been met and there was a strong improvement in the learners' speaking skill.* **Key words:** Text-driven framework; Material development; Cognitive thinking; Speaking skills

**Introduction** In the fi eld of teaching English as a second language, English language textbooks play an essential role in deli vering the language knowledge to the learners. Most schools in Nigeria use English language textbook s because they help teachers to save time and also help the institutions to increase the face validity of t

heir syllabus (Tomlinson and Masuhara 2018). The context in which these textbooks were designed in most situations is not universal. Equally, the needs of the learners for whom the textbook is designed may not tally with another group or category of learners. This means that there is a mismatch in the context and the needs when transferred to another category of learners. Thus, there is the need to develop books or materials that can take care of both the context and needs of every category of learners. Based on the needs and context of learners in the Northwest of Nigeria, a unit was developed using the Text-driven Framework to teach senior secondary school 1 (SSS1) in this study.

**Review of Related Literature** Many scholars have developed English language teaching materials using Text-driven framework of Brian Tomlinson, but it is important to know what textbook or material development is first before talking about the scholars and their findings and second embarking on developing one.

It is important for the developers to know that material development can either be a field of study or a practical undertaking. Material development as a field studies the principles and procedures of the design, implementation and evaluation of language teaching materials. As an undertaking, it involves the production, evaluation and adaptation of language teaching materials by teachers for their own classrooms and materials writers for sale or distribution (Tomlinson & Masuhara, 2018). English Language teaching material here means anything that can be used to facilitate the teaching/learning of the English language. They can be linguistic, visual, auditory, or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. They can be instructional in that they inform learners about the English language (Bell & Gower, 2011). Thezealof a good language teaching practice led Cardona, Rico and Sarmiento to conduct a study in 2015 titled "Developing Cultural Awareness: The Text-driven Framework as Evidence of a Good Language Teac hing Practice." The researchers' target was to identify and describe to what extent students develop cu ltural awareness through activities designed under the principles of the Text-driven framework. A teaching material was designed using the Text-driven framework with activities that evoke learners to think, reflect and communicate. The research focused on developing cultural awareness in elementary English students in the modern language degree at Pontificia Universidad Javeriana. The research co mprises three stages: the first stage consists of identification of the Problem, which was intended to fig ure out if students develop cultural awareness in their English classes; the second stage was intended t o design a set of activities following Text-driven framework and second language learning (SLL) prin ciples. The said design became the core of the pedagogical intervention to give answers to the problem s found. The third and final stage was featured by the implementation of the activities in two different classes for a period of three months. During the implementation of the activities, data was collected us ing three instruments: the observation sheet, which was helpful in order to gather information about o bservable students' behaviors (what students do). The second instrument was a questionnaire in which students had the opportunity to express what they thought and learned (what students say they do). And in the third stage, the researchers count on artifacts from students (what students really do) regard ing the activities designed in order to develop cultural awareness. Such artifacts were found by means of the teachers' guide, the document in which the activities were presented. Therefore, the same pheno menon was observed from three different perspectives, obtaining a triangulation, a technique that was considered the most appropriate to do the analysis of the data. The information collected led researche rs to four important categories through which answers were given to the research questions: knowledg e, socio-cultural competence, attitude and understanding. Such categories allowed researchers to class ify the information gathered and obtain the preliminary findings, which showed that the activities desi gned definitely developed cultural awareness to some extent in elementary English students.

In 2020, a teaching material was developed for non-English mixed international students in a language school in the UK by Sayed Ahmad Almousawi, a Kuwaiti, in a paper titled "English Langu age Material Development: Text-driven Framework as an Approach." The author used the Text-drive n Framework, and for all the activities designed on the material, the author tries to match them with Se cond Language Learning (SLL) principles. The target learners were intermediate proficiency level age

d between 25 and 40 who wants to relocate and work in the UK. The purpose of the material was to im prove the learners' general English and, in particular, their communication skills. The objective of the material was to make learners become confident users of spoken English by expressing themselves flu ently in a variety of topics, to develop Learners' autonomy in their learning, to develop cultural aware ness by interaction with people from different nationalities, and to develop skills of collaboration with others. The study concluded that the framework has demonstrated what a strong version of communic ative language teaching material would look like with justification on each task from SLL principles p erspectives. "Meeting Local Needs in Material Writing" is the title of a study conducted in 2010 by Rahma and Saleh in sultan Qab oos university, a state-run university in the sultanate of Oman. In this university, English is the mediu m of instruction. When admitted, all students sit an English language placement test that places them i nto one of the five proficiency levels in the intensive programs. The levels range from high beginner to upper intermediate. The reason behind the study was, in 2005 and 2006, the language center of the u niversity conducted a comprehensive evaluation of the intensive program's curriculum. Stakeholders such as language teachers, students, language program coordinators (administrators), and college facu lty members specifically examined the commercial textbooks used in the intensive program. It was cle ar from the analysis that there was an increasing dissatisfaction with the commercial textbooks. The c urriculum development unit of the university, after considering a number of options to address the con cerns, decided that a central team of writers who are responsible for producing materials for the first th ree general English levels should be formed. Six writers were chosen to form the team and were divided into pairs. One pair per level. In addition to the writers' team, two trainers who will train the w riters' team on material development were selected. The framework used in developing the materials was Text-driven framework where the materials development started with the identification of an eng aging text. The developed materials were piloted, and the feedback was collected and analyzed by the writers and the editorial board. After the amendment, a second piloting was conducted where the mate rials were deemed to be in good shape for publication. After the second mass piloting, the materials w ere evaluated using questionnaires, feedback forms, interviews and analysis of the students' writing. T he data from these sources were compiled and analyzed. The data showed that there was an overwhel ming satisfaction among both students and teachers about the materials in the three program levels. "The Impact of Authentic Ma terials and Tasks on Students' Communicative Competence" was a study conducted by Augusto, Losa da, Edgar, Fernanda and Osonio in 2017. It is a study that was carried out in Columbia, a Spanish-speaking country located in north-western South America, and to A2 level English learners in a langua ge school. The main purpose of the study was to analyze the extent to which the use of authentic materi als and task-based activities contribute to the enhancement of communicative competence on an A2 le vel English course. A material was designed using an authentic material and Text-driven framework with task-based activities. A mixed study composed of a quasi-experimental and a descriptive-qualitat ive research design was implemented by means of a pre-test, a post-test, observations, a semi-structured interview survey, and diaries. The finding shows that the use of authentic materials and Text-driven framework with task-based activities, within the framework of a pedagogical project, had a positive impact on students' communicative competence. "The Use of Film-Ba sed Materials for an Adult English Language Course in Brazil" was a study carried out by Lucena and Andon in 2016. The purpose of the study was to develop film-based material using Tomlinson's Text-driven framework that can be used to improve the English language learning experience and enhance s peaking skills of learners in an Adult Conversational Course in Brazil. Adult learners' speaking skills were the main focus of this study. Other aspects of language skills like listening, reading and writing, were not addressed. To meet up with the purpose of this study, the researchers investigated theories of teaching and learning of speaking and principles of language learning and material development. Dra wing on these principles and Text-driven framework, a material was developed for teaching speaking using film. A mixed study, which comprises a descriptive-qualitative research design, was implement ed by means of pre-test, post-test, observation and semi-structured interview. The finding shows that materials developed using film and following the Text-driven framework enhanced the speaking skills

of adults. A Text-Driven Approach to the Design of Materials for Teaching Intercultural Communicative Competence was a paper written by John in 2019. The main purpose of the study was the need of providing English as a Foreign Language (EFL) learners with intercultural communicative competence (ICC); questions remain as to exactly how ICC should be incorporated into the EFL curriculum. These questions arise in part due to issues of already-packed curricula, which seem not to leave time for the teaching of ICC and in part due to issues of teacher preparedness. Additionally, questions arise concerning which culture should be taught. Taking into account materials used in the English Language Center (ELC) of Shantou University (Guangdong Province, China), this paper argues that a text-driven, task-based method of materials design allows for the inclusion of ICC across the EFL curriculum. It also argues that such a method lends itself to the teaching of ICC through a consideration of a variety of cultures.

**Text-Driven Framework** This unit is b ased on Tomlinson's (2013b) Text-driven framework (see Figure 1). Why Text-driven framework? Text-driven framework was designed to follow the second language acquisition (SLA) principles. On e goal of the text-driven framework is to provide learners with a relaxed and enjoyable experience rath er than a controlled practice, which, according to Mackey, Ziegler & Bryfonski (2016), has little resea rch demonstrating its importance in SLA.

**Text-Driven Stages** Referring to Figure 1, there are five stages of the text-driven framework. These stages as arranged by Tomlinson (2 013a) must not follow the sequential order as provided on Table 4.1. This section will provide an example of each stage in sequence, referring to the designed material in the appendix. The full lesson designed for the purpose of this paper can be found in the appendix. Please refer to the full unit. (

**TABLE 4.1** Recommended stages for a text-driven approach

| Stages | Learner activities | Principles |
|---|---|---|
| 1 Readiness activities | Thinking about something personal which will help the learners to connect with the content of the core text. | 1 Personal connection.<br>2 Visual imaging.<br>3 Use of inner speech. |
| 2 Experiential activities | Linking the images and thoughts from the readiness activities to the text when first experiencing it. | 1 Personal connection.<br>2 Visual imaging.<br>3 Use of inner speech.<br>4 Affective and cognitive engagement.<br>5 Use of high-level skills.<br>6 Focus on meaning. |
| 3 Intake response activities | Developing and then articulating personal responses to the text. | 1 Personal connection.<br>2 Visual imaging.<br>3 Affective and cognitive engagement.<br>4 Use of inner speech.<br>5 Interaction. |
| 4 Development activity 1 | Developing the text by continuing it, relocating it, changing the writer's views, personalizing it, responding to it etc. | 1 Personal connection.<br>2 Visual imaging.<br>3 Use of inner speech.<br>4 Affective and cognitive engagement.<br>5 Use of high-level skills.<br>6 Focus on meaning.<br>7 Interaction.<br>8 Purposeful communication. |
| 5 Input response activity | Focusing on a specific linguistic, pragmatic, discourse, genre or cultural feature of the text in order to make discoveries about its use. | 1 Personal connection.<br>2 Visual imaging.<br>3 Use of inner speech.<br>4 Affective and cognitive engagement.<br>5 Use of high-level skills.<br>6 Interaction.<br>7 Noticing. |
| 6 Development activity 2 | Revising the first draft from 4 above making use of their discoveries in 5 above. | As for 4. |

Adapted from Tomlinson, 2013, p. 24.

**First Stage: Readiness Activity** In this stage, students should establish a connection between the text's subject and their own lives using their inner speech before experiencing the text directly (Bao, 2013). The first activity of the unit on the appendix gives the following instructions: 'Discuss in groups what do you understood from the picture.' This activity engages learners to connect with the subject of the text by looking at the picture as well as interact with their colleagues. In this situation, learners use their previous experience to talk about what they understood from the picture. And learn from their numerous experiences.

**Second Stage: Experiential Activity** The main goal of the experiential stage is to allow learners to use their multi-dimensional skills to communicate

their experiences based on the subject of the text, and that is what people normally do in their native language (Tomlinson, 2013a; Tomlinson, 2013b). The focus of this material is speaking skills. So acti vities b: 'What do you think could possibly be the cause of what happened on the picture?' and c: 'Wh at do you think could have been done to prevent the incident on the picture from happening?' These activities are done individually and learners brings to the lesson their experiences on what caused the a ccident and how to prevent it.

**Third Stage: Intake Response Activity** At the third stage, the learners should reflect on their opinions and feelings towards their mental representation of the text rather than on comprehension questions (Tomlinson, 2013b). Activity m: 'Do you agree with t he writer that the Sheep caused the accident?' learners are asked to synthesis the story and reflect on their opinion whether the sheep caused the accident or not. Students discuss to either agree or disagree, and this can establish a debate in the class, with learners reflecting on their opinions and feelings. By debating, learners will be exposed to several perspectives in their groups. Then the debate will help students to understand the text and its objectives more deeply.

**Fourth Stage: Development Activity** At this point, learners are required to produce language related to the text and their own lives (Tomlinson, 2013b). Activity e: 'In groups, discuss and write what you think could possibly have caused the incide nt you or anyone you know witnessed or experienced.' In this activity, learners are asked to produce in writing and speaking, their experiences in the subject of the text even before they read the text. This should engage learners cognitively by asking them to visualize using their top-down knowledge what could possibly cause the accident and should also engage them affectively by referring to their own lives.

**Fifth Stage: Input Response Activity** The stage aims to allow learners to think about the text critically and understand what lessons the text talked abo ut. (Tomlinson, 2013b). Activity l: 'What lesson can we learn from the story? The writer did not categ orically state the lessons to learn from the text. It is the learners' understanding of the text that can help them know the lessons learned. The intention is to push students to think deeply about the text and und erstand not only the surface meaning but also the in-depth meaning of the text. This exposes the learne rs to understand the text thoroughly and also in future readings.

**Methodology** A unit was developed for teaching speaking in senior secondary school 1 (SSS1) in northwest Nigeria, using Text-driven framework. In order to test the effectiveness of the developed teaching unit, forty SSS1 students of Government Day Secondary School Arkilla were used for the study. A double-period (90 mins) class was used to test the unit. In the course of testing the unit, the researcher, with the help of two research assistants who happened to be teachers of English for decades, made observations of learners' responses and reactions, which were guided by five research questions. Their findings at the end of the class were analyzed using the mean $\bar{X} = \frac{\sum X}{N}$ and discussed below:

**Table 1: To what extent does the unit provide the learners with rich exposure to the English language in use?**

| Researcher | Assistant 1 | Assistant 2 | Total | Ẍ |
|---|---|---|---|---|
| 4 | 4 | 4 | 12 | 4 |

In order to ensure that learners are exposed to a rich and comprehensible input of language, the materials should allow learners to experience language in use which is meaningful to the targeted learners (Hedge 2000). The observations of the researcher with the two assistants show that the unit is very strong at providing the learners with rich exposure to the English language in use. Achilleos & Ja vis (2013) also argues that the texts should be authentic and show how language is used in context.

The unit incorporates text that is authentic (pgs. ii & iii in the appendix), and it's meaningful to the learners because it connects to their lives. For example, the unit enable learners to discuss on the subje ct of the text and how it relates to them and encouraging learners to connect the text with their own lives (activities b-f of the appendix) (Anderson, 2016).

**Table 2: To what extent does the unit engage the learners affectively?**

| Researcher | Assistant 1 | Assistant 2 | Total | Ẍ |
|---|---|---|---|---|
| 4 | 3 | 4 | 11 | 3.7 |

It's obvious from the three observations that the unit is strong on engaging the learners effectively. It is argued in second language acquisition (SLA) research that when students feel an emotional connection and think about the text they are experiencing, they are more likely to acquire the language that they have been exposed to (Tomlinson, 2013a; Tomlinson, 2010; Tomlinson 2016). The picture, activities b-f and the text on pages i-iii in the appendix engage the learner affectively.

**Table 3: To what extent does the unit involve the learners cognitively?**

| Researcher | Assistant 1 | Assistant 2 | Total | Ẍ |
|---|---|---|---|---|
| 3 | 3 | 4 | 10 | 3.3 |

Researcher and Assistant 1 share the same verdict that the unit is strong, but Assistant 2 is of the view that the unit is very strong at involving the learners cognitively. To sum up their verdicts, the unit appears to be strong on cognitive involvement of the learners. Al-Busaidi & Tindle (2010) state that learners should use their inner speech to connect the text they have experienced to their own lives. This means follow-up activities after experiencing the text should encourage students to visualize and use their inner speech in order to complete the activity (Tomlinson, 2010; Tomlinson, 2013a). This is exemplified in Activity m, which asks learners to either agree or disagree with the writer that the sheep caused the accident, and activities b & c, which demand learners to think.

**Table 4: To what extent does the unit stimulate multi-dimensional representation in the learners' minds?**

| Researcher | Assistant 1 | Assistant 2 | Total | Ẍ |
|---|---|---|---|---|
| 3 | 3 | 3 | 9 | 3 |

Implicit knowledge is essential for learners' communicative skills; without it learners will feel challenged to communicate effectively (Guariento & Morley, 2001). The rating of the researcher and the Assistants appeared to be the same. Therefore, the unit is rated strong in stimulating multi-dimensional representation in the learner's mind. The implicit knowledge that learners are exposed to acquire can be found in activities l, m & n on pg. iii of the appendix. Another reason is that communicative competence is one of the unit's objectives and perhaps the main reason for learners to learn in this unit. Drawing back to Ellis's (2016) argument on the relation between implicit knowledge and communicative skills, it appeared reasonable to rely on learners' ability to notice language in use and acquire it as implicit knowledge.

**Table 5: To what extent does the unit provide the learners with the opportunity to use the English language for communication?**

| Researcher | Assistant 1 | Assistant 2 | Total | Ẍ |
|---|---|---|---|---|
| 3 | 4 | 4 | 11 | 3.7 |

In the use of English language for communication, it's obvious that the material is rated very strong based on the observations during the unit delivery. SLA scholars argue that learner output, especially when asking them to talk about something which is not easily expressed, is as important as comprehension input (Dudeney, Hockly & Pegrum 2013). This principle can be witnessed in readines s activities a-e on pg. i of the appendix. Foster and Hunter (2016) add that learners should be encouraged to speak by designing the activity in a way which appears purposeful and meaningful to

the learner. In all the activities, learners are required to speak, either in the form of discussion among t hemselves or presentation to the rest of the class.

**Conclusion** It is clear based on the findings of this study that if a material designed for the teaching and learning of speaking with strict adherence to Text-driven framework and with the consideration of learners' context and needs, the end result will be success. All the activities designed for the unit have proven to have a strong impact on the learners. Further research can be done on the other language skills (Listening, Reading and Writing) using the Text-driven framework.

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## APPENDIX (SPEAKING SKILLS)

### Teaching Context

This material is developed for Students in Senior Secondary School 1 (SS1) in the North-western parts of Nigeria.

Age: 15-17

Needs and wants: General English. Aimed at learners' proficiency in speaking skills and to pass the examination on spoken English.

Duration: 90 minutes

**Objectives:** The objective of this material is to measure to what extent the unit:

1) provides the learners with rich exposure to the English language in use?

2) engages the learners affectively?

3) involves the learners cognitively?

4) stimulates multi-dimensional representation in the learners' minds?

5) provides the learners with the opportunity to use the English language for communication?

## UNIT DEVELOPED FOR TEACHING SPEAKING

## THE ACCIDENT

Look at the picture below:



a. Discuss in groups what happened in the picture.

b. What do you think could possibly be the cause of what happened in the picture?

c. What do you think can be done to prevent the incident in the picture from happening?

d. Have you, or anybody you know, witnessed or experienced an incident like the one in the picture?
e. In groups, discuss and write what you think possibly caused the incident you or somebody you kno w witnessed or experienced and what could have been done to prevent it from happening?
f. Share it with the rest of the class.

Read the passage below and answer the following questions. Discuss your answers with your group an d then with the class.

g. Why did the writer push the bicycle a short distance before trying to get on it?

h. Why did he cycle so fast?

i. What caused the accident?

j. The accident had two bad results; what are they?

k. Where did Ummi sit on the bicycle?

**THE ACCIDENT** Ummi was n ot in the least surprised by my offer; she was obviously the trusting type. I hitched the travelling can co ntaining the food onto the carrier. I did not want to ride on the rough approach to the house, so I rolled t he bicycle the short distance from the house to the road. Ummi, who was wearing a green-and-red flor al dress, walked beside me. Mounting the bicycle with the can on the back and Ummi on t he crossbar proved a little tricky, but I am rather good with bicycles. I solved the problem by getting o

n the seat first and keeping the bicycle stationary with one foot resting firmly on the ground. Aisha cli mbed on the bar sitting sideways, and I pushed off.
The excitement of having her so close within my arms and the perfume of her hair in my nose would h ave proved overpowering if I had had much time to consider it. I had not. The road to the hospital was quite hilly, not steep, but just enough to take the wind out of one. But with the kind of passenger I had, I did not care to admit too readily to being tired. So I raced up all the little hillocks until my heart raged like a bonfire, which was very stupid of me.

“You are very strong.” Said Ummi.

“Why?” I said, or rather puffed out, as I rounded the summit of yet another small hill.

“You are eating the hill like yam.”

“I have not seen any hill yet,” I replied, getting back some of my breath as I pedaled freely down the s mall, friendly descent that followed. These words were hardly out of my mouth when a stupid sheep a nd four or five lambs rushed out of the roadside on my left. I braked sharply. Unfortunately, Ummi’s b ack was resting on my left arm and prevented me from applying the left brake effectively. So only the brake on the front wheel performed fully. The bicycle pitched forward and crashed on the road. Just be fore the impact, Ummi has cried out something like “My father!”
She was thrown further up the road, and as soon as I got up, I rushed t o help her to her feet again. Then I turned to gaze at the Tuwon Shinkafa and soup in the sandy road. I could have wept. I just stood looking at it and biting my lips. Then Ummi burst into nervous laughter, which completed my humiliation. I did not want to look at her. Without taking my eyes from the food, I murmured that I was very sorry.

“It was not your fault,” she said. “It was the stupid sheep.”

Then I noticed that she was bending down. I turned and saw where she had grazed her knee on the road

“Oh dear!” I said. “Ummi, I am sorry.”

l. What can we learn from the story?

m. Do you agree with the writer that the sheep caused the accident?

n. In groups, write what you think are the measures the writer could have taken to prevent the accident from happening and present it to the class.