

# Whole Language Learning and Self-Efficacy Enhancement: A Mixed-Method Study toward Speaking and Listening Skills Development

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## ABSTRACT

The goal of this study was advocating the implementation of holistic language learning procedures to not only improve learners' communicative skills, but also impact learners' self-efficacy. To fulfill this goal, a mixed method study was carried out. The population of the study was composed of 78 male and female EFL learners belonging to the pre-intermediate level. The age of the learners varied from 16 to 22. As a result of the placement test, 18 subjects were eliminated from the study and the remaining 60 ones established the sample and then were randomly classified into two groups of experimental (EG) and control (CG) each 30 subjects. Four instruments were used to collect the data: Oxford Placement test, tests of speaking and listening that were taken as pre and posttest, a questionnaire to estimate self-efficacy and finally unstructured interview. The achievements of the study were noticeable from several perspectives. Using holistic teaching procedures, the EG outperformed the CG that were taught using the traditional teaching procedures of oral skills. It was interesting to know that the impact of the procedures was more effective in speaking rather than listening. The next construct being improved was EFL learners' self-efficacy. It was noticed that the principles of holistic procedures could positively impact the learners' self-efficacy in a meaningful manner. Finally, in their interview, the learners claimed that they benefitted from the teaching procedures effectively and it impacted their language ability as well as their self-efficacy. They refer to a number of important positive points as well as some limitations.

## Keywords

Holistic Teaching, Self-efficacy, Listening, Speaking.

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## Introduction

Holistic education (also holistic learning) is an approach to education that involves educating a learner so that they will become a well-rounded and confident adult who contributes productively to their community. It focuses on developing care for other and respect for the environment. It pays equal respect to the emotional, social and cognitive wellbeing of the learner (Hare, 2006; Martin, 2002; Marshman, 2010). Marshman (2010, p. 3) defined holistic education as being: "Holistic education focuses on the fullest possible development of the person, encouraging individuals to become the very best or finest that they can be and enabling them to experience all they can from life and reach their goals."

Hare (2006) elaborated some of the key features of holistic learning in terms of the followings:

- Educating the whole student

Educating the whole child means that we're not just focused on them passing tests or getting

smarter. Rather, our focus is on their development as a well-rounded, happy and constructive member of society. We don't just focus on cognitive development but all four areas of development emotional development, cognitive development, physical development, and social development.

By looking at the role of education 'holistically', teachers are no longer just teaching a topic or a subject matter. Rather, they guide students as they develop their social skills, coping mechanisms, respect for others, love of learning, and so on. From a holistic perspective, education becomes a much broader concept (Hare, 2006)!

- Viewing students as part of the whole

Not only the approach focuses on the 'whole child' but it also sees the child as part of a larger 'whole'. The student is connected to the world, the environment and their community. In terms of the **natural environment**, there is an emphasis on caring for and being stewards of our environment. In terms of our **communities**, there is an emphasis

on the need to look out for one another. A healthy community is good for everyone. We need to care for one another in order to have the best for everyone. Thus, we educate children and learners on citizenship and their responsibilities to others: “Interconnectedness brings with it personal responsibilities that must be exercised with due regard for the well-being of the wider community” (Hare, 2006, p. 304).

- Embracing a caring classroom culture

Students should care for others and be cared for by others. Within a holistic classroom, teachers don't just care whether children are learning. They also want to ensure their students leave at the end of the school year more well-rounded, happier and socially competent members of their communities. This focus on the ‘whole child’ has clear overlaps with the humanist theory of education, and particularly Maslow's Hierarchy of Needs. According to Maslow, a classroom must ensure a child's basic needs are met (psychological, safety, security) before they can excel and learn to their fullest potential:

- Engaging in experiential learning

There is a focus on learning ‘outside the classroom’. Holistic educators have an issue with intense focus only on academic development. They believe overemphasis on academic development will not lead to a well-rounded learner. Thus, there is an equal focus on outdoor education, community engagement, the arts, and learning through engaging with others. In order to communicate effectively, EFL learners should promote their oral skill abilities in the foreign/second language. EFL learners are usually judged on their speaking abilities at first glance. Teaching and learning speaking are usually regarded as demanding and laborious activity. Despite this significance of speaking, it is sometimes ignored (Bora, 2012). In the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills (Chaney, 1998). Zhang (2009) argued that speaking remains the most

difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking in terms of the followings:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Palmer (1998) states that in modern education, mind and heart, reality and emotion, theory and practice, teaching and learning have been separated from each other. This situation causes a problem in which learners cannot obtain an aim of acquiring and using what they learned or regard English as an ordinary school course. The role of traditional methods in the unsuccessful status of English teaching is undeniable. However, there is always a relationship between culture and language and in culture-related foreign language teaching, the emotional status and the attitude of students toward the course are essential. Moreover, Payette and Ross (2016) argued that there are many internal and external difficulties that worsen the issue of developing oral skills as well as communicative competence, such difficulties in spoken language prevent students to speak fluently and satisfactorily. Several of the external difficulties are related to the teaching strategies and methods, the curriculum, extracurricular activities and the environment, and the internal difficulties deal with the student in his/herself; his/her personality and character (Asakereh & Afshar, 2016).

In addition, Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners

themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. In the same manner, EFL learners in Iran suffer from similar problems and limitations. As Baleghizadeh and Nasrollahi Shahri (2014) discussed, lack of ability to communicate orally in various contexts prove the fact the EFL learners in Iran have serious difficulty with listening and speaking. The low scores in the standard examinations such as IELTS and TOEFL is the main source of support for this failure (Asakereh & Afshar, 2016). The other problem of the language classes is when too much attention is given to the role of the teacher and the role of the learners is neglected. It all may demotivate the learners and lead to indifferent learners who have no objective in the language class to follow.

To look at the problems from another perspective, the low involvement of the learners in class activities and participation can naturally worsen teaching-learning objectives (Tsai, 2001; Spoolsky, 2009), and one of the most fascinating challenges in teaching L2 is detecting methods to help students promote their speaking and listening skill. This is a factual point especially in countries where learners share a common mother tongue and have little or no exposure to the L2 outside the classroom (Al-Sibai & Saleh, 2004). Some investigators draw attention to speaking as a skill producing anxiety. Hence, it would seem that in a foreign language community, oral skill was regarded as a tough task.

To address these problems, the following research questions were addressed:

Question 1. What is the effect of implementing holistic language teaching principles on the speaking proficiency of Iranian EFL learners?

Question 2. What is the effect of implementing holistic language teaching principles on the listening proficiency of Iranian EFL learners?

Question 3. What is the effect of implementing holistic language teaching principles on the EFL learners' self-efficacy level?

Question 4. Is there any meaningful relationship between EFL learners' self-efficacy and their speaking proficiency?

Question 5. Is there any meaningful relationship between EFL learners' self-efficacy and their listening proficiency?

Question 6. What are Iranian EFL learners' attitudes toward implementing holistic language teaching principles?

## Literature Review

The holistic approach is apparently, affected by cognitive psychology and its theories which concentrates on the role of motivation and social interaction of the learners through learning processes (Goodman, 1989). This, however, adopted by the language holistic approach which, in turn, creates a system of cognitive imaginations that direct and lead the education decision making (Weaver & Henke, 1992). Four important and distinct principles have introduced for holistic education. UNESCO has also indicated these same four pillars, although with slight differences (Nava, 2001).

The first principle is “learning to learn”. This starts with learning to ask. To ask is a natural act of consciousness in its search for knowledge. Its real purpose is not so much for the question to be answered as to be explored. learning to learn means empowering the attributes of consciousness to exercise skills such as paying attention, listening, perceiving, and developing curiosity, intuitiveness, and creativity. Learning to learn means having the ability to direct and take responsibility for one’s own learning, for keeping oneself up-to-date, for knowing where to look for knowledge. It is particularly to scientific awareness (Nava, 2001). This type of learning is radically different from ‘acquiring itemized codified information or factual knowledge’, as often stressed in conventional curriculum and in ‘rote learning’. Rather it implies ‘the mastering of the instruments of knowledge themselves’ (Schreiner, 2005). The next is “learning to do”. It means learning to change society through intelligence, responsible action. Learning to do is linked learning a profession and to productive work: learning to adapt to the needs of work and ability to work in a team, along with the strategic use of knowledge to resolve problems and make

rational decisions in generating quality goods and services. learning to do means knowing how to take risks as well as take the initiative (Schreiner, 2005). This pillar of learning implies in the first place for application of what learners have learned or known into practices; it is closely linked to vocational-technical education and work skills training. However, it goes beyond narrowly defined skills development for 'doing' specific things or practical tasks in traditional or industrial economies. The emerging knowledge-based economy is making human work increasingly immaterial. 'Learning to do' calls for new types of skills, more behavioral than intellectual. The material and the technology are becoming secondary to human qualities and interpersonal relationship. (UNESCO 1996).

The third principle is "learning to live together". This means learning to live responsibly, respecting and cooperating with other people and, in general, with all the living organisms on the planet. Learning must overcome prejudice, dogmatism, discrimination, authoritarianism and stereotypes, and all that leads to confrontation and war. The fundamental principle of this pillar of learning is interdependence, that is, knowledge of the network of life (Nava, 2001). This pillar implies an education taking two complementary paths: on one level, discovery of others and on another, experience of shared purposes throughout life. Specifically, it implies the development of such qualities as: knowledge and understanding of self and others; appreciation of the diversity of the human race and an awareness of the similarities between, and the interdependence of, all humans; empathy and cooperative social behavior in caring and sharing; respect of other people and their cultures and value systems; capability of encountering others and resolving conflicts through dialogue; and competency in working towards common objectives (UNESCO 1996).

The last principle is introduced to be "Learning to Be". Learning to be means the discovery of true human nature, and encounter with the essence of oneself, which goes beyond the psychic apparatus of thoughts and emotion. It is learning to belong to the whole. It is the discovery of our universal dimension, where genuine human values, not individual human values, reside. It is the discovery of one's own being and the inner wisdom achieved through self-knowledge.

Holistic education nurtures this learning in a special way, by recognizing the human being as a basically spiritual being in search of meaning (Nava, 2001). 'Learning to be' may therefore be interpreted in one way as learning to be *human*, through acquisition of knowledge, skills and values conducive to personality development in its intellectual, moral, cultural and physical dimensions. This implies a curriculum aiming at cultivating qualities of imagination and creativity; acquiring universally shared human values; developing aspects of a person's potential: memory, reasoning, aesthetic sense, physical capacity and communication/social skills; developing critical thinking and exercising independent judgment; and developing personal commitment and responsibility (Schreiner, 2005).

Alashhab (2000) conducted a study which aimed at measuring the effect of teaching language grammar using holistic approach strategy on the achievement of ninth grade students in Jordan. The sample of the study was 211 male and female students distributed into two groups: experimental and control. The findings of the study were in favor of the experimental group.

Albatayneh (2004) presented a study aimed at constructing a holistic program for teaching literature, criticism and fluency and investigating its impact on the achievement and appreciation of aesthetics in literal texts for the first secondary students in Jordan. The sample of the study included 135 male and female students distributed into two groups: experimental and control. The findings of the study showed superiority of experimental group over control group.

Azzitawi (2005) studied the effect of using holistic approach strategy on teaching reading comprehension texts for improving higher level of thinking for seventh graders in Jordan. A sample of (29) male and female students were chosen randomly and distributed into two groups- experimental and control. The findings of the study were in favor of the experimental group over that of control group.

Nimr (2008) conducted a study to investigate the effect of instructional program based on holistic approach strategy to improve listening comprehension skill for eighth grade female students. To achieve the objectives of the study, the researcher chose a sample comprised of (87) female students from United Nations Relief and



Works Agency (UNRWA). The sample was distributed into two groups: experimental and control and administered a test to measure listening comprehension skill. The findings of the study showed statistical differences in favor of experimental group over control group.

Mills, Pajares and Herron (2006) surveyed 95 college students who were learning French as a foreign language in the USA. The study found that there was a significant positive relationship between reading self-efficacy beliefs and reading proficiency, whereas listening self-efficacy was positively correlated with listening proficiency only for the females.

Hsieh and Schallert (2008) also demonstrated that among the different variables used in the study as predictors of achievement, self-efficacy was the strongest predictor of English achievement among South Korean students. Tilfarlioğlu and Ciftci (2011) surveyed 250 university students in Turkey. The survey study yielded results in agreement with that in Hsieh and Schallert (2008). In a similar vein, Tilfarlioğlu and Ciftci (2011) conducted a study on 250 students in Turkey. According to the findings of the study, there was a positive relationship between academic success as defined by grades and learners' self-efficacy beliefs.

In another study, Abedini and Rahimi (2009) also examined the relationship between self-efficacy and performance. The results of the study showed that Iranian students' self-efficacy beliefs were positively correlated to their Listening proficiency.

Nariman-Jahan and Rahimpour (2010) revealed the importance of learners' self-efficacy in predicting their achievement. In the line with previous research, the results of this study indicate that learners' self-efficacy is significantly related to their performance in learning English.

However, Anyadubalu (2010) in a study that involved 318 students in Thailand found no significant relationship between self-efficacy and English language performance hence the result was not in line with previous studies which indicated that there is a significant relationship between self-efficacy and performance. He claimed that these results were possible because the participants were young (12) and the collective society as cultural factor appears to

discourage students to make decision on their own.

## Method

It was a mixed method study using quantitative and quantitative data collection procedures in order to answer and discuss six questions. It used numerical data of the speaking-listening tests, questionnaire, and qualitative data for the interview. The population of the study was composed of 78 male and female EFL learners belonging to the pre-intermediate level. They were selected through simple random sampling. The age of the learners varied from 16 to 22. The native language of all learners was Farsi, with almost equal experience in language learning. They had registered in a spring term in a language institute. In order to homogenize the sample, Cambridge Standard Test was run. Based on the objectives of the study and the institute considerations, the sample was randomly classified into two groups: 30ones established the experimental group (EG) and the other 30 ones were recognized as the control group (CG). Five instruments were used in the present study for the purpose of data collection. Cambridge Standard Test is an eighty-test item that has been constructed for selection and placement purposes of the EFL candidates. The test is normally used in order to establish a uniformed sample of participants. It estimates the learners' knowledge on grammar and vocabulary. The listening test was used to measure the listening level of the learners. For this purpose, the researcher used Preliminary English Test (PET) to estimate the listening level of the subjects. The test was held two times, once at the beginning of the study used as pre-test, before the experiment began, and the other at the end of the study, as posttest, when the experiment came to an end. To conduct the speaking test, the researcher used PET speaking test procedures. For this purpose, the researcher used a set of testing procedures. The speaking test was administered as pretest, that was taken before the subjects were exposed to any treatment and the posttest which was administered after they had received the treatment. The fourth instrument was self-efficacy questionnaire. The scale was developed by Yavuz-Erkan (2004) and used to assess the students' self-efficacy. Based on the

self-efficacy construct proposed by Bandura (1977), Yavuz-Erkan developed a 30-item self-efficacy scale to grade the strength of subjects' belief in their language class. This questionnaire was used by the researcher to estimate the views on their level of self-efficacy in this study. The last instrument was an unstructured and open-ended interview for the EG to seek their attitudes on the use of holistic teaching procedures and evaluate their level of satisfaction or dissatisfaction on the use of classroom procedures.

## Results

The following question was presented to observe the effect of holistic teaching procedures on the oral production of the EFL learners on the study in EG.

- What is the effect of implementing holistic language teaching principles on the speaking proficiency of Iranian EFL learners?

To discuss this question, the following tables can be used. Table 1 offers the data of CG. As the data shows, the mean of the pretest was calculated to be 11.17 for the pretest while it changed to 11.41

for the post test of the same group. In fact, using the traditional teaching method for the CG did not impact the speaking skill of the learners in the CG. In other words, the teaching procedures did not help these learners to improve their speaking skill effectively.

**Table 1.** Paired Samples Statistics (pre and posttest, CG)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-speaking scores for the CG	11.1750	30	1.96956	.35959
	Post-speaking scores for the CG	11.4190	30	1.34535	.24563

On the other hand, the data in table 2 presents the t test data. Based on the data, the t value was calculated to be -1.098 at 29 degree of freedom. The p value was estimated to be .281 > .05. the equation does not support the effect of the traditional procedures in the speaking class.

**Table 2.** Paired Samples Test (CG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-speaking scores for the CG - Post-speaking scores for the CG	-.24400	1.21705	.22220	-.69846	.21046	-1.098	29	.281

In the same way, table 3 offers the data of EG who were exposed to the holistic teaching procedures. As it is clear the mean for the pre speaking test was calculated to be 11.2 and after receiving the treatment, the mean rose to 13.4 that shows some degree of improvement. In fact, the change in the mean can indicate the effect of the treatment.

**Table 3.** Paired Samples Statistics (pre and posttest, EG)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-speaking scores for the EG	11.2093	30	1.43358	.26173
	Post-speaking scores for the EG	13.4660	30	1.07052	.19545

Table 4 offers that data of the t test for the EG. The p value for this group was estimated to be  $.000 < .05$ . the p value indicates that with a hundred percent of certainty the treatment of using holistic teaching procedures had impacted the speaking

performance of the EFL learners in the EG. Therefore, the use of classroom procedures for these learners were effective and useful to affect their speaking performance.

**Table 4.** Paired Samples Test (EG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-speaking for the EG - Post-speaking for the EG	- 2.25667	1.54726	.28249	-2.83442	-1.67891	- 7.988	29	.000

Table 5 displays the independent t test for the pre speaking test for the CG and EG. As it is clear,

there is no meaningful relationship between the two pretests of the CG and EG,  $\text{sig} = .939 > .05$ .

**Table 5.** Independent Samples Test for Pre-speaking Test (CG and EG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-speaking for the CG - Pre-speaking for the EG	-.03433	2.41889	.44163	-.93756	.86889	-.078	29	.939

Table 6 offers the independent t test for the posttest of speaking for the CG and EG. As it is

clear, there is meaningful relationship between the two pretests of the CG and EG,  $\text{sig} = .000 < .05$ .

**Table 6.** Independent Samples Test for Post-speaking Test (CG and EG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-speaking for the CG - Post-speaking for the EG	-2.04700	1.99254	.36379	-2.79103	-1.30297	-5.627	29	.000

To answer the first research question, the researcher referred to table 1 to 4 that offered the means and t test data. The means of the EG that received the treatment of holistic language learning procedures outperformed the CG who were exposed to traditional teaching of speaking.

## Results of Research Question 2

- What is the effect of implementing holistic language teaching principles on the listening proficiency of Iranian EFL learners?

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As the data shows in table 7, the mean of the pretest was calculated to be 10.2 for the pretest while it changed to 14.3 for the post test of the same group. The difference was great enough to confirm the impact of traditional teaching method for the CG. It could impact the listening skill of the learners in the CG. In other words, the teaching procedures affected these learners to improve their listening skill effectively.

**Table 7.** Paired Samples Statistics (pre and posttest, CG)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-listening scores for the CG	10.2000	30	1.74988	.31948
	Post-listening scores for the CG	14.3000	30	18.13009	3.31009

On the other hand, the data in table 8 presents the t test value. Based on the data, the t value was calculated to be -1.239 at 29 degree of freedom. The p value was estimated to be .225>.05. as it is

clear, the t test does not support the effect of the traditional procedures on the listening performance of the CG.

**Table 8.** Paired Samples Test (CG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-listening scores for the CG - Post-listening scores for the CG	- 4.10000	18.13047	3.31016	-10.87003	2.67003	- 1.239	29	.225

In the same way, table 9 offers the data of EG who were exposed to the holistic teaching procedures. As it is clear the mean for the pre listening test was calculated to be 11.03 and after receiving the treatment, the mean rose to 13.43

that shows some degree of improvement. In effect, the change in the mean can indicate the effect of the treatment for the EG.

**Table 9.** Paired Samples Statistics (pre and posttest, EG)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-listening scores for the EG	11.0333	30	1.99107	.36352
	Post-listening scores for the EG	13.4333	30	1.54659	.28237

Table 10 offers that data of the t test for the listening test of the EG. The p value for this group was estimated to be .000<.05. the p value indicates that with a hundred percent of certainty the treatment of using holistic teaching procedures had impacted the listening ability of the EFL

learners in the EG. Therefore, the use of classroom procedures for these learners were effective and useful to affect their listening performance.

**Table 10.** Paired Samples Statistics (pre and posttest, EG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-listening scores for the EG - Post-listening scores for the EG	- 2.40000	1.75381	.32020	-3.05488	-1.74512	- 7.495	29	.000



Table 11 displays the independent t test for the pre listening test for the CG and EG. As it is clear,

there is no meaningful relationship between the two pretests of the CG and EG,  $\text{sig}=.087>.05$ .

**Table 11.** Independent Samples Test for Pre-listening Test (CG and EG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-listening scores for the CG - Pre-listening scores for the EG	-.83333	2.57419	.46998	-1.79455	.12788	-1.773	29	.087

Table 12 offers the independent t test for the posttest of listening for the CG and EG. As it is

clear, there is no meaningful relationship between the two pretests of the CG and EG,  $\text{sig}=.795>.05$ .

**Table 12.** Independent Samples Test for Post-listening Test (CG and EG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-listening scores for the CG - Post-listening scores for the EG	.86667	18.07023	3.29916	-5.88087	7.61420	.263	29	.795

To answer the second research question, the researcher offered the data in tables 7 to 12 that offered the means and t test data. The means of the EG that received the treatment of holistic language learning procedures outperformed the CG who were exposed to traditional teaching of listening. To confirm the impact of the procedures, the difference between the pre and posttests means of listening and the p value could show the impact of the treatment.

### Results of Research Question 3

The third question sought to investigate the effect of using holistic teaching procedures on the learners' self-efficacy.

- What is the effect of implementing holistic language teaching principles on the EFL learners' self-efficacy level?

To discuss this question and answer it, the data of the self-efficacy questionnaire was used. To fulfil this goal, a pre-designed questionnaire was used two times, once before the learners of both groups received the treatment and once at the end of the teaching period. The data of each questionnaire administration is presented below.

The data in table 13 indicate the number of items of the questionnaire, here 30, and the means for each item and the standard deviation of each item separately. According to the means, the higher are the means for each item, the higher is the level of self-efficacy among the subjects. For instance, the means for item 5 and 6 is 1.79 and 1.87 respectively. Both data show that the learners have a negative attitude towards these two items.

**Table 13.** Descriptive Statistics for pre administration (CG)

Items	N	Mean	Std. D.
1	30	2.3423	.82839
2	30	2.0833	1.5112
3	30	2.5000	.36291
4	30	2.6583	1.5678
5	30	1.8917	1.2875
6	30	1.8109	1.21052
7	30	1.6250	.82839
8	30	2.7500	1.5112
9	30	1.7833	.82839
Items	N	Mean	Std. D.
10	30	2.4833	1.5112
11	30	1.8950	.36291
12	30	1.6250	1.5678
13	30	1.7800	1.2875
14	30	2.1310	1.21052
15	30	1.8133	1.51177
16	30	2.6500	.82839
17	30	1.5833	1.5112
18	30	2.1833	.36291
19	30	2.2131	.40237
20	30	2.4352	.82839
21	30	2.7500	.53896
22	30	3.9123	.58959
23	30	3.3486	.86465
24	30	3.2321	.70034
25	30	2.1212	.82839
26	30	3.2113	.53896
27	30	3.1250	.58959
Items	N	Mean	Std. D.
28	30	3.1083	.86465
29	30	3.3486	.86465
30	30	3.2321	.70034
Valid N (listwise)	30		

Table 14 demonstrates the data of post administration of the questionnaire for the CG. Any increase in the mean level of each item from pre to post administration is an indication of

increase in the self-efficacy level of the learner in the control group. To know more about the difference between the two administration of the

questionnaire, the data in the following tables can help more.

**Table 14.** Descriptive Statistics for post administration (CG)

Items	N	Mean	Std. D.
1	30	1.5833	.84515
2	30	2.9165	1.5177
3	30	2.5200	.92488
4	30	3.4583	.51177
5	30	1.7917	.53896
6	30	1.8750	.58959
Items	N	Mean	Std. D.
7	30	2.5250	.86465
8	30	1.6500	.70034
9	30	2.5833	.82839
10	30	2.0833	1.5112
11	30	2.8750	.36291
12	30	1.6250	1.5678
13	30	2.7500	1.2875
14	30	2.0000	1.21052
15	30	1.8333	1.51177
16	30	2.3333	.92231
17	30	2.7500	.84515
18	30	2.5833	1.5177
19	30	2.5833	.92488
20	30	3.2342	.51177
21	30	3.1231	.53896
22	30	3.5673	.58959
23	30	4.2342	.86465
24	30	3.2321	.70034
25	30	2.1212	.82839
26	30	3.2113	1.5112
Items	N	Mean	Std. D.
27	30	4.1250	.36291
28	30	4.1083	.40237
29	30	1.2833	.8215
30	30	2.0133	1.3077
Valid N (listwise)	30		

According to the data in table 15, the total mean for the first administration of the questionnaire for the CG was calculated to be 74.5 that was increased to 77.13 for the post administration of

the questionnaire of the same group. The increase is not much and cannot show the required change in the self-efficacy level of the learners.

**Table 15.** Paired Samples Statistics (CG)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-administration of the questionnaire CG	74.5000	30	14.88519	2.71765
	Post-administration of the questionnaire CG	77.1333	30	14.77587	2.69769

Moreover, the data of table 16 shows the t test value of the pre and post administration of the questionnaire for the CG. Based on the data,

$p=.17>.05$  and consequently does not show any meaningful difference between the two administrations of the questionnaire. In fact, it can

be discussed that not much difference can be observed in the level of learners' self-efficacy

who were exposed to traditional method of teaching listening and speaking.

**Table 16.** Paired Samples Test for two administrations (CG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-administration of the questionnaire CG - Post-administration of the questionnaire CG	-2.63333	4.98607	.91033	-4.49516	-.77150	2.893	29	.17

In the same manner, table 17 demonstrates the data of pre-administration of the questionnaire for the EG who had received the treatment. According to the means, the higher means of each item shows the level of self-efficacy among the

subjects of the EG. For instance, the means for item 1 is 2.23 and for item 29 is 2.28. Both data show that the learners have a low attitude towards these two items.

**Table 17.** Descriptive Statistics for pre administration (EG)

Items	N	Mean	Std. D.
1	30	2.2345	.86465
2	30	3.7612	.70030
Items	N	Mean	Std. D.
3	30	3.2367	.93011
4	30	2.0131	1.5033
5	30	4.0912	.81276
6	30	3.3287	.023234
7	30	1.4325	2.1874
8	30	3.5123	1.2386
9	30	4.0143	.40237
10	30	2.4321	.74001
11	30	3.6264	.91270
12	30	2.2917	.86465
13	30	3.6265	.70030
14	30	2.2143	.93011
15	30	3.6267	1.5033
16	30	2.3214	.81276
17	30	2.7575	.023234
18	30	2.3245	1.5177
19	30	4.6265	.92488
20	30	3.3214	.51177
21	30	2.8333	.53896
Items	N	Mean	Std. D.
22	30	4.0833	.58959
23	30	3.6265	.86465
24	30	2.7917	.70030
25	30	3.3441	.93011
26	30	4.1223	1.5033
27	30	3.2314	.81276
28	30	4.1287	1.3234
29	30	2.2845	1.86465

30	30	3.7612	.7231
Valid N (listwise)	30		

increase in the self-efficacy level of the learner in the experimental group. To know more about the difference between the two administrations of the questionnaire, the data of t tests and correlations in the following tables can help more.

Table 18 demonstrates the data of post administration of the questionnaire for the EG. Any increase in the mean level of each item from pre to post administration is an indication of

**Table 18.** Descriptive Statistics for post administration (EG)

Items	N	Mean	Std. D.
1	30	2.3212	.83421
2	30	3.2141	.75367
3	30	2.6131	.87802
4	30	3.0213	.85458
5	30	3.8125	.73852
6	30	3.5412	.91281
7	30	3.0909	.85702
8	30	2.2352	.76685
9	30	3.8636	.98139
10	30	2.8435	.83421
11	30	2.4367	.67967
12	30	2.7727	.64690
13	30	2.9213	.83265
14	30	2.6818	.93765
15	30	2.3142	.89242
16	30	3.1273	.96811
17	30	2.0261	.84762
18	30	3.6236	.92387
Items	N	Mean	Std. D.
19	30	3.5643	.93476
20	30	2.7267	.96967
21	30	2.6193	.92314
22	30	3.3123	.83218
23	30	2.3810	.83421
24	30	3.1942	.75367
25	30	3.1095	.87802
26	30	3.0238	.85458
27	30	4.7143	.73852
28	30	4.8095	.91281
29	30	3.3212	.9812
30	30	4.2141	.45367
Valid N (listwise)	30		

According to the data in table 19, the total mean for the first administration of the questionnaire for the EG was calculated to be 82.46 that was increased to high mean of 102.1 for the post

administration of the questionnaire of the same group. The increase is much enough to show the required change in the self-efficacy level of the



learners who were exposed to holistic teaching procedures.

**Table 19.** Paired Samples Statistics (CG)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-administration of the questionnaire	82.4667	30	10.68590	1.95097
	Post-administration of the questionnaire	102.1000	30	7.54915	1.37828

Moreover, the data of table 20 shows the t test value of the pre and post administration of the questionnaire for the EG. Based on the data,  $p=.000<.05$  and consequently with a hundred percent of certainty it can be claimed that the data of the questionnaire administrations are reliable and we can trust them. In effect, the data indicates

that there is enough difference between the self-efficacy of the learners before and after they had received the treatment. It indicates meaningful difference between the two administrations of the questionnaire.

**Table 20.** Paired Samples Test for two administrations (EG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-administration of the questionnaire - Post-administration of the questionnaire	- 19.63333	9.55017	1.74361	- 23.19943	- 16.06724	- 11.260	29	.000

## Discussion of Research Questions 4 and 5

To discuss questions 4 and 5, the learners' speaking and listening levels were correlated with their responses to the self-efficacy questionnaire. To this goal, the subjects in each group were classified into two groups of high with the scores above 12, and low with the scores above 12. To know the relationship between self-efficacy questionnaire and the listening-speaking levels of the learners, the data in the following tables can help.

- Is there any meaningful relationship between EFL learners' self-efficacy and their speaking proficiency?
- Is there any meaningful relationship between EFL learners' self-efficacy and their listening proficiency?

Based in the achieved data, the learners were classified under high and low levels:

The data in table 21 show that 90% of the learners of the EG belonged to the high level and the other 10% belong to the low level.

**Table 21.** The Data of Levels (Speaking EG)

Levels	No.	Percent
High	27	90%
Low	3	10%
Total	30	100%

On the other hand, based on the speaking scores, 83% of the learners of the CG were classified as high achievers and the other 16% were identified to be low in their speaking achievement,

**Table 22.** The Data of Levels (Speaking CG)

Levels	No.	Percent
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High	25	83.3%
Low	5	16.7%
Total	30	100%

The fifth question of the study sought to explore the relationship between the learners' level of self-efficacy and their listening development. In other words, it meant to explore if the learners of the high and low levels improved their self-efficacy equally or it varied from level to level. To this purpose, the researcher based on the mean scores of listening classified the learners of the EG and CG into two levels of high and low and as the next step, the levels were correlated with their responses to the self-efficacy questionnaire using t test. Tables 23 and 24 show the descriptive data of the two levels of listening for the EG and CG.

As the data of table 23 indicates, 40% of the learners in the EG were classified as high achievers and 60% as low achievers.

**Table 23.** The Data of Levels (listening EG)

Levels	No.	Percent
High	12	40%
Low	18	60%
Total	30	100%

According to the data in table 24, 13% of the subjects were recognized to be high achievers and the other 86% were identified to be low achievers for the listening skill.

**Table 24.** The Data of Levels (listening CG)

Levels	No.	Percent
High	4	13.33%
Low	26	86.66%
Total	30	100%

As the data in table 25 shows that the mean of self-efficacy level for the high learners was estimated to be 138 and for the low ones it was calculated to be 78.5.

**Table 25.** The mean scores of self-efficacy (listening- EG)

Levels	Total Mean	Standard Deviation
High	138	1.54477
Low	78.5	2.3255

Besides, the data in table 26 indicate the total mean of self-efficacy for the CG, their listening skill. As the data shows, the mean for the high achieves is estimated to be 102.33 that is higher than the mean for the low achievers which was estimated to be 85.66.

Based on the data of the two tables, it can be concluded that as the listening and speaking skills of the learners improved, in the same way, their self-efficacy also grew higher. Based on this assumption, it can be postulated that the higher is the level of listening-speaking achievement among the learners, the higher would be their self-efficacy. In fact, self-efficacy has impact on the degree of oral proficiency achievement of the subjects in both groups.

**Table 26.** The mean scores of self-efficacy (listening- CG)

Levels	Total Mean	Standard Deviation
High	102.33	2.4855
Low	85.66	2.17331

As it can be observed in table 27, the data of t test for the relationship between the speaking levels and the self-efficacy achievement can be seen. Based on the data  $p=.000<.05$  and with a hundred certainly it can be claimed that there is meaningful relationship between the levels and the self-efficacy achievement of the learners. In other words, the data of self-efficacy and the levels are perfectly dependable.

**Table 27.** t test for the speaking levels and responses to questionnaire (EG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair	Speaking levels -	-	28.223	9.276	-12.044	-48.741	-	29	.000

1	self-efficacy scores	68.324					13.35		
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In the same way, table 28 offers the data of t test for the relationship between the listening levels of the learners and their responses to self-efficacy questionnaire. As the data shows,  $p=.004<.05$  and with a hundred certainly it can be claimed that there is meaningful relationship between the

levels and the self-efficacy achievement of the learners. In fact, it can be claimed as the learners were better in their speaking and listening achievements, they were more proficient in their self-efficacy improvement.

**Table 28.** t test for the listening levels and responses to questionnaire (EG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Listening levels - self-efficacy scores	-86.31	15.341	5.327	-82.53	-44.750	-12.44	29	.004

Therefore, self-efficacy improvement can be the effect of holistic teaching procedures that were used as the treatment of this study that were used for the EG. Finally, it can be concluded that the better learners in listening and speaking class

were more convenient to improve their self-efficacy when exposed to holistic learning procedures.

**Table 29.** t test for the Speaking Levels and Responses to Questionnaire (CG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Speaking levels - self-efficacy scores	.05000	.87958	.16059	-.27844	.37844	.311	29	.758

The data in tables 29 and 30 show the t test for the relationship between levels and self-efficacy achievement for the CG who were exposed to the traditional teaching methods of oral skills. In both cases, no meaningful relationship can be observed between the listening-speaking achievement and

the self-efficacy levels of the learners. Thus, it can be confirmed that the traditional teaching methods are not suitable to improve learners' self-efficacy and the teaching procedures have no impact on this trait.

**Table 30.** t Test for the Listening Levels and Responses to Questionnaire (CG)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Speaking levels - self-efficacy	.05967	.74875	.13670	-.21991	.33926	.437	29	.666

	scores								
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### Results of Research Question 6

- What is Iranian EFL learners' attitude toward implementing holistic language teaching principles?

To investigate the sixth question, the researcher organized a semi-structured interview with the EG who were exposed to holistic language learning processes and experienced the procedures. Thus, they were asked to offer their views and attitudes on the use of the given procedures in their writing class. After being asked the subjects to reflect their view, their voices were recorded and were later on analyzed and presented in the following.

#### Positive Attitudes

- Collaboration was noticeable among the group, and it helped me to control my anxiety and get help from peers.
- The teacher was very cooperative although I depend on peers more than the teacher. The group collaborated very well and helped each other in any area.
- Teaching procedures were easy to follow and everyone knew what was happening so we focused on the language by speaking and listening to each other and correcting each other.
- The teaching procedures were both new and different from what we had learned before since some unimportant errors were ignored and the class was managed by the learners and the role of the teacher reduced to a great extent.
- The anxiety level was very low and this made me feel happy, comfortable, and active. This is why, I always volunteered to speak or to answer the questions that were posed by teacher or peers.
- All language skills were practiced and considered as a whole. We did not limit the class activities only to listening or speaking. If we had any problems in pronunciation or choice of vocabulary, we

discussed them and tried to help one another by giving the required feedback.

- I was not afraid of my shortcomings or misunderstanding since the group ignore my problems.
- I practiced my speaking more than other skills. The feedback from the class and teacher was perfect.
- I practiced speaking and listening more than before.
- It was a good and suitable procedure to practice listening and speaking.

#### Negative Attitudes

Although the subjects of the EG supported the use of holistic procedures, some of them faced some limitations.

- The class was almost noisy and crowded.
- we could not accept some of the ideas from peers.
- The teacher was not always available.
- The materials were not suitable since they did not emphasize all skills equally.
- Reading and writing were almost ignored.
- The class was not suitable for the learners whose goals were preparing for IELTS examination.
- Sometimes, a lot of time was wasted to discuss a small point.
- The method and the procedures were time-wasting for me.
- The materials did not cover the subjects of the class.
- The materials were not suitable.

According to the attitudes and ideas of the learners, most learners were satisfied with the use of holistic learning procedures. They claimed that in several respects they benefitted from the teaching procedures such as the low anxiety they felt and the feedback they received from the classroom procedures. Moreover, the activities encouraged more participation among the learners since they did not feel any fear of making mistakes or mispronunciation.

However, they pointed to some shortcomings as a result of the used procedures.

### Discussion

The teaching and learning of speaking are a vital part of any language education classroom; not only does the spoken language offer confidence and motivation for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes. However, teaching speaking remains challenging for many teachers. A key issue here is whether what happens in a speaking classroom is concerned with ‘doing’ teaching or ‘teaching’ speaking.

Besides, this study was significant enough so as to overcome some pitfalls of language learning issues including comments such as the followings claimed by teachers:

“All my students can read and write well, but they are poor at speaking and listening. Many of them are too afraid to talk in class. They are shy and lack confidence. Besides, some of them sound very “bookish” when they speak it’s as if they are reading from a book! My students love to speak, but they make a lot of grammatical mistakes.”  
(Burns, 2012, p. 165).

The aim of Holistic English is simply taking one subject matter and using it for language development. It emphasizes comprehensible input through various meaningful activities such as entertaining movies, class discussion, role play, music in a friendly English environment. It is all about language acquisition rather than language learning. It emphasizes input rather than output. Watching and interpreting movies are different from the audio-lingual method because the discussions enable the students to speak more skillfully and comprehend the language. Moreover, the story of the movies and contextual activities make learning a pleasurable entertainment which makes implicit learning or incidental learning of the language components possible. This is a combination of both explicit learning and implicit learning or intentional learning and incidental learning, or conscious learning and unconscious learning. The

achievements of the study are noticeable from several perspectives. As the first objective was to improve and develop the oral skill development of the EFL learners in the language class. To this goal, the holistic language principles were implemented as the treatment of the study by the researcher and the results based on the difference between pre and posttest scores indicated that the procedures were effective enough to improve the oral skills effectively. Using holistic teaching procedures, the EG that was exposed to holistic procedures clearly outperformed the CG that were taught using the traditional teaching procedures of oral skills. The change in the oral skills performance were confirmed by both the means from pre to post tests and also by t tests that indicated the degree of meaningfulness among the two tests. It was interesting to know that the impact of the procedures was more effective in speaking rather than listening.

The next construct in this study being investigated and improved was EFL learners’ self-efficacy. It was hypothesized that exercising and practicing the principles of holistic language teaching procedures could positively impact the learners’ self-efficacy in a meaningful manner. Based on this assumption, the difference between pre and post administration of self-efficacy questionnaire supported that idea that the EG benefitted the incorporation of holistic procedures to improve their self-efficacy to great extent. This claim can be supported using both the descriptive statistics of the two administrations of the questionnaire and the t test that showed there is meaningful relationship between the questionnaire administration. However, the inferential data of the relationship between self-efficacy and the oral skills showed that the relationship between speaking was greater than that of listening. In other words, it can be claimed that the speaking activities and its components have deeper and more influence on the learners’ self-efficacy and this cannot be observed in listening. In their interview with the teacher the learners claimed that they used the teaching procedures effectively and it impacted their language ability as well as their self-efficacy. They refer to a number of important positive points as well as some limitations. All of the positive attitudes confirmed the use of holistic procedures that were practiced by the researcher and the EG. Moreover, the



learners who improve their self-efficacy construct need to be motivated to practice higher level of thinking. They should recognize not only the apparent level of meanings but also the implemented meanings that help them to conclude, analyze and criticize. This could be easily done with the help of teachers who work as models for the students inside the classroom. Teachers may rise high level of probing questions in front of their students and then promote them to do the same (Klien, 2005). If learners do so, they will become efficient thinkers and will meet and solve all problems that may face them in real life (Angier, 2009). The language use and employment in the real-life situations leads to cognitive awareness of that language. The efficiency of learning a language is concluded on the centrality of that language in curriculum construction and the centrality of the students in the teaching- learning process. In this sense, the concentration should be directed to the learners not to the content. Therefore, teachers have to find an impressive teaching learning atmosphere for the students, the same as that of their actual life outside the school. This will eventually, urge them to participate and work actively during the teaching-learning process.

### Conclusion

The achievements of this study are in line with several other studies that followed almost similar goals. For instance, Alashhab (2000) conducted a study which aimed at measuring the effect of teaching language grammar using holistic approach strategy on the achievement of ninth grade students in Jordan. The findings of the study were in favor of the experimental group. The main shortcoming this study was that the study focus was limited to teaching only grammar and language as a whole was neglected.

Moreover, Abu-sheikh (2002) conducted another study which aimed at measuring the impact of teaching morphology from Arabic grammar textbook of tenth graders applying holistic approach strategy and comparing it with conventional method. The results of the study indicated superiority of experimental group over control group. In the same manner, a limitation of this study was that it did not cover all aspects of

the language and only morphology was selected and developed among the participants.

Albatayneh (2004) presented a study aimed at constructing a holistic program for teaching literature, criticism and fluency and investigating its impact on the achievement and appreciation of aesthetics in literal texts for the first secondary students in Jordan. The findings of the study showed superiority of experimental group over control group.

Azzitawi (2005) studied the effect of using holistic approach strategy on teaching reading comprehension texts for improving higher level of thinking for seventh graders. The findings of the study were in favor of the experimental group over that of control group.

Nimr (2008) conducted a study to investigate the effect of instructional program based on holistic approach strategy to improve listening comprehension skill of female students. The findings of the study showed statistical differences in favor of experimental group over control group. It is apparently clear from the previous studies that there are three of them aimed at measuring achievements of the students on subjects related to language constituents such as: grammar and literature. Where as, (Azzitawi, 2005) study aimed at developing higher level of thinking for seven grade students, and (Nimr, 2008) study explored the effect of instructional program on listening comprehension skill of eighth grade students. However, when revising all the previous studies, it is clear that none of them deals with the reading comprehension skills. That is why the present study focused on the reading comprehension skills and the effect of using holistic approach on teaching reading in its three levels: literal, productive and applicable.

The main problems with all these studies was that they did not consider language as a whole and teaching and fostering only limited skills and components were considered by the researchers. However, the present study aimed at developing both the language skills and participants' self-efficacy as their psychological construct.

One of the main implications of the language holistic approach is that a learner constructs his own understanding of the situation he interacts with and converses with others according his understanding. A learner becomes aware that the activities he does must be of a great interest to his

own life. When he does so, a learner feels safe through learning process, not fearing blame or sarcasm, and building up his own meanings depending on his own past knowledge to understand the language that he practices (Harste, Burke and Woodward, 1994).

The holistic approach is not only restricted to language teaching, it could be also applied to all other subjects, or improved other rich activities since it calls for a new modern view for teachers and teaching, encouraging them to interact effectively with the students. The achievements of the study can give indications to the Educators so as to try to improve language curricula which encourage learners to involve themselves in the language teaching atmosphere.

In the light of the results of the present study, the researcher recommends the following:

- Training teachers of languages in general and teachers of English in particular to adopt language holistic approach strategy when teaching a foreign language.
- Concentrating more on oral skills for different learners of different levels of both genders.
- Language holistic approach strategy should be implemented in the basic stage's language syllabuses to improve the students' all language skills.
- It is recommended that relevant materials that can support holistic teaching approach to improve not only oral language skills but also other skills and skill components should be constructed.
- Enough attention and care have to be dedicated to the teaching techniques and procedures that would support holistic approach.

For teachers, what is relevant about the teaching cycle in the holistic approach is that it assists teachers to focus systematically on planning each component, and to develop appropriate activities and materials for learners at different stages of learning. It also takes into account activities that engage learners at the cognitive and affective level. In other words, the use of holistic approach and teaching procedures emphasize the following aspects:

1. The teaching of speaking should foreground the respective roles played by the teacher, the learner and the materials.
2. The main aim of listening and speaking tasks is to help students develop the fluency of expert speakers where meaning is communicated with few hesitations and in a manner that is appropriate for the social purpose of the message. This is achieved through the followings:
  - The use of accurate language and discourse routines.
  - Appropriate speech enabling skills.
  - Effective communication strategies.
3. Learners' speaking performance can be enhanced through pre activity procedures and task repetition, as these activities can reduce cognitive load during speech processing.
4. Learning involves noticing key information and storing it in long term memory. Activities that focus learners' attention on language, skills and strategies are therefore an important part of teaching speaking.
5. Activities that help learners develop metacognitive knowledge and self-regulation of their speaking and learning processes are also needed to address affective and other cognitive demands of learning to speak a second language.

Finally, by planning lessons according to the stages in the given cycle in the holistic approach, teachers can address all these concerns and provide valuable scaffolding for learners as they engage in communicative tasks. Learners will not only practice expressing meaning using their existing language resources, but they will also receive timely input and guidance for improving their performance.

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