Employment of Speech Acts Theory for Developing Oral Communication Skills in Iraqi Private Colleges

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ABSTRACT:

This paper aims at: employing speech acts theory in conversational classes to develop students' oral communication skills in Iraqi private colleges. It discusses the problems in mastering speech acts and also the use of conversation techniques(brainstorming and imagination) and speech acts technique (role-play) as techniques that can be employed by EFL teachers to enhance EFL students mastery of oral skills . Besides, this paper also provides some benefits of employing role-play in English language teaching. There are also some points to consider when EFL students are learning conversation. Students should not only master grammatical competence but also communicative competence.

Two sections have been selected randomly from the first stages .In the way , Al-Yarmouk college was selected randomly as an experimental group taught the conversation with employing speech act theory by using brainstorming, imagination and role play. The other (Al-Rafdain college) was the control group taught conversation by using classical method. The number of students in experimental group was (37), and the number of students in control group was (35). After excluding the repeaters from experiment group, the total number of the sample subjects were(70). (28) male and (42) female.

The study concludes the following :-

1-Employing speech acts theory in conversational classes developing students' oral skills.

2-There are many techniques, strategies, and activities can be used to develop students' oral communication skills .

Key Words: - *Speech Acts Theory , Speaking Strategies , Techniques of Teaching Oral Skills*

المستخلص :

الهدف الرئيسي من هذه الدراسة هو توظيف النظري الكلامية في تدريس المحادثة لتعزيز اداء الطلاب التواصلي الشفهي. وتناقش اتقان النظرية الكلامية واستخدام تقنيات تدريس المحادثة(تبادل الآراء والتأمل)وتقنية تدريس النظرية الكلامية (ادوار الالعاب) كتقنيات تستخدم لتعزيز التواصل الشفهي للطلاب داخل الصف التحاوري. هناك ايضا بعض النقاط تؤخذ بعين الأعتبار خلال تدريس المحادثة في اللغة الأنكليزية كلغة أجنبية,حيث لايجب ان يتقن الطالب فقط التواصل النحوي وأنما الأداء التواصلي بصورة عامة.

ولغرض اجراء الدراسة تم أختيار المرحلة الأولى من جامعتين :الاولى هي التجريبية وهي من كلية اليرموك الجامعة ,حيث درست حسب المشروع المقترح :بتطبيق التقنيات (تبادل الأفكار والتأمل مع ادوار الألعاب). أما المجموعة الثانية فهي المجموعة الضابطة ومن كلية الرافدين الجامعة وقد درست هذه المجموعة بالطريقة التقليدية لتدريس المحادثة. أما عدد أفراد العينة فقد كانت المجموعة التجريبية (37)طالبا, وبعد استبعاد (2) من الطلاب أصبحت

المجموعة تتكون من (35)طالبا, والمجموعة الضابطة تتكون من (35) طالبا ايضا, حيث أصبح العدد الكلي للمجموعتين (70) طالبا,(28)ذكور و(42) اناث.

وقد وصلت الدراسة الى النتائج الآتية:

1. توظيف النظرية الكلامية داخل الصف التحاوري بأمكانه تطوير المهارات الشفهية للطلاب

2. هناك العديد من التقنيات ,الاستراتيجيات, والفعاليات التي يمكن أستخدامها لتطوير المهارات الشفهية

الكلمات المفتاحية *:النظرية الكلامية ,استراتجيات التحدث , تقنيات تدريس المهارات الشفهية.*

INTRODUCTION:

Statement of the Problem and its Significance.

The statement of this study represented by some questions which need explicit answers, these are:-

1-Does employing speech acts theory can develop students' oral communication skills?

2-What are strategies and activities which develop students' oral communication skills?

This study will be of value for English language learners and teachers at Iraqi universities to overcome the difficulties in communication through speech act theory. Give, that an effective communication involves not only the communicates' common understanding but also polite and proper verbal exchanges, it is evident that speech acts play a significant role in intercultural communication.

Aims.

This study aims at:-

1-Employing speech acts theory can develop students' oral communication skills in Iraqi private colleges.

2-Identifying the strategies and activities which develop students' oral communication skills.

Hypotheses.

1- Employing speech acts theory can develop students' oral communication skills.

2- There is a significant difference between the mean scores of the students' who are taught by employing speech act theory, and the mean scores of those taught by the traditional method .

3-Using brainstorm ,imagination, and role play during employing speech acts theory in oral course can develop students' oral communication.

Limits.

This study is limited to the students of private colleges in Diyala province during the academic year 2014-2015 .

Theoretical background and previous study:

Classification of Speech Act.

To speak a language is to express thoughts in the form of linguistic utterance that employ words and follow combinatorial rules. When a person X speaks communicatively, she transmits a thought to a hearer Y with a certain official aim and possibly with other consequential effects. By an utterance, a speaker can inform the hearer of a certain situation, express an inner state of mind (emotions or feelings), or modify the behavior of the recipient. In all cases, a certain thought is expressed by vocalization of an utterance. A speech act, though, is not merely the expression of a thought. It is the vocalization of a certain representation of the world (external or internal) aimed at making official the display of an intention to

change a state of things and at changing things by the public display of that intention. A speech act is a public utterance; it cannot be a silent thought, and its effects are obtained in virtue of its being a public though. I hope that this suffices to settle the question of whether the communicative or the representational view of language should have priority my stance is that we have to start with the basic function of language, which is that of expressing or articulating thoughts, before we can move on to the public function of language, which is express communicative intentions to obtain a number of effects on other people and on society thus, this view reconciles opposite stances to language.

We have to distinguish 'locutionary', 'illocution', and 'perlocutionary' acts. A locutionary act is the vocalization of a sentence endowed with a certain meaning. For example, an actor on the stage vocalizes a locutionary act, because the meaning that utterance has, is not interpreted as being a display of the speaker intention. An illocutionary act is an utterance proffered with the intention to change the context, updating it with a certain public intention to do thing or modify the hearer's cognitive state. A perlocutionary act is an utterance that achieves the speaker's intention, not directly through the expression of that intention, but as a consequence of the display of a speaker's intention to do something. For example an anonymous letter to the police may have as its point the (perlocutionary) intention to jam the police activities and divert the course of justice.

In this article, there is a general algorithm, mapping a sentence type to a literal speech act; in other words, there are conventions of language use associating certain forms with certain speech acts. This is certainly the case of 'pre-formative' (e.g.: I promise to come tomorrow; you are friend; etc.), forms which unambiguously express a certain illocutionary intention and the utterance of which counts as carrying out certain social actions. When a pre-formative formula is used by a person having certain socially recognized characteristics (status, power, etc.) in an appropriate context, then a certain social action is carried out in virtue of the speaker having proffered the formula in that context. The case of utterances that do not wear their illocutionary potential on their sleeves is less certain, in that the context can shape the final illocutionary force of the utterance. However, it is useful, in my opinion, to think of the language system as providing default conventions whereby proffering a certain utterance, in virtue of a convention of use, counts as performing a certain speech act, unless the context intervenes o enrich the force of the utterance further. The basic objections to this view (counterexamples to basic correlations) can be answered by having some weak conventions of language use map utterances to very generic illocutionary forces that can be enriched further by the specification of the full context in the utterance is situated **(1).**

It is useful here to abandon the view that there are sentences whose illocutionary potentials can be studied in isolation, and to replace it with one in which, although the very basic contribution of linguistic semantics is not dismissed altogether, one specifically studies speech acts in actual interaction, embedding them in large portions of context having the function of incrementing the illocutionary potential of a certain sentence. I will thus move on to a higher unit of linguistic analysis: the

'pragmence.' **(2)** I may provisionally define the pragmence in this way:

Take an utterance Ʊ of a sentence S in context S', S'', S''', S_n or a sequence S_a of utterances, uttered in a situation of utterance C, in which the language users know that the sequential placement of Ʊ or S_q contributes to the illocution force in virtue of a rule of language use pertaining to that limited area of use. Then the utterance of J or Sq in the context S', S'', S''', S_n and in the situation C will transform Ʊ or S_q into a program P_r having a certain illocutionary force IF, partial determined by the semantic import of the sentence in question, by referential pragmatic enrichments an explicators, and by the final transformation due to the contextual and contextual elements of the sequence S', S'', S''', S_n in C.

As can be noted, in the definition above we have avoided the ordinary assumption that there a one-to- one mapping between an utterance (consisting of a single sentence) and an illocutionary act, preferring the general case in which a sequence of sentences (or utterances) counts as the vocalization of a single speech act (see pragmatic Acts).

It is now time to move on to a basic classification of speech acts. Let us start with 'assertions'. A speech S asserts P: (a) if he or she believes he or she knows that p is true (or he or she feels justified in believing that P is true), and (b) if he or she further believes that the proffering of the assertion will effect a sub-spatial change in hearer it's information stat. the presupposition of an assertion P (which is not be treated as a 'reminder') is that (a) the hearer do not know P, and (b) either he or she is interested in knowing P, or even in the case when he or she would prefer not to know P, part of the dynamics of asserting P is that the speaker believes that it can use the information contained in P to make plans for successful action. Although the assertion P amounts to an implicit claim on the part of the speaker that he or she knows that P is true, it is not necessary for the speaker to actually know that P is actually true in order to make such an assertion. What is indispensable is that the speaker has (subjective) reasons to believe that he or she has good grounds for assertion P. neither is it necessary that the speaker should stick to his or her asserted proposition after it has been demonstrated through an evidential procedure that it is wrong. He or she can change his or her mind about P and retract the assertion, although by doing so he or she must give reasons for entertaining a different thought.

'Expressive' are to be treated separately from assertions because they are disclosures of the reality of the mind and of the heart, and are not verifiable except by reference to the consonance of a speaker's behavior with such disclosures. 'Directives' express the speaker's wish that the hearer do such -and-such a thing and are uttered with the presumption that the hearer is under some obligation t carry out the action in question (status and roles within an office or an institution determine the right to utter the directive in question). 'Requests' also express the speakers with that the hearer behave in such-and-such a way. Requests are not licensed by the formal rights acquired by being part of an institution, but by the obligation contracted by the hearer throughout previous interaction 'Promises' are revelations of future behavior on the part of the speaker from which the hearer will glean some advantages. Promises concern

actions that have been presumably solicited by the hearer (or by someone close to the hearer)

Oral Communication skills:

For successful communication, students require more than the formal ability to present well and a range of formulaic expressions. Successful communication is context-dependent and therefore embedded in its particular discourse community **(3).**

Oral communication reflects the persistent and powerful role of language and communication in human society. As (Halliday) explains, communication is more than merely an exchange of words between parties **(4)** ; it is a"….sociological encounter" **(5)** and through exchange of meaning in the communication process, social reality is "created, maintained and modified". Such a capacity of language is also evident in earlier work on speech act theory where, as cited by (Clyne), language and thus communication is an "….instrument of action"**(6).**

Oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Unlike conversational speech, speech in more formal environments does not come naturally. What should be learnt is how to critically think about how to present oneself as a speaker in all occasions and then how to function in variety of speaking environments?

Oral communication can take many forms, running from informal conversation that occurs spontaneously and, in most cases, for which the content cannot be planned, to participation in meeting, which occurs in a structured environment, usually with a set agenda.

As a speaker there are several elements of oral communication of which one needs to be aware in order to learn how to use them to his advantage. A part from the language used for communication, there are several others elements which the speaker should learn to communicate effectively. The skills are eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, etc. At tertiary level it is assumed that the learners know the basic of the language. At this level teaching speaking skills is irrelevant. What is the teacher has to

teach the communication skills. For this has to know the individual needs of the students. And this can be known in a better way when the learners perform a task in the class.

The oral communication skills course is offered as an advance level preparatory program. In other word, it offered to prepare the students to take more advance level course in next semesters and it also prepares the students to use the language in the real- life situations whether it is academic, social or professional situation. This course aims at developing learners' communication skills for specific academic and professional needs such as leadership , organization, and interpersonal communication skills. The students meet two times in a week for the class. *(Mojibur Rahman. M.,(2010). Teaching Oral Communication Skills: A task- based Approach. P 2-3.).*

What is listening?:

Listening is the activity of paying attention to an getting meaning from something we hear. To listen successfully to spoken language, we need to able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves. (**Abed**

Elrahim Mhammed. (2011). strategies for teaching aural/ oral skills in language in use(1) of learners at open University of Sudan. ElNeelian University. College of Graduate studies. P. 10)

Listening Strategies:

Because people listen for different reasons and to achieve different purposes, they use a number of different ways of listening. These different methods of listening are called listening strategies, if you are listening for general information, for example the main points of news broad cast the radio, you will listen in fairly relaxed way, taking more interest in some points than others; if you are listening to your doctor, listening for particular information, you will probably concentrate harder and you will be most interested in his specific instruction **(7).**

Different kinds of listening practice should allow the students to develop skills and knowledge that is similar to those of the native speaker. To do these students participation must be encouraged and used as often as possible.

Listening activities should help he students to improve their abilities in English language. Mary claims that:

"Students need to learn not only to fathom out what is meant by the words spoken, but also, at the same time, to establish or elaborate the context to which it relates if our students don't learn to listen effectively, they will unable to take part in oral communication to occur. When nobody listens to a speaker or when a listener fails to understand the message, we say that communication has broken down. This doesn't mean that the message hasn't been heard i.e. that the sounds haven't been received. It means that the listener has either not been paying sufficient attention or paying attention and trying to grasp the message, or hasn't managed and trying to it. By learning to listen, then we mean that we want our students to attend to what they hear, to process it, and to understand it, to interpret it, to evaluate it, to respond to it. We want them to become involved and active listeners **(8).**

What is Speaking?:

Speaking skill is an interaction process of building meaning that involves production and receiving and process information **(9).**

Speaking is a creative process. Speakers are almost always in the position of formulating what they are saying as they go a long and adjust what they are saying as a result of the behavior of their own. (**Abed Elrahim Mohammed. (2011). strategies for teaching aural/ oral skills in language in use(1) of learners at open University of Sudan. ElNeelian University. College of Graduate studies. P. 21)**.

Speaking Strategies and Activities:

The key to encouraging speaking skills in the classroom is creating the proper environment. Students should feel relaxed, and social interaction with peers should be encouraged. One teacher of fourth grade suggestion these goals:

1-To speak clearly with proper pronunciation in order to communicate with others.

2-To speak expressively with feeling and emotion and avoid the monotone.

3-To speak effectively in different situations: with individuals, small groups, and the whole class.

4-To utilize speaking in all the communication arts and content areas to further learning.

To achieve these goals, the teacher organized her instructional program around two criteria : a positive, receptive

teacher attitude and a physical environment conductive to language use**.** Many foreign language teachers realize that fluency in speaking is the most difficulty skill to develop. In addition to linguistic and cultural knowledge, there are other requirements which include:

a-A competent teacher who is fluent in conversation.

b-Appropriate classroom atmosphere where students feel at ease and relaxed.

c-Ample opportunity for student participation.

d-Clear objectives in speaking.

e-A variety of learning activities.

f-Contextualized language in terms of who is speaking, to whom, where and why.

g-Sensitivity for any change in the situation in which communicative operations are taking place.

Three components may be distinguish in teaching oral communication: mechanical oral practice, meaningful oral word and free oral production. The first step in teaching speaking is to train students in sound discrimination, oral vocabulary, verb form and grammatical patterns. These elements are necessary to acquire a basic knowledge of linguistic competence. At the second stage students can handle meaningful activities fairly well after having control over basic patterns. That students now understand what they are saying structurally and semantically. But there is no real communication taking place because there is still control of the response and the speakers do not add new information as they are still subject to some restraints. Furthermore, the control is still with the teacher. By the third stage of learning to speak the students have the basic machinery to say whatever they want or feel and to tell other what they did. In fact

the success of free conversation depends on three elements: careful preparation by the teacher and the students, the availability of interesting topics that stimulate students, the availability to communicate.**(Al-Hanna Ibrahim Attayeb. (1998). The Communication Methods ofmTeaching English as A foreign Language in Sudan. Africa International University. P. 52-53). Previous Studies.**

1-Abad Elwahab Ramadan Abad Elrahim Hassan study: **"analysis of listening and speaking skills in Sudan practical integrated National English(SPINE)(3)"** presented to Al-Neelain University M.A(2005). It aims that giving a established check lists of material evaluation and investigating the effectiveness of the materials of spine book(3) in terms of its claim of being communicative and to see whether it serves its claimed objectives or not. The results in this study is no regalia aids a accompanied with book and the role of games inside or outside classroom is neglected, the phonological aspects are presented in SPINE(3) only in one period through "same sound and different sound" in (Unit1, lesson2).It recommended that teachers should be in full control of the material and must be in a position to do a comprehensive a analysis of the material. B) Toast masters, on international organization promoting speaking skills, give tips on how to control the teacher, nervousness and make effective, memorable presentation **(10).**

2-A.Raffia-Suliman-Aladdin (ph.D.in2010) study: **"Strategies for Developing English and Communication in Sudanese Secondary School in English Language Teaching"** present to university for

science and Technology- faculty of education . Aims that at verifying the efficiency of some teaching strategies to develop English oral communication skills for Sudanese secondary school pupils(third-grade),and identifying the strategies teachers and pupils employ when they teach and learn speaking and listening skills. The tools used in this study were two questionnaires and test pupils one about pupil`s point of view of listening also teachers, questionnaires and test for pupils(listening speaking)

It results using speaking strategies, only two strategies used out of thirteen effective strategies and there was a clear difference in the speaking pre. And gust test's performance, which the clearly demonstrated the efficiency. The recommendations of this study are:

1- That teachers should create opportunities and chance encourages students to use the target language in and outside the classroom, because the best outcome of learning is possible with practice and exercises.

2- English libraries with nature listening **.(Neimat Yousif(2012).Investigating Teaching and Learning of Speaking Skills of English Language at Sudanese Basic Education Schools. Al-Neelain University. P. 30).**

3- Yiyu Zhao & Paul Throssel`s(2011) present paper under title **"Speech Act Theory and Its Application to EFL Teaching in China".** They show that many Chinese learners of English fail to achieve the tactful or appropriate use of English in their daily communication with native speakers. Thereby, researchers suggest that applying speech act theory in language teaching has become increasingly imperative.

In summary this paper has reviewed speech act theory and its significance to language learning. It has also examined the differences of speech acts in culturally different settings.

Procedures and Methodology :
The Design of The Experiment.

The researcher used a "pre test –post test control group design" in which the equivalent groups were chosen randomly.

The design took this form:-

Experimental group: pre-test independent variable post-test

Control group: pre-test………………. Post-test.

The design is called the experimental group-control group design" **(11)** .It includes the following steps: 1-Selecting two groups at random and assigning them to an experimental and a control group.

2-Administering the independent variable only to the experimental group.

3-Both groups of subjects are measured by pre- and post tests on the dependent variable.

Selection of The Subjects.

Two sections have been selected randomly from the first stages .In the way , Al-Yarmouk college was selected randomly as an experimental group taught the dialogue with employing speech act theory by using brainstorming, imagination and role play . The other(Al-Rafdain college) was the control group taught conversation by using classical method. The number of students in experimental group was (37), and the number of students in control group was (35). After excluding the repeaters from experiment group, the total number of the sample subjects were(70). (28) male and (42) female.

Equivalence of The Sample Subjects.

In order to ensure that the two groups were equivalent, the researcher tried to

match the two group in the following variables.

The Age of Subjects.

The age of the students of the control group is compared with that of the experimental group. The researcher used the "t" test formula for two independent samples. The average age of subjects in both groups was roughly the same. The mean(X) of the experimental group was (20.228)and that of the control group was (20.057). "T" test score was (0.002)which indicated no significant difference between the two groups in age.

The Subjects' Level of Achievement in English Language of The Previous year and first term, year 2015.

The subjects' score in English in the sixth grade ,secondary grade (Baccalaureate Examination)and first term, year(2014)were treated. The mean scores of the experimental group and the control group in the Baccalaureate Examination were(57.142)and(56.8),and the mean of the first course, year 2015 were (56.83) and (53.1)respectively. The "t" test value was (0.021)for the Baccalaureate examination and (0.000) for the first term, year (2015).Which indicated simple significant difference between two groups.

Instructional Material.

The instructional material selected for this study consist of the first four conversations in the New English course for Iraq Book 1 person to person by: Jack C. Richards ,David Bycina, and Ingrid Wisniewska, from unit (2 and 3). They are under the topics:-

1-Tell me about your family.   2-What does she look like?

3-Do you know where it is?   4-What does it look like?

Selection of Techniques.

The researcher selected a certain techniques in teaching conversation "role play game", "brainstorming and imagination" to suit the experiment applied in the study.

The conversation presented in four clear pictures, each one represents a certain action and situation that enables the students to form certain questions and answers. The model lesson with its procedures and pictures used in teaching dialogue in communicative activities have been exposed to the jury members. Taking into consideration the recommendations and modifications of the jury members, the techniques were modified to be more suitable for the purpose of this study. The modification did not touch the basics.

Instructions.

The instructions of both groups have started on 11th March, 2015, and have lasted for six weeks. Both groups were taught by the researcher herself in order to control the teacher variable in the experiment**.**

The researcher taught the experimental group , with one of the most important techniques of speech act teaching "role play game" with the most important techniques of teaching conversation " imagination and brainstorming"**.** researcher followed these steps:

Step one: The teacher presents a conversation while students are listening. She explained any vocabulary items that needed to be explained.

Step two: The students read the conversation as two person or as group.

Step three: The researcher encourage her students imagine the situation and interact among them to speak about relate topics, after that the researcher use role play

came by division the students into groups and make them speak English language.

Step four: The researcher use listening audio conversation. at first just listening , after that the teacher **explicates** some difficult words in the conversation, and giving the students opportunity for speaking through asking them what do they understand from their listening? after that asking the students to do the exercises which related with listening audio**.** See appendix (A).

While the control group taught by the classical method which was recommended in the Teachers' Guide. The researcher followed the same steps adopted in the Guide:-

Step one: The teacher presents a conversation while students are listening. She explained any vocabulary items that needed to be explained.

Step two: The students read the conversation as two person or as group.

Step three: The researcher encourage her students imagine the situation and interact among them to speak about this topic. See appendix (B).

Data Collection Tools:

The data of the present study was obtained by using an oral test for students .
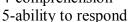
The Oral Test.

Learning to talk a foreign language is often considered to be one of the most difficult aspects of language learning for teacher to help the student with **(12).**

Since we are concerned with spoken language and the emphasis in the language classroom began to move from the classical methods to amore communicative one. Savignon points out that the most important implication of the concept of communicative competence is undoubtedly the need for tests that measure an ability to use language effectively to attain communicative goals **(13).**

The oral test permits the researcher to measure the linguistics competence components as follows:-

1-grammar
2-vocabulary
3-pronunciation   Linguistics
competence components
4-comprehension
5-ability to respond

Scoring Scheme Of The Oral Test.

The researcher has adopted the typical scale; and she has modified the arrangement of the qualities and the values of ratings to make the scale more suitable for the nature of the present study.

The students' responses are evaluated in terms of grammar, vocabulary, comprehension ,pronunciation and ability to respond by using a scale suggested by Harris **(14)** . The researcher has added a new component, i.e., the ability to respond to the scoring rating scale. The student who could not respond to (5) questions or more he got (1) on his ability to respond.(See table 6).

The Pilot Administration Of the Oral Test.

The oral test was administered empirically to a sample of (70) students selected randomly from the first stage of Al-Yarmouk and Al-Rafdain colleges. The researcher had chosen(35) students from first stage of each college. The aim behind administering the oral test was to help the researcher to identify the weakness of the test, and to check the estimated time required for the examinees to fulfil the test. It appeared that the time of testing could be limited to (30) minutes. The instructions were clear enough so that all the students were able to answer the questions of the test.

Pre-Testing.

The pre-testing was administered on the sample of this study; both groups the experimental and the control group took the test. The test was conducted on 4/3/2015 ,and carried out in the classroom with the assistance of the instructor of conversation in college.

One of the conversations recommended in the Book 1 was chosen to fulfil the test, under the topic" How do you like the city?" page(36). The teacher followed the same steps recommended in the Teacher' Guide. The students of both groups were taught and tested linguistic components. The time required for this test was (30) minutes for each group. The responses of both groups were corrected and analyzed by the researcher.

Final Administration Of the Oral Test.

The same test constructed by the researcher and applied as a pre-test, was applied as a post-test at the end of the experiment. It was applied on the 4/3/2015. The test was applied by the researcher.

Validity and Reliability of The Tests.

The Validity of any test can be broadly defined as "the extent to which it does what is intended to do" **(15).** It is the degree which a test measures the particular skill or actual ability in the skills area that is supposed to measure **(Edhah Nu' man,(2005). The Effect of Using Communicative Language Teaching Techniques in Teaching Dialogue on Pupils Oral Proficiency, M.A thesis present to Baghdad University- Ibn-Rushed college. P. 60).** The aim behind our test is to how far the students are able to express themselves freely when engaged in a conversation on a certain topic of real life situation. In order to ensure face and content validity,

the researcher exposed the test to the jury members. See table (4)

Reliability refers to the consistency of measurement **(16).** Reliability provides the consistency which makes validity possible, and indicates how much confidence we can place in our results. Test- retest was used to determine the reliability. According to this method, the test is reliable when the scores of the two administration are correspondent, or there is just a little difference. The test was administered to (35) students who were chosen randomly from Al-Yarmouk University. The test was repeated to the same (35) students. Reliability coefficient was obtained by comparing the score of the first administration to those gained from the second one **(17).**

Analysis of Results:

Comparison Of The Experimental And Control Group In The Post-Test Scores.

In order to determine whether there is a significant difference between the two mean scores of the experimental and control groups in the total scores of the post-test , the researcher compared the mean scores of the two groups: the mean of the experimental group is (77.828), and the mean of the control group is (70.285). The "t" test is calculated in order to find out if there is a significant difference between the mean scores of the two groups. The "t" value is (3.211). It is compared with the "t" critical value, which is (2.390).This comparison indicates that there is a significant difference at (0.05) level between the two groups. This indicates that the experimental group is better than the control group, so the hypothesis which indicates that there is a significant difference between the two methods used, is accepted. See table (3).

Comparison Of The Pre-Test And Post-Test Scores.

Comparison Of The Pre-Test And Post-Test Scores In The Control Group.

The "t" test formula for independent samples are used to find out whether there is a significant difference in the mean scores of the control group in the pre-test and post-test scores. The "t" value is (1.294), which indicates that there is a significant difference as compared with "t" critical value, which is(2.390) at (0.05) level. See table(4)

Comparison Of The Pre-Test And The Post-Test Scores In The Experimental Group.

In order to determine whether there is a significant difference between the pre-test scores and the post-test scores, "t" test formula used . The "T" test is (5.376), which indicates a significant difference between the pre-test and post-test scores in the experimental group as compared with the "t" critical value, which is (2.390) at (0.05) level. See table (5)

Discussion Of Results.

A statistical analysis of the results shown that:

1-Outweigh the experimental group to the control in the use of speech acts as an average students achievement in the experimental group is(77.828), it's higher than the collection of their peers in the control group reaching achievement (70.285) only. This result confirms the first hypothesis adopted by the study which says that 'Employing speech acts theory can develop students' oral communication skills'.

2-Significant difference in the scores of experimental and control group during their means achievement in the test. As an average of experimental students mean achievement (77.828) . While

control group students means achievement are: (70.285). This result confirms the second hypothesis adopted by the study which says that ' There is a significant difference between the mean scores of the students who are taught by employing speech acts theory, and the mean scores of the students who taught by traditional method'.

The statistical analysis of the results indicates also that the achievement of students in the experimental group is significantly higher in average than that of students in the control group in the total scores of the post-test. It can be concluded that this experimental turned out to demonstrate significantly more learning effects for the new technique. This can be interpreted to mean that the new techniques "brainstorming, imagination, and role play" are more favorable to learning than the traditional technique.

Conclusions and Suggestions For Further Studies:

Conclusion.

This study concludes the following :-

1-Employing speech acts theory in conversational classes developing students' oral skills.

2- There is a significant difference in the scores of experimental and control group during their means achievement in the oral post-test. It can be concluded that teaching method play very important role in the class.

3- Brainstorming, imagination and role play techniques are more favorable for learning than the traditional techniques.

Suggestions For Further Studies.

The following suggestions may be useful :

1- A similar study may be made about student's performance of classroom illocutionary act.

2- A similar study may be made about   perlocutionary.
student's   performance   of   classroom

Table (1) The Mean, Standard Deviation and "T" Value of the post-test Scores

Group	No.of subjects	X Mean	Standard Deviation	"T" Value
Experimental	35	77.828	8.602	3.211
Control	35	70.285	10.917	

Table (2)

The Mean, Standard Deviation and "T" Value of the Pre-test and Post-Test Scores of the Control Group.

Group	No.of subjects	X Mean	Standard Deviation	"T" Value
Pre-test	35	66.628	12.662	1.294
Post-test	35	70.285	10.917	

Table (3) The Mean, Standard Deviation and "T" Value of the Pre-test and Post-Test Scores of the Experimental Group.

Group	No.of subjects	X Mean	Standard Deviation	"T" Value
Pre-test	35	65.371	10.608	5.376
Post-test	35	77.828	8.602	

Table(4) The Jury Members

No.	Names	University and College
1-	Prof.Dr. Sami Al-Ma'muri.	Diyala University. College of Basic Education.
2-	Asst. Prof. Dr. Ayad Hammed Mahmoud.	Head of English language department in Diyala University/ College of Education for Human Science

| 3- | Asst. Prof. Dr.Zainab Abbas Al.Sadi. | Diyala University. College of Education for Human Science |
| 4- | Inst. M.A. Nazar Hussien Walee. | Head of English Language department at college of Basic Education/ Diyala University. |

Table(5) The Scale of assessing Oral of the Subjects.

Components	Mark	Qualities
1- Grammar	5	He makes no grammatical errors.
	4	He makes one grammatical error, which does not, however, obscure meaning.
	3	He makes frequent grammatical errors which occasionally obscure meaning.
	2	He makes grammatical errors, which make comprehension difficult.
	1	He makes grammatical errors, which are so severe as to make speech unintelligible.
2- Vocabulary	5	He makes his speech fluent and effortless.
	4	He sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.
	3	He frequently uses wrong words; his conversation is somewhat limited because of inadequate vocabulary.
	2	If his misuse of words and very limited vocabulary make comprehension difficult.
	1	If he makes vocabulary limitations so extreme as to make conversation virtually impossible.

Components	Mark	Qualities
3- Pronunciation	5	His pronunciation is satisfactory.
	4	Pronunciation problems necessitate concentrated listening.
	3	He occasionally leads to misunderstanding.
	2	He is very hard to understand because of pronunciation problems.
	1	He is frequent asked to repeat.
4-Comperhension	5	He understands everything without difficulty.
	4	He understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	He understands most of what is said at slower than normal speed with repetitions.
	2 1	If he great difficulty following what is said. If he cannot understand simple conversational English.
5- Ability to respond	5	He makes all the necessary responses.
	4	He fails to respond in one case.
	3	He fails to respond in two cases.
	2	He fails to make the proper response in three instances.
	1	He rarely makes the excepted response.

Appendixes
Appendix(A)

A Typical lesson plan For Experimental Group

Class: Bachelor students/AL-Yarmouk College – Arts of English Department-First Stage.
Date:4/3/2015

Time: (90) minutes

Material: Chapter two:(**Tell me about your family. And what does she look like?**)

Chapter three:**(Do you know where it is? And what does it look like?)**

Objectives:-

A- Special objectives:

1-Helping students to work towards a more generative conversation.

2-Developing students' communicative competence.

3-Enabling the student to identify a certain types of speech acts.

B-Behavioral Objectives: At the end of this lecture, the students will be able to:

1-Know the main idea of the conversation. 2-Understand families relationships.

3-Describe persons (shapes, ages, clothes). 4-Determine types of speech act in the conversation.

Teaching Techniques and activities:

1-Reading and discussion topic. 2-Work as pairs and work as groups. 3-Brainstorming and imagination 4-Role play game.

Teaching Tools: Teacher use the following tools:

1-White board and marker. 2-Over head projector. 3-Practical lecture (audio lecture).

Introduction: (10 minutes): At the beginning the instructor asks some questions relate to the present conversation as entry to the objective like ask them about their families, ask them about someone what (he/she) look like? Or ask them about something where it is? like pen, book, a paper and so on.

Presentation:(15 minutes):

1- The teacher reads a conversation to students twice with clearly words and loud voice.

2-After that Students read a conversation as two partners.

3-Then,explicates some ambiguous words in a conversation and ask students about vocabulary.

4-At the end the teacher explain types of speech act to the students with examples.

Practice:(15 minutes): The teacher provide maximum opportunity to students to speak the target language by discussion the topic: What is the main idea of the conversation?

What do you understand from the conversation? Or make sentences about the conversation. Also ask about details as : About which person in photo Miki asked? Did Jack know Liana?

Production(learning activities)(15 minutes):

1-Imagination :-The teacher divide students as groups or as pairs and ask them imagine the situation and do it . For example: Show students picture for family and ask them to draw family tree (the relationship). Show students picture for persons and ask them to describe their shapes and clothes.

2-Brainstorming:-After that the teacher use brainstorming activity by asking some questions as do you prefer a large family or small? Do you the oldest (brother/sister)or the youngest? What do you think about people bright color clothes ?

3-Role play game:- The teacher use a role play game with 12 different characters (6 male, 6 female). It is a speed dating game in which the players talk about themselves, their families ,ages ,dreams and , likes and dislikes,

and try to find a matching partner. Includes role play evaluation.

Evaluation:(5 minutes): This is the last stage of the lesson. The teacher ask some questions to see if students understand the lesson. For example: What do you learn in this conversation? Can you identify types of speech act which find in this conversation?

Practical Lecture:(30 minutes   1- Using listening audio conversation. at first just listening , after that the teacher explicates some difficult words in the conversation. (15 minutes)

2-Giving the students opportunity for speaking through asking them what do they understand from their listening? (15 minutes).

3-Asking the students to do the exercises which related with listening audio.(10 minutes).

Appendix (B)

A Typical lesson plan For Control Group

Class: Bachelor students/AL-Rafdain College – Arts of English Department- First Stage

Date:4/3/2015

Time: (60) minutes

Material: Chapter two:(**Tell me about your family. And what does she look like?)**

        Chapter three:(**Do you know where it is? And what does it look like?)**

Objectives:-

A- Special objectives:

1-Helping participants to work towards a more generative conversation.

2-Developing students' oral communication skills.

3-Enabling the student to identify a certain types of speech acts.

B-Behavioral Objectives: At the end of this lecture, bachelor students will be able to:

1-Know the main idea of the conversation.   2-Understand families relationships.

4-Describe persons (shapes ,ages, clothes).   5-Determine types of speech act in the conversation.

Teaching Techniques and activities:

1-Reading and discussion topic.

Teaching tools: Teacher use the following tools:

1-White board and marker.   2-Over head projector.

Introduction: (10 minutes): At the beginning the researcher ask some questions relate to the present conversation as entry to the objective like ask them about their families, ask them about someone what (he/she) look like? Or ask them about something where it is? like pen, book, and paper and so on.

Presentation:(20 minutes):

1- The teacher reads a conversation to students twice with clearly words and loud voice.

2-After that Students read a conversation as two partners.

3-Then,explicates some ambiguous words in a conversation and ask students about vocabulary.

4-At the end the teacher explain types of speech act to the students with examples.

Practice:(15 minutes): The teacher provide maximum opportunity to students to speak the target language by discussion the topic: What is the main idea of the conversation?

What do you understand from the conversation? Or make sentences about the conversation. Also ask about details as : About which person in photo Miki asked? Did Jack know Liana?

Production:(10 minutes): The teacher ask some questions to see if students understand the lesson. As example: What do you learn in this conversation? Can you identify types of speech act which find in this conversation?

Evaluation:(5 minutes): This is the last stage of the lesson. The teacher ask the students to read then.

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