The Effect of Interactive Technique to Develop Iraqi EFL Students' Ability in Spoken Communication
Asst. Prof. Abdul Wahhad Salman (Ph.D.)

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Abstract:
Speaking, perhaps, is the most important language skill that learners should be mastered.. The present study was conducted to determine the impact of using interactive technique to develop Iraqi EFL speaking skills. The sample of the current study consisted of 64 from third stage / department of Design / College of Fine Arts. A null hypothesis is adopted which refers to:
1 " There is no statistically significant difference between the mean scores of the experimental group that is taught reading comprehension by interactive technique and that of the control group that is taught reading comprehension according to the traditional method " .

Section One: The Statement of The Problem

Learners in Iraq are relatively poor in spoken, essentially regarding fluency, control some expressions, and understand a social cultural.. Salih (1998:3) says that " it is a common experience of teachers of English in Iraq that students are very poor and hesitant when it comes to participation in dialogue, which is considered a valid measure for learners of proficiency". He adds that "even those who are able to recognize and product conversational sentences fail to respond properly when engaged in a dialogue ". .

Lazaraton (2001:103), oral skills played second fiddle to other skills for decades. For example, the grammar-translation method ignored speaking completely. While in a production-based approach such as the silent way, in this method the speech of students was carefully mastered for structure and contents, whereas, the audiolingualism focused an oral skills, the production of speech was controlled in order to reinforce correct habit formation of linguistic rules.

The significance of the problem lies in the fact that it tackles speaking which consider to be one of the most difficult aspects needed by EFL learners. This skill does not receive its due care neither EFL teachers nor textbook designers in Iraq. This study hopes to find solution for this problem by using an interactive technique.

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1.1 Aim

This study aims at using "the effect of interactive technique to develop students' ability in spoken communication".

1.2 Hypotheses

To achieve the aim and verify the following hypothesis:
1. " There is no statistically significant difference between the mean scores of the of the experimental group that is taught reading comprehension by using interactive techniques and that of the control group that is taught reading comprehension according to the traditional method " .

1.3 Procedures

The following procedures will be adopted:
1. Conducting a pretest and assuring its validity, and reliability;
2. A pretest is used to assess the level of the students in speaking;
3. Using interactive technique to improve the communicative spoken ability inside classroom;
4. Choosing the materials from their prescribed.
5. Posttest is conducted to the sample to see if the suggested technique has an effect on or not;
6. Statistical methods are used to analyze the collected data;

1.4 Basic Terms' Definitions

The major terms are used in this study:

1.4.1 Effect:

Richards and Schmidt (2002: 175) define it as "a measure of the strength of one variable's effect on another or the relationship between two or more variables".

1.4.2 Interactive Technique

The students are encompassed the instructional strategies which can be incorporated to interactive learning' environments. Three components are involved: engagement, interaction, and feedback. The learner must be motivated, to engage with the content to process, task to accomplish and problems to solve.

1.4.3 Speaking

Chaney (1998: 13) states that speaking " is the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of context ".

1.4.4 Technique

Technique is "the specific activity manifested in the classroom that is consistent with a method and therefore is in harmony with an approach".

Section Two: Review of Literature

2.1 Speaking Skills

This section will be devoted to the skill that the present study tries to improve, that is the speaking skill. Hence, a number of closely related issues will cover.

2.1.1 Notion of Speaking Skills

Speaking "is the expression of ideas and thoughts by means of articulate sounds produced by the vocal organs" (Kalaf,).

According to Chaney (1998:15), "Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words".

2.3. Techniques for Supporting Speaking Skill

2.3.1 Brainstorming

Pratt (1980: 455) features that make the brainstorming as an effective technique to be used at the higher education level. These features tell that the brainstorming technique:

1. It is more effective than other techniques.
2. is informative so that it requires expressing thoughts on the part of the students.
3. Provides opportunities to gain knowledge.
4. Help learning becomes effective.
5. Requires more participation of students.
6. Is an active way of learning?

2.3.2. Discussion

It can be used for various reasons, "students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion group. It is essential that the purpose of discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things" (ibid).

2.3...3 Interactions

In the field of the SL acquisition, " interaction has long considered important in learning. It requires in the processes of second language

learning, the presence of two or more learners who collaborate in achieving communication".

Interaction is a way of learning in general and developing the language skill in particular. Many researchers have investigated about classroom. Communication that involves interaction. They showed the importance of interaction in building knowledge and improve skills " (ibid).

Chapter Three: Procedures and Methodology

3.1 The Experimental Design

Good (1973:174) defines "the experimental design as the plan according to which experimental groups are selected and experimental treatments are administrated and their effect is answered". Moreover, Best (1981:67)."

Pre-test	Treatment		Post-test	
Experimental Group	**O1**	**ineractive Teachnique**	**O2**
Control Group	**O1**	**Traditional Method**	**O2**

3.2 Population and Sample

Third stage of college is confirmed majoring. The sample is selected is 64 3rd students at the Departments of Design / College of Baghdad during the academic year 2019-2020.

Table (1)

College	Population	Pilot Study	Main Sample				Excluded Students
			Males		Females		
College of Fine Arts	64	40	Control		Control	31	2
			Experimental		Experimental	31	

33 The Study Subjects' Equivalence

3.3.1 The Level of Parents Education

The formula chi- square is used to show whether "there is a significant differences between the experimental and the control group in the level of fathers' education or not ". See Table 2

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Table 2

Sample	Primary	Intermediate & Preparatory	Institute	College	Total	Df	X² value		significance
							Calculated	Table	
CG	7	6	7	11	31	3	0.867	7.59	0.05
EG-	7	7	6	11	31				

3.3.2 Mothers' Level of Education
Table 3

Sample	Primary	Intermediate & Preparatory	Institute	College	Total	Df	X² value		significance
							Calculated	Table	
CG	7	6	9	9	31	3	0.447	7.99	0.05
EG	5	9	6	11	31				

3.4 Controlling Extraneous Variables
"Any experiment can be affected by different factors which extraneous to the concerns of the study, can invalidate. The findings " (Seliger and Shohamy, 1989:95). After the independent variable and the dependent variable have determined. A quise experimental design is used, the researcher tried to control some of the extraneous variable that influence the experiment.
3.4.1 History
History as considered as "one of the factors that threat to internal validity, it refers to events or incidents that take place during the study (Best,2006:87). With respect to this factor, nothing unusual happened during the period of the experiment ".
3.4.2 Selection Bias
The sample selection procedures are considered one of the most important factors that can affect the experiment. This variable has been controlled by the random selection of the sample from the population, and then by random selection of the groups.

3.4.4 The Experimental Mortality

This means that if a particular type of participant eliminated from one group when the experiment is underway, this differential loss may affect the findings of the research (Van Dalen, 1979:234). None of the participants has dropped out of the group for the absence of some pupils, which consider natural situation in the school study.

3.5   Administration of The Test

The researcher constructed an oral test, which measures the communicative and linguistic components of the students' talk in every day situation. This oral test was constructed and administrated on the sample of this study.

3.5.1 The Test Form

The oral test permits the researcher to measure students' ability in spoken communication. This an oral test was conducted on the sample of this study. It was designed and carried and a tape recorder. It took between 10-15 minutes for each student. The oral test consists of oral interview between the testee and the tester. And it is made of five section that cover five topics considered to be the most closely related to the instructional materials. The whole test is seen as a conversation between the testee and the tester.

3.4.1.2 Validity

Validity has to do with how well a test actually measures what it is intended to measure (Harris, 1960:60). In this study, the oral test measures the oral performance of students in spoken communication, i.e., their ability to communicate in real-life situation, and to measure the behavioral objectives of the element of both communicative competence and linguistic competence components..

a- Content validity which is "based on the degree to which a test adequately and sufficiently measures the particular skills or behavior it sets out to measure" (Richards et al 1985:61). It is concerned with the relationship between test or content examination and. In the construction of an oral test, the material of the test items should be presented the syllabus for the subject for 3th class students of department of design

b- Face validity which is " the degree to which a test appears to measure the knowledge or abilities it claims to measure, it is based on subjective judgment of an observer" (Richards et al 1985:102).

The test has exposed to a jury of experts for evaluation and to check the suitability of test items. The jurors are asked to modify, add, or change anything they do not find appropriate in the oral test.

3.4.1.3 Reliability

It is an important characteristic of any test. It refers to "the stability and consistency of the measurement of the test scores" (Harris, 1969:14). Since scoring of an oral test is considered highly subjective. The researcher used Re-Scoring to scores the test again after 10 days of his first scoring. Reliability coefficient is obtained by comparing the scores of the first rating to the scores of the second rating (the researcher's second rating). The correlation coefficient between the first scores and second scores (i.e., by the researcher) on the test is (0.946), which indicates that test scores are acceptable, and the test is reliable.

3.4.1.4 Item Analysis

"An item analysis technique involves the use of two statistics: item difficulty and item discrimination. After scoring the pilot test, the researcher has arranged the scored test in order of scores from high to low. The percentage is considered the best proportion for use in item analysis".. It is comforting and motivating statistically to consider "good students" those get a high marks place in a higher and then the other group that are consider "poor" students whose low marks place in lower (Madsen, 1983: 180).

For each test item, the formula of difficulty level and item discrimination has applied in order to decide the difficulty level of the items. It has showed that the difficulty level and power discrimination ranges between (0.25-0.75) . See Table 3.4.

Table (5)

Items	Item Difficulty	Item Discrimination
Clarity	0.377	0.756
Pronunciation	0.446	0.667
Fluency	0.329	0.645
Comprehension	0.366	0.745
Content	0.327	0.655

3.4.1.6 Instructional Materials

The **instructional** period has lasted six week of the second semester of the academic year 2019 / 2020. The experimental started on 19[th]of March and ended on the 20th of April 2020. In order to control the teacher variable in the experiment, the researcher himself taught the both groups. the researcher followed the communicative approach in this study in teaching reading comprehension, the researcher used reading comprehension skill because it considered as the important skill that teacher or instructor can develop his / her students ability in either speaking or writing. The proposed techniques

(brainstorming, discussion, role play and interaction are applied in teaching spoken communication through reading comprehension to the experimental group in order to integrate speaking skill.

3.4.1.7 Posttest Conduction

The posttest was conducted on the 20 of April, 2020 , the students are brought to the lap by the researcher, he also bought a reorder in order to record their answers to the posttest . The test is taken (4) days (2 days for the experimental and two for control group). The major is to know whether the experimental sample is better in spoken communications

Section Four: Results, Conclusion, Recommendation,

4.1 The Results

The results of the study are presented due to the hypothesis. The main aim of the study is to be investigated " the interactive technique to develop Iraqi EFL students 'ability in spoken communication".

4.2 Results Connected to Hypothesis

The hypothesis of study states " that there is no statically significance between the mean scores of experimental group who taught reading comprehension by using interactive technique from those who are taught according to traditional method".

Table (4.1)

sample	NO.	$\overline{X}$	SD	DF	t-Value computed	Table	significance
CG	31	45.724	12.445	62	8.136	2.000	0.05
EG	31	66.103	14.786				

4.5 Conclusions:

As a result of investigating the validity of using oral tests to test oral skill of Iraqi EFL learners, the following conclusion can be drawn.

1. The activities of Interactive technique can be maximized students' chances to speak during the lesson and provided a potential benefits for them

2. It encourages students to practice the opportunities of the target language receptivity in the lessons as a result of introducing a various task.

3. It teaches students how to focus on and how to communicate the intended meaning with but not on the forms of language.

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أثر الأسلوب التفاعلي في تطوير قدرة الطلاب العراقيين على التواصل المنطوق

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المستخلص:

تعد مهارة الكلامية في اللغة الانكليزية كلغة الأجنبية واحدة من المهارات المهمة التي يجب على الطلبة تعلمها . استخدمت هذه الدراسة التقنية التفاعلية للتطوير مهارات الطلبة الكلامية. اشتملت عينة هذة الدراسة على 64 طالب وطالبة من قسم التصميم / كلية الفنون الجميلة . ولتحقيق هذا الهدف تم وضع فرضيات صفرية:

- ''لاتوجد فروق ذات دلالة إحصائية بين متؤسطات الحسابية للطلبة (العينة التجريبية) الذين درسوا الاستيعاب القرائي من خلال استخدام التقنية التفاعلية عن الطلبة (العينة الضابطة) الذين درسوا بالاستخدام الطرية التقليدية''.