

التعزيز اللغوي-النفسي وتعليم مهارة الكلام في اللغة الإنجليزية للطلبة الأكاديميون في
الكلية التربوية المفتوحة في ديالى

**Psycholinguistic Reinforcement and Teaching English Language
Speaking Skill for Academic Students in the Open Education
College in Diyala**

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المخلص

يعتبر هذا البحث دراسة تتناول تعزيز وتعليم مهارة التحدث في اللغة الانكليزية نفسيا
ولغويا" للطلاب الأكاديميون الذين يرومون التحدث باللغة الانكليزية بطلاقة.
يمكن اعتبار أي لغة سمة تشكيل للبشر، لذا فإن التحدث هو أداء ومهارة إنتاجية للغة
الشفوية، ولهذا السبب، يمكن أن تكون عملية معقدة .
وعلى الرغم من ان البحث يبحث في دور استراتيجيات وأنشطة التحدث في تخطيط
تعلم التحدث اللغة الانكليزية سواء كان ذلك داخل المحاضرة او في التحدث الفعلي خارج
المحاضرة. تركز هذه الدراسة على ما يقوله الطلبة الأكاديميون وليس على كيفية قولهم من
تحويل افكارهم الى اللغة الانكليزية والتعبير عن ذلك بطريقة مقبولة من قبل المتحدثين
الاصليين. ان استنتاجات البحث تبرز اهمية توسيع نطاق رؤية معلمو اللغة الانكليزية حول
إمكانيات الطلاب التي يمكن تحقيقها وتقديم أفكار مختلفة ضمن سياقات الاتصال الحقيقية

لتحقيق كفاءتهم في التحدث باللغة الإنجليزية بناء على التحليل الإحصائي لاختبار (نعم / لا) متكون من (١٠ فقرات) تم إعطاؤها لـ (٢٠ طالبا) أكاديميا في الكلية التربوية المفتوحة في محافظة ديالى .

اخيرا" قدم الباحثون عدة استنتاجات تم توثيق المراجع لهذا البحث.

Abstract

The research is a study of reinforcing and teaching the speaking skill of English language psycho- linguistically for academic students who want to talk English fluently.

Any language can be regarded as a diacritical trait of human beings. So, speaking is a performance and productive skill of an oral language, that is why, it can be a complex process.

Although most of this paper scrutinizes the role of speaking strategies and activities to plan and learn speaking English language whether inside the lecture discourses or in real interlocutions outside it, the paper emphasizes on what the academic students say, not on how they say by converting the students' thoughts into EL and expressing them in manner that can be acceptable to native speakers. The paper findings arise the importance of expanding the sightedness of EL teachers about what students' possibilities can be accomplished and supplied different ideas within the real communicational contexts to achieve their proficiency in EL speaking based on statistical analysis of (YES/ NO) test of (10 items) is given to (20) academic students in the Open Education College in Governorate of Diyala.

Finally, a set of conclusions is made and the references of this paper are authenticated.

1. Introduction

It can be regarded that reinforcement and teaching of any language are two sided of a coinage which are interrelated in a tangled way. Speaking skill should be studied to EL strategies psycho- linguistically.

It is generally clear that co- operative teaching and taking notes can reinforce the skills of learning English especially, the speaking skill. Participation in English lectures can support the students' thinking critically which might contribute to identify the academic fields of individuals and their social goals in life.

The spoken language among individuals exceeds the structural forms and generating models by creating different strategies, procedures, or even logical ways which are associated with different fields of time, culture, experience and social perceptions of humans. So, the power of language can be imposed in the interlocutions.

2. Key Definitions

In psycho- linguistics, the term speaking is the spoken language. According to Crystal (2008), speaking can be defined as performance of the speaker to transfer the language and an activity of co- ordination among different systems.

Moreover, Chastain (1988) defined speaking as the competence of the speaker to use the language as an important element to learn the usage of language in communication with other speakers.

3. Speaking English Language (EL)

Studying speaking skill of language requires more than knowing the components of it such as grammatical comprehension, vocabulary, linguistic message of it, it requires studying the relationship between the teacher and his/ her students when they come to the English lectures with their needs, attitudes, experiences, motivations, cultures to be able to put their shared goals.

Studying language speaking skill can be a simple epitome of an old aphorism what the man learns more than what the man realizes, will stay too much to learn.

Chastain (1988) talked about the desire of students to learn to speak English, but they feel worried when they are asked to talk about subjects that do not rely on their needs, interests, or even their expectations. Speaking skill can be regarded as a major component to develop any language by correlating it with the students' cultural knowledge.

At the beginning, the students try to speak the language and communicate with their partners in the lecture to express their needs, thoughts and to convert them in such a way to be acceptable as the native speakers of English, this will be when they may be provided with appropriate opportunities to be the best as natural interlocutions. The role of the teacher here is to provide the lecture with strategies and different activities. Speaking skill, to Chastain (ibid), can play an important role to teach English as a productive practice.

4. Speaking in Psycholinguistics

It is clearly agreed that psycholinguistics studies the relationship between the language and the brain of the individuals. So, Elgin (1979) explained that speaking might be one of the areas that psycholinguists interest in and how human beings can learn EL by teaching the psychological reality of its models. By using the modern ways and methods of technology like internet, the teachers can invest their students' ideas to develop their speaking skill within real situations of discussions and reinforce their confidence to be fluent in EL. It can be concluded that the communicative competence of students can be developed by planning and using different procedures to make a process of teaching and reinforcement of English successful. So, the whole process depends on the collaborative work between teachers and their students.

5. Steps in Making Differences in the Process of Speaking EL Well

Cottrell (2012) explains how the teachers of English can help their students to manage speaking EL.

1. The tutors of English should encourage their students to think about the skills that already be learned and use them in their real life.
2. The tutors should prepare their students to know what they expect from the college.
3. The teachers should provide some resources of evaluation to reflect upon their learning.
4. The teachers should reinforce the students' understanding by using different kinds of successful results.
5. The English teachers should personalize and identify how good teaching can be achieved by tackling difficult activities that some students have and by providing different opportunities to do that.
6. The English tutors can help their students by explaining the work of memory and how they use their intelligence to develop their styles and their creative thinking.
7. The English tutors should present a large deal of motivation to their students to be trust in their abilities and themselves.
8. The English tutors should emphasize on making good relationships with students to tackle their disabilities to use English willingly.
9. The tutors should begin with simple sentences, e.g. ' I saw him' which can have a full meaning to help the students distinguish them from other clauses that have imperfect meaning like ' in the lecture, quite well, a young English man , etc.'
10. The tutors can give short comprehension passages to academic students that will help them to use own thoughts and how they can overtake first language constraints.

11. As a teacher, he should use strategies that can help to reinforce the teaching of English like how to turn statements into questions, e.g. He reads well. Does he read well?

12. A teacher should encourage his/ her students to memorize much many of vocabulary in EL with translating them into Arabic as well as distinguishing the kinds or categories of each word like masculine/ feminine, plural/ singular, negative/ positive, adverb/ adjective, etc.

It can be concluded that the academic students should be motivated to make conversations in different topics and be able to paraphrase and communicate the sentences in English well by choosing the appropriate word in appropriate gap like making a conversation between a customer and shop- keeper.

6. How to Reinforce Academic Teaching

McMillan and Weyers (2012) explain that the academic life can be a real experience to expand students' mind.

It means that the focus should be on the thoughts rather than the correct answers. The major goal of the academic learning is how to plan and treat with challenges in real situations after the college. It is necessary to know that the teaching of college is different too much from other stages of teaching.

It can be seen that the students should speak English all the time to be able to develop the speaking skill which requires development the students' linguistic knowledge with little pauses that can interrupt their conversations with each other.

7. Listening and Speaking

These are two skills of learning any language which can be regarded as presence of an oral language. Helgesen (1994) defined listening skill as a reception that makes the listener receives the information from the speaker.

This process can have different types like identify data, essence, and inference listening. Moreover, it has different principles such as the principle of dealing with information by using the bottom up and top-down way with different tasks to practice which can begin with listening to the textbooks into listening to authentic texts. Furthermore, to Chastain (1988), listening can play an important role to activate speaking skill, that is, the academic students can learn many new words before the time of producing and speaking the language. According to him, the best strategy to develop students' speaking skill is to know how much they can learn, what they want to learn, knowing the different types of learning and invention the best ways to learn the language components. Chastain (1988) stated that listening activities should precede the speaking activities as a good sequence through emphasizing on an oral interaction. He defined the listening activity as the active cognitive process to translate the thoughts into language. It can be concluded that speaking skill is linked to inputs of listening skill. As Bowen et al. (1922) explained the speaking skill can be suitable for different levels of students by using picture descriptions, then the language students will tell what they see and they interpret them. In this way, the speaking skill can reinforce students' observations and their language. The teacher here can reinforce the teaching of English through presenting a series of pictures and asking the students to say by repeating different questions or sentences according to each picture as well as each situation. However, Bailey (1994) explains the speaking skill as a process of producing systematic utterances.

8. Strategies and Characteristics of Speaking Skill

Chastain (1988) explained the strategies of communication as the approaches which are used to develop the speaking skill depending on listeners, speakers, situations, and contexts. Using any language requires a purpose which is the bridge to start the communication. Another thing is the choice of what the speaker wants to say and how can say it. Furthermore, the speakers should have an objective in their mind to continue their speech.

According to William (2004), psycholinguistic training can be one approach to learn the students who have learning disability depending on a test which measures different fields of linguistic abilities like expressive direction, and integrative area.

Bailey (1994) talked about many principles and strategies that can be used to teach speaking English which can be provided prospects to the students to participate in group work and pair work or even to limit the speech of tutors. Furthermore, teaching the students to negotiate the meaning by using the speaking tasks through repetition, clarification, and also explanation. Moreover, making different activities which can begin from guidance into practice of interactions and conversations. He also suggested using a set of techniques inside the lectures like information gap and activities of Jigsaw which could be useful to learn EL.

Paulston and Bruder (1979) supposed that tendencies of students to learn English can be considered the most important thing of communication and teaching. They suggested many activities like open- ended duplication (chain duplication), dialogue activity and substitution drills.

9. Theories of Teaching EL

9.1 Usage- Based Theory

Tomasello (2003) explains that the language can be acquired by individuals depending on their constructions to the words that they may use or hear them. This theory 'usage- based theory' can take the constructions of the individuals to generalize them and recur their usage by emphasizing the importance of frequency.

9.2 Optimality Theory (OT)

Prince and Smolensky (2004) suggest that the observation of different forms of EL can evoke by interacting among conflict limitations and connecting between the inputs and outputs. The constraints can be regarded as optimal when they endure vital violations because the constraints may be structural requirements which are violated or pleased through the outputs. So, it can be concluded the purpose of language is to know how the individuals can be qualified to speak and use EL well. Moreover, selecting the suitable strategies of learning can achieve the best levels of teaching EL.

10. Methodology

10.1 Sampling and Data Collection

YES/ NO test of 10 psycholinguistic items is given to 20 academic students in Open Education College / Diyala Centre who are asked to answer them in the strict confidence and they should be anonymous. This test is made depending on the notes of Bowen et al. (1985):

1. The students will be successful in producing their thoughts if the subject matter is learned precisely.
2. The easiest way is to ask the students to speak by telling them what to say. It is necessary to ask the students the questions that they know what the questions are asking and they control to make a suitable answer.
3. It is believed that the academic students can be able to make their message accessible to the native speakers of English even if they have no special training in linguistics.
4. To reinforce the academic students, signaling of the meaning by using pictures, gestures, even translation can be useful to develop their speaking English.
5. The students' need and their desirability of having real communication in their lectures are successful to make them in direct proportion of teaching English.
6. If the teachers and their students work together, they will be able to express their ideas and basic needs in the new language convincingly.
7. The positive psychological factor to teach English can be regarded as a prosperous way when the teacher establishes a context to encourage the students' producing sentences in the new EL.
8. The teacher can use a set of gestures, translation, pantomime as a means to explain the meaning of utterances and allow to use the technique of repetition by the students and imitate what they hear.

9. It is un doubtful that an extended period of time that using in repetition can make a significant difference in the quality of oral communication or production of the new EL.

10. The teachers should accept the initial efforts of the students including mistakes in pronunciation, grammar, etc. since their own first language may impose itself on their effort and attempts to say words or sentences in the new EL.

10.2. Data Analysis

The whole twenty students answered the test, all of them answered the items with YES. The twenty students agreed on that methodology can be successful in acquiring and reinforcing EL. So, the above items show the total agreement of the sample of twenty academic students of The Open Education College in Diyala.

10.3 Individual Interview

Two academic students of the Open Education College are interviewed to talk about their opinions in teaching EL inside the lecture and its benefit to them.

One of them is a good teacher in her primary school. She frankly spoke about her ability to teach English to her primary students, but when she entered to the college to complete her teaching and gain Bachelor degree, she achieved high level of success to develop her abilities and how the interaction with others inside the lectures helped her to be good in teaching English. While the other teacher of primary school too admitted that she was a bad teacher before entered the college. She said that she cannot speak English, she had bad spelling and she was not able to teach her primary students in a good way, but when she decided to complete her teaching and entered the college, her identity changed to be more confident and her instructors helped her to improve her proficiency to acquire the enough experience in teaching English.

11. Conclusions

Speaking skill of English language can be developed by practice and repetition in the lecture environment even if not the same way the native speakers of English do. The academic students can be able to express their needs, desires, attitudes, and they can negotiate in EL in ways to be acceptable from native speakers. The teachers of English should provide their students with realistic activities and motivating their practices to develop their speaking. Language skills of students can be developed and reinforced to rise in future by giving them better opportunities than before to change the typical lectures of language.

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