

The Effect of Mingle Model on Iraqi EFL Preparatory School Students Speaking Performance

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Abstract

Improving speaking performance has always been a major focus for ELT researchers. This is because understanding a language generally means being able to speak it, and because some factors, such as speaking anxiety, make improving speaking performance more difficult. Therefore, the present study aims at finding the effect of mingle model on Iraqi EFL preparatory school students' speaking performance. One instrument is used to achieve the study's aim: a speaking performance post-test. The study's sample consists of 67 students from Iraqi EFL 5th preparatory school, including (33) students in the experimental group and (34) students in the control group throughout the academic year (2022-2023). The study's findings indicate that the mingle model has positive effects on developing speaking performance. It has also been shown to be beneficial in creating a secure environment for learning in which students can express themselves freely without much anxiety.

Key words: speaking performance, mingle model

اثر انموذج (Mingle) في اداء التحدث لدى طلبة المدارس الإعدادية العراقيين دارسي اللغة الإنكليزية لغة اجنبية

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الملخص

لقد كان تحسين أداء التحدث دائماً محوراً رئيسياً لباحثي تدريس اللغة الإنجليزية. وذلك لأن فهم اللغة يعني عموماً القدرة على التحدث بها، ولأن بعض العوامل، مثل القلق من التحدث، تجعل تحسين أداء التحدث أكثر صعوبة. لذلك، تهدف الدراسة الحالية إلى معرفة أثر نموذج (Mingle) على أداء التحدث لدى طلاب المرحلة الإعدادية في اللغة الإنجليزية كلغة أجنبية في العراق. تم استخدام أداة واحدة لتحقيق هدف الدراسة وهي الاختبار البعدي لأداء التحدث. تكونت عينة الدراسة من (67) طالباً من المدرسة العراقية للصف الخامس الاعدادى منهم (33) طالباً في المجموعة التجريبية و (34) طالباً في المجموعة الضابطة طوال العام الدراسي (2022-2023). وتشير نتائج الدراسة إلى أن نموذج (Mingle) له آثار إيجابية على تطوير أداء التحدث. وقد ثبت أيضاً أنه مفيد في خلق بيئة آمنة للتعليم حيث يمكن للطلاب التعبير عن أنفسهم بحرية دون الكثير من القلق.

الكلمات المفتاحية: أداء التحدث، نموذج mingle

Introduction

Because language is the most important means of communication, it is crucial to improve speaking skill when learning a language. Near the point that English is becoming a more important language for worldwide communication, the demand for English language speaking skill has been growing rapidly. Richards and Renandya's (2002). Speaking is the vital of all skills as speaking is the one with which all student must speak in order to share thoughts, emotions, and views with further students in the classroom as well as the teacher. (Jassim & Abbas, 2020)

According to Adriana et al. (2014), speaking English is difficult. It is one of the most difficult skills for students to master. In this situation, students are trained to communicate not just in class but also outside of class, for example, through activities outside of school. It may be challenging for students to improve their speaking skills in a foreign language as speaking a foreign language like English needs more than just a fundamental mastery of its grammar. Speaking, according to Hayriye (2006), means selecting the right phrases and words based on the appropriate social situation, audience, circumstance, and the topic issue. Becoming a proficient speaker involves a thorough comprehension of both the language that

is learned and its application in practical conversation. Ibrahim (2021) states that for foreign language learners, communicating in the target language within the classroom setting can be an extremely stressful experience, often resulting in heightened levels of anxiety

So, In order to improve speaking performance , it is necessary to investigate into the efficacy of a new teaching model. The researcher seeks to test the use of the Mingle model on promoting speaking skill in this study.

The Aim of the Study

- 1- The effect of mingle model on Iraqi EFL preparatory school students' speaking performance.

Hypothesis

1. There is no statistically significant difference in the mean score of the experimental group students who are taught speaking using the mingle model and the control group students who are taught speaking conventionally in the speaking performance.

Literature Review

The Importance of Speaking

Language is basically a means via which one may convey ideas, thoughts, feelings, wishes, and messages, according to Patel and Jane (2008). Speaking appears to be naturally the most significant of the four language skills (listening, speaking, reading, and writing) (Ur,1996). Speaking a language encompasses all other sorts of abilities, because speaking is the most fundamental form of human communication, knowing how to speak a language is comparable to knowing how to comprehend it (Lazaraton, 2001). Abdulrazzaq (2023) points out that teachers and students also share a common understanding of the importance of the speaking skill for students' future success in their respective fields upon graduation. Sociolinguistic competence is important as it refers to the aptitude to appropriately and proficiently use language in accordance with the specific social and contextual circumstances. It involves a deep understanding of the cultural norms, social roles, and linguistic variations that influence communication in a given situation (Kamil , 2016).

Types of Speaking Skill

Brown (2004) states that there are five types of speaking skill.

- 1. Imitative.** This style of speaking focuses solely on imitating a word or phrase. This kind of oral output is at the extreme end of the spectrum, or what is known as the pure phonetic level of speaking. However, it could also include some prosodic, lexical, and grammatical elements.
- 2. Intensive.** A short oral output bursts are used by the speaker to demonstrate his /her speaking extraordinary ability. Speaking often highlights a certain set of language's grammatical, lexical, and phonological characteristics.
- 3. Responsive.** This kind of speaking is usually used for both conversation and comprehension tests. Standard greetings, small chat, brief conversations,

straightforward requests and remarks, and similar exchanges serve as examples of small talk.

4. Interactive. This kind is regarded as the most difficult and protracted variation of responsive speaking. It can involve more than two people speaking at once and several exchanges. Additionally, there are two types of interactive speaking: interpersonal, which is used to maintain social connections, and transactional, which is used to exchange specific information.

5. Extensive (Monologue). Presentations, storytelling, and speeches are examples of this sort of speaking, during which the audience has little to no chance to engage with the speaker.

Purpose of Speaking

Speaking may be characterized as a fundamental ability in language construction; it is a complex talent that is unique to humans. Speaking may also be described as the process of communicating through vocal statements (Alsalihi, 2020). Speaking can be used for transactional or interactive purposes. The use of spoken language in transactional and interactive conversation appears to differ in certain ways. Language is used largely for informational communication in transactional conversation. The language that does this is "message-focused" rather than "listener-orientated" (Nunan, 1989, p. 27).

It is obvious that in this type of connection, accurate and consistent message conveyance is essential, along with ensuring that the message is comprehended. Broadcast news, descriptions, narration, and instructions are a few examples of language that is mostly used for transactional purposes (Richards, 1990). Speaking that is rendered as a service for this reason typically lasts longer, requires prior content arrangement, and use language strategies to express the sort of information to be offered (Basturkmen, 2002).

The goal of some conversations, on the other hand, is to establish or sustain a connection. The latter is typically referred to as language used in social contexts (Yule, 1983). Greetings, brief discussions, and praises are a few examples of interactive language use. In the interactional mode, language is often a listener-oriented process. In situations like these, speakers' turns tend to be fairly brief (Dornyei & Thurrell, 1994).

Despite the contrasts between these two types, interactive language and in ordinary contexts, transactional language is generally mixed.. This makes it easier to carry out transactional tasks that call for maintaining civil interpersonal connections in other words, It is believed that speakers behave one way while acting another. (Brazil, 1995). Thus, the two aims may be viewed as two aspects of verbal engagement.

Kalil (2018) conclude that utilizing speaking strategies not only addresses learners' communication difficulties but also fosters their engagement in the target language and enhances their oral proficiency.

Mingle Model

The mingle model is an activity that may be applied to make learning more enjoyable for students. The mingle model is sometimes referred to as the fast speaking method (Teng & Wong, 2015). Mingle, which was initially introduced by Pollard and Hess (1997) , can be used as a fresh model to teach speaking skills. Previously, it was an activity or approach in which students stood up and circulated with one another, talking to individuals, especially at social occasions and on different topics.

Borzova (2014) states that mingle is as an activity in which a student joins a classmate, speaks for a short period of time, and then continues on to speak to another classmate .Also, Borzova defines the mingle model as an approach for teaching speaking in which students walk in the classroom; each student must participate in this activity. A student may attempt to speak with one of their classmates about the topic given by the teacher. This may be done in pairs or small groups. Students should get the opportunity to speak, listen, debate, and take notes. This type of speaking should take place face to face. After a student finished his a brief speak with his classmate, he should switch partners. It can be done at random, or a teacher can set a guideline for the class's movement.

According to Robertson and Acklam (2000, p.18), mingle "allows constant repetition of a particular question or collection of the opinions of many students." This allows students to repeat the same sentence many times, which increases confidence in their speaking skill. As a result, if correctly arranged within a lesson plan, mingle can increase both accuracy and fluency. Darmayenti (2015) points out that students usually feel hesitant to speak to others for the first time in a group or when the teacher encourages students to form a group , and they will remain so for some time. Students are always hesitant to interact at first, but the Mingle model always creates a new environment in the classroom to develop social relationships among students.

The mingle model provides a procedure that motivates students to speak to one another on instructional materials to encourage students' group work attitude. It has the potential to increase trust. It also gives them freedom to express all they normally do. The mingle model then assists students in engaging with one another. It implies that speaking one-on-one with the other students in the class, particularly students who they don't know or don't know well, helps students develop positive relationships (Teng & Wong, 2015).

The Procedures of Mingle Model

The mingle model is a classroom activity that can be used to increase students' enjoyment of studying English. Houston (2012) suggests some steps to follow when engaging in Mingle model, namely:

1. Before Mingle

1-Teachers have to complete every requirement before beginning the activity, such as preparing instructional materials, media, paper, or worksheets for students.

2. If there are a lot of tables and desks in the classroom, move them to one side of the room or even outdoors. If this is not possible, consider moving to an empty room or outside class.

3-The teacher also plans how the activity will be introduced to the students. If the students have never done an activity before, the teacher can clarify the basics to them.

4-The teacher can explain the rules to the students in their own language. The fundamentals of Mingle activity:

- a- The student should walk around until he or she finds someone to speak with.
- b- To participate in the activity, students have to speak English.
- c- When the student finished, he or she should move on to find another student.
- d- Students should Move around freely. They should not walk behind other students.
- e- Students should make an effort to interact with shy classmates.
- f- Students should try to speak with other students that they do not know.
- g- students should talk to as many other students as possible.

2.During the mingle

1- Teachers can participate in the mingle activity. This allows students to become familiar with the activity and provides them with additional evidence of the activity.

2.The teacher remains alert and active, looking for any problems. He moves around and encourages students to communicate to one other; if the conversation becomes muddled, the teacher calls the students' attention and explains again.

3. When students' excitement disappear teachers might call stop to the gathering. Another alternative is to set an exact limit of time for students. Additionally, teachers can tell students to stop after a certain number of meets (for example, talk to 7 students and then stop).

3. After the Mingle

1. Upon the completion of the mingle activity, the teacher facilitates a dedicated phase wherein a comprehensive report and feedback session take place, serving to inform the students that the mingle session has reached its conclusion.

2. During the subsequent report stage, the teacher selectively invites multiple students to share their firsthand encounters and reflections from the mingle exercise, addressing the entire class. In instances where a student narrates an amusing or captivating exchange they had with another participant, said student further relays their own account of an engaging or humorous anecdote that they overheard or experienced

3- During the feedback phase, the teacher informs the class on the mood of the class as students participate in the mingle activity. The teacher points out a few

issues that he observed throughout the activity, but he avoids presenting them to the students as negative points. To avoid impeding their learning process.

Advantages of Mingle Model

According to Darmayenti and Nofiadri (2015), the mingle model offers advantages that can be useful for teaching speaking skills.

1. The mingle model promotes student with relaxation and enjoyment.
2. The Mingle model encourages healthy competition and keeps students active.
3. The Mingle model includes actual-life situations into the classroom so that students can learn English in a flexible and conversational manner.
4. Students' speaking skills can be enhanced in terms of fluency, vocabulary, pronunciation, grammar, and comprehension.

Method

The Design of the Study

According to Khan (2006, p. 197), "the experimental design provides a plan or blueprint for experimentation". The experimental design is also known as the scientific method, and it may be described as a test conducted under controlled conditions to illustrate a known truth or to investigate the validity of a hypothesis (Muijs, 2011). To achieve the current study's aim a "non-randomized pretest-posttest control group design," a sort of "quasi-experimental design," is used (Brown & Rodgers, 2002, p. 211).

In this design, two groups are chosen randomly and assigned to an experimental and a control group; only the experimental group is expected to get the independent variable, and so it is taught using the Mingle Model, while the control group is taught using the conventional method. Table (3.1) outlines this design

3.1 The Experimental Design

The Groups	The Test	Treatment	The Test
Experimental Group	Pretest	Independent Variable	Posttest
Control Group	Pretest		Posttest

Population and Sample of the Study

The study population involves the 5th preparatory school students in Karbala City. Al-hur district is randomly selected and it includes six preparatory schools. Al-Thabat preparatory school for boys is selected randomly from Al-hur district.

The number of 5th stage preparatory school students at this school is (204) which is divided into two branches (scientific and literary). The scientific branch consists of (applied and biological), the students in the scientific branch are distributed into 3 sections and the students in the literary branch are also distributed into 3 sections. However, the literary branch is selected randomly. The literary branch has two randomly selected sections out of three. A control group of thirty-four students is assigned at random to section A, while section B, consisting of thirty-three students, is assigned at random as the experimental group.

Instrument of the Study

One instrument is used in order to collect data on the study's variable. This instrument is the speaking performance post-test.

Post-test of Speaking Performance

The post-test is regarded as one of the research's bases since it assists the researcher in determining the efficiency of the independent variable on the experimental group (Gay et al., 2012). The post-test in this study consists of a structured interview. An interview is a common type of conversation testing in which test takers' performance is evaluated during the interview (Fulcher, 2010). In this regard, depending on (Khudhair, 2019) the researcher has developed a structured interview with six themes. Each theme has ten questions.

The Experimental Application

Before the experiment, the researcher prepared lesson plans for both the control and experimental groups. The researcher presented these plans to a group of experts who evaluated them and agreed that they are suitable for the topic. The experiment lasted for eight weeks. During this time, the experimental group received speaking instruction using the mingle model, while the control group received traditional speaking instruction without any additional intervention.

Results

Results Related to the First Hypothesis

The first null hypothesis of the study states that there is no statistically significant difference in the mean score of the experimental group students who are taught speaking using the mingle model and the control group students who are taught speaking conventionally in the speaking. To examine the validity of this hypothesis, a series of meticulous procedures are implemented. Initially, the post-test scores of both groups are computed and documented (refer to the Appendix for details). Subsequently, the arithmetic mean and standard deviation of the experimental group are determined, yielding values of 14.360 and 1.950, respectively. The identical procedures are then applied to the control group, resulting in an arithmetic mean of 9.470 and a standard deviation of 2.501.

Table (4.2) Results of the T-test for Two Independent Samples of the Two Study Groups in the Speaking Performance Post-test

Group	No.	Mean	SD	T-value		Sig. level (0.05)
				Calculated	Critical	
EG	33	14.360	1.950	8.912	2.00	Sig.
CG	34	9.470	2.501			

Subsequently, the t-test formula for two independent samples is employed to ascertain the significance of the findings. The outcome reveals that the calculated t-test value (8.912) surpasses the critical threshold (2.00) at a significance level of 0.05, with a degree of freedom of 65, as indicated in Table 4.2.

The results unequivocally indicate the presence of a statistically significant distinction between the experimental and control groups in terms of their speaking performance, favouring the experimental group. Consequently, the initial null hypothesis is firmly rejected.

Discussion of Results

The findings current study demonstrate the positive impact of the Mingle Model in improving students' speaking skills. The findings may be due to:

1. The fact that using mingle model allows students to communicate freely and without anxiety.
2. It encourages students to communicate and express their ideas freely. Besides, it is fun.
3. It has a good impact on the dynamics and environment of the classroom, which makes it easier for members of the classroom to develop and study together.
4. It can improve listening, speaking, and thinking skills.
5. Discussions in the classroom allow students to practice speaking skills in the way that suggested by Ur (1983, p. 2)." "The most natural and effective way for learners to practise speaking freely in English is by thinking out some problem or situation together through verbal interchange of ideas; or in simple terms to discuss".

Conclusions

The current study demonstrates that mingle model improves students' speaking performance.

1. There are a variety of factors that make students unable from speaking English confidently in classes and in other contexts. Some of these barriers may be personal; for example, some students may be frightened of communicating, have nothing to say, feel fearful of criticism, lack inspiration or support, and so on. Some of the factors are important to teacher knowledge. The other factors are associated with the instructional material. These factors, acting alone or in concert, impede students from speaking clearly and without fear.
2. Using mingle model is a great option to encourage students to communicate more freely and fluently. This might be due to the exciting, challenging, and stimulating atmosphere that this model offers for students, as it allows them to share their own thoughts and points of view.
3. This model itself gives students with a pleasurable experience.
4. This model is useful for developing speaking skills by asking and responding questions.
5. Using the mingle model is an important model for motivating students to speak freely and greatly enhancing their fluency and accuracy.

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