

**فاعلية استخدام الطريقة التخاطبية في تعليم اللغة
الانكليزية لتحسين مهارة الكلام لدى طلبة الجامعة**

The Effectiveness of Using Dogmatic Approach in
Teaching Foreign Language for Improving the
university Students' Speaking Skill

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المخلص

تعنى هذه الدراسة بمشكلة اغلب طلبة الجامعة في قسم اللغة الانكليزية ليس لديهم القدرة للتكلم بشكل صريح مع الاخرين. تهدف الدراسة لقياس فاعلية الطريقة التخاطبية في تعليم اللغة الانكليزية لتطوير مهارة الكلام لدى الطلبة. عينة الدراسة هم (44) طالب وطالبة تم اختيارهم بصورة عشوائية من المرحلة الثالثة لقسم اللغة الانكليزية تحديداً في الكورس الاول للعام الدراسي 2022/2021 في قسم اللغة الانكليزية /كلية التربية /جامعة سامراء.

الاختبار هي اداة الدراسة لقياس مهارة الكلام لدى طلبة الجامعة والتي استخدمت لتحقيق هدف الدراسة. تم اجراء الطريقة التجريبية لمدة شهرين حيث اختارت الباحثة (22) طالب وطالبة لتمثل هذه العينة المجموعة التجريبية , و (22) طالب وطالبة لتمثل المجموعة الضابطة. خصصت الباحثة ساعة واحدة لأجابة الطلبة بصورة شفوية لفقرات الاختبار. يتكون الاختبار من ثلاث اسئلة , كل سؤال يحتوي على (5) فقرات. كما خصصت الباحثة (4) درجات للفقرة الصحيحة و (صفر) للفقرة الخاطئة. وهذا يعني ان درجة الاختبار الكلي هي (60) درجة. اشارت نتائج الدراسة ان استخدام الطريقة التخاطبية لها تأثير في تطور مهارة الكلام لدى طلبة الجامعة.

Abstract

This study deals with the problem that most of university students have no ability to speak communicatively with others. It aims to measure the effectiveness of the Dogmatic approach in teaching foreign language among university students. The sample of this study is (44) male and female students that are chosen randomly from the third year, specifically in the first semester of the academic year 2021/2022 in the Department of English/ College of Education / at Samarra University. The instrument of this study is a test for measuring the students' speaking skill which used to collect data for achieving the aim of the study. The experimental design has been practiced for two months. The researcher has chosen (22) male and female students as the experimental group and (22) male and female students have been chosen as the control group. One hour is a time that allotted to answer the items of a test. Four marks allotted for each correct item and zero for the incorrect one. It means (60) marks are the total mark of the test. The results of this study indicates that the using of dogmatic approach has the effectiveness in improving the university students' speaking skill.



1.1 Problem of the Study

The problem of the study is that the university students cannot speak in a communicative way with others. Many of university students have no ability to communicate with each other's. Some students find difficulty for speaking fluently. sometimes ,the students feel with hesitation, afraid and shyness in practicing the speaking skills.

1.2 Aim of the Study

This study attempts to determine the effect of using the dogmatic approach in improving students' speaking skill in English.

1.3 Limits of the Study

This study is limited to:

- 1-The effect of dogmatic approach on the EFL university students for improving their speaking skill.
- 2-The sample of this study is about (44) third year students /in English Department /College of Education/ at Samarra university through the academic year 2021/2022.
- 3-The conversation material is written by Craven specifically in (2008), which is entitled 'Real Listening and Speaking with Answers'. It is taught for third year students in the department of English.
- 4- Two months are allotted as a period for practicing the experimental design.

1.4 Hypothesis of the Study

This study is hypothesized the following:

- 1- Using the Dogmatic approach will improve the speaking skill of the third university students, and it enable them to speak more and more in English language .
- 2- There are no significant differences between the students' achievement in speaking skills between experimental group and control group.

1.5 Value of the Study

This study has value in dealing with speaking skill which is considered as one of the difficult skills for language learners. In this study, the university students try to develop their abilities in speaking through using the dogmatic approach which can be helpful one for the learner in his/her journey in learning a foreign language.

1.6 The Procedures

For the purpose of collecting the necessary data that required for achieving the aim of this study, the following steps will be followed:

- 1- Selecting forty-four male and female students in the third academic year / College of Education /at Samarra University.
- 2- Constructing a test for measuring the students' achievement in speaking skill.



3- Analyzing the data to show the effectiveness of the dogmatic approach in improving the students' speaking skill.

Section Two

Theoretical Background

2.0 Introduction

English language is considered a global language that students should find the most straightforward and most effective ways to learn it, because millions of people around the world use it for communicative purposes. Therefore, communication is the process of exchanging information among individuals, groups, institutions and organizations in oral, written forms (Natale and Lubniewski, 2018:377).

Iman (2017: 88) mentions that many of students who have a desire to study English as a second or foreign Language, the teaching of speaking skill has become increasingly important in English teaching for communicative purposes.

Litually (2016:56) states that the purpose of teaching the English language has shifted from the mastery of structure to the ability to use the language for communicative goals.

2.1 The Concept of Dogmatic Approach through ELT Meddings and Thornbury (2009:21) define the "Dogme" as a learner-centered approach to teaching the language that constructs communication between learners and the teacher without needing preplanned lessons or published materials.

Lindsay and Knight (2006:65) define speaking as a complex process that enables constructing a message in a form that the receiver can comprehend and receive by using the correct pronunciation, stress and intonation.

Besides these elements, speaking involves interaction and communicating with other people. This will lead the learners need to be accurate and fluent enough for the other persons to understand and to have a flow of conversation (Lindsay and Knight (2006:65).

Meddings and Thornbury (2009:12) clarify that through a dogmatic approach, teachers can reflect more ways for teaching the language in the classroom. Teachers open a way to the learners and give them an opportunity to comprehend and acquire the language through real conversations. Dogma calls for teaching the language without course books and depends on communication among learners and teachers in the classroom or even outside the classroom.

Thornbury (2000:22) argues that the world of English language teaching is full of a huge number of resources while no time left for real communication.



Dogma has the merits of generating the necessary language in the classroom and helping the teacher to create an environment for real communication depending on learners' needs. Teachers can influence more on the process of teaching itself and give learners a chance to acquire language through real conversations (Thornbury, 2009:13).

2.2 The Principles of Dogma

Meddings and Thornbury (2009:19) show that the principles of Dogma approach, ELT can be illustrated as follows:

1. There should be continual interactivity among learners and between teachers and learners.
2. Students will be engaged in the education process that they create their own content.
3. Learning is considered a conversational and social process.
4. The teacher and learners co-construct their knowledge.
5. Language and grammar must be learnt through the learners' communicative needs.
6. Learners select the content that is consistent with their beliefs and knowledge.
7. The teacher has derived the learners' attention to emergent language in suitable situations.
8. The classroom is free from published teaching materials which make both students and teachers empowered.
9. All materials used in the lesson stick to the learners' needs.
10. Both teachers and learners will use published materials critically (Meddings and Thornbury, 2009:19).

Meddings (2003:11-12) determines the following scales of a Dogmatic lesson:

1. Dogma concentrates on live and local things rather than course books or handouts.
2. Dogma focuses on increasing using language interactivity in classrooms.
3. Deep Dogma which concentrates on recording what has happened in the lesson between teachers and students.
4. Full Dogma that encourages the learners to bring their own materials with them. Nobody has an idea what the lesson will be about. The role of the teacher is to administrate interaction and monitor the language.
5. Dream Dogma means the existence of language universities where learners' interests play role in organizing the learners into classes (Meddings, 2003:12).

2.3 The Speaking Skill

Speaking is represented as a complex mental process that succeeded in combining cognitive skills and working the students' memory for producing words, concepts and some expressions (Tomlinson, 2013:232).

Speaking skill becomes vital skill that it plays in developing proficiency in speaking (Richards and Renandya, 2013:167).



Nunan (2003:46) mentions that teaching speaking means teaching language to learners in order to:

- 1- Produce the English speech sounds and suitable patterns.
- 2- Use word and sentence intonation, stress patterns and rhythm.
- 3 -Select suitable words and sentences according to the social consistency, audience, situation and subject matter.
- 4- Reorder their thoughts in comprehensible and logical forms.
- 5- Depend on language as a tool for expressing norms, values and judgments.
- 6- Use the language confidently and quickly with few unnatural pauses, which is called fluency.

There are five elements of speaking skill are noticed in analyses of the speech process as follows:

1. Pronunciation: it illustrates the way students producing utterances of words obviously when they are speaking (Kline,1998:69).
2. Grammar. It is the way of studying the structure of a language formally and shows how words fit together in meaningful constructions (Williams, 2008:2).
3. Vocabulary: It can be familiarized as the words of a language, consisting of a single phrase and chunks of numerous words that devolve a specific meaning, as the way that individuals do (Lessard,2013:2).
4. Fluency: The way of working is usually by expressing oral language at a good pace without interruption (Pollard, 2008:16).
5. Interaction: It means the way of exchanging thoughts, feelings or even ideas collaboratively between two or more people, resulting in a reciprocal effect on each other (Brown,2007:212).

Brown (2000:7) states that speaking is the most difficult skill for students because of the following features of the oral discourse:

- A- Contractions, vowel reductions and elision.
- B- Use of idioms and slang.
- C-Intonation, rhythm and stress.
- D-The need to interact with others.

Lindsay and Knight (2006:58) mention that speaking is needed for many factors and reasons in order to be able to deal with others, respond to others or express feelings and thoughts.

The students' practicing the English language that will facilitate the students' acquisition of oral skills. Practicing oral skills shows teachers can develop the students' speaking skill through by using the appropriate materials, recognizing that intelligible pronunciation is criticized as effective oral communication. University students are in need for having oral skills for comprehension, self-expression and monitoring (CelceMurcia,2001:101).



Harmer (2007:46) states that human communication is a complex process, because through communication people can express what they want to say or give information. In speaking, words and phrases are constructed in pitch change, intonation, and stress are changed, thus, all these elements are used to cover different meanings. In face-to-face interaction, there are many ways that the speaker can use in order to convey the message like facial expressions, gestures and body language.

Section Three

The Procedures of the Study

3.0 Introductory Note

The researcher has followed the experimental design for achieving the goal of this study. The experimental research refers to the accurate and dependable change for the limited conditions in specific situation notices the changes that happened, and the results that they are explained:

3.1 The Statistical Analysis of Study

The researcher has used two groups for accomplishing this study, the experimental group and the control group. This procedure is suitable for achieving the aim of this study, and the table(1) below will explain the experimental design of this study:

Table (1)The Experimental Design of this Study

The Two groups	Independent Variable	Dependent Variable	The Tool
Experimental	Dogmatic Approach	Skill of Speaking	Test of Speaking Skill
Control	Traditional Approach		

3.2 The Population and the Sample of the Study

The population of this study is represented as all the third year students in English department at Samarra university through the academic year 2021/2022. The researcher has used (44) male and female students as a sample of English department at Samarra university. Twenty –two students are chosen from section (A) as the control group and Twenty -two students from section (B) as the experimental group in teaching English. This group is used to apply the material of conversation textbook that is written by Craven which is entitled 'Real Listening and Speaking with Answers'. While, the control group that represented in section (A)are taught according to the traditional method.

3.3 The Equalization of Two Groups

Before starting of the experimental method, the researcher is interested in statistical equalization between two groups :the experimental group and the control group. This statistical equalization in certain



variables effect on the results of the experimental method. Equalization has accomplished in certain variables:

1-Age calculated by months:

For making equalization for two groups ,the experimental group and control group are applied according to the students' age, the mean scores for the students' age in both groups have been calculated. The female students' mean score of the experimental group is (97.245) and the standard deviation is about (8.03) ,while the male students' of the control group is (42.245)and the standard deviation is about (8.10)and by using (T-test) for the two independent samples for finding the statistical significant differences by the two groups: experimental and control groups of this study. It is found that the distinction has no statistical significance to the significant level (0.05) and the computed T- value (0.27) which is less than the tabulated t-value that is (2.000) in the freedom degree (42). So, this indicates that the two groups are statistically equal in the age and the table (2) illustrates that:

Table (2) Mean Scores, Standard Deviation and T-value (computed and tabulated) for the students' Age of Two Groups (Experimental and Control)

The Two Groups	The Sample	Mean Score	Standard Deviation	Freedom Degree	T-Value		Significance Level
					Tabulated	Computed	
Experimental	22	97.245	8.03	42	2.000	0.27	0.05
Control	22	42.245	8.10				

2-The Previous Educational Level

In the equalization of two groups, the experimental group and the control group , the researcher depends on the public par degree for the academic year 2020/2021 .

It is found that the students' mean score of the experimental group is (63.71) and standard deviation is (9.96). While , the mean scores of the control group is (63.84) and the standard deviation is (8.96). In using (T-test) for the independent samples for finding the statistical distinction between two groups. It is found there is no statistically significant differences in the level (0.05). The t-test computed is (0.05) and it is less than the t-test tabulated value which is (2.000) and freedom degree (42).

This indicates that the two groups are statistically equal in the previous collecting degrees. The table (3)explains the following:



The Two Groups	The Sample	The Fathers' Level			Freedom Degree	The Value of Chi		Significance Level
		Intermediate Level and less	Preparatory	Bachelor and more		Tabulated	Computed	
								0.05
Experimental	22	7	9	6	2	5.99	1.93	
Control	22	6	7	9				

Table (3) Mean Scores, Standard Deviation and T-value (computed and tabulated) for the students' scores of Two Groups (Experimental and Control)

The Two Groups	The Size	Mean Score	Standard Deviation	Freedom Degree	T-Value		Significance Level
					Tabulated	Computed	
Experimental	22	63.71	9.96	42	2.000	0.05	0.05
Control	22	63.84	8.96				

3-The Parents' Education Level

A-The Fathers' Level: the researcher has used chi square which is a statistical mean for treatment the data that is relating with this variable for the two groups. The results identify that the value of chi square computed is (1.93) which is smaller than the value of chi square tabulated that is (5,99)in the significant level (0,05) with freedom degree (2). Thus, according to the experimental group and the control group are equal in this variable, and the table (4) indicates that:

Table (4)The Repetition of the Fathers' Educational Level in two Groups and the Computed and Tabulated Chi Value

The Two Groups	The Sample	The Fathers' Level			Freedom Degree	The Value of Chi		Significance Level
		Intermediate Level and less	Preparatory	Bachelor and more		Tabulated	Computed	
								0.05
Experimental	22	7	9	6	2	5.99	1.93	
Control	22	6	7	9				



B-The Mothers' Level :

Chi square has been used by a researcher which is considered as a statistical mean for treatment the data that is relating to this variable for the two groups: experimental and control .

The results indicate that the value of chi square computed is (0.552) which is smaller than the value of chi square tabulated (5.99)in the significant level (0.05) with freedom degree (2). These results indicate that the experimental group and the

control group are equal in this variable, and the following table (5) illustrates that:

Table (5) The Repetition of the Mothers' Educational Level in two Groups and the Computed and Tabulated Chi Value

The Two Groups	The Sample	The Mothers' Level			Freedom Degree	The Value of Chi		Significance Level
		Intermediate Level and less	Preparatory	Bachelor and more		Tabulated	Computed	
Experimental	22	10	5	7	2	5.99	0.552	0.05
Control	22	12	5	5				

3.4 The Validity of the Study

For having the verification from the validity of the measurement , the researcher presents the test for the jury members in English department at Samarra university who are specialized in methodology and linguistics. According to the instructors opinions, some items are changed to be suitable for applying the test in measuring the students' speaking skill.

3.5 The Reliability of the Study

The reliability has achieved by applying the pilot study on (20) male and female students in the third year in English department at Samarra university. The degree of reliability is (0.85) by using discrimination of Cronbch Alpha and it means this study has a good reliability.

Section Four

The Results of the Study and its Analysis

4.0 Introduction

This section involves the results that the researcher has gathered through the application of the procedures of this study. In the light of the aims and the hypotheses of this study, the mean scores of the students educational level has been measured in both groups :the experimental



group and control group by presenting the test at the end of the experiment. These results have been illustrated as the following:

4.1 The Result of Null Hypothesis

For achieving this hypothesis ,the researcher has gotten the students' data by making a test for the both groups: the experimental group and control group.It is found that the mean score for the experimental group in the test of educational level is about (33.12) and the standard deviation is(3.68). While, the mean score in test educational level for the control group is (18.18), and the standard deviation is (2.66). By using the t-test for two independent samples, it is found the computed t-test value is about (6.65) which is higher than the tabulated t-test value in the significance level (0.05) and freedom degree (42). This means that there are significant differences between the mean scores in the experimental group and control group. So , considering to this result , the hypothesis is accepted and table (6) will illustrate that :

Table (6) Mean Scores, Standard Deviation and T-test value for the Post-Test students in Two Groups (Experimental and Control)

The Two Groups	The Sample	Mean Score	Standard Deviation	Freedom Degree	T-Value		Significance Level
					Tabulated	Computed	
Experimental	22	33.12	3.68	42			Significance
Control	22	18.18	2.66		2.000	6.65	

Conclusion

It is concluded that this study of the Dogmatic approach has the effectiveness in using it in teaching English that leads in improving the students' speaking skill. The statistical data have revealed that students' mean scores have been improved throughout applying the experimental method through the two months study and this means the university students speaking skill are developed as the effect of using dogmatic approach.

It is found that the Dogmatic approach has a role in improving the students' speaking skill in the classroom environment. Applying this approach may develop the students' social skills, instruction, instructional dialogue. Working in groups reveal enthusiasm and motivation in speaking English sentences and practice conversation with each other. The two months of practice have made the students more confident in their speaking of English in classroom environment. According to the improving of the students' speaking skill, the researcher noticed the development of the students' memorizing of many vocabulary items and some grammatical



rules. by applying the oral skill, the students have more confidence and they are encouraged in their production of speech.

The Appendix

The Test

Time: one hour subject : conversation Third Class

Note: four marks allotted for each item.

Q1/ The instructor asks the students for doing specific activities (Intensive Speaking):

1-Talk about your parents' work?.

2-Give the full forms of the following abbreviations:(EEA, IAS, ETA, EEE).

3-Making a call and try to explain ' what message does Mr.Fredericks leave ?.

4-Use some expressions to end your phone call.

5-Describe the expression about ' leaving message that appear in the subject of 'making a call'.

Q2/ Answer the following question (Responsive Speaking):

1-What is your favorite colour for painting the classroom walls ?. 2- Where do you work? summarize your ideas.

3-Give a note about the strength and weakness of a tripe?. 4- What is your favorite time for expressing some special information?.

5-When do you eat your launch? (passing information by referring to the same words (argue, review, mention, interesting, relevant).

Q3/ Do as required:

1-Imagine you are in face to face interview with a manager in a Bank. Seeking advice for working in a bank).(

2-Make a role-play in expressing some opinions about 'inter to the library'.

3-Discuss the word of 'assignment' that appeared in the subject of understand course requirements.

4-Describe some details that based on your tour of the public library.

5-Tell your colleagues about the time for opening the public library in your university in details.



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