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Investigating the Effectiveness Using the New Headway Beginner Fourth Edition in Teaching the Speaking Skill for EFL University Students.

A B S T R A C T

English foreign language teaching necessitates understanding how to help students develop their skills. These competencies include reading, writing, speaking, and listening. Speaking and writing are called the productive skills, whereas listening and reading are called the receptive skills. This study aims at investigating the strategies and procedures used to teach speaking skill in English language to EFL university students in the University of Tikrit College of Engineering/Shirqat.

The qualitative (descriptive) approach is used in this study to collect and analyze data about teaching speaking skills to Iraqi EFL university students. The quantitative approach is also used during the practice of the field study to measure the scales of the questionnaires, which helped the researcher translate statistics and figures of the items into understandable statements and interpretations.

The Textbook complete the aims to help learners gain a lot of abilities in speaking. Many strategies and approaches are employed to teach speaking skills, including games, role play, dialogues, and reading graphs.

إستقصاء فعالية استخدام الإصدار الرابع من كتاب في تدريس مهارات التحدث لطلبة الجامعة دارسي اللغة الانكليزية كلغة اجنبية

عبدالله عيسى صبح/ جامعة تكريت/ كلية هندسة الشرقاط

الخلاصة:

يتطلب تدريس اللغة الإنجليزية كلغة أجنبية تعلم كيفية تنمية المهارات لدى الطلبة, وهي مهارات القراءة والكتابة والتحدث والاستماع. تسمى مهارات التحدث والكتابة بالمهارات الإنتاجية، بينما تسمى

مهارات الاستماع والقراءة بمهارات الاستقبال. تهدف هذه الدراسة إلى التعرف على الاستراتيجيات والتقنيات المستخدمة في تدريس مهارة التحدث باللغة الإنجليزية لطلبة الجامعة دارسي اللغة الإنكليزية كلغة أجنبية في كلية هندسة/ الشرقاط جامعة تكريت.

منهجية البحث المستخدمة في هذه الدراسة هي المنهج النوعي (المنهج الوصفي) وهو ضروري هنا لجمع وتحليل البيانات حول تدريس مهارة التحدث لطلبة الجامعة العراقية دارسي اللغة الإنكليزية كلغة أجنبية. كما سيتم استخدام المنهج الكمي أثناء ممارسة الدراسة الميدانية لقياس مقاييس الاستبيانات مما يساعد الباحث على ترجمة الإحصائيات وأرقام الفقرات إلى بيانات وتفسيرات مفهومة.

ويكمل الكتاب او المنهج المستخدم للتدريس الأهداف في مساعدة الطلبة على اكتساب العديد من مهارات التحدث. ويتم استخدام العديد من الاستراتيجيات والتقنيات في تعليم مهارة التحدث مثل الألعاب، وتمثيل الأدوار، والحوارات، وقراءة الرسوم البيانية وغيرها

كلمات مفتاحية: تدريس, تعليم, اللغة الانكليزية, مهارات, التحدث, طرائق تدريس

Section One

1.1 Statement of the Problem

Effective training is necessary for English language teaching to young learners as a foreign/second language, especially the speaking ability, which is our main concern. As a result, one could claim that this endeavor is more difficult than it first appears. The variety of attitudes and cultures toward the learning of languages, along with other factors that influence the teaching and learning methods of the languages, are some of the reasons behind this. For instance, teaching a language to adult learners differs from teaching it to children, not only due to the evident differences in their intellectual capacities but also because of their physical development and cognitive, behavioral and communication skills. The four skills of speaking, reading, writing, and listening are particularly challen ging for students learning English as a second language. However, speaking is the most challenging because native speakers and second language learners differ greatly (Al Sagheer, 2001, p. 5)the majority of the challenges that students have when learning English are influ enced by their first language differences (Al Sagheer, 2001, p. 6).

1.2 Aims of the study:

1. To look into the methods used in Iraqi universities to teach speaking.

2. To determine the shortcomings of the approaches used for developing speaking abilities

3. To look into the most effective methods for teaching speaking.

1.3 Research Questions

1) What characteristics do the speaking exercises in the New Headway Beginner Fourth Edition syllabus offer?

2) What strategies, tools, and tactics do educators employ when instructing students in speaking?

3) How much do the textbook's speaking exercises contribute to the development of speaking skills?

4) How do students feel about spoken instruction and learning?

1.4 Limits of the study:

Teaching English as a foreign language (TEFL) in an Iraqi environment is the subject of the study. The purpose of the study is to help learners improve their speaking abilities.

1.5 Value of the study:

This study is Valuable because it clarifies key linguistic characteristics that could help us understand how well speaking instruction works for Iraqi EFL university students. It also discusses methods and approaches for improving speaking instruction. Additionally, the study looks into the most effective methods for enhancing speaking instruction.

1.6 The Definitions of Basic terms:

In this research, some terms have been utilized and repeated. It is necessary to define them and explain their meanings. These terms are as follows:

1) Accuracy: Creating phrases that are grammatically correct. (Gower, 1995, p. 209)

2) Language acquisition: According to (Gower, 1995, p. 209) language acquisition is the process by which a person picks up a language.

3) Drill: A method of teaching that involves having people repeat a concept repeatedly or a strategy for learning sounds or sentence patterns in a language (Ashorn, 2004, p. 10)

4) Interaction: When language users communicate with one another. Characters conversation with the audience (Gower, 1995, p. 210)

5) Meta language: Used to describe or analyze other languages. When discussing or describing a language, people employ these words (Long Man Active Study Dictionary, 1999, p. 254)

6) Skill: The capacity to perform a task effectively (Ashorn, 2004, p. 10)

7) The productive skills, also known as active skills, include writing and speaking.

8) The receptive skills, often known as passive skills, include reading and listening.

9) Fluency: The characteristics that make speech seem natural or normal, such as rhythm, intonation, and efficient pausing (Ashorn, 2004, p. 802)

10) Communication strategies: Methods used to convey the desired meaning to the user (Poulisse, 1990, p. 8)

11) Strategic competence: The skill to choose an efficient method of carrying out a communicative act is considered a component of competence strategies. (Tarone & Yule, 1989, p. 55)

1.7 Plan of the study:

This study employed a qualitative (descriptive approach) technique. Data collection and analysis of speaking skill instruction is beneficial. In order to measure the questionnaire scales and assist the researcher in converting the statistics and figures or numbers for the items into clear assertions and interpretations, the quantitative (numerical) technique is also utilized throughout the field study practice.

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Section Two

Literature Review

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2.0 Introduction

"Speaking is an interactive process of meaning construction that involves information production, reception, and processing". The context in which it appears determines both its shape and meaning. Speech isn't always unpredictable, though. It is possible to identify and chart language functions that frequently reappear in particular discourse contexts (such as turning down an invitation or asking for time off from work) (Burns, A.., & Joyce, 1997, p. 20), for instance, if a salesman asks, "May I help you?" The intended discourse sequence consists of a declaration of need, a response, an expression of gratitude, an acknowledgement of the gratitude, and a parting conversation. Speaking demands students possess more

than only the ability to create particular language skills, such vocabulary, grammar, or pronunciation (linguistic competence) (Brown H. , 1987, p. 2).

2.1 The Importance of teaching the speaking skill

Speaking, listening, writing, and reading are all necessary skills for language acquisition. Which of them is the "odd-one-out"? Which one of them differs from the others? I think I'm speaking. The three others are yours to listen to alone, without other people. You can read a book by yourself. Writing a letter on your own is one thing, but speaking on your own is quite another! Maybe you're "dangerous." (Burns, A.., & Joyce, 1997, p. 21)

2.2 The aspects of the speaking skill:

(Gower, 1995, p. 99) demonstrated that speaking encompasses a wide range of elements. It is beneficial to examine them using these standards.

1) Accuracy:

Accuracy includes using language, grammar, and pronunciation correctly. In supervised and guided activities, accuracy is usually the primary objective, and the instructor makes this clear through feedback. It is often appropriate to provide ongoing corrections during accuracy tasks (Adam, 2005, p. 100).

2) Fluency:

One way to characterize fluency is the ability to speak continuously. Students should be able to communicate successfully with the tools and abilities at their disposal, nevertheless grammar and other faults. Generally speaking, learners shouldn't be corrected (Adam, 2005, p. 101)

3) Pronunciation:

It is important to pay enough attention to pronunciation; according to (Al Sagheer, 2001, p. 36) many students would find it difficult to make all the noises, especially in the beginning, and constant criticism could demotivate them. As a result, teaching pronunciation to students is recommended.

2.3 Qualities of a good speaker

• Producing the sounds, stress patterns, rhythmic structures, and intonations.

· Precise use of grammatical rules.

• Assessing the characteristics of the target audience, including shared knowledge or points of reference, power dynamics and participation status, interest levels, or opposing points of view. Burns & Joyce, 1997: 78

• Selecting language that is understandable and appropriate for the target audience.

• Employing strategies to increase comprehensibility, such as body language or gestures, rewording, emphasizing key phrases, and comprehension tests.

• assessing the success of interactions and adjusting speech components including grammatical complexity, speech rate, and vocabulary (Brown H. D., 1994, p. 89)

2.4 Methods used in teaching speaking ability

1) The direct method: While they start to comprehend a language by hearing it frequently, students learn to speak it by expressing it and forming associations with it. This is how children who grow up in linguistically varied contexts learn both their native tongue and a second language. There isn't a translation. Students relate it to their understanding of the printed word. There is no room for the native speech (Al Sagheer, 2001, p. 35)

2) The communicative method: In this practice, students use the terms they can provide or elicit based on other students' knowledge or perspectives. In the 1960s, communicative language training took the place of situational language instruction in Britain. According to theory, the communicative strategy is founded on the functional perspective of language (Allen, 1977, p. 64)

3) The audio lingual method: The teacher controls and directs his students' language use, much like a conductor of an orchestra. He is responsible for setting a great example for students to follow. Students imitate the model speakers that the instructor offers. Students faithfully follow their teachers' directions (Allen, 1977, p. 64).

4) The Grammar Translation method: The "old fashioned method" is the term used to describe the grammar translation technique. The sense of necessity for this approach grew between 1980 and 1990. The native tongue is used extensively. The following factors make it crucial while teaching speaking: (1) It accomplishes grammatical comprehension, which is critical for speaking accuracy. (2) It gives pupils access to a large vocabulary. (3) This approach teaches pupils to speaking correctly (Allen, 1977, p. 65).

2.5 Techniques for enhancing speaking ability:

Retelling: To ask learners to recount a tale they have read, heard, or seen.

Role-playing: Assign learners to role-play scenarios such as those in a medical facility, station, post office, restaurant, or store to practice situational dialogues.

Debating: start by attempting to select some contentious issues, such who is smarter? Are they girls or boys? Is the computer game beneficial or detrimental to the pupils? I then gave them ten minutes to talk in pairs.

Storytelling: I ask students to relate stories using appropriate intonation, pronunciation, gestures, and facial expressions. Additionally, I ask them to create impromptu stories by starting with characters and a scenario. It can be a fun for students.

Describing pictures: Display some hilarious or comic images to the class. Allow them to speak freely.

Short play: I have noticed that students like short plays because they know that the environment is one in which they are working together to help one another comprehend the reading's primary ideas. If at all possible, I asked my students to write a brief play based on the book we have studied.

Speech contest: decide on a subject for the class speech competition. I also gave the kids the authority to grade the speakers.

Description: Allow a student to explain a concept, such "find my friend." The class guesses the identity of the friend after the student explains them.

Speaking and acting: Have a student portray a professional role, such as a doctor examining a patient. The acts are discussed by the other students. One person does an act, the others should follow suit, touching your nose, sprinting, and asking his name, for example.

Speaking and drawing: Have a learner describe an area, for example, and invite the other students to illustrate what they've said.

Acting as an interpreter: Assign a learner as a translator, another one as a foreigner, others as local residents. They interpret things, such as shopping and sightseeing, to communicate.

Solving problems: Provide pupils with a few subjects that contain important terms. Have them figure out a problem. How can you survive in the wilderness for a week?

Games Select games for the learners to practice.

Taboo word description: A student imagines a term and uses it to describe it without mentioning other words that are related to it. For instance, you cannot use the words "book," "letter," and "paper" together. A judge is another student. Other pupils pay attention. The pupil loses if he uses those forbidden terms.

Listening and guessing: a learner writes down a word, sentence, or a job on the board, meanwhile, other students use gestures to explain it without using the word itself. This is known as "listen and guess." Other pupils guess the word based on the student's description while seated away from the board.

Repeating and adding: a learner retells a sentence from an improvised story and adds to it. The following student adds another statement and duplicates the previous ones. Students then add one more statement and repeat the previous ones. This will continue, and the winner will be the one who repeats without omitting any of their sentences. This will make for a humorous tale. The winner is the student who tells the entire story.

Right or wrong: After calling four students forward, other students pose some alternative knowledge-related questions to them, such as those about geography, history, music, and the arts, and the four students attempt to respond. The students who get the most right responses will win (Abdullah, 2021, pp. 123-124).

Songs and videos: Play a song in English that you enjoy, then repeat the lyrics to yourself while listening to the music. Sing the entire song after repeating the words as many times as you can until they come naturally.

Encourage students' interaction: Teachers should try to establish a relaxed environment where students feel free to talk and love interacting with you and their classmates (Gower, 1995, p. 101).

2.6 Example of a speaking lesson:

1) Preparation: Present students with an image of two individuals having a conversation in a well-known environment. (A previous needs assessment will decide the setting.) Have them come up with a list of potential conversation topics, words, and expressions.

2) Presentation: Show snippets of informal conversations captured on camera. Give them a worksheet to fill out that asks them to explain the subjects covered, the speech's context, and any expressions that seem to be typical of small chat. Discuss the types of topics that are appropriate, the situational considerations that influence topic selection (e.g., participant relationships, physical context), and common small chat phrases after the fact.

3) Practice: Describe in detail the people and the environment of a scenario where small chat will occur. Let them list potential discussion subjects and basic phrases in pairs. Then, have them improvised conversations according to these phrases.

4) Assessment: Provide pairs with a teacher-prepared dialogue that depends on their scenarios, and ask them to evaluate the similarities, differences, and justifications between their improvised dialogues and the supplied dialogue.

5) Extension: Permit students, either alone or in groups, to enter different community settings (such as a workplace, school, or bus stop) and document the conversations they overhear. Request that they present their findings to the class, then allow them to be discussed (Sultan, 2018, p. 13).

2.7 Previous studies on speaking skills

Speaking instruction and second language acquisition are issues that affect several Arab nations in addition to Iraq. Speaking and writing are two areas where an Arab learner of English struggles. For instance, students in Saudi Arabia, where Arabic is the primary language, study English in their own country. In Saudi Arabia, formal teaching is the only way to learn English, For example, within a classroom when the Arabic language instructors are native speakers. Learning English through natural interaction in the target language is not very common. This is only feasible when students interact with English native speakers who are temporarily visiting their nation. (Abdual Haq, 1982, p. 21)

Furthermore, Maged Kamel (2006: 149) clarified that speaking proficiency and students' communication skills are challenged among young Arab English learners, asserting that children learn more effectively than adults because their minds are simpler and more "flexible" toward the present, allowing them to be exposed to simpler, more understandable speech. Unlike children, adults are supposed to comprehend less tangible and more complicated communication. According to (Al-Mutawa, and Kailani, 1989, p. 31) teaching English to Arab students involves different approaches than teaching a first language to a second language. They highlight the value of flash cards, boards, wall cards, images, projectors, slides, and filmstrips in order to demonstrate the significance of teaching aids in the educational process. They make reference to the communicative approach, the reading method, the direct method, and the grammatical translation method.

Teaching young people to talk is fraught with challenges. They have trouble speaking and pronouncing the new language. In one of his studies, (Allen, 1977, p. 81) discusses the methods used to teach speaking skills, emphasizing the communicative approach and daily conversations. (Boryan, et al , 1998, p. 78) Argued on everyday events like Boryan did and proposed a variety of methods for

developing speaking abilities. (Saif Elnaser, 2003, p. 129) Discussed the effectiveness of language centers' speaking instruction, emphasizing role-playing and games.

Section Three
The methodology

3.0 The subjects

A: Professors:

The age range of the professors was 28 to 60. They all received degrees of arts from Iraqi universities' English departments, and their experience ranges from 15 to 30 years.

B: students:

Fifteen pupils, a mix of male and female, were chosen. Their ages ranged from 22 to 24 years old, and they are all university students.

3.1 Interviews with professors:

The main method used for this study was conducting in-person, semi-structured interviews with professors and instructors, asking them a number of questions pertaining to the topic being studied. The goal of doing this kind of interview is to gather qualitative input.

An interview is described as "a two-person conversation initialed by the interviewer for obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, production, or explanation (Cannel and Khan, 1968), as cited in (Cohen, 1994, p. 271)

The interview allows for more in-depth analysis of the data and can also ensure that the interviewer and interviewee are communicating well. Interviews can be "(1) flexible and applicable to many different types of problems. (Sax, 1979, pp. 233-234). He also claims: (2) helpful in getting answers from young people or those who are illiterate (3) helpful in gathering attitudes, perspectives, beliefs, or personal information by asking follow-up questions.

3.1 Questionnaires for Professors.

 "A collection of written questions which are generally answered in the absence of the person who is collecting the information". The survey administered to educators and learners. The purpose of this survey was to gather information regarding the methods used to teach speaking skills and the most effective approaches suggested by educators. One benefit of questionnaires, according to

(Sax, 1979, p. 245), is that they are less expensive than interviews and may be transmitted via email to any location.

3.2 Questionnaires for students.

In order to translate and clarify the questions, I was there when a random sample of students completed a questionnaire.

3.3 Classroom Observation:

Another technique used to gather data is observation, which typically shows how credible other people's statements and actions are in real life. Together with the other tools, it is an important tool for ensuring the validity and dependability of research data (Wiersma, 2000, p. 102) "The systematic noting and recording of events, behavior, and artifacts (objects) in the social setting chosen for study

3.4 Reliability and validity of observation:

Arabic is used in the classroom by many English teachers. Many of them lack the necessary training and are not properly suited to teach; in many cases, there are also insufficient teaching aids, fewer language labs, audiovisual aids, and many teachers who are unaware of the use of speaking teaching methods.
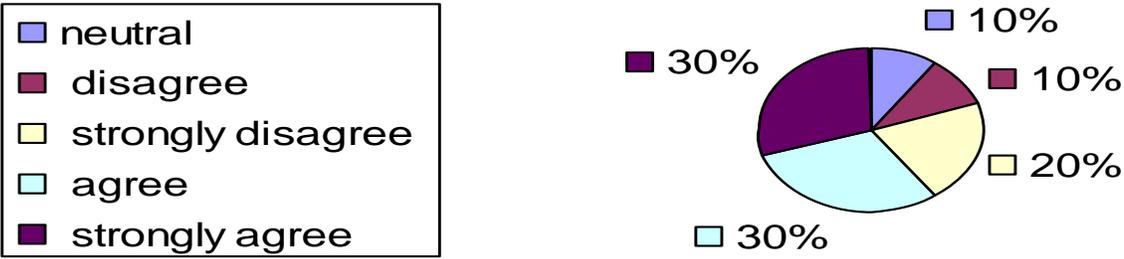
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**Section Four**

Data Analysis and Discussion

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4.0 Professor's questionnaires.

1- According to the results of teacher questionnaires, teachers employ a variety of methods when instructing speaking and these methods varied depending on the accessibility of language labs, instructional aids, and other resources.

2- It is evident that the majority of teachers rely solely on textbooks and recordings, and they frequently lament in interviews the dearth of libraries and instructional resources that support them in teaching speaking skills. The results demonstrated that teachers did not employ a large number of exercises to teach speaking skills. They claimed to have employed a variety of instructional strategies. Additionally, the study revealed that instructors frequently use Arabic language in the class. The below diagram clarifies using direct method and other methods.
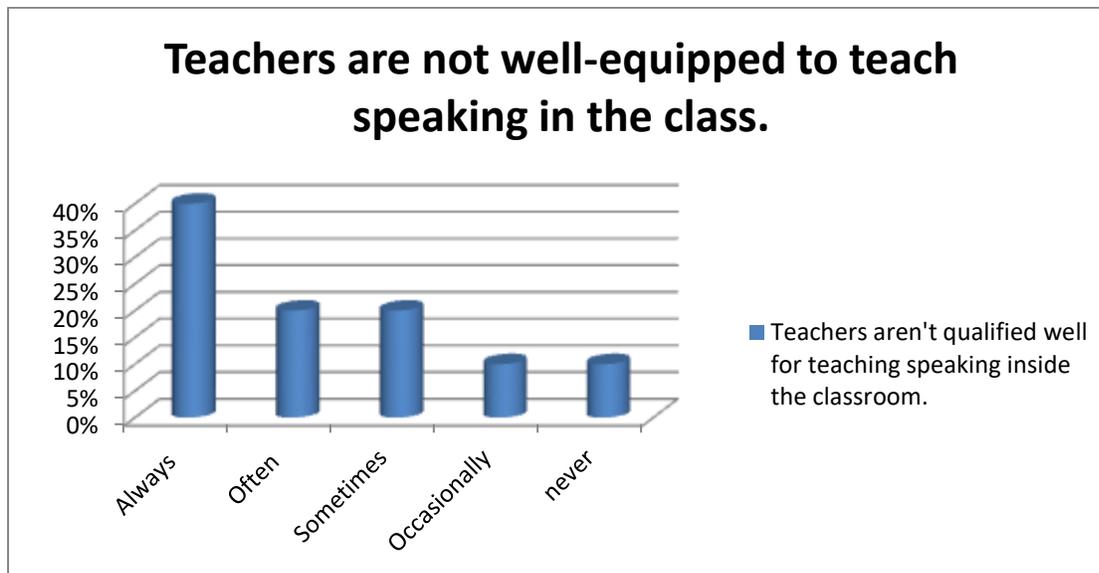
The avialability & the effectiveness of teaching the speaking skill

- □ neutral
- ■ disagree
- □ strongly disagree
- □ agree
- ■ strongly agree

30%   10%   10%   20%   30%

Additionally, 40% of educators claimed they lacked the necessary skills to effectively teach speaking in the classroom. They bemoan the lack of proper training they receive from the educational authority. They claimed to assist pupils in using English outside of the classroom. In order to help pupils understand, they also complain that they speak Arabic in class, which delays the students' acquisition of speaking abilities. Fifty percent of the teachers reported using group activity in the classroom.
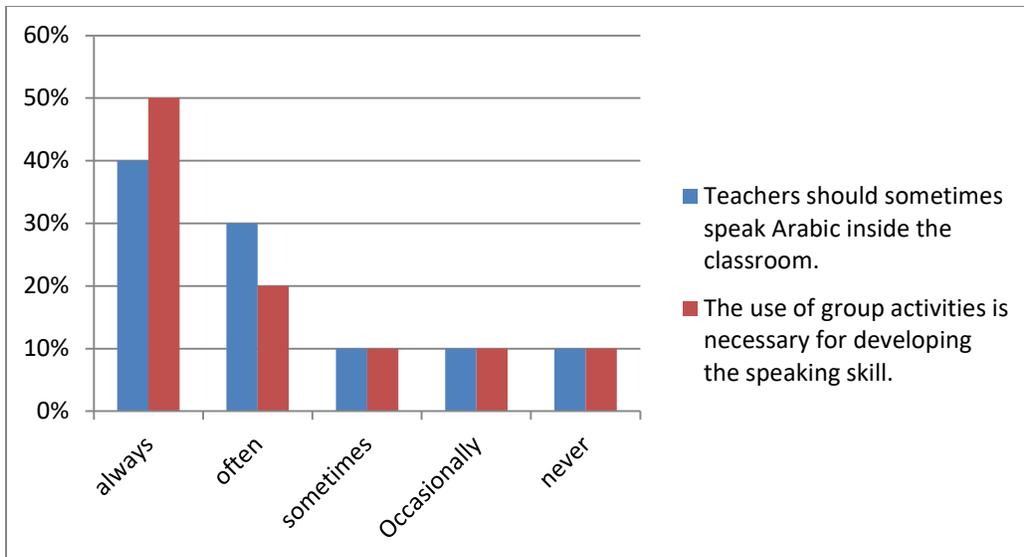

Teachers reported that they lack the necessary skills to teach speaking in the classroom, and that the high student population in the classroom occasionally makes the setting unsuitable for speaking instruction.

Teachers are not well-equipped to teach speaking in the class.

Teachers aren't qualified well for teaching speaking inside the classroom.

(Bar chart with categories: Always, Often, Sometimes, Occasionally, never; y-axis from 0% to 40%)

Instructors also gave a negative response, stating that they don't prepare speaking lessons in advance of class. It was discovered that the majority of teachers exclusively use textbooks when it comes to the tools available for teaching speaking skills in the classroom. This outcome shows that teachers' access to instructional materials is limited.

- The results showed that all teachers responded favorably when asked if speaking skills instruction was included in the textbooks they used. The question is whether or not all teachers are completely aware of the methods used to teach speaking and English to young children in general.

- All of the professors believed that the pupils were eager to learn how to speak English. One could conclude from this finding that the pupils are easily motivated since they are passionate.

- Vocabulary is the most major issue that pupils encounter when learning to speak, according to the research. According to the previous table, 10% of teachers stated that they hardly ever let their students to express themselves using photographs, whereas 40% of teachers stated that they do.

Do you provide your students the opportunity to express themselves through photos and drawings?
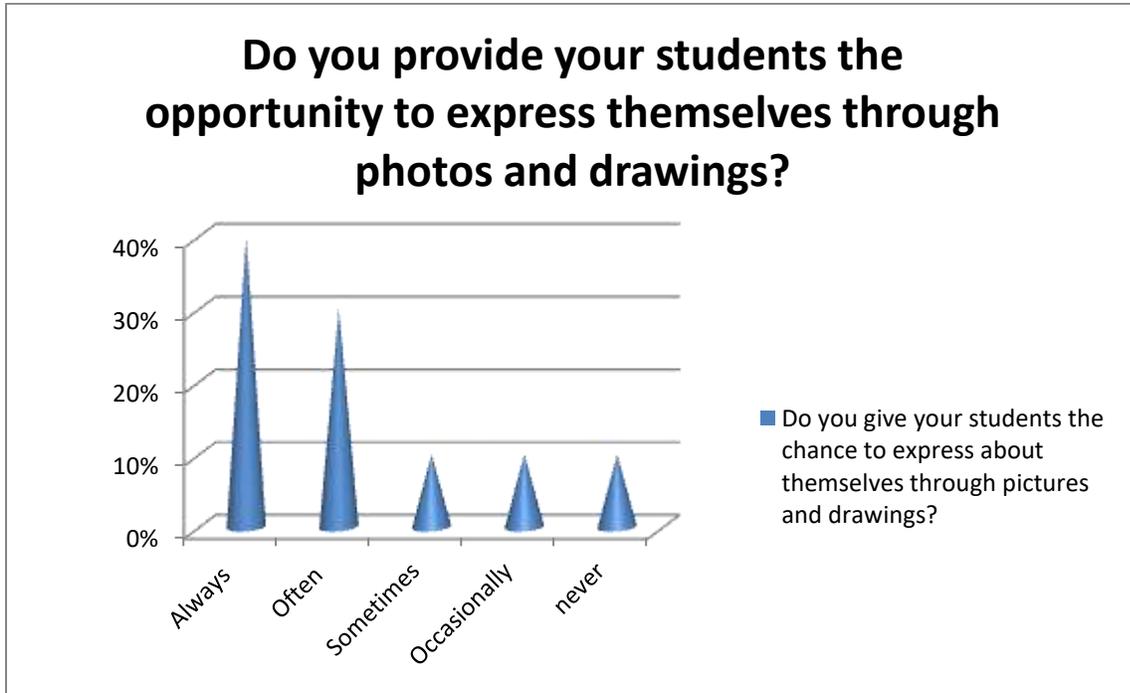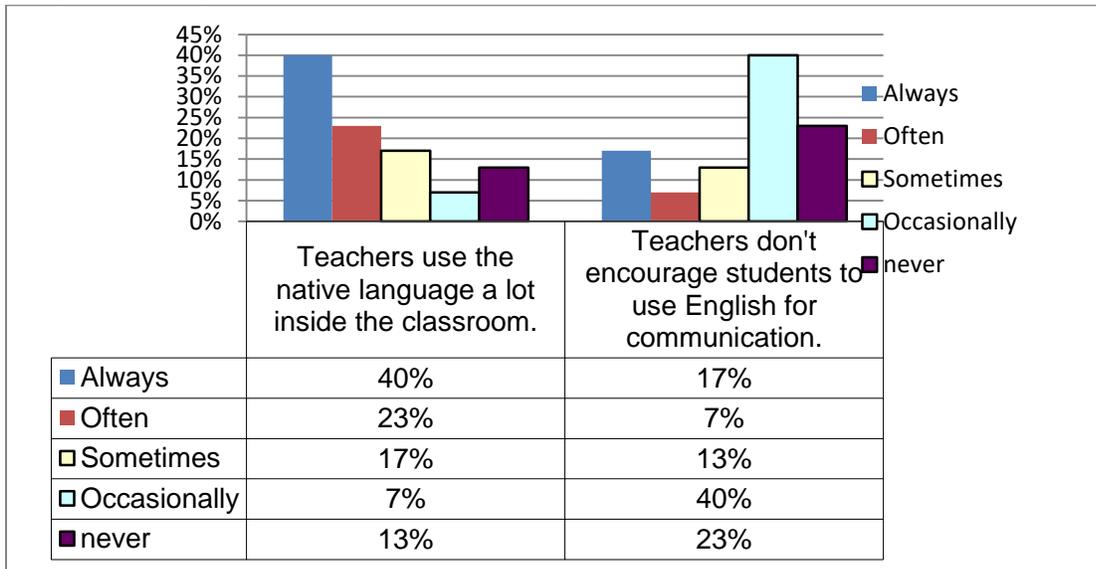
- One could argue that since the students are still in the beginning stages, subpar performance in terms of accuracy is to be expected. The results showed that when asked for ideas on how to improve speaking instruction, most teachers recommended providing language labs to colleges. Teachers say that the educational administration does not provide them with scientific training.


The educational authorities do not provide instructors with enough training throughout their profession.
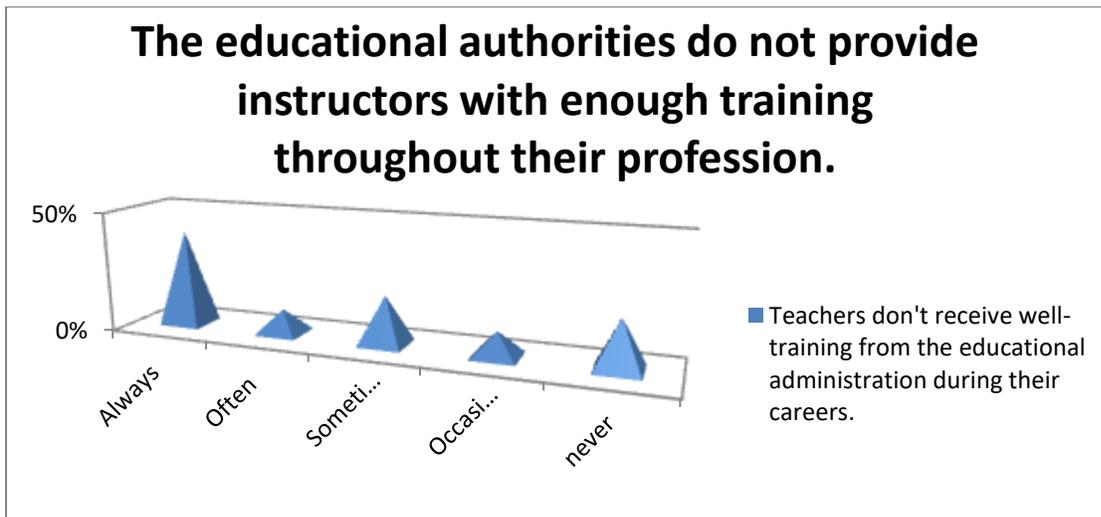
Since they allow students to use the target language, conversation parts from textbooks could be helpful when creating their own.

4.1 Student's Questionnaires.

When asked if they enjoyed speaking exercises, the students gave a good response; nonetheless, they expressed dissatisfaction about lecturers speaking in their mother tongue during class.

|	Teachers use the native language a lot inside the classroom.	Teachers don't encourage students to use English for communication.
■ Always	40%	17%
■ Often	23%	7%
□ Sometimes	17%	13%
□ Occasionally	7%	40%
■ never	13%	23%

Learners claimed that instructors don't motivate them to use English in real situations and that they are not adequately trained to use the language in the classroom.
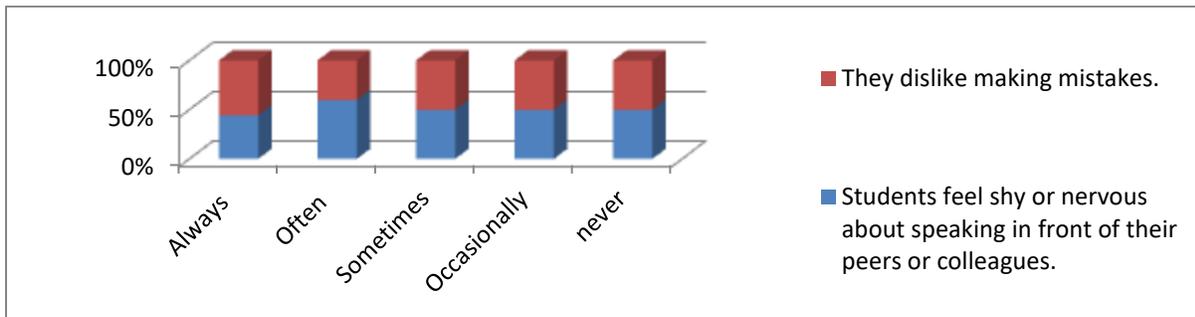
They claimed that speaking in front of their coworkers makes them feel uncomfortable. The majority of them concurred that speaking is hard to learn and that there aren't any effective teaching resources like labs, books, or tapes. When asked how many activities they typically complete in each class, the majority of them responded that they do more than three. When asked what areas language teachers prioritize, they revealed that 75% of them focused on pronunciation, others vocabulary.

Inquiries concerning the pupils' methods of operation during the speaking lessons were also made. While some worked in groups, others did it in couples. How did the students find the activities? While some people found them easy, others found

them challenging. Additionally, students stated that professors ought to encourage them to discuss maps, photographs, and other related topics.

Students should be encouraged to describe drawings, maps and pictures.
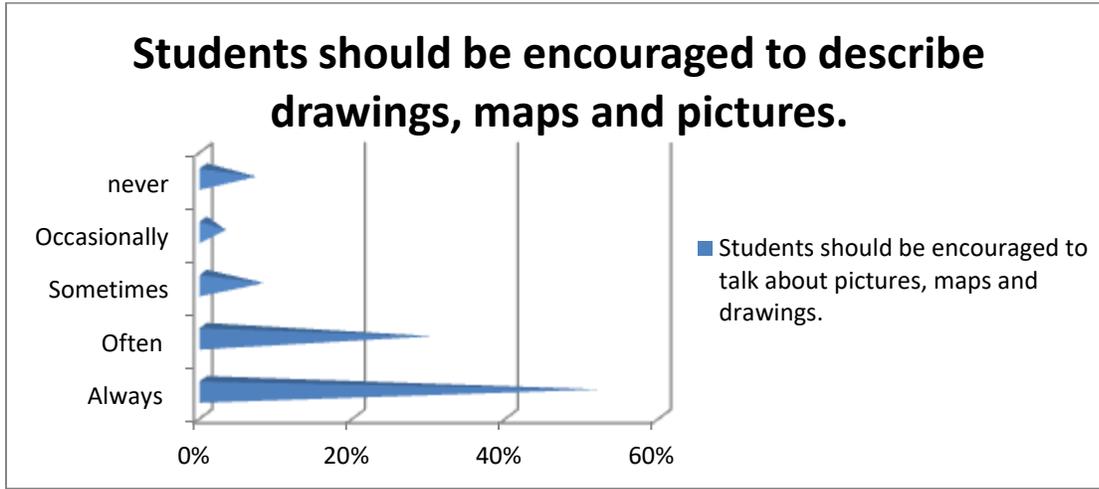
Section Five
Conclusions and Recommendations

5.0 The summary of the main results

-The majority of instructors employ grammar explanations extensively in speaking classes.

-A small percentage of instructors employ reinforcement.

-During speaking lessons, the majority of instructors employ the scaffolding method.

-The smallest numbers of instructors introduce activities that are relevant to the students' everyday lives.

-It appears that most instructors do not expose their students to a wide enough range of activities.

The suggestions that follow are proposed:

1. The administrators of education ought to locate facilities, materials, and teaching resources in colleges.

2. Training teachers from time to time.

3. Instructors should place as much emphasis as possible on preprinting courses and utilizing exercises in the second language.

4. Teachers should consider that grammar is as important as speaking.

5. Teachers are requiring to use a variety of methods while instructing students speaking.

6. It is advised that educators employ a variety of approaches.

7- Instructors ought to be more enthusiastic about teaching speaking skill

8- During English lessons, students should avoid using their native tongue and instead focus on learning the language using the most effective strategies.

5.1 Recommendations for further studies.

1- Some language challenges face young learners in learning the speaking skill.

2- the broad conditions influencing speech instruction and learning in a non-English speaking setting.

3 - instructing Iraqi EFL university students in speaking techniques.

4 - Challenges of students' speaking abilities.

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