

The Effect of Chunks Teaching On Iraqi EFL Students' Performance in Speaking

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ABSTRACT

Speaking skill is the important of the other skills and it is considered as the core skill in language learning. The current study aims at investigating “the effect of chunks teaching on Iraq EFL students’ performance in speaking”

A null hypothesis is adopted in the current study which indicates that there is no significant difference between the performance of students who are teaching chunks to develop their ability of that do not use.. The sample of the current study was 34 from the second stage / Information and libraries Department / College of Art. A ten weeks experiment was conducted on the experiment with pre and posttest. The experiment was started on 11 October and ended in 14th January, 2017. This study adopted (pretest- posttest). To ensure both (validity and reliability), the researcher submitted the initial test to the jury members. At the end of the experiment; the calculated results have been analyzed. So, teaching chunks is more effect than the traditional one in speaking. Finally, this study has put down conclusions, and some recommendations.

Section One: Introduction

1.1 Problem and its Significance

One of the most difficult aspects in EFL learners is appropriately who to combine words in Second language. The speakers of FL have ideas about the many words that are collected together and how these words are used the diverse words. These Chunk or multi words constructions consists of more than one such as verb plus a particle, preposition or noun. Multi words are very important and vita role in colloquial English. Sometimes, no one can speak, understand, figure out, perceive and listen to the conversation without fundamental knowledge of them. It is seen as the idiomatic expression in English and collocation expression, so idioms and collocations and ability to use them suitably in context are depend on distinguishing native-like command of English. Many students use multiword in speaking or communication the reason is that that they have more than one meaning, and it cannot be derived from separate words. It

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must study totally, not selectively. So if it is spoken or listened, it can be perceived easily. Speaking is at the core of Second Language Acquisition. So it is important for oral communication. Nowadays, attention to speaking in second language development is a crucial and an important topic of study

Chastain (1988: 327) states that “vocabulary is played an important role in the interaction, and is considered more important than the other components of language. The lack of needed vocabulary is the most common cause of students' inability to say what they want to say during communication activities. Therefore, language teachers should plan to introduce relevant vocabulary prior to undertaking any communication activity and to encourage their students to look words up in a dictionary or other resources or even ask the teachers about the pronunciations and meaning”.

Iraqi EFL learners are really poor in their spoken English, especially considering fluency, control of idiomatic expressions, chunks. Few of them are able to use chunks or collocation in spoken or oral communication

Due to the educational findings which clearly show that there are some weaknesses in understanding the lexical meaning of words. The present study aims empirically at investigating the impact of chunks teaching on the performance of Iraq as FL learners in speaking skill.

1.2 The Aim

The current study aims at investigating “the effect of teaching chunks on Iraqi EFL students' performance in speaking”.

1.3 The Hypotheses

The main aim of the study will be achieved through verifying the following hypothesis:

1. There is no statistically significant difference between the mean score of the students who are taught speaking according to chunks and that of the students who are taught speaking according to traditional method

1.4 Procedures

The current study is adopted the following procedures:

1. Selecting a representative sample from population of the study.
2. Dividing the selected sample of students into two groups (an experimental group and a control group).
3. Constructing and administering a test in order to see the level of the students' performance in speaking.
4. Setting an analytic scoring scheme to ensure the accuracy of scoring the test.

5. Analyzing the results of the students
6. Discussing the obtained results and drawing some conclusion.
7. Providing Conclusion and recommendations.

1.4 Limits of the Study

The study is limited to the following:-

1. The study was carried out and applied in the course of the academic year 2017/2018.
2. It was applied and carried out on the second level of college students.

1.5 Definition of Basic Terms

1.5.1 Speaking Skill

It is the expressions of ideas and thoughts by mean of articulate sounds produced by vocal organs (Webster Dictionary, 1973:143).

1.5.2 Chunks

Wray (2002: 45) defines chunks as “a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar”.

Section Two: Theoretical Background

2.0 Introduction

This section presents a general idea of lexical approach, the definitions, theory of learning and it attempts to provide definition and types of chunks as well as the way to teach chunks in developing speaking skill.

2.1 The Lexical Approach (LA)

It is referred to one that is taken from the ideas and thoughts which is referred to the blocks in learning language and communications are not only grammar, function, nouns or some other units of planning and teaching but lexis, that is , words and contributions. LA in language teaching and learning is reflected a belief in the centrality of the lexicon to language structure, second language learning and language use; and in particular to multiword lexical units or “chunks” that are learned and use as single items. LA approach mainly concentrated on the role of lexis in FL learning rather focuses on grammar. using chunks and collocation is the central idea of it, and it assumed that the learners will learn groups of words and collocations (Richard and Rodger, 2000:132).

2.2 The Principles of Lexical Approach

LA has a number of principles which are guide it. Lewis (1993:43) mentions some of the following principles:

- The element of language teaching is to raise students' awareness in the development of their ability to use chunk in the language successfully.

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- Language is considered as a personal resource, not as abstract collocation.
- The wider concept of accurate language is successful language.
- The language is a holistic – an organism; not atomistic- a machine.
- Writing is recognized less than speech; writing is considered as a secondary embodiment, with a radically different grammar from that of spoken language.
- It is more textual rather than situational element of context which is of elementary importance for language teaching.
- Socio-linguistic competence is considered the basis, not product of grammatical competence.
- In the learning process, grammatical errors are recognized as intrinsic
- Task and process, are emphasized than product.
- Particularly, Receptive skills such as listening are given enhanced status Marital.

2.3 Theory of Lexical Approach

In the LA, many of lexis consist of number of words that can be worked as individual words or units with different meanings.

Wray (2002: 45): defines chunks as “a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar”.

Altenberg (1998:101) states that “a lot of lexical chunks and chunks are considered as the smallest unit to be performed the memory, storage, input and output of discourse. Therefore, learners in the second language should master a large number of chunks; it could help them to analyze the meanings of what the speakers say. Lexical chunks have the following types

- Poly words (e.g., by mean of, in this way)
- Collocations, (e.g., come to life, be fully justified, heavy traffic jam)
- Institutionalized utterances (e.g., It's beyond me; If not for ...; would you like a cup of coffee?)”.

Lewis (1993:56) states that LA based on theory of chunks. LA is referred to one that is derived from the thoughts and ideas which states that the blocks building of language learning and communication are not grammar, functions, notions, or other units of planning and teaching but lexis.

2.3.1 Classification of Lexical Chunks

Lewis (1993:56) mentions the classification of lexical chunks

- 1) Poly words: fixed short phrases with no variability
- 2) Collocations are referred to pairs of words which are co-occurring frequently in a natural text, e.g., (verb plus noun, noun plus adjective, verb plus adverb/ adjective, adverb plus adjective, etc.),
- 3) Institutionalized expressions are often occur with no variability and stand as separate utterances with pragmatic functions,
- 4) Phrasal constrains are referred to fixed lexical phrases relatively with slots that permit some variation, and
- 5) Frames/sentence builders are lexical chunks that provide the framework of the sentences and containing slots for parameters or arguments for the expression of entire ideas.

2.4 Teaching Language Skills

There are different ways or techniques in teaching and learning language skills, these skills namely (Reading, Listening, Writing and Speaking). most of our students can encounter various difficulties in these different skills. They will make mistakes in English pronunciation, grammar, syntax, vocabulary usage, and spelling.

This study is tried shed light on developing speaking skill by using chunks. Speaking is considered to be the mostly sought skill for an individual to be accepted competent in a foreign language. Speaking is more than to form grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics and social interaction. Therefore, any foreign language teaching methodology used in the classroom throughout the history has always sought to develop ways to improve the competency of learners in these areas (online: 2018).

2.4.1 Speaking Skill

Thorndbury (2005:44) states that speaking is definitely different from the other skills. The first language speaking skill is differed from the speaking of second language in its terms, the lack of grammar and vocabulary.

2.4.2 Notion of Speaking

The major aim of teaching and learning speaking skills is to communicate efficiency. Students must develop their ability to understand, and using their current proficiency to the fullest. They should avoid making confusion in the message due to faulty pronunciation, grammar, or vocabulary, and must observe the social and cultural rules that apply in each communication situation.

Nunan (2004:4-5) states that speaking is “the most important feature of human beings from other living creatures because it is the natural state of language that all human beings are born to speak their native language. In

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learning L2 or an FL, most of the learners find difficulties in attaining speaking skill because it needs oral communication that consists of both speaking and listening”

Chaney (1998:15) asserts that speaking is the “productive skill in the oral mode. It is like the other skill, and it is more complicated than it seem as first and involves more than just pronouncing words”

Bygate (2002:28) adds that speaking is the understanding of interpersonal factors of speech production, the forms, meaning and processes .

Generally speaking, speaking skill is the process of building and sharing meaning through the use of verbal and non-verbal symbols.

2.4.3 The Importance of Speaking

The main goal of teaching speaking skill is how to communicate with other. Learners should be able to understand and make communication. Learners should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary and to notice the social and cultural rules that they apply in each communication situations.

Nunan (2004:5) starts that speaking is the “most important feature of human beings from other living creatures because it is the natural state of language that all human beings are born to speak their native language. In learning L2 or an FL, most of the learners find difficulties attaining speaking skill because it needs oral communication that consists of both speaking and listening”.

The important skill of an EFL course is speaking. Because there is a need for international communication, a lot of learners are attending in the foreign classes to improve their ability in learning a foreign language. Even though many learners are mastered the basic of speaking skill, some of them who have more effective in their oral communication are better than other, and those who are more effective communicative experience are more successes in school.

2.4.4 Functions of Speaking

Speaking is considered as the one of central component of communication. Shumin (1997:23) states that speaking is considered as the most important skill which requires a special attention and interaction. So, it is different from other skill in many ways. It possesses features which make it more difficult than writing skill.

Moreover, speaking is the most important skill in the FL class, and it has two functions: one is to learn language and the second function is to use as people do in their real life. Speaking skill is more important skill than other because it leads us to communicate with other.

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Harmer (2007: 123) asserts that there are three activities that help learners to speak in the class.

- They provide many opportunities for learners to practice their real life communication.
- They help learners to use either a part or all the skills of language that they know in the class .
- Students have more opportunities to activate different element of language that they have stored in their brains.

2.4.5 Characteristics of Good Speaking

Sometimes, speaking is not an easy skill for the students to perform, but it is too difficult. Brown (2001:270) says that successful speaking has much time from students to speak as often as possible. Ur (1996: 120) explains that there are many characteristics which help the learner to be able to communicate with other. The following characteristics are:

1. Make sure that the learner participation is not dominated by a few activities.
2. Make sure that the learner wants to participate or to talk.
3. Make sure that the learner has something relevant to say.
4. Make sure that the learner understood by any one.
5. Make sure that there are no barriers or interruptions when the learner is speaking.

If learners are able to speak in the SL fluency and accurately, they should know all the characteristics which are very important for learning a FL.

2.4.6 Activities and Techniques to Promote Speaking Skill

There were more than one activity and technique which is promoted speaking skill. From controlled accuracy work to fairly free fluency work, all these activities could contributed to develop speaking skill. Even non communicative oral practice could help developing pronunciation and the fairly automatic production of grammatical sequence of words

Davies (2002:83) mentions some of these activities and techniques that are help EFL students to speak

- Discussion activity
- Role Play technique
- Simulations activity
- Brainstorming technique
- Storytelling technique
- Interviews technique
- Story Completion technique
- Reporting technique

- Playing cards activity
- Picture describing activity
- Asking and answering questions Activity
- Imitation and repetition technique

The current study is tried to use chunks teaching to develop students' ability in speaking skill.

2.5 The Role of Lexical Chunks in Second language Learning

Wilkins (1992:11 as cited in Nation and Newton (2009: 56)) states that lexical approach is the first approach to stress the importance role of vocabulary in language learning and teaching. He states learning a FL without grammar very little can be conveyed; without vocabulary nothing can be conveyed. A lexical mistake often causes misunderstanding, while a grammar mistake rarely does. He states the major points of the lexical role in SL

1. Lexis is the basis of learning SL.
2. The main principle of a LA is that "language consists of grammaticalized lexis, not lexicalized grammar".
3. One of the central principles of -meaning-centered syllabus should be lexis.

2.5 Using Chunks teaching to Develop Speaking Skill

Chunks are as part of English language teaching is receiving increasing interest and attention. The practice and research of speaking by using chunks is very common. This may be definitely that chunks is a part of language learning because they are considered as the one of the components involved in speaking fluency. The benefits of chunks in speaking are; increased processing speed. Lexical Chunks and chunks are considered the important elements of language and an effective way to learn FL. L2 learners must focus on the attention of usage and functions of chunks. The teachers of L2 should be emphasized the LA to teach chunks and help learners to enhance their language abilities and to improve a learners' ability, the teachers should combine teaching chunks which takes into account the features of fluency. Nation and Newton (2009: 56) state the following points that developing speaking skill:

1. The interests of learners are on the communication of messages and subjects to the "real time" pressures and demand of normal meaning-focused communication.
2. The learners take part in all activities where the items of language are within previous experience. i.e., the learners are worked with familiar subjects and types of discourse to use of known vocabulary and structures. These activities are called "experience tasks" .

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3. There should be a support and encouragement for learners to perform higher than normal level. i.e., learners should be able to speak and comprehend faster, less hesitation, and using planned chunks than they do in their normal use of language.

Section Three: Methodology of the Study

3.1 An Introductory Note

This section attempts at surveying the procedures adopted in carrying out the experimental part of the present study.

3.2 Experimental Design

Many studies are conducted an experiment according to its plan which is called "Experimental Design". Best and Kahn (2006:177) define the experimental design as "the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about the relationship between independent and dependent variables".

The researcher has chosen the non-randomized Pretest-Posttest Equivalent-Groups Design to achieve the aim of this study and to test its hypothesis. This design requires two groups of equivalent standing in terms of a criterion measure i.e. the independent variable. Both groups are submitted the same pretest. The experimental group is given the independent variable i.e. teaching chunks while the control group is taught according to traditional method. At the end of the experiment, both groups are given the same posttest. To provide a clear picture, table 3.1 explain the experimental design.

Table (3.1) the Experimental Design

The Groups	The Test	Independent Variable	The Test
EG	Pre Test	Chunks teaching	Post Test
CG	Pre Test	Traditional method	Post Test

3.3 Population and Sample Selection

The whole population of the present study includes second students in the Department of Art /Al-Mustansiriya University.

3.3.1 Sample of the Study

This study has chose a representative sample from department of information and libraries, College of Art / Al-Mustansiriya University. The total number of those students is 130 who are grouped into three sections, namely: A, B, C. Two sections have randomly been selected out of the three sections; namely: B and C. Section B represents the control group which includes thirty-three students. Section C represents the experimental group which contains thirty-one students. The total number of the students in the two groups is sixty-four. Four repeaters have been

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excluded from the two sections to avoid their past experience. The final number of the selected sample is sixty and each group has thirty students. (See Table 3.2).

Group	No. of Students	
	Before Exclusion	After Exclusion
CG	33	30
EG	31	30
Total	64	60

3.4 Equivalence of Groups

To achieve equalization between the two groups, the following variables are controlled. Information concerning these variables is taken from the students themselves and their personal records.

3.4.1 Age of Testees

T-test formula is used for two independent samples; it is found that the computed t-value is 0.087; whereas the tabulated t-value is 2.000. So, the difference between the two groups is not statistically significant where the level of significance is 0.05 and the degree of freedom is 58. (See Table 3.3)

Table (3.3) Equalization in Age of Testees

Group	No	\bar{X}	SD	Computed t-value	Tabulated t-value	d.f	Level of significance
CG	30	158.60	8.773	0.087	2.000	58	0.05
EG	30	157.40	9.155				

3.4.2 Academic Level of the Fathers' Education

There is no statistically significant difference between the two groups in the academic level of father variable since the computed X^2 value which is 2.46 is found to be lower than the tabulated X^2 value which is 5.99 at a degree of freedom of 2 and a level of significance of 0.05. (See Table 3.5).

Groups	No.	Illiterate + reads and writes + primary	Intermediate + secondary	Institute + College + higher studies	Computed X^2 -value	Tabulated X^2 -value	d.f	Level of significance
CG	30	7	15	8	2.46	5.99	2	0.05
EG	30	6	15	9				

3.4.3 Academic Level of the Mother

By applying the Chi- square formula, it is found that there is no statistically significant difference between the two groups in the academic level of mother variable since the computed X^2 value which is 0.42 is lower than the tabulated X^2 value which is 5.99 at a degree of freedom of 2 and 0.05 level of significance (see Table 3.5).

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Table (3.5) Equalization in Academic Level of Mother

<i>Group</i>	<i>No.</i>	<i>Illiterate + reads and writes + primary</i>	<i>Intermediate + secondary</i>	<i>Institute + College + higher studies</i>	<i>Computed X²-value</i>	<i>Tabulated X²-value</i>	<i>df</i>	<i>Level of significance</i>
CG	30	9	15	6	0.42	5.99	2	0.05
EG	30	9	16	8				

3.4.4 The Pre Test

In order to check the equalization of both groups that involved in the current study, a pretest has been used. It involves three questions. The first question is underline chunks from the dialogue. The second question is to rewrite the words where the students have to write these words in correct way to make chunks or collocations and the third question is matching words in column A with words or expressions in column B . (See Appendix A). The score of question one is 10, that of question two is 5, and question three is 5. So, the pre test is scored out of 20. Therefore, one score is assigned to any correct item of both question and zero for any false one.

Table (3.6) the Pre Test

<i>Group</i>	<i>No.</i>	<i>Mean</i>	<i>SD.</i>	<i>Computed t-value</i>	<i>Tabulated t-value</i>	<i>df</i>	<i>Level of Significant</i>
CG	30	5.700	3.196	1.249	2.000	58	0.05
EG	30	6.933	4.362				

3.5 Controlling Extraneous Factors Jeopardizing External and Internal Validity

There were some of the extraneous factors which affected the results of the experimental design are:

3.5.1 History

Mc Daniel and Gates (2012:201) assert that history is referred to any event or variables that manipulated by the researcher. It takes place between the beginning and the end of the experiment and that may be responsible for the effects instead of the program itself i.e., the dependent variable. According to the current study, nothing or unusual happened during the experiment. So, this variable is controlled.

3.5.2 Maturation

Best and Kahn (2006:67) state that the students may perform differently on the dependent variable on different occasions as a result of biological or psychological processes like fatigue, age, interest or motivation; therefore, the effects on the dependent variables are results of the change in subjects due to passage of time which could mistakenly be attributed to the experimental variable. The experiment has been lasted for three months, so

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this variable is relatively controlled because the period of the experiment was not long.

3.5.3 Instrumentation

Instrumentation refers to the unreliable techniques that are used to describe and measure the aspects of behavior which represent threats to the validity of an experiment (Best and Kahn, 2006:67). This variable is controlled by using a unified test and adopting the same scoring scheme for the experimental and control groups.

3.5.4 The Teacher

The researcher herself has taught the same two groups, the experimental and the control. So, the variable of the teacher's bias to the traditional method of teaching is controlled.

3.5.5 Experimental Mortality

Experimental mortality refers to the differential subject loss from the various groups in their experiments (Christensen, 1980:99). The experiment did not confront the effect of such factor during the experiment period except non-attendance of some of the sample subjects, and this is a natural state that occurs in both groups.

3.5.6 Selection Bias

The subjects of both the control and experimental groups should be functionally equivalent at the beginning of a study. If the comparison groups are different from one another at the beginning of the study, the results of the study will be biased (Takona, 2002:156). The equation of the groups is statistically checked on the following variables: age, pretest scores, and parents' level of education.

3.6. The Instructional Material

The researcher taught her sample seven units during the course of the year which included (grammar, vocabulary, skill work and every day English). In unit one, the researcher taught the learners how (*to practice conversation*). In unit two; the learners have taught two subjects (*where are you from and two people on holiday in new York*). In unit six, the learners also have learnt many topic which talked about (*life style questionnaire, do you get up early, and do you shopping at the weekend*).

3.7 Description the Post Test

Both post and pretest have the same form. The first question is included a passage and the testee should underline the chunks. Whereas the second question, the testee should match the words in column A with words or expressions in column B and the third question is to rewrite the words in order to make chunks or expressions (See Appendix A). The score of question one is 10, that of question two is 5, and question three is 5. So,

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the pre test is scored out of 20. Therefore, one score is assigned to any correct item of both question and zero for any false one.

3.7.1 Test Face Validity

Richards et al. (1985:396) defines validity as "the degree to which a test (instrument) measures what is supposed to measure, or can be used successfully for the intended purpose". The researcher submitted his test to jury to ensure the face validity of the pre and post test, the jury is asked to give their agreement, modification or any additional points concerning the initial test.

<i>No.</i>	<i>Academic Rank</i>	<i>Name</i>	<i>College</i>
1	Professor	Dhuha , A, Hassn	University of Al-Mustansiriayh/ College of Basic Education, Ph.D. in ELT.
2	Assistant Professor	Lutfi,, Abbas	University of Baghdad /College of Education / IbnRushd for Humanities, Ph.D. in Linguistics.
3	Assistant Professor	Moa'ad ,Rashid	University of Al-Mustansiriayh/ College of Basic Education, M.A. in linguistics
4	Assistant Professor	Istapraq Rasheed	University of Al-Mustansiriayh/ College of Basic Education, Ph.D in linguistics

3.7.2 Pilot Administration of the Posttest

A pilot administration of the test was carried out on the 1st of December 2017. The test was experimentally tried out on 30 students who were selected randomly from third year students at the same Department. The purpose behind this study was to:

1. secure the clarity of the test instructions to the testees;
2. analyze the test items in the light of the students' responses to determine their effectiveness in terms of difficulty level and discriminatory power; and
3. Calculate the reliability coefficient of the test.

The pilot study was carried out on 23rd December 2017 on 30 students. The findings of the pilot administration have indicated that the test items are appropriate to the respondents, and the time which all the students took to answer ranges between 40 to 45 minutes. The average time is then 45 minutes.

3.7.4 Reliability

Jackson (2012:66) states that reliability. "It is the extent to which a test is consistent in its assessment of what is says it is measured".

The reliability coefficient of the posttest has been computed by Alpha-Cronbach formula, where the reliability coefficient is found out to be 0.82.

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Such high reliability is considered acceptable since it is above 0.50 and reaches more than 0.68.

3.8 Administration of the Post Test

After achieving the pre-posttest face validity and reliability, it has been administered to both groups on the same day, 7th of January 2017. The allocated time for answering the test is 45 minutes. The testees were instructed to answer test carefully, then to read the three questions following it. The first question is a passage and asked the testees to choose the correct word. The second question is giving one word to collocate the meaning of all while the third is add one out. After the testees have answered the questions, papers are collected by the researcher scored, tabulated and analyzed statistically in order to find the final result.

Section Four: Results, Conclusion, Recommendation

4.0 Introductory Note

This section introduces and then interprets the test results by using suitable statistical tools. Conclusions are drawn in the light of the results also recommendations are presented.

4.1 Introduction

The results of the study are introduced according to its hypothesis. The aim of the study is to investigate "the effect of chunks teaching on Iraqi EFL Students' performance in speaking"

4.2 Results

In response to the aim of the present study which is "the effect of chunks teaching on Iraqi EFL students' performance in speaking", it is hypothesized that there is no statistically significant difference between the mean score of speaking performance of student of both the control group and the experimental one. To verify the above hypothesis, the mean scores as well as standard deviations are calculated for the two groups as shown in Table 4.1 below.

Table (4.1) The Mean Scores, Standard Deviations and t-test Value For the Two Groups in the Post Test

Group	No.	Mean	SD	Computed t- value	Tabulated t- value	df	Level of significance
EG	30	11.943	4.415	4.568	2.000	58	0.05
CG	30	7.6333	3.046				

Using the t-test for two independent samples, it is found that the computed t-value is 4.568 which is greater than the tabulated t-value which is 2.000 at 58 degree of freedom and 0.05 level of significance. This reveals

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a statistically significant difference between the mean scores in favor of the experimental group which is taught chunks to develop speaking skill.

4.3 Interpretation of the Results

The results of study reveal that there is a significance differences between the mean score of the pretest and that of the posttest of the subjects. The achievement of the subjects on the posttest is slightly higher than that of the pretest.

4.4 Conclusions

The researcher concludes that chunks teaching are the most important in developing speaking skill. If the teacher wants to be succeeded in his teaching, he must know how to motivate his students to communicate through his best way Furthermore, it is not easy for the teacher to do that because he should know great ability and amount of material to be taught before teaching.. To overcome the problem above, the teacher should use a variety of method in teaching foreign language. .

4.5 Recommendations

The researcher recommends the following:

1. Technologies should be used in the class in various form of activities; these technologies could benefit the teaching and learning such as films, radios, videos which are available in many EFL settings.
2. Teachers should encourage their students to practice and use different activities.
3. Active learning strategies should be used in teaching rather than the traditional methods.

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Appendix A Pretest

Q1: Underline chunks or collocation in the following dialogue (10 marks)

Jonas: ... And then **I came up with** the ... the thought that maybe a ... a communal stretching session would be appropriate as well ... or maybe **I don't know** ... a yoga lesson in the evening.

Ana: Yes but ... yeah ... yeah maybe ... a few more breaks would be good. What about ... introducing breaks of about 15 minutes one in the morning and one in the afternoon ... during which people can go to the gym ... and **I mean** you mentioned some stretching

Ana: I just had the idea of ... **I mean** maybe there are some exercises certain exercises people can do in a very short time even if they stay in front of their computers but ... yes ... just a little bit of stretching ... standing up **every now and then** ...

Jonas: Yes ... **that's quite right** ... if you ... **I mean** it would be pretty realistic to organize **something like this** ... between ... in breaks or **I don't know** and it would be of course all **on a voluntary basis** you wouldn't ... wouldn't be forced to do yoga or

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anything like that.

Q2/ Put the words in the correct order. (5 marks)

1- A\ Good morning!

are , you , How, today

B\ Fine, thanks.

2- A\ Good afternoon!

B\ Good afternoon!

coffee , cup, please, of, A

3- A\ Goodbye!

Nice , Have , day, a

B \Thank you. And you

You , later ,see

- A\ Good night!

Well , sleep

B\ Thank you.

You , And

5-A \ Good morning!

B\ Good morning!

Day ,What a ,lovely!

Q:3 Match a verb in column A with words in column B (10 marks)

A	B
1-get up	music
2-cook	early
3-have	TV
4-watch	dinner
5-go	To bed late
6-listen to	a shower

Posttest

Q 1 Underline lexical chunks in the Letter below.(10 marks)

We are pleased to receive your offer of March 22, 2010, and an illustrated catalogue. In reply, we regret to say that your prices are out of line with the current market level. Information here shows that the makes offered by you can be obtained from other source eat prices much lower than yours. **Moreover**, the market is declining. In this case, it is impossible for us to persuade our customers to accept your prices even though you can supply full-range famous-brand athletic shoes. If you were prepared to reduce your limit by, say 6%, **we might come to** terms. **It is true that** competitive prices will often result in a high market share with great profit in the future. We wish you to consider this factor.

Q2 Put the words in the correct order? (5 scores)

1- you , I, help, Can-----?

2- tell, time, please, the ,you, Can, me-----?

3- I, of, can, please, glass, water ,have ,a-----?

4-speak, please, you, more, can, slowly-----?

5-a, Can, give, I, lift ,you-----?

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Q3\Match the words or expressions in column A with the words or expressions in column B (5 Marks)

1-I'm thirsty.	a- Why don't you take some aspirin.
2-I'm hungry.	b-why don't you have an early night.
3-I'm cold.	c-Here! Have some water.
4-Ihave a headache.	d-Well, why don't we go out and have something to eat?
5-I'm tired.	e-Put on my jumper! It's lovely and warm.

اثر استخدام التراكيب اللغوية في تطوير اداء الطلاب العراقيين متعلموا اللغة الانكليزية كلغة اجنبية في مهارة الكلام

همسه كاظم

كلية الاداب

الملخص:

تعد مهارة الكلام هي الاكثر الاهمية وانها ايضا تعتبر المهاره الاساسيه في تعلم اللغة لذا تهدف هذه الدراسة الى استخدام تدريس التراكيب اللغويه في تطوير المهارة الكلاميه للمتعلمين العراقيين متعلموا اللغة الانكليزية (لغه اجنبيه) لذلك تبنت هذه الدراسه فرضية صفرية والتي تشير الى انه:لا يوجد فرق ذو دلالة إحصائية بين معدل درجات الطلاب الذين درسوا التراكيب اللغويه للتطوير مهارتهم الكلاميه عن الطلاب الذين تعلموا باستخدام الطريقة التقليدية وتكون عينة الدراسة من اربعة وثلاثون من المرحلة الثانيه / المعلومات والمكتبات / كلية الاداب . حيث تم اجراء هذه الدراسه لمدة عشرة اسابيع بدأت هذه التجربة من 11 من اكتوبر وانتهت في 14 من كانون الثاني سنه 2017 . تم استخدام اخبار قبلي وبعدي ،. لذا قام الباحث بعرض اختباره على مجموعة من الخبراء وذلك للتأكد من صدقه وثباته وفي نهايه تجربته .قام الباحث بتحليل النتائج من خلال استخدام الوسائل الاحصائية حيث نم التوصل الى ان استخدام تدريس التراكيب اللغويه هي افضل في تطوير المهارة الكلاميه من الذين تعلموا بالطريقة التقليدية. واخيرا وضع الدراسه بغض من الاستنتاجات والتوصيات.