القضاء على العوامل التي تمنع طلاب كلية اللغة الإنجليزية كلغة أجنبية من التحدث داخل فصول اللغة

بلال علي برهان
كلية التربية الأساسية

Eradicating the Factors That Inhibit Iraqi EFL College Students from Speaking Inside Language Classrooms

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ملخص البحث

تعتبر المهارة اللفظية في اللغة الأجنبية مهمة في اكتساب اللغة ، لذلك فهي تعتبر من المهارات المهمة التي يجب على المتعلمين إتقانها في مختلف المراحل الابتدائية أو الثانوية أو المتقدمة. تهدف هذه الدراسة إلى تقليل العوامل التي تمنع المتعلمين العراقيين الذين يتعلمون اللغة الإنجليزية (كلغة أجنبية) من التحدث واستخدام اللغة في الفصل.

• لاتوجد فروق ذات دلالة إحصائية بين المتوسطين الحسابية للطلاب الذين درسوا الاستيعاب القرائي باستخدام تقنية العصف الذهني والمناقشة والمناظرة عن الطلاب الذين درسوا بالطريقة التقليدية.

■ لاتوجد فروق ذات دلالة إحصائية بين المتوسطين الحسابية للطلاب (العينة التجريبية) في الاختبار القبلي والبعدي.

" اشتملت حدود البحث على عينه من الطلاب المرحلة الثالثة حيث تكونت عينه هذه الدراسة من ٧٤ طالب وطالبه من قسم اللغة الانكليزية . استمرت هذه الدراسة لمدة ست أسابيع . بدأت هذه الدراسة في 11 أكتوبر وانتهت في 16 من كانون الثاني.٢٠١٩ أستخدم الباحث اختبار قبلي وبعدي وللتاكد من صدق وثبات الاختبار نم عرض الاختبار على الخبراء

أظهرت نتائج الدراسة الحالية على وجود فروق ذات دلاله احصائيه في أداء الطلبة في الاستيعاب القرائي لصالح المجموعة التجريبية, لذلك اثبت الدراسة ان تقنيه العصف الذهني والمناقشة والمناظرة هو أسلوب مفيد وفعال في تدريس الاستيعاب القرائي. واعتمادا على نتائج الدراسة أعلاه, وضعت الاستنتاجات والتوصيات.

Abstract

Speaking is the most important skill in language acquisition. It is considered as one of the most important skills that learners need to master, either in the primary, secondary or advanced levels. This study aims to eliminate the factors that prevent college students of English department as from speaking inside the classroom. Two null hypotheses are adopted in the current study that indicate

1 " There is no statistically significant difference between the mean scores

of the oral posttest of the experimental group that is taught reading comprehension by using certain techniques (Brainstorming, Discussion, and Debate) and that of the control group that is taught reading comprehension according to the traditional method

2 . There is no statistically significant difference between the mean scores of the experimental group in the oral pretest and posttest "

The sample was 74 from third grade / English department .A. six weeks was conducted in this study. The experiment started on October 11 and ended on January 16, 2020. A pretest - post test was adopted. To ensure its validity and reliability, the researcher presented the test to the experts. The calculated results showed that there is a statistical significance in the students 'performance in reading comprehension .. Finally, this study presented some conclusions and recommendations " .

1.1Problem of the Study and its Significance

Mainly, language is oral, speaking is taken the main part for other FL teaching and learning skills. The ability to speak a language is synonyms for knowing that language, because speech is the primary means of human communication (Lazaaraton, 2001: 103). Speaking is the most important skill aimed at EFL college classes and appears to be overlooked. Many students fail to express themselves for various reasons, even though they have some sufficient knowledge of the English language to do so.

The main problems that Iraqi EFL learners faced in their speaking. First, it seems that the lack of self-confidence of student is one of the most problems of Iraqi EFL learners, since their ability of speaking is not verify completely by other EFL learners or teachers and the lack of opportunities that allow them to practice oral communication with each other. Second students in Iraqi universities to memorize textbooks exercises when they prepare for their tests. Third, some EFL learners have had bad experiences when they tried to learn FL because of the lack of effect implementation of learning activities in the classroom. Fourth, Iraqi EFL students faced problems to improve their ability in speaking., they believed that they are not good enough in speaking. They considered speaking is the most difficult aspect to be mastered.. Fifth, Iraqi EFL teachers face a tiring task to make Iraqi EFL learners practice English efficiently as those learners that have limited exposure to and understanding of the target language . Sixth, Iraqi EFL learners hesitate to speak English due to their lack of exposure to real life situations .

The importance of this study lies in finding a solution to these problems and it must provide appropriate techniques to eliminate the factors that prevent students from speaking in the class. These techniques in the teaching and learning process are the most important to encourage and increase the ability of learners to master this skill. The teacher should create a new learning activity that must be student-centered, as students must

act more than the teacher.

1.2 Aim

The current study aims at " eradicating the factors that inhibit Iraqi EFL college students from speaking inside language classrooms .

1.3 Hypothesis

1   There is no statistically significant difference between the mean   scores of the oral posttest of the experimental group that is taught reading comprehension by using certain techniques (Brainstorming, Discussion, and Debate) and that of the control group that is taught reading comprehension according to the traditional method

2 . There is no statistically significant difference between the mean scores of the experimental group in the oral pretest and posttest

1.4 Value of the Study

It hopes that the current study would be useful in the following:

1- Providing, Iraqi teachers with a good knowledge of English as a FL to apply new technology in teaching conversation.

2- Improving students' performance in speaking.

1.5 Procedures of the Study

The following procedures are conducted:

1.Selecting   a representative sample of third year college students.

2. Dividing   the students into two groups: control and experimental.

3. Choosing, a suitable experimental design for the current study.

4. Constructing a Questionnaire and administering it to the students to investigate the reasons behind the factors that inhabit Iraqi EFL students from speaking after ensuring validity and reliability .

5. Constructing a pre-post test in speaking.

6. Subjecting the selected sample of students to the pre-test in order to assess their speaking ability and to equalize them.

7. Equalizing the subjects of the two groups in several variables such as age, scores in English in the previous year, etc.

8. Choosing certain techniques to develop students in their speaking.

9. Conducting an experiment in which the suggested techniques are applied to the experimental group students.

10. Administering the post-test on the subjects of both groups in order to examine whether there is any effect of the suggested techniques on students' performance or not .

1.6   Basic Terms Definitions

1.6.1 Eradicating

McIntosh (2009: 280) states that eradicating is the destruction or elimination of something altogether, especially the bad thing.

1.6.2 Speaking Skill

Oxford Advanced Learner's Dictionary (2010: 1479) states that " speaking is to make use of words in an ordinary voice, uttering words, knowing and being able to use a language, expressing oneself in words, making a speech".

Section Two: Review of Literature

This section attempts to provide a theoretical background that related to speech, , and factors that prevent students from speaking.

2.1 The Speaking Skill

Speaking is the important skill to acquire FL/ SL learning., it considered to be the most important skill in learning a FL. Brown and Yule (1983) say " speaking is the skill that the students will be judge upon most real life situations "
skill in learning a foreign or second language. Brown and Yuke (1983) say, "Speaking is the

2.1.1 The Importance of Speaking

The world become a small village, people can communicate with each other in a common language, i.e. English. EFL is a spoken language and all the world used , it has attained the status

of the global language. Nunan (2002:4) asserts that   speaking is the most distinguishing 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 an 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 .

2.1.2 The Nature of Speaking

 Chaney and Burke (1998: 13) state ,that speaking is the process of constructing and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. Bailey (2003: 48) adds that speaking is "the aural / oral productive skill that consists of producing systematic verbal utterances to convey meaning".

2.1.3 Characteristics of Speaking Skill

   This skill depends, on the meaning of focused activity, here are the most important features that affect the quality of spoken output:

2.1.3.1 Fluency

     fluency is the primary goal for teachers to achieve   in teaching productive skills; It is the main feature of students performance. Ur (1983: 3) states that the main goal of an EL course is to efficiently exercise fluency

2.1.3.2 Accuracy

   Baily (2003:55)   defines accuracy as " the extent to which students' speech matches what people actually say when they use the target language".   Accuracy is further divided, into three components:

2.1.3.2.1 Grammar

     Usually, the grammatical structures used   in speech is differed from those that are used in written language. The complexity of speech is largely clausal. That is, utterance contains a relatively large number of coordinated, nominative and adverbial sentences (Al-Ummah, 2011: 450).

2.1.3.2.2 Vocabulary

   Accuracy refers to   the selection of words during speaking. Students sometimes find difficulties when they try to express or

say something, they lack the appropriate vocabulary, and they often use words incorrectly like in the case of synonyms, which do not carry the same meaning in all contexts. Students, then, have to be able to use words and expressions accurately (Kouicem, 2010:34).

2.1.3.2.3 Pronunciation

Redmond and Vrchota (2007: 104)argue that pronunciation is imperative to use the correct word in the correct instance and with the correct pronunciation. It means to say correct words in ways that are commonly accepted or understood .

2.1.4 What Makes Speaking Skill Difficult?

Bygate (2001: 14) states that to speak in any FL involves developing communication skills. Oral language tends to differ from written language in its grammatical, lexical and rhetorical patterns; This is due to production conditions. Additionally, some speech processing skills differ from those that are involved in reading and writing skills. Oral language is very complicated. It consists of a number of aspects that work together to allow someone to communicate. Like any complex system, one can see the way it works when knowing what to look for and when you have tools to help make it visible.

2.2 Factors that Inhibit Students from Speaking Inside Classroom

2.2.1 Shyness

Gebhard (2000:45) says that shyness is considered as one of the factors that inhabit students from speaking inside class , it is an emotional thing that students suffer from at some time when they are required to speak in class. This indicates that it is a source of problem for students especially in the class of speaking. Therefore, paying attention on this factor is quite important to take into consideration, the teacher should help the students do their best in their speaking performance in the classroom

2.2.2 Anxiety

Nascenta (2001: 234) states that anxiety is, another aspect that can affect student performance. It affects the quality of oral language production and makes individuals or learners appear

less fluent. This interpretation indicates that teachers must make many attempts to create a learning atmosphere that will give students positions that are more comfortable in their educational activity.

2.2.3 Lack of Confidence

It usually occurs when students know that their communication with partners is not understood or when they do not understand other speakers. In this case, they prefer to remain silent when others speak. Tsui as reported in Nunan (1999: 99) states that a student who have a lack confidence suffers from communication concerns. This shows that building student confidence is an important part of focusing teachers' attention. The teacher should learn from theory and practical experience on how to build students' confidence and confidence.

2.2.4 Lack of Motivation

Many writers and researchers mention in the that motivation is a key for students to be successes in learning. Nunan (1999:56) states that motivation is the most important factor to notice and it can be affected students' reluctance to speak the class. This means, motivation is a key to determine the preparedness of learners to communicate Zua (2008) adds that motivation is an inner energy. it enhances students study interest .

2.3 Teaching Speaking

Speaking is a productivity skill in L2 / FL that only got attention relatively soon. Bygate (2001 as cited in McCarthynd and O'Keeffe, 2010: 212) notes, that there are three reasons for this. First, the predominant approaches to teaching language (such as the grammatical translation method) did not give any priority to enhancing oral communication. Second, in the mid-1970s there was a widespread proliferation of quality recording media to facilitate the in-depth study of natural recorded speech and to allow the use of spoken material in class. Third, many language teaching approaches, unlike the grammatical translation method, have used oral communication in the target language as a central method of teaching (the direct method and the aural approach).

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2.3.1 How Can Teachers Improve Students' Speaking Skill?

eachers should use a lot of English speaking activities to motivate learners to study and speak in English, and they should increase learning classroom environment (Oradee, 2012). Teachers can use a funny discussion and ask students to talk about their best moments that they ever had. Students' participation in discussion causes other students to actively take part in negotiation; therefore, students become surprised about their ability and intelligence (Celce-Murica, 2001). Some students have a lack of desire to speak because of their shyness and low confidence, but there is no appropriate solution about how teachers can overcome this problem (Chastain, 1988). Evidence shows that these learners should start with short answers, and short sentences, but it may be time-consuming (Chastain, 1988).

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Teachers should use more than one activity inside the class to motivate learners and increase learning classroom environment. A funny discussion can be used and ask students to talk about their best moment that they ever had. The participants of the students in discussion causes other students to take part actively in negotiation. Therefore, students become surprised about their shyness and low confidence.

2.3.1.1 Brainstorming

Miller (1972: 77) states that brainstorming is a " process of generating ideas and solutions to the problem throughout free-

flowing creative thoughts and spontaneous noncritical expression of ideas".

2.3.1.2 Discussion

Lazaraton (2001:106) mentions that   discussion is the most commonly activity used in the oral skills. Typically, A topic is introduced to the students by reading, listening a passage, or a videotape and then they will start discuss a related topic in order to come up with a solution ,

2.1.8.3 Debate

. It is important to know that this technique relies on deliberative education or deliberative methodology. Corrective instruction is a set of methodologies used in speech, communication, discussion and debate to maximize students' participation in the learning process

Claxton (2008:61) encourages teachers to use debate for the speaking skill in the class and he claims that " a sure way to improve speaking and listening skills dramatically is through using the debate". Debate will enable students to convey their thoughts in a safe environment. It encourages students to get out the risks with language and to think and practice in the TL.

Section Three: Methodology of The Study

This section will give a detailed description of all the procedures that are used by the researcher to achieve the aims of the study.

3.1 The Experimental Design

Beaumont (2009:8) states that " the experimental designs could offer the best methods for researchers to be able to investigate causality due to the high degree of control. Selecting an appropriate design for a research work is one of the most important decisions that a researcher should make (Van Dalen, 1979: 232). Such a decision is based upon "the purpose of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted". The

current study has adopted a quasi-experimental design called "pretest-posttest nonequivalent-groups design"

	Pre-test	Treatment	Post-test
EG	O1	X	O2
CG	O1		O2

3.2 Population and Sample Selection Procedures

In order to achieve, the objectives of the study. The population is restricted to third-year undergraduate students majoring in English as a FL in the college of Basic Education. The sample was chosen from 74 male and female students in the English language departments during the academic year 2019-2020.

Table (1) The Population and Sample of EFL College Students

College	Population	Pilot Study	Main Sample				Excluded Students
			Males		Females		
Al-Mustansirih	74	30	Control		Control	36	2
			Experimental		Experimental	36	

3.2. Equivalence of the Study Subjects

In order to make equivalence of the groups, the researcher make much efforts to control some of the variables that maybe affected the results of the study. These variables were age, sex, parents' educational level, students' achievement in grammar, conversation, and RC in the previous course, and students' score on the pretest. Some of information were taken from the students Themselves

3.3.1 Fathers' Level of Education

Chi-square is used to identify whether there is a significant differences between the experimental and the control group in the level of fathers' education or not, the calculated X^2 value is 0.763 which is less than the tabulated value (7.83) as shown in Table 2. Therefore, the difference is statistically insignificant.

Table (2) Chi Square Statistics for the Educational Level of the Study Subjects' Fathers

Group	Primary &less*	Intermediate & Preparatory	Institute	University & Above	Total	Df	X² value		Level of significance
							Calculated	Table	
Control	6	7	8	15	36	3	0.763	7.83	0.05
Experi-mental	7	8	9	12	36				

3.3.2 Mothers' Level of Education

Chi-square formula is used to find out if the two groups are matched in their mothers' level of education. It is found out that the calculated x² value is 0.347 which is less than the table value (7.83) So, the difference between the two groups is found out to be statistically insignificant .

Table (3) Chi-Square Statistics for the Educational Level of the Study Subjects' Mothers

Group	Primary & less	Intermediate & Preparatory	Institute	University & Above*	Total	Df	X² value		Level of significance
							Calculated	Table	
Control	6	6	10	*14*	36	3	0.347	7.83	0.05
Experi-mental	5	11	4	*16*	36				

3.3.3 The Performance of the Students in the Pretest

Lado (1961: 383) says that test should be taken before teaching, both groups should be equal, since the amount of previous knowledge is an important learning factor. The researcher administered a pre-test on March 19th, 2019 prior to the experiment in order to equalize the two groups. The explanation of the test construction and procedures is detailed in table (4).

Table (4) The t-test Statistics for the Students' Scores in the Pretest

Group	NO.	$\overline{X}$	SD	Df	t-value		Level of significance
					Calculated	Table	
Control	36	24.276	13.024	3	-0.283	2.000	0.05
Experimental	36	25.172	10.984				

3.3.4 Students' Achievement in Relevant Subject Matter in the Previous Course

T-test is used to measure the significance difference between two groups in grammar, conversation, and comprehension scores in the previous course. The results are as follows

1- The mean score of grammar of the experimental group (59.586) is compared with that of control group (57.414) , and then it is found out that the computed t-value is -0.584 which is less than the tabulated one(2.000).

2-The mean score of conversation of the control group (59.966) is compared with that of the experimental group (60.586), and it is found out that the computed t-value is -0.145 which is less than the tabulated one (2.000).

3-The mean score of comprehension of the control group (53.586) is compared with that of the experimental group (52.862). It is found out that the computed t-value is 0.911 which is less than the tabulated one (2.000). Hence, the differences between the two groups are statistically insignificant and their achievement in grammar, conversation, and comprehension in the previous course is equivalent

Table 5 The t-test for the Students' Scores in Grammar, Conversation, and Comprehension in the Previous Course

Variable	Group	No.	$\bar{X}$	SD	Df	t-value		Level of significance
						Calculated	Table	
Students' Scores in Grammar	Control	36	57.414	14.419	3	-0.684	2.000	0.05
	Experi-mental	36	59.586	14.914				
Students' Scores in Conversation	Control	36	59.966	15.956	3	-0.145	2.000	0.05
	Experi-mental	36	60.586	12.849				
Students' Scores in Comprehension	Control	36	53.586	14.539	3	0.911	2.000	0.05
	Experi-mental	36	52.862	14.626				

3.4 Experimental Validity

Vockell (1983: 397) states that no experiment makes a significant contribution to the development of knowledge unless it is valid. It is valid if the results are only due to the independent variable, and if they are generalizable to situations outside the scope of the experiment. Two types of experimental validity are mentioned by Campbell and Stanley (1963: 443), internal validity and external validity. As a result, the researcher tried to control a number of factors that threaten the internal and external validity. These factors are included:

3.4.1 Factors Jeopardizing Internal Validity

3.4.1.1 History

History is considered a threat to internal validity, it indicates that events are occurred during the study that may have an unintended and uncontrolled effect on the outcome of the study (or the dependent variable) (Marczyk et al., 2005: 161). Since nothing significant happened, during the trial period, it can be said that the effect of this variable was controlled.

3.4.1.2 Maturation

Best and Kahn (2006:141) state that subjects of the study change (biologically and psychologically) in many ways over a period of time, and these changes may be confused with the effect of the independent variable under consideration. During the course of a study, the subjects might become more tired, wiser, hungrier, older and so on. They may be influenced by the incidental learning or experiences that they encounter through normal maturation. Since the experiment lasted only ten weeks, so this variable was relatively controlled because the period was not long enough that the students' responses might be attributed to changes that appeared with the passage of time

3.4.1.3 Instrumentation

This threat to internal validity is the unreliability or inconsistency of measurement tools that may lead to an invalid evaluation of performance (ibid. 398). It is not related to participants' characteristics and it refers to changes in the evaluation of the independent variable, which are usually associated with changes in the measurement instrument or measurement procedures.This variable was controlled by using a unified pre-post test and adopting the same scoring scheme for both groups.

3.4.1.4. Experimental Mortality

Experimental mortality is the loss of study subjects over the course period of the experimental treatment (Gall et al., 2005:254). The researcher did not confront the effect of such a factor during the experiment period except for non-attendance of some of the sample (not more than two in some lectures), and this is a normal state that occurred in both group of the experiments

3.4.1.5 Selection Bias

Marczyk et al (2005:169) states that selection bias is another factor which also affects external validity, it refers to systematic differences in the assignment of participants to experimental conditions. Because participants in the two groups are differently selected (i.e. using procedures other than random selection) the effects of the treatment can be distorted .The

researcher attempted to control this variable by randomly selecting the sample for both(experimental and the control group).

3.4.1.6 Testing

It refers to the effects that taking a test on one occasion may have on subsequent administrations of the same test. In essence, when participants in a study are measured several times on the same variable (e.g., with the same instrument or test), their performance might be affected by factors such as practice, memory, sensitization, and participant and researcher expectancies (ibid). The researcher did not tell the students that the pretest was a part of any experiment, but he merely told them that this procedure was just for equalizing them. Moreover, any effect that pretesting might induce would be equal for both groups .

3.5 Instruments of the Study

Two different types of tools are used to achieve the goals. The first was a questionnaire, and the second tool was an experiment with pre- and post-test.

3.5.1 The Questionnaire

Good (1973:464) states that a questionnaire is a "list of planned written questions related to a particular topic, with space provided for indicating the response to each question, intended for submission to a number of persons for reply".

3.5.1.1 Construction and Description

After scanning the literature and browsing internet sites that are interested in such types of topics, in addition to asking a number of instructors and specialists in the field of linguistics and teaching English as a FL the researcher, constructed a questionnaire containing the possible causes of the . Identify three fields that each contain a number of elements. These areas are the student, the teacher, and the educational system. The number, of items on the prototype of the questionnaire is 24 as shown in Table 5

Table 5 Items of the Questionnaire in its Initial Form

Fields	Number of items
the student	12 items
the teacher	8 items
the educational system	6 items
Total	26 items

The items of the questionnaire were designed to be measured on the basis of a five –point rating scale (always 5, often 4, sometimes 3, rarely 2, and never 1).

3.5.1.2 Validity

Validity means testing what you are supposed to test, not anything else (Wallace, 1998: 36). Thus, in order to verify the validity of the questionnaire of the current study, the researcher submitted it to a jury of eight experts * in the field of English as a foreign language, linguistics and teaching methods. Jurors were asked to cite suitability of items as reasons for factors affecting students from speaking. They, were also asked to amend the items on the questionnaire if necessary and to add other important elements that they suggested. In light of the opinions and opinions of experts, some items have been amended or reformulated, and others have been added. Hence, the final version of the questionnaire contains 40 items as shown in Table 6.

Table 12 Items of the Questionnaire in its Final Form

Fields	Number of items
the student	12 items
the teacher	10 items
the educational system	8 items
Total	30 items

3.5.1.3 Reliability

Reliability, like validity, is, another important feature of evaluation tools. Reliability "is the degree of consistency that a tool or procedure displays: whatever it is measured, it does it consistently" (Best and Kahn 1995: 208). There are several methods for calculating reliability, such as the test-retest, Split-half, Kuder-Richardson (formulas 20 and 21), and Alpha-Cronbach methods. In this study, the split half method, using the Pearson correlation coefficient equation, the Spearman-Brown prediction formula, and the Cronbach alpha method. Using the previous method, the correlation between the two halves of the questionnaire was found to be 0.849 and it was corrected by the Spearman-Brown formula of equal length to be 0.908, using the Alpha-Cronbach method produced a coefficient of 0.924. Both of them are considered acceptable reliability transactions according to specialists.

3.5.1.4 Final Administration

In fact , the questionnaire was designed to be administered to both instructors , students sample and educational system, the researcher administrated a questionnaire to the sample on the 14th of February in order to gain time for recollecting it.

3.5.2 The Test

The ability to speak in an FL, and spoken language production in general, is the most highly complicated skill of all language skills and it is considered to be one of the most difficult aspects of language learning for teachers as well as for students (Lado, 1961:48).

Since, there is no ready–made test that is suitable for the present study, the researcher constructed an oral test in a form of semi structured interview to investigate the effect of the used new techniques to develop EFL students ability in speaking skill

3.5.2.1 Construction and Description

To achieve the aim of the study, the researcher built an oral test to serve the function of the experiment. During the oral exam, students are encouraged to speak and then assessed on the basis

of their speech. This test included oral questions of two types:
1. Questions about study, hobby and leisure.
2 .. General questions.

The main aim of the speaking test was to assess the speaking skill of students before and after carrying out an instruction. Regarding the nature of the questions, the researcher designed them to be like the questions asked in the oral part of official tests such as IELTS (International English Language Testing System).

3.5.2.2 Validity

Two types of validity should be mastered, one of them is content validity which refers to the relevance of instrument or measurement strategy to the construct being. It is based upon careful examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialist. The criterion of content validity is often assessed by a panel of experts in the field who judge its adequacy, but there is no numerical way to express it (Best and Kahn, 1995:219) To ensure the face and content validity of the test, the researcher exposed it to a jury of 5 experts to judge whether the test items are suitable or not for the intended purpose. Then, the jurors were asked to read the test, add, delete or change the items. The jurors agreed upon the suitability of the test items in 100% since none of the included items were deleted. However, some items were modified in the light of the jurors' opinions.

* The jury members names are presented according to their scientific rank in the following:
1. Prof. Abbas Latfi (College of Art,, University of Mustansiriyh PhD).
2. Asst . Prof . Istabrq Rasheed (College of Basic Education,University of Mustansiriyh PhD).
3. Asst. Prof. Saad Salal Sarhan (M.A., Al-Mustansiriyah University / College of Basic Education)
4. Asst. Prof. Mo'ayad Rasheed (M.A., Al-Mustansiriyah University / College of Basic Education)
5. Asst. Prof Abdul Wahad Salman (College of Fine Arts / Baghdad University PhD).

3.5.2.3 Pilot Administration

On the 11th of January, 2019 a pilot administration was carried out. The test was experimentally tried out on a sample of 30 students selected from the third stage students at the English Department, College of Basic Education, The aim of conducting a pilot study was to:

1. estimate the time required for each student to complete the test;

2. check the clarity of the questions, and test instructions

3. provide   information about the ease of administering the test ,

4. analyze the test items in the light of students' responses to determine their effectiveness in terms of difficulty level, and discriminatory power, and

5. calculate the reliability coefficient of the test.

The test was carried out in the language lab using an audio recorder. It took between 8-10 minutes for each student (according to the student's ability). Each student was asked 10 questions and the questions were clear and stated in an adequate way.

3.5.2.4 Item Analysis

Mehrens and Lehmann (1991: 161) states that item analysis is the process of examining the students' responses to test items to judge the quality of the item, specifically, the difficulty and discriminating power of the items   After scoring the students' responses, the researcher arranged them from the highest to the lowest scores. Then, he separated two groups of the test scores by choosing the first twelve scores as an upper group and the last twelve scores as a lower group, i.e. dividing the whole students into two groups equally. The reason behind this division rather than the highest and the lowest 27 percent is the size of the sample of the pilot study that consisted of 30 students only   .

3.5.2.4.1 Difficulty Level

One of the aims of the pilot study is to check the difficulty level of each item. The benefit of items difficulty level is that it permits the identification of items which are too difficult or too easy (outside the range of 0.25-0.75) or which fail to discriminate strongly enough between candidates .

3.5.2.4.2 Discrimination Power

Another procedure in item analysis is to calculate the item discriminatory power which refers to " the degree to which a test or an item in a test distinguishes among stronger or weaker test takers " (Richards and Schmidt 2003:163). the acceptable discrimination power of each item is 20% (ibid) and above.

Table7 The Difficulty Level and Discriminatory Power of the Test Items

Item No.	Item Difficulty Level DL	Item Discriminatory Power DP
1	0.14	0.57
2	0.5	0.45
3	0.3	0.34
4	0.50	0.29
5	0.57	0.47
6	0.25	0.45
7	-0.18	0.55
8	0.66	0.9
9	0*	0.5
10	-0.75*	0.54
11	0.9	0.7
12	2	2
13	0.44	0.60
14	-0.08*	0.57
15	0.15	0.37
16	0.64	0.33
17	0.5	0.51
18	0.5	0.78
19	0.41	0.38
20	0.67	0.55
21	0.17	0.56
22	0.8	0.53
23	-0.33*	0.33
24	0.5	0.25
25	-0.5*	0.37
26	0.5	0.5
27	0.26	0.57
28	-0.5*	0.33
29	-0.5*	0.5
30	0.44	0.33

It is evident in Table 7 that there are some weak elements in either item difficulty or discrimination power . This may not be due to the difficulty of the element itself, but to the nature of the speaking skill or to the fact that some students encountered it in learning, so they are accustomed not to speak and answer any kind of questions that require verbal answers, whether they are easy or difficult.

3.5.2.5 Reliability

Reliability is important aspect because it means that the scores are dependable, so that we can rely on them in decision-making In the current study, inter scorer or inter rater reliability has been calculated. Inter scorer reliability can be determined by having two persons independently score the same test papers and then calculating a correlation between their scores, determined by the scores (Best and Kahn, 1995:218). Inter rater reliability is used to determine the agreement between different judges or raters when they are observing or evaluating the performance of others. Therefore, the researcher had recorded the responses of all the students in order to score them and asked another rater* to score them in order to ensure the test reliability The correlation coefficient between the two sets of scores on the test is 0.974 (by using Pearson Correlation)

3.5.2.6 Administration of the Pretest

After ensuring the validity and reliability of the test, the researcher administered its final version to the already assigned sample of the study that consisted of 72 students on the 22^h of January 2019 which was considered the first day of the second course , prior to the beginning of the experiment. The researcher informed the students about the test with the help of the teacher who taught the subject (RC). He prepared the lab as a place for administering the test and provided it with hidden cameras in order to record the answers of the students. The researcher started with the experimental group and spending two days to finish the test. Then he moved to the control group which also required two days to complete the same test

3.6 The Instruction

The researcher used the integrative approach in his study, the proposed techniques (brainstorming, discussion, debate) were applied in the RC teaching of the experimental group so that to incorporate speaking through reading. He chose the RC course because it considered (RC) a less risky subject, as students were not obligated to prepare the clip before it was introduced to them by the instructor. Moreover, the researcher wanted to use the

paragraphs topics as a means of creating discussions and urging students to express their opinions and reflect their views by raising the issues borrowed from the passage.

3.7 Administration of the Posttest

The researcher, administered posttest on the 13th of March, 2020. As in the pretest, he brought his students to the lab which provided with a recorder in order to record students' responses.

Section Four : Results , Conclusion and Recommendations

The results are afterwards interpreted and discussed in the light of the theoretical and experimental evidence, and then employed for drawing conclusions, making recommendations .

4.1 Data Analysis and Results

The obtained results will be presented according to the aims of the present study.

4.1.1 Results Related to the First Aim

In an attempt to accomplish this aim; namely, " eradicating the factors that inhabit Iraqi EFL students from speaking inside language classroom", the data obtained from the students' and the instructors' questionnaires has been dealt with statistically using the weighted mean and the weighted percentile. Since the theoretical weighted mean is 3, the items with weighted means that are higher than 3 are considered problematic. Each area in the questionnaire has been discussed separately and finally compared with other areas.

4.1.2 Results Related to the Second Aim

The second aim of this study is " eradicating the factors that inhabit Iraqi EFL students from speaking through adopting certain techniques that are designed to develop students' speaking ability ".

4.1.2.1 The First Hypothesis

It states that " there is no statistically significant difference in the mean scores of the oral posttest between the experimental group that is taught RC through using the adopted techniques (Brainstorming, Discussion, and Debate) and that of the control

group that is taught RC according to the traditional method. T-test is used for two independent samples formula shows that the computed t-value (-6.128) is greater than the table value (2.000) at 72 degrees of freedom and 0.05 level of significance. Since the mean score of the experimental group (55.103) is higher than that of the control group (30.724), the difference between the two mean scores is statistically significant in favour of the experimental group; i.e. the experimental group is better than the control group in their performance on the oral posttest. So, the null hypothesis is rejected and the alternate one is accepted .

The t-test Statistics of the Study Subjects' Scores on the Oral Posttest

Group	NO.	$\overline{X}$	SD	DF	t-Value		Level of significance
					computed	Table	
Control	36	30.724	12.334	72	-6.128	2.000	0.05
Experimental	36	55.103	14.845				

4.1.2.2 The Second Hypothesis

The Second hypothesis states that   here is no statistically significant difference between the mean scores of the experimental group in the oral pretest and posttest". t-test formula is applying for two dependent samples, it is found out that the computed t-value (-18.563) is greater than the table value (2.044) at 28 degrees of freedom and 0.05 level of significance. Since the mean score of the posttest is 49.303 and that of the pretest is 27.174, the difference between the two mean scores is statistically significant in favour of the posttest. So the null hypothesis is rejected and the alternate one is accepted .

The t-test Statistics of the Experimental Group Subjects' Scores on the Oral Pretest and Posttest

Group	NO.	$\overline{X}$	SD	DF	t-Value		Level of significance
					Computed	Table	
Pretest	36	27.174	10.984	72	-18.563	2.044	0.05
posttest	36	49.303	14.845				

4.3 Conclusions

In the light of the empirical evidence revealed to this study and in relation to the researcher's own observations during the experiment, the following conclusions are drawn:

1. There are various reasons why students are prevented from speaking English fluently in their classrooms and in different types of situations. Some of these reasons may be personal; For example, students may suffer from communication concerns, have nothing to say, fear criticism, lack motivation, etc. Some of the reasons are related to teachers' perception such as the teaching method adopted, neglect of verbal speaking evaluation, letting a limited number of students dominate interactive activities, use of the mother tongue in the classroom, etc. Other reasons are related to the material itself, in addition to the nature of the educational system in Iraq.

2. Eliminating the factors that inhabit students of English as a foreign language from speaking through the use of new techniques or strategies as proven in the result of the current study.

 3. Using brainstorming, discussion and debate techniques are an effective way to motivate the students to speak freely and improve their fluency.

4. Integrating the speaking skill in other courses has a positive effect on the students' achievement in both developing the speaking skill and establishing the subject matter of lessons.

4.4 Recommendations

On the basis of the results and conclusions, some recommendations have been drawn. These recommendations are as follows:

1. Due to the period of courses time for teaching speaking for English students at the college level, the instructors are recommended to integrate this skill through other subject matters

2. The techniques of brainstorming, discussion and debate can be used to improve the speaking skill English learners.

3. EFL instructors are advised to expose students to a variety of courses and extracurricular activities that allow for more exposure to listening through media such as listening to the radio and music, watching movies and television programmers.

4. The instructors are recommended to search for strategies that are effective for improving their students' speaking skill and use them in their classes.

5. In order to develop students' speaking skill, the instructors may design communicative tasks for their students and try to integrate them in any subject they teach

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"Appendix A (Questionnaire)

Components and Items		Always	Often	Sometime	Rarely	Never
The Student	1. The student usually is unable suitable ideas to express himself.					
	2. The student can't remember all the grammatical rules and vocabulary he needs, so he speaks very slowly and sounds embarrassed.					
	3. When the student has to say something in English, he feels hesitant.					
	4. The student is worried that he will make a mistake					

	and his colleagues will make fun of him.					
	5. Some students think that speaking in the classroom make them does not obtain additional marks.					
	6. The student has no real encouragement to speak English inside the classroom.					
	7. The student has no adequate self-confidence to be as fluent as possible in using the foreign language.					
	8. The student doesn't have to speak in the classroom since					

	there are other students who may speak and interact.					
	9. The student doesn't speak English inside the classroom because he feels shy to speak in public.					
	10. To speak English in the lecture requires originative thinking, which the student lacks.					
	11. The students are not adequately exposed to language learning films and CDs inside and outside the class.					

	12. The students lack independent learning skills					
	13. The students are not interested in developing their language skills.					
	14. The students consider speaking good English a kind of showing off.					
The Teacher	15. Teachers' concentration on the use of the correct words and grammar inside the class hinders the students from talking.					

16 Most of the teachers treat English as an academic course not as a language to learn.						
17. Some teachers are not fluent in English so they resort to emphasis on skills other than speaking.						
18. Some of the teachers stress memorization rather than casual responses.						
19. Some of the teachers are interested in the quantity rather than the quality of the language skills, which make						

	those teachers ignore speaking.					
	20 . Some students are afraid of some of their teachers in such a way that prevents them from speaking inside the class.					
	21` The teaching method need to be learner-centered rather than teacher-centered to give students chances to talk and negotiate .					
	22. Some of the teachers and students use the native language inside the classroom as a medium for					

	Instruction.					
	23 The teachers don't use daily monthly or final oral exams.					
	24. Some of the teachers focus on the students recognition rather than their production.					
	25. Some of the teachers tend to talk a lot without asking the students questions to motivate them to speak and interact.					
	26. The teachers do not allot time for oral presentation for the students on a given subject.					

The Educational System	27. The nature of language materials doesn't provide the students with tasks to try their speaking skills, for example before after each subject there should be questions for discussion or opinions exchange.					
	28. The long material of every academic subject, which has to be completed, leaves no time for the teacher to devote more time for oral discussion.					
	29. The time of the lectures					

	is not enough to enable all the students to participate orally.					
	30. All the teachers at the Iraqi colleges are Arab speaking, so there is no opportunity to learn speaking through natural interaction with native speakers.					

Pretest

Questions	Valid	Invalid	Modification
Questions Concerning Study, Hobby and Entertainment			
1. Why do you choose to study English?			
2. is there any specific reason to sselect this college in general and in this department in particular?			
3. Which subjects do you like most and why?			
4. If you had the opportunity to change your specialization, what would you choose instead and Why?			
5.what is the most difficult subject in this course and ? Why?			
6.Do you have a desire to keep on your study and ? Why?			
7. Do you work besides your study? Why?			
8.Generally what are you doing to develop your English language?			
9. How do you use English in your daily life?			
10.Do you find English language a difficult or easy field of study? Why?			
11.What places would you like to visit? Why?			
12. What events would you like to watch live ?			
13. What sports would you like to play?			
14. what are your preferable programmes, or channals? Why?			
15 Do you often listen to music? What kind of music do you prefer?			
General Questions			
16 .If you had the choice, where would you choose to live in Iraq? Why ?			
17 how will you spend money if you became rich?			
18 If you become a responsible person, what are the things you wish to change?			

	Valid	Invalid	Modification
19 Are you optimistic or pessimistic about the future? Why?			
20.What kind of weather do you like most? Why?			
21.Which season of the year do you like best? Why?			
22.What is the meaning of your Name?			
23.What is your favourite colour?			
24.What is the thing that you are afraid of? why?			
25.What is the most valuable lesson that you have learned in your life so far?			
26.Do you set goals for yourself? Like what?			
27.Who is your best friend?			
28.What is your philosophy or proverb in life?			
29.Do you change your mobile phone from time to time? Why/why not?			
30.Do you use the internet? For what purposes? What are the sites that you often visit?			

(Posttest)

Questions	Valid	Invalid	Modification
Questions Concerning Study and Entertainment			
1. What is the real reason of studying English ?			
2. Why did you choose to study in this college in general and in this department in particular?			
3Which subjects do you like more and why?			
4. If you had the opportunity to change your specialization, what would you choose instead and Why?			
5.Which subject is the hardest in this course? Why?			
6.Do you have plans for continuing your study? Why?			
7. Do you work besides your study? Why?			
8.Generally what are you doing to develop your English language?			
9. How do you use English in your daily life?			

10.Do you find English language a difficult or easy field of study? Why?			
11.What places would you like to visit? Why?			
12. What events would you like to watch live ?			
13. What sports would you like to play?			
14. When you watch TV, what are your favourite programmes, or channals? Why?			
15 Do you often listen to music? What kind of music do you prefer?			
16.Who is your favourite singer?			
General Questions			
17.If you had the choice, where would you choose to live in Iraq? Why ?			
18 How would you spend your money if you became very rich?			
19If you become a responsible person, what are the things you wish to change?			
20 Are you optimistic or pessimistic about the future? Why?			
21.What kind of weather do you like most? Why?			
26.Which season of the year do you like best? Why?			
22.What is the most valuable lesson that you have learned in your life so far?			
23.Do you set goals for yourself? Like what?			
24.Tell me about an embarrassing situation you went through.			
25.Who is your best friend?			
26.What is your philosophy or proverb in life?			
36.What technological device would you not like to live without?			
27.Do you change your mobile phone from time to time? Why/why not?			
28.Do you use the internet? For what purposes? What are the sites that you often visit?			
29.What kind of clothes do you like to wear?			
30.Do you try to follow the latest fashion? How ?If no, why not?"			