

جامعة ديالى  
كلية المعلمين

أثر استخدام عمل المجموعة  
في تدريس التمرين الشفوي في تحصيل طالبات المرحلة  
الإعدادية

رسالة

مقدمة إلى مجلس كلية المعلمين  
جامعة ديالى وهي جزء من متطلبات نيل  
درجة ماجستير التربية في طرائق  
تدريس اللغة الإنكليزية لغة أجنبية

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٢٠٠٢م

١٤٢٣هـ

## الخلاصة:

تهدف هذه الدراسة إلى البحث بطريقة تجريبية في أثر استخدام عمل المجموعة في تدريس التمرين الشفهي لتحصيل طالبات المرحلة الإعدادية. حيث ان عينة الدراسة الحالية هي طالبات الخامس الإعدادي (الفرع العلمي) في محافظة ديالى للعام الدراسي ٢٠٠١/٢٠٠٢. تم تحديد المادة الدراسية / التمرين الشفهي للكتاب السابع من المناهج الدراسية المقررة في مدارسنا.

وقد اقترحت الفرضية الصفرية التي تنص على انه ليس هناك فرق ذو دلالة إحصائية بين متوسط تحصيل الطالبات اللاتي يدرسن بموجب عمل المجموعة ومتوسط تحصيل الطالبات اللاتي يدرسن بموجب الطريقة المقترحة في دليل المدرس في:

١. الاختبار التحريري الذي سيطبق في نهاية التجربة.

٢. الاختبار الشفهي الذي سيطبق في نهاية التجربة.

٣. التحصيل الكلي للاختبارين كليهما.

ولغرض تحقيق هدف الدراسة، أجريت تجربة باستخدام تصميم تجريبي من نوع (المجموعة الضابطة والتجريبية ذات الاختبار البعدي فقط) ، تم اختيار شعبتين تتألف كل واحدة منها من ثلاثين طالبة وبطريقة عشوائية من الصف الخامس الإعدادي ، اختير إحدى الشعبتين لتمثل المجموعة التجريبية ، أما الشعبة الثانية فقد مثلت المجموعة الضابطة التي درست من دون عمل المجموعة. وقد وازنت الباحثة المجموعتين من حيث التحصيل العلمي للوالدين ومن حيث درجة الطالبة في اللغة الإنكليزية في الرابع إعدادي ومن حيث العمر.

تم تصميم اختبارين أحدهما تحريري والأخر شفهي، وعرض الاختبارين على مجموعة من المختصين لضمان صدقهما. وتم تحليل فقرات الاختبار التحريري للتعرف على معامل الصعوبة وقوة تمييز الفقرات. تم التأكد من ثبات

الاختبارين باستخدام أعادته في الاختبار التحريري وطريقة ثبات المصححين في الاختبار الشفهي.

وفي نهاية التجربة طبق الاختبارين، وبعد تحليل النتائج إحصائياً، وجد أن هناك فروق ذات دلالة إحصائية بين المجموعتين في الاختبارين والتي تبين أن تدريس التمرين الشفهي باستخدام عمل المجموعة كان أكثر تأثيراً من تدريس التمرين الشفهي باستخدام الطريقة التقليدية.

وأخيراً تم عرض النتائج ومناقشتها وتقديم عدد من التوصيات والاقتراحات على ضوء النتائج التي تم التوصل إليها.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

((قَالَ رَبِّ اشْرَحْ لِي صَدْرِي \* وَيَسِّرْ لِي أَمْرِي \* وَاحْلُلْ  
عُقْدَةَ مِنِّ لِسَانِي يَفْقَهُوا قَوْلِي))

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(الآيات من ٢٥-٢٨ من سورة طه)

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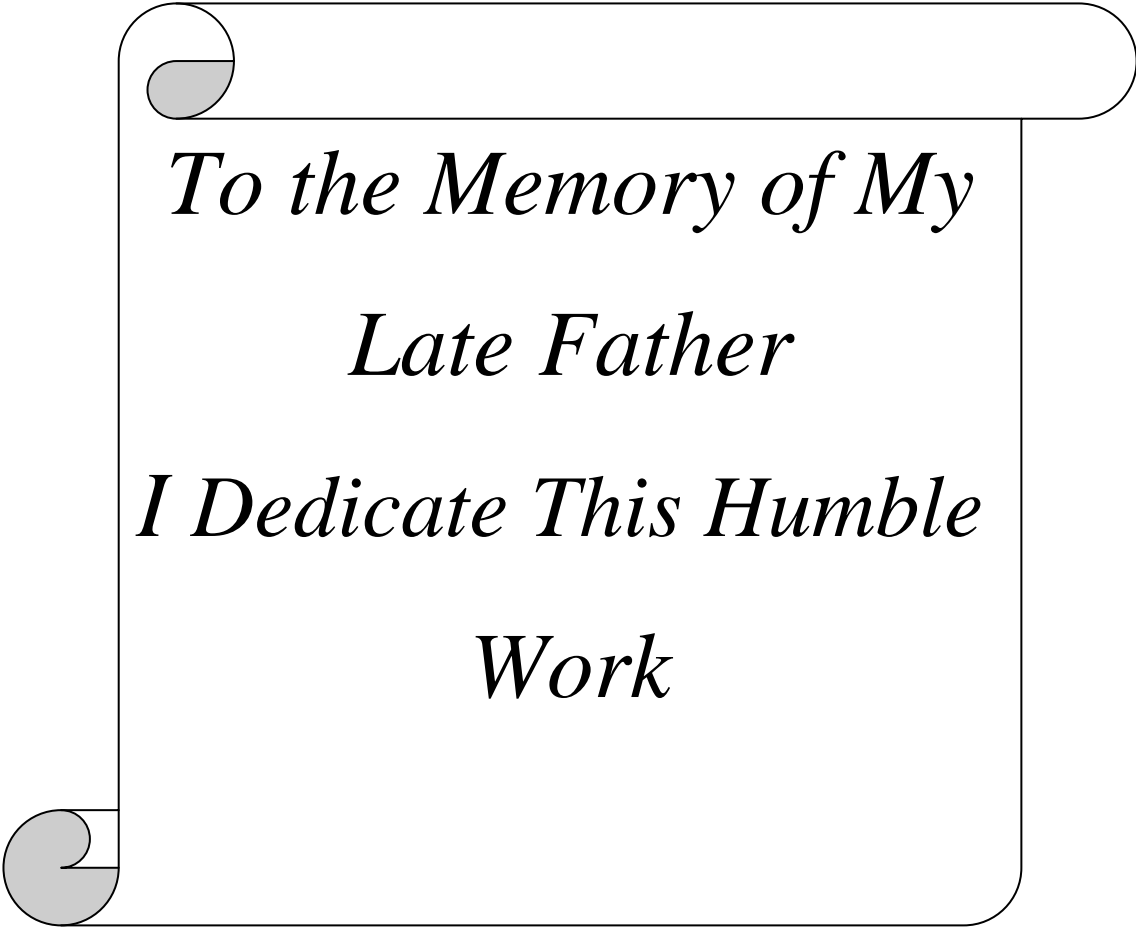
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*To the Memory of My  
Late Father  
I Dedicate This Humble  
Work*

## **Acknowledgments**

**I would like to express my deepest gratitude to my supervisors Dr. Shaimaa Al-Bakri and Dr. Abdul-Karim Al-Jumeily for their support, continuous encouragement and instructive guidance that enabled me to complete this work.**

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## **Abstract**

**Group work is an effective technique for teaching English to students learning a foreign language. Even those students who have no prior experience with this type of technique in the classroom can quickly learn to use it. This technique presents cooperative learning as an effective technique to involve EFL students in using English and to make learning more enjoyable. This technique helps them students build rapport and foster a climate of caring and sharing in the classroom. Group work technique can improve learners' speaking skills in any situation, and help learners to interact. As for the shy learners, this technique helps them by providing a mask where learners with difficulty in conversation are liberated. In addition, it is fun and most learners agree that enjoyment leads to better learning.**

**This study is an attempt to investigate experimentally the effect of using Group Work Technique in teaching oral practice on the achievement of the preparatory school students. Group work technique is intended to improve students' learning through providing them with opportunities to ask questions and communicate with each other.**

**The sample of the present study is female students of the fifth preparatory stage (the Scientific Branch) in Diala during the academic year 2001-2002. The items of the**

materials are limited to Oral Practice Book-7- of the New English Course for Iraq (NECI).

It is hypothesized that there is no significant difference between the mean scores of the students who are taught by using group work and the students who are taught according to Audio-Lingual Method as suggested in the Teachers' Guide on:

1. the written test used;
2. the oral test used; and
3. the total achievement of the two tests.

To fulfil the aim of this study, “an experimental group-control group design” is used in the experiment. Two sections of thirty students are chosen randomly from fifth preparatory grade. One of them is selected to be the experimental group (taught the oral practice with the group work technique), the other is the control group (taught without the group work technique). The subjects of both groups are matched in the: level of parents' education and in the level of subjects' achievements in English in the fourth preparatory grade and their age.

Written and oral tests were constructed and exposed to a jury for the purpose of ascertaining their validity. An item analysis is carried out to determine the item difficulty and their discrimination power. Reliability of the written test

was estimated by using the test-retest method. The scorers' reliability was used with the oral test.

At the end of the experiment, the tests were administered .After analyzing the results statistically, it has been found that there were significant differences between the two groups in both the written and oral tests. The students of the experimental group have been better than the students of the control group, which indicates that teaching oral practice by using group work technique is more effective than teaching oral practice without using this technique.

The study has concluded that this technique allows for physical activity to break up the routine of sitting in the same place throughout the whole class period. Another conclusion is that students can learn from each other and can get more practice with the foreign language through working in a small group.

On the basis of the findings and conclusions of the study, a number of suggestions and recommendations are made. These can be of assistance to the learners and practising teachers who are involved in an EFL writing course. Further, some suggestions are useful in material production with reference to the vital role of the group work in teaching English.

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## List of Abbreviations

<b>EFL</b>	<b>English as a Foreign Language</b>
<b>ELT</b>	<b>English Language Teaching</b>
<b>IDELTI</b>	<b>Institute for the Development of English Language Teaching in Iraq.</b>
<b>LD</b>	<b>Leader</b>
<b>NECI</b>	<b>New English Course for Iraq</b>
<b>S</b>	<b>Student</b>
<b>T</b>	<b>Teacher</b>

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**Diala University**  
**College of Teachers**

**THE EFFECT OF USING GROUP  
WORK IN TEACHING ORAL  
PRACTICE ON THE ACHIEVEMENT  
OF PREPARATORY SCHOOL  
STUDENTS**

*A Thesis Submitted to  
the Council of the College of Teachers, Diala University  
in partial Fulfilment of the Requirements for the Degree of  
Master of Education  
In Methods of Teaching English as  
a Foreign Language*

**By**  
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**Dr. Abdul-Karim Fadhil Al-Jumeily**

**1423 H**

**2003 A.D**

# CHAPTER ONE

## *Introduction*

# CHAPTER TWO

Theoretical Background

and Related Studies

# CHAPTER THREE

## The Procedures

# CHAPTER FOUR

## Analysis of Results



# CHAPTER FIVE

## Conclusions, Recommendations, and Suggestions

# Appendices

# Bibliography



## **Chapter One**

### **Introduction**

#### **1.1 The Problem and its Significance**

Teaching is the process by means of which learning is expected to take place. Brown (1980:8) states that teaching is guiding and facilitating learning, enabling learners to learn and setting the conditions for learning.

Shulman (1987:26) believes that teaching necessarily begins with a teacher's understanding of what is to be learned and how it is to be taught. It proceeds through a series of activities during which the students are provided with specific instructions and opportunities for learning.

Since language is a means of communication, the aim of LT is to train students for developing communication efficiency. Whereas the grammatical patterns play a crucial role in communication, the prim need of most students is the ability to understand and to be understood in that language within the context (Canale, 1980: 2).

Most foreign language teachers want their students at the center of communication. Savignon (1983:65) demonstrates that “communicative competence is acquired through communication”, and communication in the foreign language is “the single greatest challenge in the profession”.

Nowadays a new goal has been set around the world, that is, to develop the students' communicative competence. The

idea is no longer more linguistic correctness, but the development of communicative and linguistic abilities of learners. Larsen Freeman (1986:131) states that communicative competence involves being able to use the language appropriate to a given social context; to do this, students need knowledge of the linguistic forms, meanings and functions.

They need to know that many different forms can be used to perform a function and also that single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form that needs social context, and must also be able to merge the process of negotiating meaning with their interlocutors.

Harmer (1983:33) asserts that in order to enable students acquire the communicative efficiency, they must be helped to learn items of the language that they study side by side with a great deal of language use in communicative situations. In other words, students should be given practice not only in the structures of the language but also in the process of using them in real daily situations.

In the NECI, teaching structures of English language is introduced through the oral practice which aims at introducing all the new words and grammatical points in the program (AL-Hamash and younis, 1985:120).

The current classroom procedures in teaching oral practice exercises as indicated in the Teacher's Guide are:

1. Presentation involves listening to the teacher's presentation and/or explanation.
2. Practice, involves repetition and drilling.
3. Production involves choral-individual performance under the guidance of the teacher, which enables the students to exhibit mastery of the material on their own.

From the researcher's point of view, this method does not achieve the anticipated improvement in the students general command of the language, since students are not given a chance to use the patterns in spontaneous conversation and out of the drills.

To support this idea, Dyne (1967:2) believes that no real learning can be assumed to have taken place until the students are able to use the language for themselves. Thus, the study suggests using the group work as one of the techniques used by the teacher in the light of modern trends of teaching English as foreign language.

It has been demonstrated that this technique allows for physical activity, i.e. to break the routine of sitting in the same place throughout the whole class period. Another advantage is that students always know that they are moving into groups, which will be congenial.

Using group work technique, teachers should have no difficulties in finding enough procedures in teaching the activities; the important point is that the group should be small and each group member has frequent opportunities of taking part in the exchange.

Larsen Freeman (1986:105) states that there are different activities that could occur with students working in a small group. Teachers who use small group activities believe that students can learn from each other and can get more practice with the foreign language. Moreover, small groups allow students to know each other freely and carefully. This can lead to the development of a community among class members.

A Group work technique is intended to improve students learning through providing them with opportunities to ask questions and communicating with each other. In this respect, Gray (2000:1) believes that a group work is an effective activity for teaching English as a foreign language; even those students who have no prior experience with this type of task in the classroom can quickly learn to use it.

Furthermore, objectively, there is one major advantage of using group work in language teaching, that is the opportunity for practice. Group work allows students to full use of language that they have learned, participating in the communicative process throughout the group work; with practice progress, with



progress comes motivation, and with motivation comes more learning.

Dickinson (1981:382) states that motivating student and creating an atmosphere of enjoyment and interest are the most important elements in teaching a foreign language by a group work technique. Students should be given practice not only in the forms of language but also in the process of using it in real situations.

Alexander et al. (1992), in their discussion paper on curriculum organization and classroom practice in primary schools, note that the practice of organizing the class into group is common in all schools. Teaching group pupils can be achieved by various ways: by comparable ability, by mixed ability, by friendship, by gender, and randomly. Some use groups for some of the time; others for all the time; some maintain the same groupings whereas others vary the group according to the task or subject.

In teaching oral practice, the students should be given practice of language in real communicative situations; without these situations, the students may be still unable to use language effectively in speech.

To the best of the researcher's knowledge, it has been found that there is no study that has been carried out in our country to investigate the effective role of using a group work technique in the field of teaching English as a foreign language, therefore, the present study is an attempt to shed light on the effect of a new technique in teaching oral practice.

The significance of the present study stems from the effective role of using a group technique in teaching English as a foreign language and the importance of the oral practice as the major activity in NECI.

The study is expected to shed light on some EFL student problems in using oral practice particularly those concerned with the use of oral strategies and the employment of the logical group work in developing oral practice. In addition, it will outline those difficulties related to oral practice and the performance of the students.

The findings are expected to be useful for pedagogical implications, particularly in relation to the students' ability to produce four skills. This involves a reconsideration of some classroom practices and modification of existing teaching materials.

The study is also open for additional extension and re-examination. Accordingly, it is hoped that the findings will motivate some further relevant research in the area of EFL oral practice performance and production.

## **1.2 Aims of the Study**

The present study aims at :

1. investigating empirically the effect of using group work in teaching oral practice on the achievement of Preparatory School Students ,

2. discovering the extent of awareness of the concept of oral practice among those students ,

3. specifying through analysis of students' written and oral responses the sources of the problems that they encounter in oral practice and that are responsible for producing poorly organized and ineffective sentences , and

4. outlining some pedagogical implications that are useful for teachers, learners , and textbook designers to overcome students' problems in oral practice and other oral activities when they learn English as a foreign language .

### **1.3 Hypotheses**

The study is hypothesized that there are no significant differences between the mean scores of the achievement of the students who are taught by using group work and those who are taught according to the Audio- Lingual method as suggested in teacher's Guide on:

- 1- The written test used;
- 2- The oral test used; and
- 3- The total achievement of the two tests.

## **1.4 Limits of the Study**

The following are the major limits of the present study:

- 1- the samples of the students are limited to daytime girl schools<sup>1</sup> in Diala Govenorate/during the academic Year 2001-2002,
- 2- the level of students is restricted to the fifth grade<sup>2</sup>, the scientific branch<sup>3</sup>,and
- 3- the material selected is taken from Book 7 (NECI).

## **1.5 Definition of Basic Terms**

### **1.5.1 Group work.**

Finocchiaro and Brumfit (1986:219) define group work as “work in which the class broken into small groups of form three to eight students; they work simultaneously on the some task, or be given different tasks of varied types or levels”

Al-Hamash (1985:88) state it as “ more than one group of students can be engaged in language use simultaneously. The teacher just assists in facilitating the work and in solving some of the problems that might arise in the course of action”.

Group work is described by AL-Mutawa, Najat and Taiseer (1989:104) as follows:

“The teacher divides the class into appropriate groups and appointing a group leader for each, then assigns the activity or task. They think that this technique is more motivating and more useful for oral fluency”.

The operational definition of group work as that technique which is used in the classroom to provide the students with opportunities to participate in language activities. The teacher divides the students into six groups of five students with a leader selected according to certain criteria.

### **1.5.2 Oral Practice**

It is the major activity, which presents oral drills and exercises on the bases of grammatical structures of language included in Book 7 of the (NECI).

### **1.5.3 Achievement**

Webster's Dictionary (1971:16) defines it as "the performance of students in a certain academic course".

Good (1973:7) defines achievement as "knowledge attained or skills developed in the school subject, usually designated by test scores or by marks assigned by teacher, or by both".

Achievement is defined by Page et al. (1977:10) as "performance in school or college in a standardized series of educational tests. The term is used more generally to describe performance in the subjects of the curriculum".

The operational definition of achievement is the students' performance on oral and written tests given at the end of a ten weeks study to find out if students have learnt and acquired the language activities they are studying or are exposed to.

#### 1.5.4 Preparatory School

Good (1973:434) defines it as “a school, the purpose of which is the preparation of students for entrance to another educational situation, especially college”.

In Iraq, it refers to a stage of a three-year study, which comes after the intermediate stage and prepares students for entry into college.

#### Notes:

1. The choice of the girls' schools is justified by the fact that male and female distinction, in the researcher's opinion is not an important variable for the present study.
2. The choice of the fifth grade rather than another level is justified by the fact that the fifth preparatory textbook is full of heavily loaded with structures; and from the researcher's point of view, the students at this stage, face difficulties in understanding the materials.
3. The scientific branch is chosen in this study on the basis that, the scientific and literary branches use the same English textbooks, therefore may choose any one of them.



## CHAPTER THREE

### The Procedures

#### 3.1 The Experimental Design

The term ‘design’ refers to the outline, plan or strategy conceived in an attempt to obtain an answer to a research question(Christensen, 1980:158).

In order to achieve the aim of the study ‘the post test-only control group design’ has been used, in which two equivalent groups were chosen randomly. This design takes this form:

<b>Experimental group</b>	<b>Independent variable (group work)</b>	<b>Post-test</b>
<b>Control group</b>	-----	<b>Post-test</b>

( Campbell and Sandy, 1963:25)

The experimental group is the group that is taught oral practice through group work. The control group is the group that is taught oral practice as presented in the textbook and recommended in the Teacher’s Guide.

#### 3.2 Sample Selection

The population of the present study is the students of fifth preparatory schools for girls in Diala Governorate. These are distributed into six directorates:

- The Directorate General of Education in Baquba.
- The Directorate General of Education in Al-Muqdadia.



- **The Directorate General of Education in Al-Khalis.**
- **The Directorate General of Education in Baldruse.**
- **The Directorate General of Education in Kufry.**

**The researcher has chosen the Directorate General of Education in Al-Khalis randomly.**

**Al-Khalis district is divided into five sectors; they are:**

- 1- The Center of Al-Khalis.**
- 2- Al-Mansoria sector.**
- 3- Hibhib sector.**
- 4- Al-Udhaim sector.**
- 5- 30-July sector.**

**The Center of Al-Khalis sector has been chosen randomly. After dropping the preparatory and secondary schools for boys and evening preparatory and secondary schools for girls and boys, Al-Khalis Preparatory School for Girls has been chosen randomly. (See table 1).**

**Table (1)**

**Names of Schools, Numbers of Fifth, (Scientific Branch)**

**Preparatory Students in Diala Governorate**

<b>No.</b>	<b>Name of Schools</b>	<b>Number of Students</b>
<b>1</b>	<b>Saddam Preparatory School</b>	<b>166</b>
<b>2</b>	<b>Al-Muqdad Preparatory School</b>	<b>103</b>
<b>3</b>	<b>Al- Risala Preparatory School</b>	<b>47</b>
<b>4</b>	<b>Al-Khalis Preparatory School</b>	<b>67</b>
<b>5</b>	<b>Babil Preparatory School</b>	<b>45</b>
<b>Total</b>	<b>5</b>	<b>428</b>

Two sections out of four have been selected randomly from the fifth (scientific) preparatory sections. One section has been selected randomly as an experimental group, that is section (B), the other is the control group, that is section (A). The number of students in section (A) is (35), while the number of students in section (B) is (32). After excluding the repeaters in every section, the total number of the sample of the subjects is (60) students ,and 30 respectively in each section, as shown in table (2).

**Table (2)**

**The Numbers of the Subject before and after  
Excluding the Repeaters**

<b>Group</b>	<b>Section</b>	<b>Type of Treatment</b>	<b>No. of Subject before Excluding</b>	<b>No. of Subject after Excluding</b>
<b>Experimental</b>	<b>B</b>	<b>With group work technique</b>	<b>32</b>	<b>30</b>
<b>Control</b>	<b>A</b>	<b>Without group work technique</b>	<b>35</b>	<b>30</b>
<b>Total</b>			<b>67</b>	<b>60</b>

### **3.3 Equivalence of the Sample Subjects**

The researcher has equated the subjects on four variables. She has tried to match the two groups in the following variables.

- 1- the age of the subjects,
- 2- the subjects' level of achievement in English in previous year,
- 3- the level of fathers' education, and
- 4- the level of mothers' education.

### **3.3.1 The Age of the Subjects**

The T-test formula<sup>1</sup> has been used for the two independent samples in order to determine whether there are any significant differences between the two groups in age.

The mean scores of the experimental group is (17.333), and that of the control group is (17.233). The calculated T-value is (0.568) while the critical T-value is (2.000) under 58 degree of freedom at 0.05 level (See King,1969:Appendix D; Owens and Chohen,1983 :352).

The comparison has indicated that there are no significant differences between the two groups in age, as shown in table (3) and Appendix (A).

**Table 3**

**The Mean, Variance, Standard Deviation and T-value of the Subjects' Age**

<b>Group</b>	<b>Numbers of Subjects</b>	<b>Mean</b>	<b>Variance</b>	<b>Standard Deviation</b>	<b>T-value</b>
<b>Experimental</b>	<b>30</b>	<b>17.333</b>	<b>3.744</b>	<b>0.649</b>	<b>0.568</b>
<b>Control</b>	<b>30</b>	<b>17.233</b>	<b>4.149</b>	<b>0.715</b>	

### **3.3.2 The Subjects' Level of Achievement in English in the Previous Year**

The mean scores of the experimental group is (67.966) and that of control group is (67.066). The calculated T-value is (0.225), which indicates that there are no significant differences between the two groups in the level of achievement in English language, as shown in table (4) and Appendix (B).

**Table (4)**

**The Mean, Variance, Standard Deviation and T-value of the Subject Scores in English Language in the Fourth Grade.**

<b>Group</b>	<b>Numbers of Subjects</b>	<b>Mean</b>	<b>Variance</b>	<b>Standard Deviation</b>	<b>T-value</b>
<b>Experimental</b>	<b>30</b>	<b>67.966</b>	<b>21.200</b>	<b>14.409</b>	<b>0.229</b>
<b>Control</b>	<b>30</b>	<b>67.066</b>	<b>23.672</b>	<b>15.876</b>	

### **3.3.3 The Level of Parent's Education**

The T-test formula for the two independent samples has been used to determine whether there are significant differences between the two groups in the level of parents' education. Educational qualifications have been classified as follows:

**Number (1) is given to the person who can read and write.**

**Number (2) is given to the person who got a primary certificate.**

**Number (3) is given to the person who got an intermediate certificate.**

**Number (4) is given to the person who got a preparatory certificate.**

**Number (5) is given to the person who got a diploma certificate.**

**Number (6) is given to the person who got a BA certificate.**

#### **3.3.3.1 The Level of Fathers' Education**

The mean scores of the experimental group is (3.833), and the control group is (3.966). The calculated T-value is (0.28). The calculated T-value is (0.286), it is compared with the critical value which is (2.000). The comparison indicates no significant differences between the two groups in the level of fathers' education, as shown in table (5) and Appendix (C).

**Table (5)**

**The Mean, Variance, Standard Deviation and T-value  
for the Level of Fathers' Education**

<b>Group</b>	<b>Numbers of Subjects</b>	<b>Mean</b>	<b>Variance</b>	<b>Standard Deviation</b>	<b>T-value</b>
<b>Experimental</b>	<b>30</b>	<b>3.833</b>	<b>43.673</b>	<b>1.674</b>	<b>0.286</b>
<b>Control</b>	<b>30</b>	<b>3.966</b>	<b>48.804</b>	<b>1.923</b>	

### 3.3.3.2 The Level of Mothers' Education

Educational qualifications are treated in the same way as in the level of fathers' education. It has been found that there are no significant differences between the two groups by using T-test formula.

The calculated value is (0.296) while the critical T-value is (2.000) under 58 degree at 0.05 level of significance, as shown in table (6) and appendix (D).

**Table (6)**

**The Mean, Variance, Standard Deviation and T-value  
for the Level of Mothers' Education**

<b>Group</b>	<b>Numbers of Subjects</b>	<b>Mean</b>	<b>Variance</b>	<b>Standard Deviation</b>	<b>T-value</b>
<b>Experimental</b>	<b>30</b>	<b>2.866</b>	<b>58.860</b>	<b>1.687</b>	<b>0.229</b>
<b>Control</b>	<b>30</b>	<b>2.733</b>	<b>65.383</b>	<b>1.787</b>	

### 3.4 Instructional Material

The instructional material selected for this study includes oral practice in the five units of Book 7 (NECI); they are units 8,9,10,11 and 12. These units are selected according to their sequence in Book 7, which have not been studied yet. They are studied in ten weeks as shown in table (7)

**Table (7)**

**The Termly Plan for the Five Units Book (7)**

Dates		units
From	To	
Sat. Feb. 2 <sup>nd</sup>	Thurs. Feb. 14 <sup>th</sup>	8
Sat. Feb. 16 <sup>th</sup>	Thurs. Feb. 28 <sup>th</sup>	9
Sat. March. 2 <sup>nd</sup>	Thurs. March. 14 <sup>th</sup>	10
Sat. March. 16 <sup>th</sup>	Thurs. March.20 <sup>th</sup>	11
Sat. March. 30 <sup>th</sup>	Thurs. April. 11 <sup>th</sup>	12

The material of the oral practice is limited to:

- 1- Unit Eight – The Present Perfect Tense.
- 2- Unit Nine – The Present Perfect Continuous Tense.
- 3- Unite Ten – The Passive Voice:
  - a. Past Simple Tense.
  - b. Present Simple Tense.
- 4- Unit Eleven – The Past Continuous Tense.
- 5- Unit Twelve –
  - a. Possession.
  - b. The passive voice –
    - 1.Present Perfect Tense.
    2. Futurity.

Each oral practice exercise in book 7 is composed of three sections: structure notes, situations and drills. The structure notes offers a summary of the grammatical points being introduced. The situations contextualize the use of the grammatical points and offers material for such discussion.

The drills offer practice in the grammatical points being introduced (See Ministry of Education, 1988:4).

### 3.4 Instructions

The instructions of the two groups have started on 2-2-2002 and have lasted for ten weeks. The researcher herself has taught the two groups in order to control the teacher variable in the experiment.

The researcher has taught the control group by using the technique, which is recommended in the Teacher's Guide, while she has taught the experimental group with group work technique.

Oral practice should take the greater part of the class period, since it covers "*all the new words and all the grammar points which usually take the form of pattern exercises*" (Al-Hamash, 1984:122). Accordingly, the researcher has distributed the class time as follows:



**Table 8**  
**Distribution of the Class Time**

	<b>Activity</b>	<b>Number of Minutes Per Lesson</b>
<b>1</b>	<b>Reading comprehension</b>	<b>8</b>
<b>2</b>	<b>Dialogue</b>	<b>5</b>
<b>3</b>	<b>Oral practice</b>	
<b>A</b>	<b>Structure</b>	<b>5</b>
<b>B</b>	<b>Situations</b>	<b>5</b>
<b>C</b>	<b>Drills</b>	<b>5</b>
<b>D</b>	<b>Class Activities</b>	<b>5</b>
<b>4</b>	<b>Written work</b>	<b>5</b>
<b>5</b>	<b>Literary Reader</b>	<b>7</b>
	<b>Total</b>	<b>45</b>

### **1.5.1 The Control Group**

The control group practises the drills through the steps recommended in the Teacher's Guide. These steps are:

step one- The researcher says the model conversation, and she explains any vocabulary items or structures that are needed to be explained.

Step two- The students repeat the model conversation chorally or individually or both.

Step three- The researcher encourages the students to use their substitutions and responses, then she helps them

provide necessary clues to produce sentences similar to these in the drill.

### **1.5.1 The Experimental Group**

The Experimental Group practises the drills through group work technique. Since group work gives the students more opportunities to use the language by themselves, it creates a positive effective climate in the classroom and increases student's motivation.

The situations and procedures used for conducting the group work have been exposed to the jury. Some modifications have been taken into account on the basis of the recommendations of the jury members. See appendix (E).

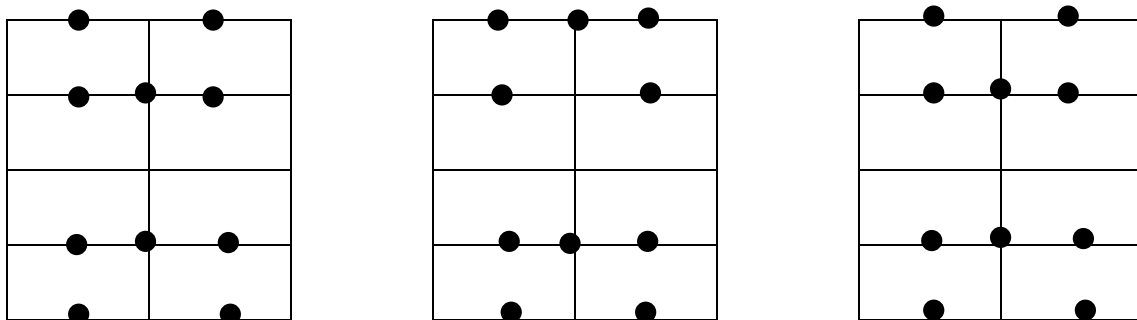
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The jury members, who are arranged alphabetically, include the following experts:

- 1- Professor Ayef Habeeb, M.A. College of Education- Ibn Rushd, University of Baghdad.
- 2- Assistant Prof. Abdulah Salman Abaas, ph.D. College of Education, University of Diala
- 3- Assistant Prof. Abdul Jabbar A. Darwash, Ph.D College of Teacher, University of Al-Mustansria.
- 4- Assistant Prof. Firas Awad, M.A. College of Education- Ibn Rushd, University of Baghdad.
- 5- Assistant Prof. Istiqlal Al-Marsumi, Ph.D College of Education, University of Al-Mustansria.
- 6- Assistant Prof. Lamia Abdul Hamid, M.A. College of Education- Ibn Rushd University of Baghdad.
- 7- Assistant Prof. Nahida Taha Majeed, Ph.D. College of Teacher, University of Al-Mustansria.
- 8- Dr. Duha Atalla, Ph.D. College of Teacher, University of Al-Mustansria.
- 9- Dr. Ilham N. Al-Khalidi, Ph.D. College of Education, University of Diala.
- 10- Instructor Salam Hamid, M.A. College of Education- Ibn Rushd University of Baghdad.

The researcher has divided the class into 6 groups, 5 students in each one, then she has appointed a group leader for each group (the total number of the experimental group is 30). The researcher calls the leaders of the group before the lesson to explain the structural notes concerning the exercise, then she gives the leader of each group a sheet of paper, which includes instructions and tells her to follow them.

Concerning seating arrangement, the researcher has seated the groups as shown in figure 1. She made two pupils in each group face the other three.



**Figure -1-**

### Seating Arrangement

While conducting the group work<sup>2</sup>, the researcher moves around the groups to help the students who have trouble with getting started, answering the questions. Moreover, the researcher moves from a one another to

group, taking notes about mistakes that are being made, but saying nothing unless asked a direct question.

The procedures followed in conducting the group work technique are:

**1- Introducing the topic of the discussion.**

The researcher explains the topic of the discussion and provides them with structural notes about the topic.

**2- Beginning the discussion.**

The leader gets the discussion started by asking other students questions that evoke responses from the group.

**3- Encouraging general participation.**

The leader should be positive that the member should not be embarrassed and can adequately perform what is requested of her .

**4- Keeping the discussion on the right track.**

The leader pretends that what has been said is not clear to her and she asks that the relationship of the comment to the topic of question be need clear.

**5- Make occasional Summaries.**

The leader should provide the opportunity for the members of the group, make deletions or additions where necessary.

**6- Remain in the background.**

The leader gives aid and directions only when other students cannot make it by themselves or to ask questions instead of answering them.

## **7- Concluding the discussion.**

It is just as important to end the discussion effectively as it is to get it off to a good start. The discussion should be concluded early enough to give a summary, make recommendations, if necessary, at the appointed time.

Two lesson plans are drawn by the researcher; one for teaching oral practice with group work technique and another for teaching oral practice by using the technique which is recommended in the Teacher's Guide (See Appendix E, F).

The experiment has lasted for ten weeks; it has been completed on the 11<sup>th</sup> April 2002.

### **1.6 Instrument of the Research**

To assess the degree of success of the instructional programmer, the instrument comprises two achievement tests: one is written and the other is oral.

#### **1.6.1 The Written Test**

To measure the student's ability to recognize and use the English structures that they have been taught, the researcher has constructed an objective achievement test. It consists of three questions. The first question consists of

eighteen items; it demands the testees to choose the suitable choice, while the second question consists of nine items; it demands the testees to correct the form of the verb. The third question consists of eight items; it demands the testees to change the sentences into passive voice.

### **1.6.1.1 Validity**

The most important quality to consider when selecting or constructing an evaluation instrument is validity. Schofield (1972:51) states that “a valid test measures what it claims to measure and nothing else”.

The purpose of validation in language testing is to ensure the defensibility and fairness of interpretations based on test performance (McNamara, 2000:48).

In language tests, validity depends on the linguistic content of the test and on the situation or technique used to test this content (Lado, 1961:330).

There are four types of validity: face validity, content validity, construct validity, and empirical validity, which are divided into predictive and concurrent validity (See Heaten, 1975: 153-155). Content validity and face validity have been used in conducting the experiment of this study. Mehrens and Lehmona (1973:135) state that the most important kinds of validity in relation to the construction of an achievement test are content and face validity.

**Content validity is concerned with the relationship between test or examination content and detailed curricular aims (Davies, 1968:32).**

**Face validity is the way the test looks to the examination, test administrators, educators and the like (Harris, 1969:19).**

**In order to ensure content and face validity of the written test, the researcher has exposed the items of the test to the jury members. Recommendations and modifications of the jury members are considered in the refined version of the written test. (See Appendix G).**

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**The jury members are:**

- 1. Professor Ayef Habeeb, M.A. College of Education- Ibn Rushd, University of Baghdad.**
- 2. Assistant Prof. Abdulah Salman Abaas, ph.D. College of Education, University of Diala**
- 3. Assistant Prof. Abdul Jabbar A. Darwash, Ph.D College of Teacher, University of Al-Mustansria.**
- 4. Assistant Prof. Firas Awad, M.A. College of Education- Ibn Rushd, University of Baghdad.**
- 5. Assistant Prof. Istiqlal Al-Marsumi, Ph.D College of Education, University of Al-Mustansria.**
- 6. Assistant Prof. Lamia Abdul Hamid, M.A. College of Education- Ibn Rushd University of Baghdad.**
- 7. Assistant Prof. Nahida Taha Majeed, Ph.D. College of Teacher, University of Al-Mustansria.**
- 8. Dr. Duha Atalla, Ph.D. College of Teacher, University of Al-Mustansria.**
- 9. Dr. Ilham N. Al-Khalidi, Ph.D. College of Education, University of Diala.**
- 10. Instructor Salam Hamid, M.A. College of Education- Ibn Rushd University of Baghdad.**

### **3.6.1.2 Pilot Administration**

**The aims of conducting the pilot study are: to estimate time required for the examinees to answer the test, to check the test instructions, to analyze the test items, to determine the difficulty level and the discrimination level of the items.**

**The test has been given to thirty students similar to the subjects of this study selected randomly from Al-Hawraa Preparatory School for Girls.**

**It has been found that all students were able to answer the test without difficulty, and the instructions were clear enough. The timing of test could be ranged between 40-60 minutes.**

### **3.6.1.3 Item Analysis**

**After scoring the papers, the researcher has arranged them in order from the highest to the lowest. She has separated two subgroups of test papers; an upper group consisting of 27 percent of the total group and a lower group including also 27 percent of papers from those who received the lowest scores.**

**This percentage is considered the best proportion for use in item analysis, Ebel (1972: 409) states that “it is**



convenient and statistically defensible to consider as “good” students those whose scores place them in the upper 27 percent of the total group and to consider as “poor” students those whose scores place them in the lower 27 percent of total group”.

For each test item, the researcher has counted the number of papers of the upper group and the lower groups. She has recorded these response counts opposite the response they refer to on a copy of the test.

The formula of item difficulty level<sup>3</sup> has been applied in order to determine the difficulty level of the items. It has been found that the difficulty level ranges between (0.29) and (0.72) percent and the mean scores is (0.52) (See table 9), which is considered as a suitable difficulty level. Bloom et al. (1981:95) state that “A good spread of results can be obtained if the average difficulty of the items is around 50 to 60 percent and items vary in difficulty from 20 to 80 percent”.

The formula of the item discrimination level<sup>4</sup> was applied in order to estimate the discrimination level of the items. It has been found that the discrimination level ranges between (0.35) and (0.75) percent and the mean scores is (0.47) (See table 9, which is considered a satisfactory discrimination level.

Ebel (1972: 399) states that “Good classroom test items have indicated discrimination of (0.30) or more”.

**Table 9**

**Items Difficulty and Items Discrimination Level of  
the Written Test**

<b>Questions</b>	<b>Items</b>	<b>Item Difficulty</b>	<b>Item Discrimination</b>
<b>Question Number 1</b>	<b>1</b>	<b>0.66</b>	<b>0.55</b>
	<b>2</b>	<b>0.42</b>	<b>0.75</b>
	<b>3</b>	<b>0.29</b>	<b>0.40</b>
	<b>4</b>	<b>0.24</b>	<b>0.37</b>
	<b>5</b>	<b>0.46</b>	<b>0.40</b>
	<b>6</b>	<b>0.57</b>	<b>0.37</b>
	<b>7</b>	<b>0.46</b>	<b>0.35</b>
	<b>8</b>	<b>0.55</b>	<b>0.33</b>
	<b>9</b>	<b>0.62</b>	<b>0.40</b>
	<b>10</b>	<b>0.50</b>	<b>0.44</b>
	<b>11</b>	<b>0.35</b>	<b>0.48</b>
	<b>12</b>	<b>0.46</b>	<b>0.51</b>
	<b>13</b>	<b>0.48</b>	<b>0.55</b>
	<b>14</b>	<b>0.57</b>	<b>0.37</b>

<b>Questions</b>	<b>Items</b>	<b>Item Difficulty</b>	<b>Item Discrimination</b>
	<b>15</b>	<b>0.44</b>	<b>0.51</b>
	<b>16</b>	<b>0.72</b>	<b>0.40</b>
	<b>17</b>	<b>0.50</b>	<b>0.59</b>
	<b>18</b>	<b>0.61</b>	<b>0.40</b>
<b>Question Number 2</b>	<b>19</b>	<b>0.48</b>	<b>0.55</b>
	<b>20</b>	<b>0.68</b>	<b>0.37</b>
	<b>21</b>	<b>0.42</b>	<b>0.51</b>
	<b>22</b>	<b>0.66</b>	<b>0.59</b>
	<b>23</b>	<b>0.70</b>	<b>0.44</b>
	<b>24</b>	<b>0.48</b>	<b>0.70</b>
	<b>25</b>	<b>0.57</b>	<b>0.55</b>
	<b>26</b>	<b>0.74</b>	<b>0.59</b>
	<b>27</b>	<b>0.55</b>	<b>0.40</b>
<b>Question Number 3</b>	<b>28</b>	<b>0.35</b>	<b>0.38</b>
	<b>29</b>	<b>0.68</b>	<b>0.70</b>
	<b>30</b>	<b>0.51</b>	<b>0.40</b>
	<b>31</b>	<b>0.62</b>	<b>0.44</b>
	<b>32</b>	<b>0.51</b>	<b>0.38</b>
	<b>33</b>	<b>0.42</b>	<b>0.70</b>
	<b>34</b>	<b>0.66</b>	<b>0.40</b>
	<b>35</b>	<b>0.57</b>	<b>0.44</b>

## 3.6.1.4

## Reliability

The most important characteristic of evaluating results after the validity is reliability. Reliability has to do with stability of scores for the same individuals. If the scores of students are stable, the test is reliable; if the scores tend to fluctuate for no apparent reason, the test is unreliable. (See Lado, 1961: 330).

There are four methods to estimate the reliability of the test: *Split half method*, *Kuder-Richardson method*, *Equivalent forms method* and *the Test-retest method*. The method used in the present study is the '*test-retest method*' which refers to the stability of the subjects' scores when the same test is administered to them with a specified time interval between the two administrations (See Fox, 1969: 353-354).

The test has been administered to thirty students from Al-Hawraa Preparatory School for Girls. They have been selected to apply the test for estimating its reliability.

The test is repeated to the same students after ten days (Adams, 1980: 63-89). *Pearson formula*<sup>5</sup> has been used to find out the correlation coefficient; the results have indicated that the correlation coefficient of reliability was (0.978); and this is considered a high stable correlation (Valette, 1967: 34). See Appendix (I).

### 3.6.1.5 Final Administration

The researcher has applied the written test with the help of two teachers of English in the school on the 13<sup>th</sup> of April, 2002. 60 students have been tested at Al-Khalis Preparatory School for Girls, and at the same time. The researcher has distributed the test papers and explained the instructions of the test to the students in both groups. The time allowed to answer the test was sixty minutes.

The researcher has corrected the responses of the students of the both groups (See Appendix N), which presents the students' scores in the written test.

#### **3.6.1.6 Scoring Scheme**

The test consists of 35 items, 18 items in the first question, while 9 items in the second question and eight items in the third question. Every item is marked as either correct or incorrect.

Each item marked correct was given two marks, while the item marked incorrect was given zero. The items of the test were scored out of 70<sup>6</sup>; the highest mark is 70 while the lowest mark is zero.

#### **3.6.2 Oral Test**

Spoken language production, i.e. learning to use a foreign language is often considered one of the most important skills. In order to determine how far the oral

proficiency of the subjects has improved, the researcher has constructed an oral production test; it is required that students know and be able to answer the questions correctly. It also permits free response by the students.

The major advantage of the oral test is that it permits detailed probing by the examiner and hence may be very useful in diagnostic sense (Mehrens and Lehman, 1973: 239).

The structured interview technique has been used in conducting the oral test by using a series of questions. The examiner prepares a list of questions based on the oral practice exercises that the testees have covered; the examiner makes use of the objects available in the classroom (See Al-Hamash et al., 1977:44). The questions are meant to elicit the structures that they have covered in the five units. (See Appendix H).

### **3.6.2.1 Scoring Procedure**

The researcher has adopted the typical scale; and she has modified the arrangement of the qualities and the values of ratings to make the scale more suitable for the nature of the present study.

The students' responses are evaluated in terms of grammar, vocabulary, fluency, comprehension and pronunciation by using a scale suggested by Harris (1969:84). The researcher has added a new component, i.e.,

*the ability to respond* to the scoring rating scale. The student who could not respond to (5) questions or more she got (1) on her ability to respond. (See figure 2).

**Figure (2)**

**The Scale of assessing Oral Skills of the Subjects**

<b>Components</b>	<b>Mark</b>	<b>Qualities</b>
<b>1-Grammar</b>	<b>5</b>	<b>She makes no grammatical errors.</b>
	<b>4</b>	<b>She makes one grammatical error, which does not, however, obscure meaning.</b>
	<b>3</b>	<b>She makes frequent grammatical errors which occasionally obscure meaning.</b>
	<b>2</b>	<b>She makes grammatical errors, which make comprehension difficult.</b>
	<b>1</b>	<b>She makes grammatical errors, which are so severe as to make speech unintelligible.</b>
<b>2- Vocabulary</b>	<b>5</b>	<b>She makes her speech fluent and effortless.</b>
	<b>4</b>	<b>She sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</b>

Components	Mark	Qualities
	3	She frequently uses wrong words; her conversation is somewhat limited because of inadequate vocabulary.
	2	If her misuse of words and very limited vocabulary make comprehension difficult.
	1	If she makes vocabulary limitations so extreme as to make conversation virtually impossible.
<b>3- Fluency</b>	5	She makes her speech fluent and effortless.
	4	She makes the speed of her speech seems to be slightly affected by language problems.
	3	She makes her speed and fluency are rather strongly affected by language problems.
	2	She is usually hesitant and sometimes forced into silence by language limitations.



<b>Components</b>	<b>Mark</b>	<b>Qualities</b>
	<b>1</b>	<b>She makes her speech so halting and fragmentary as to make conversation virtually impossible.</b>
<b>4-Comprehension</b>	<b>5</b>	<b>She understands everything without difficulty</b>
	<b>4</b>	<b>She understands nearly everything at normal speed, although occasional repetition may be necessary.</b>
	<b>3</b>	<b>She understands most of what is said at slower than normal speed with repetitions.</b>
	<b>2</b>	<b>If she has great difficulty following what is said.</b>
	<b>1</b>	<b>If she cannot understand simple conversational English.</b>
<b>5- Pronunciation</b>	<b>5</b>	<b>Her pronunciation is satisfactory.</b>
	<b>4</b>	<b>Pronunciation problems necessitate concentrated listening.</b>
	<b>3</b>	<b>She occasionally leads to misunderstanding.</b>
	<b>2</b>	<b>She is very hard to understand</b>

<b>Components</b>	<b>Mark</b>	<b>Qualities</b>
		because of pronunciation problems.
	<b>1</b>	<b>She is frequently asked to repeat.</b>
<b>6- Ability to respond</b>	<b>5</b>	<b>She makes all the necessary responses.</b>
	<b>4</b>	<b>She fails to respond in one case.</b>
	<b>3</b>	<b>She fails to respond in two cases.</b>
	<b>2</b>	<b>She fails to make the proper response in three instances.</b>
	<b>1</b>	<b>She rarely makes the expected response.</b>

The student's responses are evaluated from scoring the students' total answer, not on each item. Every component has been given five marks and since the scale consists of six elements, so the items of the test are scored out of 30; the highest mark is 30 while the lowest mark is 6.

### 3.6.2.2

### Validity

The oral test has been designed to measure the student's ability to comprehend what is said by the examiner and to respond, using appropriate structures. Marks have been allotted to correct choice of vocabulary, fluency, and accurate pronunciation.

In order to ascertain face and content validity of the oral test, the test has been exposed to the same jury members mentioned earlier. Recommendations and modifications of the jury members are considered in the refined version of the test.

#### **3.6.2.3 Pilot Administration**

The aims of administration of the oral test are: to check the appropriateness of the items, to discover the weaknesses in the oral test and to try out the test directions.

The oral test has been given to a sample of thirty students selected randomly from Al-Hawraa Preparatory School for Girls.

After the pilot administration of the oral test, the findings have found that the items are appropriate to the oral test, and the directions were clear enough so that all the students were able to answer the items of the test.

#### **3.6.2.4 Final Administration**

The researcher has applied the oral test on the 15<sup>th</sup>, 16<sup>th</sup> of April 2002 with the assistance of two teachers of English

in the school to evaluate the student's achievement according to the criterion of scoring in order to achieve an objective and reliable assessment.

The researcher has interviewed the control group on the 15<sup>th</sup> of April 2002, which the experimental group was tested on the 16<sup>th</sup> of April 2002. Before administration the test, the researcher has explained to the students how they answer it. She has allotted ten minutes to each interview; the researcher has conducted the test while the two scorers score independently.

After the student had finished the interview, the researcher allotted the scores according to the students' total responses on the test. (See Appendix O) which presents the students' scores in the oral test.

### **3.6.2.5 Reliability**

In order to have objectivity and reliability of the oral test, the researcher has asked two scorers (two teachers of English in the school) to evaluate the students' response in addition to the researcher.

Harris (1969: 91) states that at least two scorers should be used if satisfactory scorer reliability is to be obtained.

The oral test was considered reliable if three scorers have taken part, then the students' scorers were averaged of three ratings that have been given to the student. The

researcher has obtained each students final score by getting the average, (See Appendix J).

### **3.6.2.6 Scorers Reliability**

Scorers' reliability was measured by estimating the correlation coefficient of the three scorers' final scores.

Lado (1961: 331) states that "it is more meaningful in production tests to know not only the reliability of the test itself, but also the reliability of the scorers".

The researcher has measured the coefficient of reliability by estimating the correlation between the sets of the scores given by:

- 1- The first scorer (the researcher) and the second scorer.
- 2- The first scorer and third scorer.
- 3- The second scorer and third scorer.

Of the same responses by the same students, the researcher has chosen randomly 20 scores to estimate the scorers reliability.<sup>7</sup>

Pearson correlation formula has been applied to compute the correlation coefficient between the scorers. It has been found that the correlation between the first scorer and the second scorer was (0.952); the correlation between the first scorer and the third scorer was (0.8770 and the correlation between the second scorer and the third scorer was (0.942), (See appendices K, L, M).

The correlation coefficient of the scores reliability has been estimated by computing the average of the three correlation coefficient. The results have indicated that the correlation coefficient of the scores was (0.923), which was considered a high correlation.

### **3.7 Statistical Tools**

The following statistical means are used in this study:

- 1- The T-test formula is used to determine the significant difference between the experimental and control groups in certain variables.
- 2- The variance formula is used to estimate the variance in certain variables of the experimental and control group.
- 3- Item difficulty formula is used to determine the difficulty level of the items of the written test.
- 4- Item discrimination power is used to estimate the discrimination level of the items of the written test.
- 5- Pearson formula for correlation is used to find the reliability of the written test and reliability of the scorers.

**Notes:**

$$1 - t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2(n_1 - 1) + S_2^2(n_2 - 1)}{n_1 + n_2 - 2\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

(See Hinkle et al., 1979:198-209)

**$X_1$  = The mean of the experimental group.**

**$X_2$  = the mean of the control group.**

**$n_1$  = the number of experimental group.**

**$n_2$  = the number of control group.**

**$S_1^2$  = variance of experimental group.**

**$S_2^2$  = variance of control group.**

**The variance has been estimated by applying this formula**

$$S^2 = \frac{n \sum x^2 - (\sum x)^2}{n(n-1)}$$

(See Marascuilo, 1971:316)

**2- In the first week of the experiment, the researcher has faced some difficulty in presenting group work. After that, the students have become familiar with this kind of work**

and found it more interesting and enjoyable, since it provides them more opportunities to use the language by themselves.

**3-The formula of item difficulty is:**

$$\text{Difficulty Level} = \frac{\text{High Correct} + \text{Low Correct}}{\text{Total Number in Sample}}$$

(See Madsen, 1983:181).

**4- The formula of item discrimination is :**

$$D = \frac{\text{Correct U} - \text{Correct L}}{N}$$

**D= Discrimination Index.**

**N= Number of Candidates in One Group.**

**U= Upper Half.**

**L= Lower Half.**

(See Heaten, 1975:174)

**5-Pearson correlation formula is:**

$$r = \frac{N \sum xy - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

(See Ebel, 1972:297)



- 6- Al-Hamash (1978:121) states that oral tests should be given 30% of the final mark, while written tests should be given 70% of that mark.**
- 7- The scores which have been chosen randomly are those which hold these numbers:  
[1,6,11,13,18,21,25,27,29,30,31,35,37,39,43,47,50,53,55,58]**

## **CHAPTER FOUR**

### **Analysis of Results**

#### **4.0 Introductory Note**

The results of the written and oral tests have been analyzed, in order to determine whether there is any significant difference between the two mean scores of the two groups (the experimental and control) in the total scores of the achievement tests.

#### **4.1 Presentation of the Results**

##### **4.1.1 Comparison of the Experimental and Control Groups in the Written Test**

The researcher has compared the mean scores of the two groups; the mean of the experimental group is (52:400), while the mean of the control group is (43.366). The researcher has used T-test formula for the two independent samples; the T-value is (2.463); it is compared with the tabulated value, which is (2.000). This indicates that there is a significant difference at level (0.05) and a degree of freedom (58) between the two groups; and indicates that the experimental group is better than the control group. Accordingly, the first hypothesis, which indicates that there is no significant difference between the experimental and controls groups in the written test scores is rejected. (See table (10) and Appendix N).

**Table (10)**

**The Mean, Variance, Standard Deviation and  
T-value of the Scores of the Written Test**

<b>Group</b>	<b>Number of Subject</b>	<b>Mean</b>	<b>Variance</b>	<b>Standard Deviation</b>	<b>T-value</b>
<b>Experimental</b>	<b>30</b>	<b>57.400</b>	<b>22.577</b>	<b>12.076</b>	<b>2.436</b>
<b>Control</b>	<b>30</b>	<b>43.366</b>	<b>36.196</b>	<b>16.457</b>	

#### **4.1.2 Comparison of the Experimental and Control Group in the Oral Test**

The mean scores of the two groups have been compared; the mean of the experimental group is (22.400), while the mean scores of the control group is (19.666). The T-formula for independent samples is used; the T-value is (2.214) at (0.05) level and a degree of freedom (58); it is compared with the critical value, which is (2.000). This indicates that experimental group is better than the control group, so the second hypothesis is also rejected. (See table (11) and Appendix P).

**Table (11)**

**The Mean, Variance, Standard Deviation and  
T-value of the Scores of the Oral Test**

<b>Group</b>	<b>Number of Subject</b>	<b>Mean</b>	<b>Variance</b>	<b>Standard Deviation</b>	<b>T-value</b>
<b>Experimental</b>	<b>30</b>	<b>22.400</b>	<b>19.600</b>	<b>4.279</b>	<b>2.124</b>
<b>Control</b>	<b>30</b>	<b>19.666</b>	<b>28.745</b>	<b>5.528</b>	

### 4.1.3 Comparison of the Experimental and Control Groups in the Total Achievement of the Two Tests

The mean scores of the two groups have been compared; the mean of the experimental group is (74.800), and the mean score of control group is (63.033). The T-value is found (2.329); it is compared with the T-critical value, which is found to be (2.000) at level (0.05) and a degree of freedom (58). This indicates that there is a significant difference in the total achievement of the two tests between the experimental and control groups, and indicates that the experimental group is better than control group, so the third hypothesis is rejected as well. (See table (12) and Appendix P).

**Table 12**

**The Mean, Variance, Standard Deviation and T-value of the Scores in the Total Achievement of the Tests**

<b>Group</b>	<b>Number of Subject</b>	<b>Mean</b>	<b>Variance</b>	<b>Standard Deviation</b>	<b>T-value</b>
<b>Experimental</b>	<b>30</b>	<b>74.800</b>	<b>21.088</b>	<b>8.179</b>	<b>2.335</b>
<b>Control</b>	<b>30</b>	<b>63.033</b>	<b>32.473</b>	<b>10.992</b>	

## **4.2 Discussion of the Results**

**The statistical analysis of the results indicates that the achievement of the students in the experimental group is significantly higher in average than that of the student in the control group in the total scores of the two tests, i.e. the written and oral tests). It can be concluded that this experiment has turned out to demonstrate significantly more learning effects of the group work technique. This can be interpreted to mean that the group work technique is more favorable to learning than the traditional drills, which are recommended in the Teacher's Guide.**

**From the researcher's point of view, the results of the present study may be due to the following reasons:**

- 1- In the group work technique, the activities offer an opportunity for students to make a personal use of language items that has been presented to them without the direct control of the teacher.**
- 2- The variation of the materials taught in this study.**
- 3- The students find the group work technique enjoyable.**
- 4- Group work technique encourages the students to participate in language use.**

**The results of the present study are in agreement with the five studies mentioned in chapter two, i.e. (Prapphal: 1989), (Al-Bakri: 1994), (Mahmood: 1994), (Jong-Shing: 1995) and (Al-**

**Douri: 2000). Different aspects can be highlighted in this regard:**

- 1) It is in agreement with the study conducted by Prapphal(1989),which indicates that cooperative learning is a promising humanistic approach which increases student participation in EFL classes in the Thai context. It appears to facilitate the learning process both cognitively and effectively.**

**The results of this study are also in agreement with Al-Bakri (1994), which indicates that the achievement of the experimental group (which is taught oral practice exercises with the communicative activities) is significantly higher than that of the control group (which is taught according to the Audio-Lingual Method) in the total scores of both written and oral tests.**

**It is also in agreement with Mahmood (1994),which reveals the superiority of games over the traditional method in teaching oral practice. The achievement of subjects in the experimental group is significantly higher in average than the subjects in the control group in total scores of the oral and written tests.**

**The present study is also in agreement with Jong-Shing (1995),which demonstrates that students in the classroom have much more willingness and less anxiety about using English in the groups than in the whole class. Thus, group work appears to be an appropriate instructional strategy to promote practice in English.**

The results of the present study is in agreement with Al-Douri (2000), which indicates that the achievement of pupils in the experimental group (which is taught dialogue with a new technique i.e. “picture strip story”) is significantly higher in average than the achievement of pupils in the control group (which is taught dialogue by using traditional techniques) in the total scores of the post-test.

- 2) The results of this study are incompatible with Nasser’s (1996), which indicates that there is no significant difference between the achievement of the two groups which have been taught by the structural approach and the communicative approach; they have been equally effective in teaching English.
- 3) The results of this study are in partial disagreement with two of the previous studies.

It is in partial disagreement with the study conducted by the (National Steering Committee, 1969), which reveals that the main advantage stressed by all teachers was the resulting increase in participation by students in their own learning.

Students have been encouraged to take part in preparing material in the school, and group work also has alleviated to a limited extent the problems of the two extremes in the mixed class.

The results of this study are also in partial disagreement with Kouros's (1995), which shows that the students who work in cooperative classroom learn more, enjoy the content better and have more positive feelings towards their classmates. The research results have found that there are many problems associated with this type of learning which they are not always addressed in the literature.



## **CHAPTER FIVE**

### **Conclusions, Recommendations and Suggestions**

#### **5.1 Conclusions**

**The thesis has investigated some aspects of group work technique in EFL students' oral practice. Analysis of the results has identified and confirmed the existence of the various organizational deficiencies in teaching oral practice.**

**Using the traditional techniques in teaching a foreign language, students have displayed considerable weakness. This constitutes a major factor in reducing effectiveness. The teaching methodology is incompetent, i.e. inefficient classroom methodology. The main problem faced by the learners is the inability to express ideas properly due to lack of proficiency in language. In the last decades, substantial progress has taken place in methods of teaching oral practice. More communicative oral tasks have been found to improve the quality of this activity in the light of modern trends of teaching English as a foreign language. That offers more realistic assignments and introduces better motivation. Besides that, learners develop awareness and confidence in their own ability and learning strategies. Group work technique helps the learners increase communicative skills, encourage participation, change the attitudes towards**

language learning and above all provided them a realistic opportunity to work with others in the classroom.

The use of the group work technique in the classroom gives the students a chance to use the foreign language for themselves without the direct control of the teacher and creates an atmosphere of enjoyment and interest, which are the most important elements in teaching a foreign language.

The results of the present study lead to the conclusion that teaching oral practice by using Group Work technique is more effective than teaching oral practice without using this technique.

The findings of this study imply that this technique allows for physical activity to break up the routine of sitting in the place throughout the whole class period. Another advantage is that students can learn from each other and can get more practice with the foreign language through working in a small group. Furthermore, the results highlight that providing students with interesting activities and involving them in situations when they have to communicate in the foreign language can result in more active learning.

Accordingly, group work improves student learning in the following aspects:

1. Give opportunities to ask questions,
2. Give opportunities for input and feedback, and
3. Provide more contact with student's accessibility.

**Group work is a great technique to motivate students toward a more active approach to learning. Specific job duties help students define their individual roles in the group process.**

**Organizing students into groups has many advantages:**

- 1. It allows a break from the regular routine such as lectures, timed writing and exams,**
- 2. It encourages critical thinking skills,**
- 3. It allows students to pool their resources and learn from each other,**
- 4. Students can try out new ideas in a small group, which is less formal and threatening in structure than a whole classroom of students, and**
- 5. It trains students to use the foreign language independently of the teacher.**

**Above all, using group work technique in language teaching gives the opportunity for practice and allows learners to fully use the language that they have learned, participating in the communicative process throughout the group work. Group work technique is one of the tasks aimed at creating a situation for the learners to actively interact in the language, thereby making the language learning more meaningful. At the same time, the learners are introduced to different learning styles, i.e. listening, remembering, discussing, and presenting.**

Language teaching can be an interesting challenge when teachers make the effort to explore a variety of approaches, methods and techniques. Group work is just one of the many techniques available for exploitation. With some attention given to the needs of the learners, both the teacher and the learners can play active roles in the classroom, making language classes livelier, challenging and above all rewarding. It is crucial for teachers to think and plan what should be done to stimulate and facilitate the use of spoken English for academic purposes effectively when making oral presentation, participating in discussion and in a variety of other classroom situations.

## **5.2 Recommendations**

On the basis of the findings conclusions, the study recommends the following pedagogical implications:

- 1- In-service training in the use of group work technique should be given to the EFL teachers.**
- 2- Teachers should be encouraged to use this technique in teaching English.**
- 3- Emphasis should be placed on using group work in the textbook of English (NECI) and in the teacher's Guide.**
- 4- Apart from group work technique, the teacher should use different and new techniques in teaching oral practice and all other activities.**

- 5- **Enjoyable language materials, activities and techniques in which students have the opportunities to produce the foreign language should be used by the teachers of English mostly for interest and often to break the routine of working the English course activities.**

### **5.3 Suggestions for Further Studies**

**For further studies, the researcher suggests the following topics to be under investigation:**

- 1- **A study on the effectiveness of using group work technique in teaching EFL, on other activities, i.e., Reading comprehension, Dialogue, Pronunciation, etc.**
- 2- **A study of the effectiveness of using Group Work technique in the other grades of teaching English in Iraq, i.e., at the primary stage, intermediate stage and college level.**
- 3- **A study can be conducted in schools for boys to show whether the results support the results of present study or not.**
- 4- **A study on the effectiveness of using the new techniques in teaching EFL, such as, teamwork, role-play, etc.**

- 5- A study on the role of using Group Work technique in teaching EFL from the point of view of supervisor, teachers and students.**

**Appendix -A-**  
**The Subjects' Age in Years**

<b>Experimental Group</b>				<b>Control Group</b>			
<b>No.</b>	<b>Scores</b>	<b>No.</b>	<b>Scores</b>	<b>No.</b>	<b>Scores</b>	<b>No.</b>	<b>Scores</b>
1	18	16	17	1	16	16	17
2	17	17	17	2	17	17	17
3	17	18	18	3	19	18	17
4	19	19	17	4	18	19	17
5	17	20	17	5	17	20	18
6	17	21	17	6	18	21	18
7	17	22	18	7	19	22	17
8	17	23	17	8	17	23	17
9	17	24	17	9	17	24	17
10	18	25	17	10	17	25	17
11	19	26	17	11	17	26	17
12	17	27	18	12	18	27	17
13	18	28	17	13	17	28	16
14	17	29	17	14	18	29	16
15	16	30	18	15	17	30	17

$$\bar{X}_1 = 17.333$$

$$\sum X_1 = 520$$

$$S_1 = 0.649$$

$$S_1^2 = 0.421$$

$$t = \frac{17.333 - 17.233}{\sqrt{\frac{0.421(30-1) + 0.511(30-1)}{30 + 30 - 2\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = 0.568$$

$$\bar{X}_2 = 17.233$$

$$\sum X_2 = 517$$

$$S_2 = 0.715$$

$$S_2^2 = 0.511$$

**Appendix -B-**  
**The Subjects' Level of Achievement in English in the Fourth Grade**

Experimental Group				Control Group			
No.	Scores	No.	Scores	No.	Scores	No.	Scores
1	66	16	84	1	50	16	50
2	72	17	81	2	96	17	79
3	55	18	54	3	63	18	74
4	51	19	80	4	88	19	85
5	72	20	84	5	64	20	35
6	51	21	60	6	50	21	50
7	82	22	89	7	51	22	67
8	70	23	66	8	83	23	95
9	70	24	92	9	91	24	80
10	74	25	50	10	50	25	86
11	58	26	78	11	60	26	100
12	50	27	50	12	66	27	81
13	60	28	51	13	66	28	60
14	89	29	94	14	52	29	65
15	55	30	51	15	50	30	65

$$\bar{X}_1 = 67.966$$

$$\sum X_1 = 2039$$

$$S_1 = 14.409$$

$$S_1^2 = 207.619$$

$$t = \frac{67.966 - 67.066}{\sqrt{\frac{207.619(30-1) + 252.047(30-1)}{30 + 30 - 2\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = 0.229$$

$$\bar{X}_2 = 67.066$$

$$\sum X_2 = 2012$$

$$S_2 = 15.876$$

$$S_2^2 = 252.047$$



**Appendix –C-**  
**The Level of Fathers' Education**

Experimental Group				Control Group			
No.	Scores	No.	Scores	No.	Scores	No.	Scores
1	3	16	6	1	3	16	3
2	6	17	4	2	6	17	5
3	5	18	2	3	4	18	2
4	2	19	1	4	6	19	6
5	4	20	5	5	3	20	3
6	4	21	3	6	2	21	3
7	6	22	6	7	2	22	3
8	6	23	2	8	6	23	6
9	6	24	1	9	2	24	6
10	3	25	2	10	3	25	5
11	5	26	2	11	3	26	3
12	2	27	3	12	1	27	3
13	5	28	6	13	6	28	6
14	6	29	3	14	3	29	2
15	3	30	3	15	3	30	6

$$\bar{X}_1 = 3.833$$

$$\sum X_1 = 115$$

$$S_1 = 1.674$$

$$S_1^2 = 2.802$$

$$\bar{X}_2 = 3.966$$

$$\sum X_2 = 119$$

$$S_2 = 1.923$$

$$S_2^2 = 3.979$$

$$t = \frac{3.833 - 3.966}{\sqrt{\frac{2.802(30-1) + 3.979(30-1)}{30 + 30 - 2\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = -0.286$$

**Appendix -D-**  
**The Level of Mothers' Education**

<b>Experimental Group</b>				<b>Control Group</b>			
<b>No.</b>	<b>Scores</b>	<b>No.</b>	<b>Scores</b>	<b>No.</b>	<b>Scores</b>	<b>No.</b>	<b>Scores</b>
1	3	16	6	1	2	16	1
2	6	17	4	2	6	17	3
3	5	18	2	3	5	18	1
4	2	19	1	4	5	19	5
5	4	20	5	5	2	20	1
6	4	21	3	6	1	21	1
7	6	22	6	7	1	22	1
8	6	23	2	8	5	23	6
9	6	24	1	9	1	24	5
10	3	25	2	10	2	25	5
11	5	26	2	11	1	26	1
12	2	27	3	12	1	27	2
13	5	28	6	13	2	28	4
14	6	29	3	14	3	29	4
15	3	30	3	15	4	30	1

$$\bar{X}_1 = 2.866$$

$$\sum X_1 = 86$$

$$S_1 = 1.687$$

$$S_1^2 = 2.845$$

$$\bar{X}_2 = 2.733$$

$$\sum X_2 = 82$$

$$S_2 = 1.787$$

$$S_2^2 = 3.193$$

$$t = \frac{2.866 - 2.732}{\sqrt{\frac{2.845(30 - 1) + 3.193(30 - 1)}{30 + 30 - 2\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = 0.296$$

## **Appendix (E)**

### **A Lesson Plan for Teaching Oral Practice to the Experimental Group**

**Class: Fifth Preparatory Grade.**

**Unit: Eight/ Oral Practice No. 8-7.**

**Subject: The Present Perfect Tense.**

**1) Objectives:**

**A-General Objectives:**

- 1. Teaching the students when and how to use the present perfect tense correctly.**
- 2. Teaching the form of the present perfect tense.**

**B-Behavioral objectives:**

- 1. The students should recognize the structure and functions of verbs in the present perfect tense.**

**have } + past participle of the verb.  
has }**

- 2. The students should be able to use this tense in positive, negative and interrogative sentences correctly.**
- 3. The students should be able to recognize the present perfect tense among other tenses accurately.**
- 4. The students should be able to recognize the adverbs of the time used with this tense correctly.**

## 2) Techniques:

### A-Preparation:

1. The teacher divides the class into six groups; in each group five students, and appoints a leader for it.
2. The teacher calls the group leader before the lesson and explains the structural notes concerning the drills.
3. The teacher gives the leader a sheet of paper including instructions and tells him to follow them.

### B-Presentation:

The teacher writes these sentences on the blackboard, then she explains the idea that verbs at present perfect tense are used as in the following examples:

- I have seen this film.
- She has typed the letters.

1- The verb is formed as follows:

have }  
has } + past participle of the verb

2-The present perfect tense is used to describe an action which is now completed and its effect is still existing, for examples:

- I have typed the letters. (They are now on the table ready to be posted).
- She has broken her leg. (It's still broken).

- 3- Notice that the adverbs (*just, already, recently, lately, since, for and yet or often*), but not (*always*) are used with the present perfect tense.

Examples:

- I have just bought a newspaper.
- He has already finished his homework.
- He has not come home yet.

The position of the adverbs (*just and already*) are between (has/have) and the past participle of the verb, but the position of the adverb 'yet' is in the end of the sentence and with the negative form.

- 4- The teacher explains some examples on the negative and interrogative form of the present perfect tense.

Examples:

a)- I have applied for a driving- license.

- Oh, have you? I haven't applied yet.

b) - I have given the application to the officer there.

- Oh, have you? I haven't given it yet

- 5- The teacher explains that the present perfect tense can express a future action, for example:

a)- I'm going to visit Mr. Brown next week.

-Have you ever visited him before?

b)-Samir hasn't paid the bills yet.

-Give me the receipts, Samir?

-I'm sorry, I can't; I haven't paid the bills.

### **C-Production:**

#### **1.Situations:**

##### **A-Situation No.1**

In teaching this situation as well as other situations, the teacher has followed the following steps:

- 1) The teacher tells the students to look at the picture provided for this situation in the textbook.
- 2) The teacher gives an oral presentation of the situation; the students only listen; *“In this picture we see a man and a woman, the man is called Arthur Collins and the woman is called Jane. Jane is Arthur’s wife, we are going to know something about their daily life”*.
- 3) The teacher asks the students questions based on the situation, the students’ answers should as far as possible, elicit the grammatical points practiced. The questions are as follows:
  - 1- What is today?
  - 2- What is Arthur doing?
  - 3- How does he feel?
  - 4- What has Jane done?
  - 5- What is the time now?
  - 6- Has Arthur a shaved yet?
  - 7- What has Jane washed?
  - 8- Where has she put the meat?
  - 9- Who are going to arrive at any minute?

- 4) The teacher gives the class a short time to read the text and ask about things not understood.
- 5) The teacher asks the group to make questions and give answers on the basis of the situation. The teacher guides the groups and listen to their work, move among the groups and guide them wherever necessary.
- 6) After the students have discussed the situation, the teacher gives them the opportunity to talk about a similar situation, which is related to their own, or their parents' life.
- 7) The teacher asks each group of students to write a short paragraph on any situation.

#### **B-Situation No.2**

#### **C-Situation No.3**

The teacher should follow the same steps used in teaching the first situation.

#### **2.Drills:**

##### **A-Drills 1,2,3**

In teaching these drills as well as the other drills, the teacher has followed these steps:

- 1- Introducing the topic for discussion:

The teacher explains the aims of the following drills:

**Drill1:** The aim is to practice the use of the present perfect tense and the use of the adverbs 'already'.

**Drills 2:** The aim is further practise in the present perfect tense and the use of ‘already’.

**Drills 3:** The aim is to contrast the use of the present perfect tense, and the present continuous tense, also to practice the use of ‘just’.

### **2-Beginning the discussion**

The teacher gets the discussion started by asking questions that evoke responses from the group.

1. (Ld)- Move the table. (S<sub>1</sub>) -But I’ve already moved it.
2. (Ld)- Answer the question. (S<sub>2</sub>) -But I’ve already answered it.

### **3-Encouraging general participation:**

The leader should be positive that the member should not be embarrassed and can adequately fulfil what is requested of him. The leader asks the other students: “Now give similar responses to”:

1. (Ld)- Put the meat in the oven. (S<sub>3</sub>) -But I’ve already put it.
2. (Ld)- Wash the dishes. (S<sub>4</sub>)- But I’ve already washed it.

### **4-Keeping the discussion on the right Track.**

The leader may pretend that what has been said is not clear to him and may ask that the relationship of the comment to the topic or question be made clear.

1. (Ld)- Remind him to write the letter.



**(S<sub>1</sub>)- But he's already written it.**

**2. (Ld)- Tell her to buy those books.**

**(S<sub>2</sub>)- But she's already bought them.**

### **5-Make Occasional Summaries**

**The leader should provide the opportunity for members of the group to make deletions or additions.**

**1. (Ld)- Are you going to have a bath?**

**(S<sub>3</sub>)- No, I've just had a bath.**

**2. (Ld)- Is Samir doing his homework?**

**(S<sub>4</sub>)- No, he's just done it.**

### **6-Remain in the Background:**

**The leader gives aid and direction only when others students can't make it by themselves or to ask questions instead of answering them.**

**1. (Ld)- Do the washing, do her homework.**

**(S<sub>1</sub>)- Nada is still doing the washing, she hasn't done her homework yet.**

**2. (Ld)- Telephone-ring-answer.**

**(S<sub>2</sub>)- The telephone is still ringing, Nada hasn't answered it yet.**

### **7-Concluding the Discussion:**

**It is just important to end the discussion effectively as it is get it off to a good start. The discussion should be concluded early to give summary, make recommendations, if necessary.**

- 1) **The present perfect tense has two main function:**
  - A- **To describe an action, which happened at some, unspecified duration in the past time. This action is now completed and is felt to have some effect on or relevance to the present situation.**
  - B- **To describe an action or state which began in the past, has continued to the present and is either continuing or has only just ended.**
- 2) **The present perfect tense is not used when a specific time in the past is mentioned.**
- 3) **The verb is formed as following:**

have	}	+ past participle of the verb
has		
- 4) **Notice that the adverbs (just, already and yet) are often used with the present perfect tense. They are usually used to illustrate meaning. The adverbs (since and for) require a present tense, examples:**
  1. **He has just come home.**
  2. **He has already worked in India.**
  3. **He has not come home yet.**

**Group Work Education:**

**When the group work task has been completed, the teacher draws the class together for some sort of feed back; it provides the teacher with an opportunity to correct any common errors done by the students.**

**B-Drills 4,5,6.**

**C- Drills 7,8,9.**

**The teacher has followed the same steps in teaching the drills 1,2,3.**

## **Appendix -F-**

### **A Lesson Plan for Teaching Oral Practice to the Control Group**

**Class: Fifth Preparatory Grade.**

**Unit: Eight/ Oral Practice No. 8-7.**

**Subject: The Present Perfect Tense.**

#### **1- Objectives:**

##### **A- General objectives:**

- 1. Teaching the students when and how to use the present perfect tense correctly.**
- 2. Teaching the students the form of the present perfect tense.**

##### **B- Behavioral objectives:**

- 1. The students should recognize the structure and functions of verbs in present tense.**
- 2. The students should be able to use this tense in positive, negative and interrogative sentences correctly.**
- 3. The students should be recognizing the present perfect tense among other tenses accurately.**

#### **2- Techniques :**

##### **A- Presentation:**

**The teacher writes these sentences on the blackboard, then she explains the idea that verbs in the present perfect tense are used as in the following sentences:**

- a- I have seen this film.**

**b- She has typed the letters.**

**1- The verb is formed as follows:**

have } + past participle of the verb  
has }

**2- The present perfect tense is used to describe an action which is now completed and its effect is still present, for example:**

**a- I have typed the letters. (They are now on the table ready to be posted).**

**b- She has broken her leg. (It's still broken).**

**3- Notice that the adverbs (just, already, recently, lately, since, for and yet) or often (but not always) are used with the present perfect tense.**

**Examples:**

**a- I have just bought a newspaper.**

**b- He has already finished his homework.**

**c- He has not come home yet.**

The position of the adverbs (just and already) are between (has/ have) and the past participle of the verb, but the position of the adverb 'yet' is in the end of the sentence and with the negative form.

**4- The teacher explains some examples on the negative and interrogative form of the present perfect tense.**

**Examples:**

**a)- I have applied for a driving- license.**

- Oh, have you? I haven't applied yet.

b) - I have given the application to the officer there.

- Oh, have you? I haven't given it yet

5- The teacher explains that the present perfect tense can express a future action, for example:

a)- I'm going to visit Mr. Brown next week.

-Have you ever visited him before?

b)-Samir hasn't paid the bills yet.

-Give me the receipts, Samir?

-I'm sorry, I can't; I haven't paid the bills.

#### **B-Practice:**

1. The teacher says sentences, they are on the blackboard.
2. The students repeat these sentences after her chorally and then individually.
3. The teacher asks a pair of students to say these sentences.

#### **D- Production:**

##### **1- Situations:**

##### **A- Situation No.1.**

In teaching this situation as well as the other situations, the teacher has followed different ways at this stage. The control group has practiced the grammatical points through "situations" found in the textbook in the following steps:

- 1- The teacher gives an oral presentation of the situation, then the teacher explains it by telling the students to look

at the picture provided for this situation in the textbook.

*“In this picture we see a man and a woman, the man is called Arthur Collins and the woman is called Jane. Jane is Arthur’s wife, we are going to know something about their daily life”.*

2- The teacher reads the situation aloud, then gives the class a short time to read the text to ask about things not understood.

3- The teacher asks the students questions based on the situation, the students’ answers should as far as possible, elicit the grammatical point being practiced. The questions are the following:

1. What is today?
2. What is Arthur doing?
3. How does he feel?
4. What has Jane just done?
5. What is the time now?
6. Has Arthur had a shave yet?
7. What has Jane washed?
8. Where has she put the meat?
9. Who are going to arrive at any minute?

B- Situation No.2

C- Situation No. 3

The teacher should follow the same steps used so far in teaching the first situation.

## **2- Drills.**

### **A- Drills 1,2,3**

**In teaching these drills as well as the other drills, the teacher has followed these steps:**

#### **1. Presentation:**

**The teacher says the model sentences (a), (b) and (c).**

**a- Move the table.**

**- But I've already moved it.**

**b- Put the meat in the oven.**

**- But I've already put it.**

**c- Are you going to have a bath?**

**- No, I've just had a bath.**

#### **2. Practice:**

**a- The teacher says the first sentence of each group and helps the students say the second sentence.**

**b- The students repeat these sentences after her chorally.**

**c- The teacher asks a pair of students to say these sentences.**

#### **3. Production:**

**The teacher helps the students to give their similar sentences and responses, the teacher may help the students by giving them the key words; the students are to substitute the key words into their proper places in the sentence.**

**T: Answer the question?**



**S: But I've already answered it?**

**T: ..... washed the dishes?**

**S: But I've already washed it.**

**T: Is Samir doing his homework?**

**S: No, he's just done it.**

**T: ..... opening the door?**

**S: No, he's just opened it.**

**B- Drills No. 4,5,6**

**D- Drills No. 7,8,9**

**The teacher has followed the same steps in teaching the drills No. 1,2,3.**

**Appendix -G-**

**Written Test**

**Q1\Write the number of the sentence and the letter of the most suitable choice:**

- 1- I ..... just done my homework.  
a. has      b. have      c. am              d. have been
- 2- She hasn't ..... an interesting movie recently.  
a. saw      b. see      c. sees      d. seen
- 3- Muna ..... the dishes.  
a. already has washed              b. has already washed  
c. has washed already              d. washed already has
- 4- The typist ..... typing the letters since nine o'clock.  
a. has      b. have      c. has been              d. have been.
- 5- The pupils have been ..... the exercises.  
a. did              b. do      c. done      d. doing.
- 6- The boys have been sitting in the garden .....lunch time.  
a. since      b. until      c. for      d. from
- 7- I..... when my father came.  
a. studied      b. was studying      c. study      d. to study
- 8- As I ..... at the bus-stop, I saw my teacher.  
a. wait      b. waited              c. was waiting      d. waits
- 9- The window is ..... by somebody.

a. break    b. broke    c. broken    d. breaks.

10- These books .....in Iraq.

a. publish    b. published    c. are published    d. are publishing

11- The workers ..... by the accountant.

a. pay    b. were paid    c. pays    d. paying.

12- The report .....prepared by the secretary yesterday.

a. was    b. were    c. is    d. are

13- The letter ..... posted by the secretary.

a. have been    b. has been    c. has    d. have

14- The walls .....painted by the workers.

a. have    b. has been    c. to be    d. have been

15- A new bridge will ..... in the city.

a. builds    b. be built    c. build    d. building

16- I ..... be promoted.

a. go    b. am going to    c. goes    d. went.

17- This car ..... the Browns

a. belongs to    b. possesses    c. has    d. owns.

18- The book belongs to me. It's my book. It's .....

a. his    b. hers    c. yours    d. mine

**Q2\ Re-write the following sentences using the correct form of the verb:**

- 1- While I (cut) the apple last week, I (cut) my finger.**
- 2- He (meet) Ali as he (wait) the bus yesterday.**
- 3- I (have) a bath when the telephone (ring) last night.**
- 4- Samir (learn) English for seven years.**
- 5- They (live) in Baquba since 1980.**
- 6- I (sit) there since eight o'clock.**
- 7- He already (pay) the rent.**
- 8- She just (leave) the office.**
- 9- Layla (not/answer) the telephone yet.**

**Q3\ Change the following sentences into the passive voice:-**

- 1- The pupils do all the exercises.**
- 2- The mechanic oils the machine every week.**
- 3- The typist typed the letter.**
- 4- The accountant cashed the cheques.**
- 5- The servants have not washed the dishes yet.**
- 6- The committee has discussed the new project.**
- 7- They will repair the tractor.**
- 8- They are going to pay the bills.**

**Appendix -H-**  
**The Oral Test**

**Note: Answer the following questions in full sentences.**

**1- T: Come in, please sit down.**

**How are you today?**

**Now give me your name and your address.**

**2- T: You live in Diala, don't you?**

**S: .....**

**3- T: How long have you been living here?**

**S:.....**

**4-T: What do you plan to do when you finish your studies?**

**S:.....**

**5-T: Will a new hospital be built in your town?**

**S:.....**

**6-T: what was your mother doing when you returned home yesterday?**

**S:.....**

**7-T: Have you prepared your homework?**

**S:.....**

**8-T: Have you done the exercises?**

**S:.....**

**9-T: What else were you doing last night?**

**S:.....**

**10-T: You speak English well. How long have you been learning English?**

**S:.....**

**11-T: Is this your book?**

**S:.....**

**12-T: Whose bag is this?**

**S:.....**

**13-T: Your shirt looks nice. What is it made of?**

**S:.....**

**14-T: Have you bought a new shirt lately?**

**S:.....**

**15-T: What's wrong with that window?**

**S:.....**

**16-T: You have friends? Who is your dearest one?**

**S:.....**

**17-T: will you visit your friend next week?**

**S:.....**

**18-T: How do you feel now?**

**S:.....**

**19-T: Ask for permission to leave?**

**S:.....**

**Appendix -I-**  
**Students' Scores in Test-Retest for Estimating Reliability for**  
**the Written Test**

No.	X test	Y Retest	XY	No.	X test	Y Retest	XY
1	13	14	182	16	56	55	3080
2	64	66	4224	17	66	64	4224
3	30	36	1080	18	69	65	4485
4	17	18	324	19	34	32	1088
5	69	68	4692	20	70	66	4620
6	57	55	3135	21	50	50	2500
7	29	24	841	22	33	32	1056
8	34	35	1190	23	58	50	2900
9	50	50	2500	24	70	67	4690
10	45	48	2160	25	62	65	4216
11	20	16	320	26	57	55	3135
12	68	62	4216	27	32	35	1152
13	46	50	2300	28	33	32	1056
14	55	52	2860	29	66	62	4092
15	40	47	1880	30	50	46	2300

$$\sum x = 1443$$

$$\sum x^2 = 77975$$

$$(\sum x)^2 = 2082249$$

$$\sum y = 1426$$

$$\sum y^2 = 75372$$

$$(\sum y)^2 = 2033476$$

$$\sum xy = 76480$$

$$r = \frac{30(76480) - (1443)(1426)}{\sqrt{[(30 \times 77975) - 2082249][(30 \times 75372) - 2033476]}}$$

$$r = 0.978$$

**Appendix –J-**  
**Students' Scores Given by Three Rates**

<b>Experimental Group</b>				<b>Control Group</b>			
<b>No.</b>	<b>1<sup>st</sup> rate</b>	<b>2<sup>nd</sup> rate</b>	<b>3<sup>rd</sup> rate</b>	<b>No.</b>	<b>1<sup>st</sup> rate</b>	<b>2<sup>nd</sup> rate</b>	<b>3<sup>rd</sup> rate</b>
1	20	21	22	1	15	18	16
2	25	25	24	2	29	28	26
3	20	20	21	3	20	20	20
4	22	23	20	4	25	26	25
5	25	28	25	5	20	21	22
6	20	20	21	6	12	15	14
7	26	26	25	7	15	16	15
8	25	24	23	8	20	20	20
9	20	20	21	9	28	26	27
10	25	27	26	10	20	23	21
11	20	20	22	11	25	27	24
12	20	22	21	12	20	21	23
13	15	14	15	13	10	10	10
14	26	25	24	14	10	15	11
15	20	22	21	15	20	20	20
16	15	20	18	16	20	25	21
17	25	25	24	17	25	24	27
18	20	21	20	18	20	24	22
19	25	25	25	19	20	20	20
20	29	28	27	20	9	15	10
21	20	21	20	21	15	12	16
22	28	28	27	22	20	22	16
23	20	22	21	23	25	25	25
24	28	28	27	24	25	24	25
25	20	22	20	25	26	25	26
26	23	22	22	26	18	19	18
27	18	20	20	27	20	21	22
28	20	20	18	28	15	18	16
29	25	27	25	29	20	21	22
30	18	20	20	30	10	10	11



**Appendix –K-**  
**Students' Scores Given by the First and Second Scores for**  
**Estimating Scores Reliability**

No.	Second Scorer x	Third Scorer y	Xy
1	15	18	270
2	12	15	180
3	25	27	675
4	10	10	100
5	20	24	480
6	15	12	180
7	26	25	650
8	20	21	420
9	20	21	420
10	10	10	100
11	20	21	420
12	25	28	700
13	26	26	676
14	20	20	400
15	15	14	210
16	25	25	625
17	29	28	812
18	20	22	440
19	20	22	440
20	20	20	400

$$\sum x = 393$$

$$\sum y = 409$$

$$\sum xy = 8598$$

$$\sum x^2 = 8287$$

$$\sum y^2 = 8979$$

$$(\sum x)^2 = 154449$$

$$(\sum y)^2 = 167281$$

$$r = \frac{20(8598) - (393)(409)}{\sqrt{[(20 \times 8287) - 154449][(20 \times 8979) - 167281]}}$$

$$r = 0.952$$

**Appendix –L-**  
**Students' Scores Given by the First and Third Scores for**  
**Estimating Scores Reliability**

No.	Second Scorer x	Third Scorer y	Xy
1	15	16	240
2	12	14	168
3	25	24	600
4	10	10	100
5	20	22	440
6	15	16	240
7	26	26	676
8	20	22	440
9	20	22	440
10	10	11	110
11	20	22	440
12	25	25	625
13	26	25	650
14	20	21	420
15	15	15	225
16	25	24	600
17	29	27	783
18	20	21	420
19	20	20	400
20	20	18	360

$$\sum x = 393$$

$$\sum y = 402$$

$$\sum xy = 8377$$

$$\sum x^2 = 8387$$

$$\sum y^2 = 8526$$

$$(\sum x)^2 = 154449$$

$$(\sum y)^2 = 161604$$

$$r = \frac{20(8598 - (393)(402))}{\sqrt{[(20 \times 8387) - 154449][(20 \times 8526) - 161604]}}$$

$$r = 0.877$$

**Appendix –M-**  
**Students' Scores Given by the Second and Third Scores for**  
**Estimating Scores Reliability**

No.	Second Scorer x	Third Scorer y	Xy
1	18	16	288
2	15	14	210
3	27	24	600
4	10	10	100
5	24	22	528
6	12	16	192
7	25	26	620
8	21	22	462
9	21	22	462
10	10	11	110
11	21	22	462
12	28	25	700
13	26	25	620
14	20	21	420*
15	14	15	210
16	25	24	600
17	28	27	756
18	22	20	462
19	22	20	440
20	20	18	360

$$\sum x = 409$$

$$\sum y = 402$$

$$\sum xy = 8377$$

$$\sum x^2 = 8979$$

$$\sum y^2 = 8526$$

$$(\sum x)^2 = 167281$$

$$(\sum y)^2 = 161604$$

$$r = \frac{20(8377) - (409)(402)}{\sqrt{[(20 \times 8979) - 167281][(20 \times 8526) - 161604]}}$$

$$r = 0.942$$

**Appendix -N-**  
**Written Test Scores**

<b>Experimental Group</b>				<b>Control Group</b>			
<b>No.</b>	<b>Scores</b>	<b>No.</b>	<b>Scores</b>	<b>No.</b>	<b>Scores</b>	<b>No.</b>	<b>Scores</b>
1	55	16	32	1	14	16	35
2	66	17	58	2	68	17	50
3	32	18	51	3	37	18	58
4	33	19	50	4	66	19	42
5	48	20	61	5	47	20	16
6	55	21	64	6	36	21	33
7	65	22	67	7	18	22	43
8	64	23	42	8	59	23	57
9	61	24	68	9	68	24	62
10	65	25	43	10	41	25	64
11	52	26	60	11	55	26	50
12	47	27	40	12	15	27	52
13	32	28	45	13	29	28	22
14	66	29	64	14	33	29	47
15	50	30	36	15	58	30	26

$$\bar{X}_1 = 52.400$$

$$\sum X_1 = 1572$$

$$S_1 = 12.079$$

$$S_1^2 = 145.902$$

$$\bar{X}_2 = 43.366$$

$$\sum X_2 = 1301$$

$$S_2 = 16.457$$

$$S_2^2 = 270.832$$

$$t = \frac{52.400 - 43.366}{\sqrt{\frac{145.902(30-1) + 270.832(30-1)}{30+30-2\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = 2.436$$

**Appendix -O-**  
**Oral Test Scores**

Experimental Group				Control Group			
No.	Scores	No.	Scores	No.	Scores	No.	Scores
1	21	16	18	1	16	16	22
2	25	17	25	2	28	17	25
3	20	18	20	3	20	18	20
4	22	19	25	4	25	19	11
5	26	20	26	5	21	20	14
6	20	21	20	6	14	21	19
7	25	22	28	7	15	22	25
8	24	23	21	8	20	23	25
9	20	24	28	9	27	24	25
10	26	25	21	10	21	25	26
11	21	26	22	11	25	26	18
12	21	27	19	12	21	27	21
13	15	28	19	13	10	28	16
14	25	29	26	14	12	29	21
15	21	30	19	15	20	30	10

$$\bar{X}_1 = 22.400$$

$$\sum X_1 = 672$$

$$S_1 = 4.279$$

$$S_1^2 = 18.309$$

$$\bar{X}_2 = 19.666$$

$$\sum X_2 = 590$$

$$S_2 = 5.528$$

$$S_2^2 = 30.558$$

$$t = \frac{22.400 - 19.666}{\sqrt{\frac{18.309(30-1) + 30.558(30-1)}{30+30-2\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = 2.214$$

**Appendix -P-**  
**Total Achievement of the Two Tests**

Experimental Group				Control Group			
No.	Scores	No.	Scores	No.	Scores	No.	Scores
1	76	16	50	1	30	16	57
2	91	17	83	2	96	17	75
3	52	18	71	3	57	18	80
4	55	19	75	4	91	19	62
5	74	20	89	5	68	20	27
6	75	21	84	6	50	21	47
7	91	22	95	7	33	22	62
8	88	23	63	8	79	23	82
9	81	24	96	9	95	24	87
10	91	25	64	10	62	25	90
11	73	26	82	11	80	26	68
12	68	27	59	12	35	27	73
13	47	28	64	13	39	28	38
14	91	29	90	14	45	29	68
15	71	30	55	15	78	30	36

$$\bar{X}_1 = 74.800$$

$$\sum X_1 = 1572$$

$$S_1 = 8.179$$

$$S_1^2 = 66.896$$

$$t = \frac{74.800 - 63.033}{\sqrt{\frac{66.896(30-1) + 120.824(30-1)}{30 + 30 - 2\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = 2.325$$

$$\bar{X}_2 = 63.033$$

$$\sum X_2 = 1891$$

$$S_2 = 10.992$$

$$S_2^2 = 120.824$$

**Appendix -Q –  
Letter No. (1) Submitted to the Jury Members**

**University of Diala,  
College of Teachers,  
Department of Higher  
Studies**

**Dear Sir/Madam,**

**The researcher intends to conduct an experimental study entitled “The Effect of Using Group Work in Teaching Oral Practice on the Achievement of Preparatory School Students”.**

**As a specialist in English language teaching, you are kindly requested to decide whether daily lesson plans are suitable or not. Your comments will be highly appreciated. Thank you in advance for your kind cooperation.**

*The Researcher  
Eman Saleh  
M.A. student*

**Appendix - R-**  
**Letter No. (2) Submitted to the Jury Members**  
**University Of Diala,**  
**College Of Teacher,**  
**Department Of Higher**  
**studies**

**Dear Sir/Madam,**

**The researcher intends to conduct an experimental study entitled “The Effect of Using Group Work in Teaching Oral Practice on the Achievement of Preparatory School Students”. The Two tests (oral and written) have been designed to check students’ achievement in oral practice.**

**As specialist in English language teaching, you are kindly requested to decide whether daily lesson plans are suitable or not. Your comments will be highly appreciated. Thank you in advance for your kind cooperation.**

***The Researcher***

***Eman Saleh***

***M.A. student***



**Appendix -S-**

**Appendix -T-**

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