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available online at: www.jtuh.org/**Alaa Saadi Fahad**Tikrit University , College of Education for
Human Sciences**Manal Omar Musa**Tikrit University , College of Education for Human
Sciences

* Corresponding author: E-mail :

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The Role of Using Chunks on Iraqi EFL University Students' Performance in Conversation

ABSTRACT

The current study aims at investigating the role of using chunks on EFL university students performance in conversation and sentential level in posttest and finding out whether there is any significant difference between the achievement of the experimental group in the pre and post-test. This study is hypothesized that ,there is no statistically significant difference between the mean score of the experimental group which taught according to chunks activity and control group which is taught by the conventional method in the post-test. The second hypothesis is that there is no statistical significant difference among the mean scores of the experimental group in post-test. The third hypothesis is that there is no significant difference between the mean scores of students' experimental group achievement in the pre and posttest. The sample of the current study consists of (120) students of third class. They are derived from Collage for Woman in Tikrit University during academic year (2022-2023). They are divided into two groups. Group A which has been randomly chosen as an experimental group and B have been chosen as a control group, each group consists of 60 students. Both groups have been equalized in many variables which are fathers and mothers' educational level, their age, their scores at the previous year, and pretest for both groups. Both groups have been equalized in many variables which are fathers and mothers' educational level, Pupils age, their scores at the previous year, and pretest for both groups. The experiment has lasted for six weeks and the researcher has taught the two groups in the first course of the year(2022-2023)to analyze data that obtained from students' posttests. To fulfill the aims of this study, an experiment has been designed. The two groups have been taught the same instructional material , for a period of six weeks. The experimental group has been taught according to chunks activity while the control group has been taught according to the traditional way. An achievement test has been constructed , validated, and applied to the two involved groups .The required data has been collected and analyzed statistically . Results indicate that there is a statistical significance difference in mean scores of the experimental group who taught according to chunks activity and the control group who is taught by using traditional method. This indicates that using chunks effective than using traditional method. Finally, the study ends with some conclusions, recommendation and suggestions for further studies..

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دور استخدام التعبيرات الكلامية لطلاب الجامعة العراقيين كلغة اجنبية في اداء المحادثة و مستوى الجملة

الاء سعدي فهد محسن/ جامعة تكريت / كلية التربية للبنات

منال عمر موسى/ جامعة تكريت / كلية التربية للبنات

الخلاصة:

تهدف الدراسة الحالية الى التحقق من دور التعابير الكلامية في تعلم المحادثة ومستوى الجملة لدى طلبة الجامعة الدارسين للغة الإنكليزية لغة اجنبية وكذلك هدفت الدراسة الى معرفة ما إذا كان هناك فروق ذات دلالة إحصائية بين المجموعة التجريبية في الاختبار القبلي والبعدي وتهدف الدراسة الى التحقق من وجود فروق ذات دلالة احصائية بين متوسط درجات المجموعة الضابطة التي تدرس باستخدام الطريقة التقليدية والمجموعة التجريبية التي درست باستخدام التعابير الكلامية في الاختبار البعدي. اما فرضيات هذه الدراسة فقد هدفت الى عدم وجود فروق ذات دلالة إحصائية لدى طلاب الجامعة في المحادثة. الفرضية الثانية هدفت الى عدم وجود فروق ذات دلالة احصائية باستخدام فعالية التعابير الكلامية عند مستوى الجملة. أما الفرضية الثانية هدفت الى عدم وجود فروق ذات دلالة احصائية بين متوسط درجات المجموعة التجريبية التي تدرس باستخدام فعالية التعابير الكلامية في الاختبار القبلي والبعدي والمجموعة الضابطة التي تدرس باستخدام الطريقة التقليدية. تكونت عينة الدراسة من ١٢٠ طالبة في كلية التربية للبنات بجامعة تكريت للمرحلة الثالثة خلال العام الدراسي ٢٠٢٢-٢٠٢٣ وقد تم اختيار المجموعة (أ) كمجموعه تجريبية والمجموعة (ب) كمجموعة ضابطة. وكل مجموعة تكونت من (٦٠) طالبة. تم معادلة كلا المجموعتين في العديد من المتغيرات وهي المستوى التعليمي للوالدين، وعمر التلاميذ، ودرجاتهم في العام الدراسي السابق، والاختبار القبلي لكلا المجموعتين واستمرت التجربة عشرة أسابيع وقامت الباحثة بتدريس المجموعتين في نهاية الكورس الأول وبداية الكورس الثاني للعام ٢٠٢٢ - ٢٠٢٣. لتحقيق اهداف هذه الدراسة قامت الباحثة بأجراء اختبار بعدي لكلا المجموعتين (التجريبية والضابطة) وتم جمع البيانات وتحليلها احصائيا. وقد اظهرت النتائج وجود فروق ذات دلالة احصائية في متوسط درجات المجموعة التجريبية التي درست وفق فعالية التعابير الكلامية ودرجات المجموعة الضابطة التي درست وفق الطريقة التقليدية. واخيرا انتهت الدراسة ببعض الاستنتاجات والتوصيات والاقتراحات.

1.1. Problem of the Study

One of the most difficult aspects in EFL learners is appropriately who to combine words in Second language. The speakers of FL have ideas about the many words that are collected together and how these words are used the diverse words. These Chunks or multi words constructions consists of more than one such as verb plus a particle, preposition or noun. Multi words are very important and vita role in colloquial English. Sometimes, no one can speak, understand, figure out, perceive and listen to the conversation without

fundamental knowledge of them. It is seen as the idiomatic expression in English and collocation expression, so idioms and collocations and ability to use them suitably in context are depend on distinguishing native-like command of English. Many students use multiword in speaking or communication the reason is that that they have more than one meaning, and it cannot be derived from separate words. It must study totally, not selectively. So if it is spoken or listened, it can be perceived easily (Chastain, 1988).

1.2. Aims of the study

This study aims at:

- 1 Finding out the role of using chunks on Iraqi EFL university students' performance in conversation.
- 2 Finding out the differences between the mean scores of the control group, who are taught according to conventional method and the mean scores of the experimental group, who are taught by using chunks in the post –test.
- 3 Finding out whether there is any significant difference between the mean scores of the experimental group's performance at the recognition level and that of the production level in the post test.

1.3. Hypotheses of the Study

The aims of this study are supposed to be achieved through verifying the following hypothesis:

1. There are no statistically significant roles of using chunks on Iraqi EFL university students' performance in conversation.
2. There are no statistically significant differences between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group , who are taught by using chunks in the post -test .
3. There are no statistically significant differences between the mean scores of the experimental group's at the recognition level and that at the production level in the post- test.

1.4. Limits of the Study

The current study is limited to:

1. Students of third stage at Tikrit University , College of Education for Women in Salah-Aldeen Governorate.
2. Unit two, three and four of the "Interchange book" .
3. The academic year study 2022-2023.

1.5. Definitions of Basic Terms

Below are the definitions of the basic terms employed in this study.

1.5.1. Chunks

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

Trillo (2013) prefers to call lexical chunks as “multi-word sequences”. For him, those sequences are stored mentally as one unit that can be “retrieved holistically” whenever needed instead of building the chunk word by word as it is done with normal utterances.

Operational definition : chunks can be defined as a small unit of words or phrases that can be stored for long time in memory.

1.5.2. Performance

Davey (1991:121) defines the concept of " performance as an effort done by a student in order to achieve a certain outcome in a certain field".

Hattie & Anderman (2013:5) indicate that" performance is the determination of students’ academic competencies in related content areas abilities necessary to success in school and real-world context".

Operational definition: performance means the knowledge and skills of students who have studied or mastered in a topic and a course.

1.5.3. Conversation

According to Halliday's (1985) Conversation is the kind of speech that happens informally , systematically and for the purposes of establishing and maintain social ties.

Operational definition: conversation considered as a means of communication between people.

2.1. Theoretical Background of Chunks

The concept of chunks was first proposed by Becker and Bollinger in the mid- 1970s. Chunks, different from the phrases, are loosely integrated blocks of functions and forms, with both vocabulary and grammatical features of language structure. Different English terms were used to indicate such concepts, such as formulaic sequences, chunks, unanalyzed chunks of speech, formulas, lexical phrases, lexicalized sentence stems, multi-word units and so on. Thus researchers can say chunks are usually fixed or semi fixed pattern or structure of multi-word units. Multi-word directly linked the phenomenon to language teaching, emphasizing their cohesive function in discourse (CampoyCubillo, et al. 2010).

An important part of language acquisition is the ability to understand and output blocks of the words as a whole. These language chunks form the original data of how people understand the pattern. (McColl, 2013).

Over the past 25 years, corpora, corpus tools and corpus evidence have not only been used as a basis for linguistic research but also in the teaching and learning of languages. Computer-aided discourse and language acquisition research also proves that chunks can be used as an ideal unit in language teaching. This is because:

First, the speed of processing for the information stored in the human brain is limited, thus, shortcuts must be found to improve the efficiency of information processing in the brain. (CampoyCubillo, et al. 2010).

Second, the word block, as a combination of form and meaning, can greatly minimize the number of syntactic and semantic mistakes, because the fewer language components in sentence-making leads to a higher quality of sentence output.

Third, because the word block is stored and extracted as an integral part, students with poor language level will confront less tension, and accordingly build up their self-confidence in FL expression.

Fourth, cognitive learning of chunks conforms to the law of language acquisition.

Finally, word chunk is a combination of form and pragmatic function. In language output, learners do not have to consciously resort to the relevant context, which effectively avoids pragmatic failure in communication.

It was over 25 years ago that Michael Lewis published The Lexical Approach (Lewis, 1993), prompting a radical re-think of the way that we view

language – and, by extension, of the way that we teach it. In contrast to the then prevailing structural account, in which language was viewed as comprising grammatical structures into which single words are slotted, Lewis argued that ‘language consists of chunks which, when combined, produce continuous coherent text’ (Lewis, 1997)

By ‘chunks’, Lewis was referring to everything from:

- a. collocations (wrong way, give way, the way forward)
- b. fixed expressions (by the way, in the way)
- c. formulaic utterances (I’m on my way; no way!)
- d. sentence starters (I like the way...)
- e. verb patterns (to make/fight/elbow one’s way...)
- f. idioms and catchphrases (the third way; way to go!) ...

everything, in fact, that doesn’t fit neatly into the categories of either grammar (as traditionally conceived) or single-word vocabulary. Lewis was by no means the first to describe language in these terms: his singular contribution was to argue that, in order to accommodate this alternative description, it was language teaching that needed to be reformed – or, indeed, revolutionized. This paper charts the extent to which the Lexical Approach, or ‘learning language as chunks’, as Lewis and subsequent scholars conceived it, is being applied a quarter of a century on, and the research that underpins such an approach. (Lewis, 1993).

In developing this approach, Sacks, Schegloff, (1973) When describing conversations, naturalistic often refers to the fact that the interaction is unscripted and people can interact freely, while spontaneous refers to the fact that speakers choose when to talk and what to talk about. Experimental paradigms involving linguistic interaction may be naturalistic to a greater or lesser degree, but are rarely truly spontaneous.

Jefferson and their colleagues were deeply influenced by two strands of thought within sociology: Goffman’s work on “situations” and especially his emphasis on ordinary face-to-face dialogue as the primary locus of social interactions (Goffman, 1959),

Garfinkel’s development of ethnomethodology as a way of describing how commonsense knowledge and expectations shape people’s understandings of actions within particular settings (Garfinkel, 1967).

2.2. Definition of Chunks and Related Terms

Chunk is another term for formulaic sequences, which is defined as ‘multiple-word strings that behave as single units, e.g., realizing a single meaning or function’ (Alali and Schmitt 2012).

The term chunk is used by many researchers in recent works (Lindstromberg and Boers 2008a; 2008b; Boers et al. 2010a; Davis and Kryszewska 2012), but there is a range of closely related terms, including -formulaic sequences (Jones and Haywood 2004; Read and Nation 2004; Schmitt et al. 2004a; Schmitt and Underwood 2004),

- fixed expressions (Moon 1998),
- lexical phrases (Schmitt and Carter 2000),
- prefabs (Erman and Warren 2000),
- multi-word units or collocations (Schmitt 2015).

Research on chunks focuses on different aspects. In many cases, the emphasized aspects determine which term is used. For instance, in research which focuses on the relationship between two-word pairs, the term collocations is most frequently used. By contrast, in research on holistic storage of forms ,it is more common to use terms such as chunks, formulaic sequences and prefabricated expressions . (Schmitt 2015),

2.3. 1.Identification of Chunks

According to Erman and Warren (2000), chunks ‘are probabilistic, some more than others’. In other words, there will always be some uncertainty related to the identification. Computer software has contributed to a change in the way the term chunks is defined.

Schmitt and Carter (2004) and Schmitt (2015) point out that idioms, proverbs, and sayings have long been recognized as chunks because of their ‘non compositional’ nature. In other words, ‘their meaning [can] not be derived from the sum of meanings of the component words’ (Schmitt and Carter 2004).

(Schmitt 2015), now enable the detection of collective patterns of words. For example, by analyzing concordance lines that include the words stomach, bow, and gap, we find the compound noun stomach pain, the binomial pair bow and arrow, and the function phrase mind the gap. The constituent words of chunks co-occur fairly frequently in native speakers’ language use. One way of identifying chunks is therefore to study large text collections of written or spoken language discourse, and to detect recurrence.

Schmitt, Grandage, et al. (2004) use the term recurrent clusters to refer to word strings that occur frequently together in a sufficiently large corpus. . Recurrent clusters are often chunks but not always. For example, we can see from a collocates search in the British Nation Corpus that commit suicide is a frequently used word string due to the word commit occurring most frequently in conjunction with suicide. In this case, the word string is both a recurrent cluster and a chunk, since according to the Oxford Collocations dictionary. commit suicide is regarded a well-established verb-noun collocation, regardless of its frequency.

However, according to Schmitt, Grandage, et al. (2004) we cannot with certainty identify chunks on the basis of corpus research. This is because many recurrent clusters, such as it is the, if you, or of it, would probably not be called chunks by the human mind.

Wray (2002) elaborated on these aspects of chunks (i.e., ‘formulaic sequences’) in the following definition of the term, calling it

[...] a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar.

In other words, while recurrent clusters of words are simply word strings which co-occur frequently in a corpus, chunks are word strings that are stored as entire units and therefore processed and used in a different way. (McIntosh et al. 2014).

Another definition by Wray (2008) in a more recent work, adds to the understanding of chunks (also here in terms of ‘formulaic sequences’) and describes the chunk as a ‘morpheme equivalent unit’ that is seen as a word or word string, whether incomplete or including gaps for inserted variable items, that is processed like a morpheme, that is, without recourse to any form-meaning matching of any subparts it may have

2.4. Classification of chunks

Boers and Lindstromberg (2009) examine different aspects of chunks, and they suggest that we classify chunks on the basis of their function, formal features, and degree of transparency. When it comes to function, chunks may be used as social routine fillers, conversational fillers, interactional sentences heads, situation evaluators or discourse organizers, and they sometimes have referential or message-oriented function. Some of these functions are more useful to L2 learners than others. For example, social routine fillers can be

useful to ‘fit in’ with native speakers, and discourse organizers can be useful in academic text composition.

We can also define chunks by way of their formal features. Examples by Lind Stromberg and Boers (2012) are :

- sentence heads (e.g., ‘Could you... ?’ or ‘Would you... ?’),
- phrasal verbs (e.g., break down or wipe out),
- compounds (e.g., credit card or weather forecast),
- strong collocations (e.g., tell a story or stark naked),
- and grammatical frames (e.g., ‘as ... as ...’ and ‘the -er the -er’).

E.g. A wolf is not as big as a bear.

Another example of formal classification is provided by Gibbs’s (1994, in Gibbs 2007: 698–699), who presents a ‘rough list of different forms of idioms and formulaic language’:

- (1) Sayings: a. take the bull by the horns b. let the cat out of the bag
- (2) Proverbs: a. A bird in the hand is worth two in the bush. b. A stitch in time saves nine.
- (3) Phrasal verbs: a. to give in b. to take off
- (4) Idioms: a. kick the bucket b. to crack the whip
- (5) Binomials: a. spick and span b. hammer and tongs
- (6) Frozen similes: a. as white as snow b. as cool as a cucumber
- (7) Phrasal compounds: a. red herring b. dead-line
- (8) Incorporating verb idioms: a. to babysit b. to sightsee
- (9) Formulaic expressions: a. at first sight b. how do you do? (Gibbs, 2014)

Simpson and Mendis (2003) report that several studies consider idioms as ‘one subcategory of the more general lexical phenomenon of formulaic language’. This is in congruence with the list above. However, in many studies of chunks, the focus is instead on the distinction between pure idioms and open collocations. This dichotomy makes sense if we see chunks in terms of the two variables transparency and compositionality, which leads us to the final classification-method outlined by Boers and Lindstromberg (2009).

The third way to classify chunks is by locating them on a continuum from the opaque to the transparent. Ebeling (2013) explained that chunks range from ‘opaque, non-compositional idioms [to] fully transparent, compositional, sequences of words’. Thus, chunks can be classified within the range from opaque to transparent and 24 from non-compositional to compositional.

According to Schmitt (2015), idioms are typically opaque and non-compositional, and they can be defined as ‘semantically opaque in the sense that

their meaning is figurative and not predictable from the literal meanings of its constituents'

Collocations, on the other hand, can be defined as 'any sequence of words that is frequently found in the language in a relatively fixed form and [that] merits the learners' attention because of its semantic unpredictability' (Meling ,2019).

With regards to the two variables mentioned above, collocations are transparent and compositional, while idioms are opaque and non-compositional. However, the difference between idioms and collocations is far from clear-cut, because many collocations are non-transparent and thus similar to idioms. For example, 'heavy smoker' and 'criminal lawyer' are two collocations that cannot be understood in terms of their literal meaning, which would define them as 'overweight nicotine-user' and 'law-breaking attorney' respectively. They are characterized by, what Singleton calls 'peculiar semantics' Meling, B. (2019)..

Despite these issues in differentiating collocations and idioms, chunks can be categorized in a scale ranging from pure idioms to open collocations, as in the continuum of collectability .

Procedures: This part clarifies the methodology of the study, that is to say, source of the data and how they have been collected.

3.1. Experimental Design

Experimental design is "the blueprint of the procedure that enable the researcher to test hypotheses by reaching valid conclusions about the relationship between independent and dependent variables "(Best and Khan,2006:177), The experimental design of the study is entitled "The posttest-only, Equivalent-Group Design" which includes the following points, as shown in table (3.1).

- 1.Selecting two groups of students randomly and assigning them to experimental and control groups.
- 2.Make equalization between the students of the experimental group on one hand, and those of the control group ,on other hand in some variables .
- 3.Administrating the independent variable only to the experimental group. ,but the control group according to the traditional way.
- 4.Posttesting the two involved groups of students.
- 5.Utilize statistical tools in order to analyze the collected data and obtain the final results.

Table(3.1)
The Experimental Design of this study

Group	Independent variable	Posttest
Experimental	Chunk for university students and its role on performance in conversation and sentential level	Posttest
Control	Traditional method	Posttest

3.2 Population and Sample

3.2.1 Population

Lehman and Mehrens (1971) state that "population refers to all of specified groups of subjects usually persons".

Best (1981) mentions that all individuals population may be of a particular type or part more restrictive than group. The population of the current study consists of EFL University Iraqi students of third class for girls in Education Collage for woman. The total number of 150 students distributed into two sections (A and B) as it is shown below:

Table 3.2. Population of the study

No	Universities	
1	Tikrit university	400
2	Tikrit University for woman	150
3	Sammaraa University	120
Total		670

Table (3.3) The Sample of the Study

Groups	No. of sample
Experimental group	60
Control group	60
Pilot Study	30
Total	150

3.3. Equivalence of the Two Groups

The equalization between the two groups requires controlling the following variables which may cause a variance in the students' achievement such as, their age, their general level in English vocabulary, and their parents' educational level (Good, Barr and Douglas, 1976).

3.4. Instruments:

The instruments used for data collection in this study are pre and post- test. The test is composed of six questions. Each question is designed according to many criteria.

3.5. Instructional Material and Students' Instruction

The material which has been taught to the two involved groups of students is the Interchange Book for third –year students at university. The teacher divides the class into six groups and disturb cards for each group to compete among each other who can do the best summary orally and written text.

Table (3.10)

The Specification of the Contents and Behaviors of the post Test

Type	No of Qs.	Contents	Behavioral objectives	Scores	Bloomfield's Taxonomy
Oral test	1	Describe a picture	To describe a picture in a short paragraph	15	Analyzing
	2	Talk about famous person	To talk about famous person which students like	15	Creating and knowledge
	3	Conversation	Students talk with his classmate about a trip they went together before during	20	Enable students to communicate and think

			their vacation		
Written test	4	Write a composition	Write a composition more than 150 words choose A or B	15	Creating
	5	Read the text about a friend and write a summary with your own words	Students should write a brief summary about what they read	15	Creating, remembering, understanding and applying
	6	Complete the following sentences or expressions	Ask students to complete the expressions or sentences according to their knowledge	20	Applying and understanding
Total	100				

3.6. Validity and Reliability of the Test:

Validity refers to "the truth of the test when it measures the components that the examinee intended to measure" (Bynom, 2001: 13). There are two important types of validity: content validity and face validity. The final form of the test is given to a jury of specialists in order to obtain its face validity. The jurors have approved the appropriateness of the test items and put forward some modifications which have been considered. Reliability refers to the consistency of the results when the researchers give the same test to the same group of testees on two different occasions (Brown, 2004: 20). The test of this study is

considered reliable because the calculated coefficient is (0.82), which is considered an acceptable according to the formula of Cronbach's Alpha.

3.7. Item Analysis:

Item analysis is a mean of assessing the effectiveness of the test items. It is the process of observing the students' responses to each test item to judge the quality of the item, especially the difficulty level and the discrimination power of the items (Eble, 1972).

3.7.1. Difficulty Level

The difficulty level is defined as the ratio of the students who answered each item correctly (Rosas, 2000). The items whose difficulty level ranges between 0.20 and 0.80 are acceptable (Ebel, 1972).

The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown, 2010).

3.7.2. Discrimination Power

Discrimination power means " measuring the extent to which the results of an individual item correlate with the results of the whole test"
(Alderson, 1999)

3.8. Pilot Administration of the Test

Pilot study refers to a preliminary study conducted with a sample out of the experiment sample in order to acquaint the researcher with any obstructions that may face during the test (Goodman , 1973).

The aim of the pilot study is to allow the researcher to obtain information about how the instrument works and to specify the estimate time required to answer all the test questions or items. It also aims to find out the discrimination power and difficulty level of the test as well as to determine the clarity of the test instructions Therefore, the test has been conducted on 150 students randomly selected from the two involved sections, i.e. (A) and (B). Results indicate that the time needed to answer all the test items ranges between 80-90minutes and there is no ambiguity in the instructions of the given test.

3.9. Final Administration of the Posttest

After verifying the validity, reliability and polite administration, the posttest has been applied on the 6th of March 2022 for both experimental and control groups. The test papers have been distributed to the involved tastes who are

required to read the instructions carefully and put their answers clearly on their test papers within the limited time of the test.

After that, all the test papers have been collected to be scored according to the designed scoring scheme.

3.10. Statistical Means:

The statistical means which have been utilized in the present study for the purpose of analyzing the collected data are as follows:

1. The T- test for two independent samples is used to find out the significant differences between the two groups (Alderson, 1999).
2. Cronbach's Alpha correlation coefficient formula is used to calculate the reliability of the test (Cohen and Swerdlik, 2010).
3. Item Difficulty level formula is used to determine the difficulty of the items of the test (Madsen, 1983).
4. Item discrimination power is used to estimate the discrimination level of the items of the test (Gronlund, 1976).
5. The T – test for two dependent samples is used, to test the significance of difference between the pretest and the posttest scores (Devellies, 2003).
6. Chi – square formula is used to determine whether there are any significant differences between the experimental and the control groups in the variable of parents' level of education (Alderson, 1999).

Section Four

Analysis of Data and Discussion of Results

4.1 After subjecting the involved sample of students to the achievement test, the data has been collected and statistically analyzed as follows:

4.1 .Data Analysis for the First Hypothesis

To analyze the data related to the first hypothesis namely: **There is no statistically significant role of using chunks on Iraqi EFL university students' performance in conversation**, the T-test formula of one independent sample has been used. Consequently, the first aim of the study undoubtedly: **Finding out the role of using chunks on Iraqi EFL university students' performance in conversation**, will be achieved .

For achieving the first aim, an achievement test is applied for (60) students. Then, the calculated t-value and the tabulated t-value is achieved by using the T-Test formula for one independent sample to estimate student's performance .

In the light of the following results in Table (4.1), the mean scores of students' performance is (34.55) less than the theoretical mean (25) with a standard deviation of (9.733) degrees. Comparing with the tabulated t-value which is (2.00), the calculated t-value (7.601) is higher than the tabulated t-value with, a degree of freedom (59) at a level of significance (0.05). That means, there is a significant difference between students' Performance and the theoretical mean in using chunks on Iraqi EFL university students' performance in conversation. So, there is a statistically significant role of using chunks on Iraqi EFL university students' performance in conversation. Thus the first hypothesis is rejected and the first aim is achieved.

Table (4.2): T-Test Value of the Student's Performance in Conversation

N.	Mean	SD.	Theoretical Mean Score	T-Value		DF	Level of Sig.
60	34.55	9.733	25	Calculated	Tabulated	59	0.05
				7.601	1.98		

4.2. Data Analysis for the Third Hypothesis

To analyze the data related to the third hypothesis specifically: **There is no statistically significant differences between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group, who are taught by using chunks in the post- test**, the independent sample test has been used. Therefore, the third aim of the study namely: **Finding out the differences between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group, who are taught by using chunks in the post- test**, will be achieved.

In order to achieve achieving the third aim, posttest is applied for (120) students. Then, the calculated t-value and the tabulated t-value is achieved by using the T-Test formula for independent sample test to estimate student's performance.

According to the following results in table (4.3), the mean scores of the experimental group is (74.87) and standard deviation is (20.937). While the mean scores of the control group is (61.85) and the standard deviation is

(20.639). The calculated t-value (3.430) is higher than the tabulated t-value (1.98) with a degree of freedom (118) at a level of significance (0.05).

Observing the values of T-calculated above, it is found that the calculated T-value (3.430) is much greater than the tabulated T-value of the field (1.98), and from this it can be concluded that there is statistically significant differences between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group, who are taught by using chunks in the post- test. So, the third hypothesis is rejected and the third aim is achieved.

Table (4.3): Means, Standard Deviation, and t-Values of the Two Groups

In the performance Test

Group	N.	Mean	S.D.	T-Value		DF	Level of Sig.
Experimental	60	74.87	20.937	Calculated	Tabulated	118	0.05
				3.430	1.98		
Control	60	61.85	20.639				

4.3 Discussion of the Results:

Generally, the current study's findings of the first and second hypothesis indicate that there is a statistically significant role of using chunks on Iraqi EFL university students' performance in conversation, According to the results of the third hypothesis, the findings of this study reveal that mean scores of experimental group is 74.87 with standard deviation 20.94, and the mean scores of the control group is 61.85 with standard deviation 20.64. According to these scores, the experimental group performance in conversation is better than the control group performance

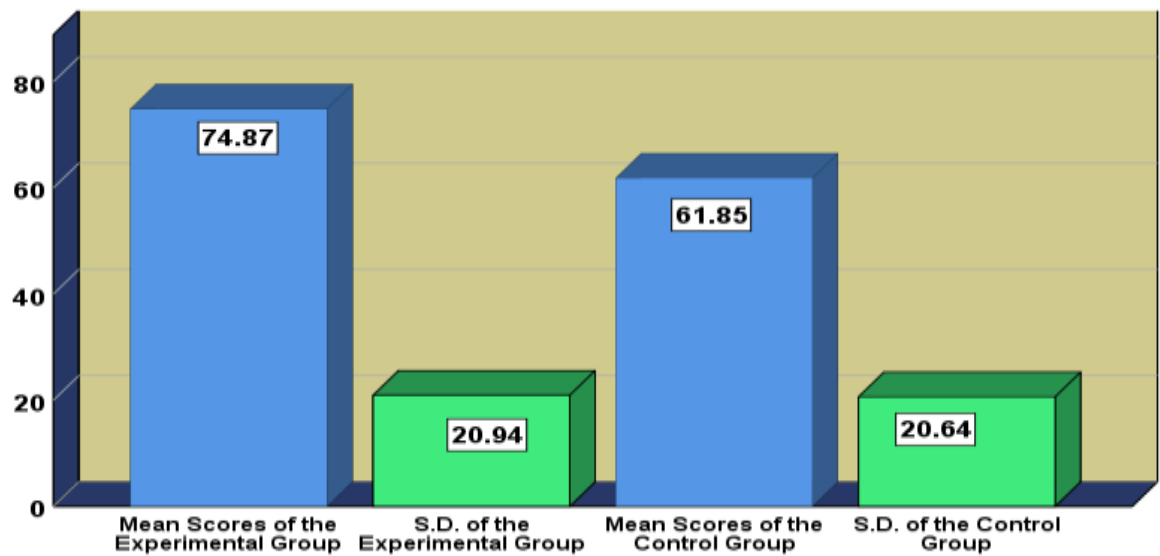


Figure (1) Mean Scores and Standard Deviation of Experimental and Control Group

The achievement of the experimental group is higher than the control group according to the following:

- 1.Chunks help the experimental group to combining smaller bits of information into more meaningful, and therefore more memorable wholes.
- 2.Chunks support grouping pieces of information into more meaningful units that will help the learner to absorb and retain the knowledge.
- 3.The experimental group can identify key words move from reading the text to paraphrasing, the teacher ask them to first identify and define the key words found in that chunk.
4. The benefits of chunks to the experimental group in speaking are increased processing speed.
5. It helps students clarify main ideas, and they summarize the meaning of a paragraph in ten words or less.
- 6.It helps students to speak and comprehend faster, less hesitation, and using planned chunks than they do in their normal use of language.

5.1 Conclusions

According to the obtained results of the current study, the following points have been concluded:

1. This study revealed the extent to which learners reproduced the learned grammatical chunks in spontaneous speech, as well as the extent to which they applied the chunks to sustain meaningful interactions.
2. The learners demonstrate substantial development in the number and range of the chunks they produce over time.
3. The range of chunk types also doubled between the two sessions. The findings illustrate a clear progression in the learners' language development; they were able to absorb new material (i.e. grammatical chunks) introduced in class while retaining the chunks learned previously.
4. chunks help teachers and students to find out the solution for the problem that is faced in the learning process.
5. chunks have an important role which increases students' interaction in the classroom, and it is a new activity for students and easy to use.

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