

The Effect of Talking Chips Technique on Iraq EFL Students' Achievement in Speaking Skill

ASWAN FAKHIR JASIM

Misan University – College of Education

Abstract

Speaking is the most important skill in foreign language and it seems to be neglected. Therefore, a lot of students have faced difficulties in how to make communication inside the class. Specially, for Iraqi speakers, speaking tends to be more complicated than the acquisition of other skills, such as reading or writing, since the former is quite difficult to practice when the student does not live in an English speaking country. For this reason, this study deals with new technique to develop the students' abilities in order to develop this skill and show why it is important to be developed and the difficulties the learners have. This study aims at investigating the effectiveness of using talking chips technique on developing speaking skill of third stage in Misan University / College of Education.

To achieve the aim of the study, the researcher adopted one experimental design on 24 October , 2016.

The sample of the study consisted of (36) students and it is randomly chosen from College of Education. The researcher designed activity related to speaking topics. This activity is based on talking chips which is used in teaching the experimental group. An oral speaking test is designed and validated to be used as a pre and post test for the group.

The data are analyzed statistically by using t-test formula to measure the difference between the achievement of the students in pre and that of the post test.

The analysis of the results proved that there is a statistically significant difference between the mean scores of the experimental group in the pre and that of the post test.

In the light of these findings, the researcher suggested some recommendations that are hoped to help syllabus designers and English teachers in developing teaching speaking skill according to the conclusions of this study. The researcher has put forward some suggestions for further researches.

Section One: Introduction

The primary goal of a communicative classroom is students development of communicative competence in English at a basic level, this includes development of students' ability to comprehend and produce written or spoken English in communicatively proficient and accurate ways (Nunan,2001:9).

In the age of knowledge, the importance of communication is increasing day by day such as the world which has become like a small village. It can be said that because communication gains objects change accordingly. This change made educators do lessons based on communication. As a result, schools which adopt and renew themselves to do this process can product the appropriate outputs. The most learned and taught language in Iraq is English as a foreign language. It is a foreign language in Iraq as well, Since students do not use this language in their daily lives.

Paradoxical, it may seem that the English language runs like blood through the veins of the nations worldwide. To have a good communication is desire for most people.

Communication competence in the target language is more demanded now than even before.

Richards (2006:5) mentions that

" The ever growing need for a good communication skill in English has created a huge demands for English teaching around the world, as millions of people today want to improve their commands of English or ensure that their children achieve a good command of English. the worldwide demands for English has created on enormous demands for quality language teaching and language teaching materials and resources"

1.1 The Problem of the Study and its Significance

English as one of the international languages plays an important role in the international communication. English is used as a tool for international communication in many fields such as transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001). Based on the importance of English as a tool in the development of the country, both for international relations and scientific-technological advancement.

In Iraqi curriculum, there are four major skills which have to be taught during the teaching and learning process. Those are listening, speaking, reading, and writing. Although all four skills are equally important, speaking skill could be seen as the leading skill during the English learning process. During the learning process, learners need to communicate with others in order to express their ideas and feelings. One of the ways to communicate with others is through speaking.

Richards (2008: 19) states that the mastery of speaking skills in English is a priority for second-language learners or foreign-language learners. As the consequence, the effectiveness of English course is decided based on how well the learners improve their spoken language proficiency.

Most of Iraqi students could not speak English well due to several reasons. Those were lack of vocabularies, make grammatical mistakes, mispronounce words, stuck in speaking pausing, and shy to speak. Most of the students said that they were afraid to mispronounce words and had low motivation on challenging themselves. Another problem was, most of the students got stuck and did not know what they wanted to say. As a result, the class became less communicative since they prefer to remain silent.

In short, they had limited vocabularies. In the researcher's point of view, actually the students had interest in learning English, however they were afraid to make mistakes and shy to express their opinions. So we need to move from traditional techniques towards new technique which can help the learners how to build their language.

The problem was the opportunity to speak English. Most of the students did not have enough opportunities to practice their speaking ability during the teaching and learning process. It is important to give the students opportunities to practice their speaking since it will help the students to improve their speaking skills. Since English considered as foreign language in Indonesia, there are not many people who speak English in their daily life, so the students are lack to get opportunity to speak English in daily conversation. The only opportunity that the students have is during the English teaching and learning process. This opportunity should be maximized by the teacher to give the students opportunity to practice their English.

1.2 Aim of the Study

Based on the problem above, the researcher assumed that it was necessary to find a proper solution to solve the problems found in the teaching learning process, the researcher proposed a technique developed by Kagan called Talking Chips technique. This technique give benefit for both the students and the teacher.

From the researcher's aspect, Talking Chips technique could help the teacher to vary the activities to maintain the students' motivation on learning, and gradually it would help the teacher to support the students to improve their communication. As for the students, this technique could help the students to have equal opportunity to practice their communication since they need to give contribution during the learning process.

1.3 Hypothesis of the Study

For the sake of carrying out experimentation, the current paper is based on the following hypothesis.

1. There is no statistically significant difference between the achievement of Iraqi EFL students in speaking skill on the pretest and that of the posttest.

1.4 Method of the Study

A. Population

The population of the current study is the English department study who study English language at Misan University / College of Education during the academic year 2016/ 2017.

B. Sample of the Study

The researcher chose a random sample from the population of study composed of (36) students from the third level who are study English as a foreign language.

1.5 Procedures of the Study

1. Selecting a random a representative sample of the third level students at the College of Education Misan University,
2. Constructing a pre-post test to ensure its validity and reliability,
3. Administrating the test (a pretest) to the subjects to assess the level of the subjects in speaking skill,
4. Teaching the subjects by using talking chips technique ,
5. Conducting a final administration of the test (as a posttest) to the subjects to find whether the suggested technique has any effect on the sample or not,
6. Analyzing the collected data to get results using suitable statistical tools and finally
7. Interpreting the obtained results to came up with conclusions and recommendations and suggestions for further research.

1.6 Limits of the Study

The present study is limited to :

1. Applicating technique namely talking chips.
2. It will be limited to third level at the College of Education during the academic year (2016/ 2017).

1.7 Value of the Study

1. To the Teachers of English

This study is useful for teachers of English as they may also find it easier to develop the materials which are interesting to the subjects so that teachers will be more creative in teaching.

2. To the students

For the students, hopefully they will improve their communication whether in the learning process or in other occasions.

1.8 Definitions of Basic Terms

In order to avoid any misunderstanding of the basic terms that are used in the present study, they are defined operationally.

1.8.1 Impact

It refers to a change that is caused in a person or thing by another person or thing (Collins, 1978:451).

1.8.2 Talking Chips

Talking chips is the technique that makes the value of everyone's contribution tangible and give chance to speak. It means that all students have the same opportunity in the classroom if one students has two times for speaking (Gray 2010: 217).

1.8.3 Technique

Techniques are the specific activities manifested in the classroom that are consist a method and therefore are in harmony with an approach as well (Researcher's definition).

1.8.4 English Foreign Language (EFL)

It is a term which is used for situations in which learners are learnt a foreign language that is neither their mother tongue nor spoken as means of communicating in the place where they live (researcher's definition).

1.8.5 Speaking Skill

Speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions (Hedge,2000: 261).

Section Two: Speaking Skill

Teaching English as a foreign language (TEFL) requires learners exposure to what is called the foreign language skills: reading, speaking, writing and listening. The first and the last aim of acquiring such language skills is to achieve a high development of abilities of receiving and producing the second language either in oral or written form, i.e. achieving a good mastery in the productive and receptive skills. As far as speaking is concerned, it is regarded as the major skill to be

developed because it is necessary for displaying the language proficiency. Learners are going to be put in situations where communication in English is needed, that is why the emphasis is mainly on speaking.

Speaking English is one of difficult skills for students. Based on cursory observation, it was found that most of students could not speak English well because of several reasons. Those were lack of vocabularies, did grammatical mistakes in speaking, mispronounced words, got stuck in speaking, pausing, and still shy to speak (Arnold, 1983:112).

In this section, light will be shed on the speaking skill with more details, including the main the importance of speaking and elements of speaking skill.

1.1 The Notion of Speaking Skill

Language is a formal system of signs governed by grammatical rules of combination to communicate meaning. The human languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings (Bloomfield, 1914). Language is basically speech. Its written form developed later on. It is universal among human beings who use it for carrying out various activities of life.

As for Hedge, speaking is a basic skill that Language Learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions (2000: 261).

(ibid:261) defines speaking as “a skill by which they are judged while first impressions are being formed.” That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

Chaney mentions that speaking is productive skill in the oral mode. It is like the other skills, in that it is more complicated than it seems at first and involves more than just pronouncing words. Speaking is used to express or communicate opinions, feelings, ideas, etc, by talking and it involves the activities on part of speakers as psychological, physiological (articulator) and physical (acoustic) stage (1998:15).

1.2 The Importance of Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communicative situation.

Speaking is the most important feature of human beings from other living creatures because it is the natural state of language that all human beings are born to speak their native language. In learning L2 or FL, most of the learners find difficulties in attaining speaking skill because it needs oral communication that consists of both speaking and listening (Nunan,2004:4-5).

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings (Mauranen,2006:5).

Ur (1996:120) agrees with Nunan (2004:4) that all the four language skills (listening, speaking, reading and writing), speaking seems to be instinctively the most important activity. People who know a language are known as "speakers" of that language, as if speaking contained all other types of skills, and many, if not most FL learners are mainly interested in learning to speak. "The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication" .

Moreover, the communicative activities which are used in the CLT class should be based on authentic materials which have been written for the real world use. Such materials are claimed to give students opportunities to develop strategies for understanding language as it is actually used. Furthermore, communicative activities are often carried out by the students in a small groups. The nature of speaking is so much part of daily life that we take it for granted. However, learning speaking, whether in a first or other language, involves developing subtle and detailed knowledge about why, how, and when to communicate, and complex skills for producing and managing interaction, such as asking a question or obtaining a turn.

Speaking skills are often considered the most important part of an EFL course. With the growing need for international communication in the information age, many language learners attend language classes to improve their speaking ability. Even though many students have mastered basic speaking skills, some students are much more effective in their oral communication than others. And those who are more effective communicates experience more success in school and in other areas of their lives.

According to Richards and Renandya (2002:201), for most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Nevertheless, speaking in a second or foreign language has often been viewed as the most demanding of the four language skills.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech act such as pitch, stress, and intonation.

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems.

Bygate (2002: 28), in order to be understood, people have to be careful while speaking. "Speaking involves understanding the psycholinguistic and interpersonal factors of speech production, the forms, meaning, and processes, and how these can be developed" .

1.3 Elements of Speaking

To speak the second language fluently and accurately, learners need to be able to know some elements which are very important to develop this skill.

Hamer (2001:45) mentions these elements which refer to language features that learners should have knowledge about. In addition to the processes of the language and information in the same time when interlocutor interacts with them.

1.3.1 Language Features

The following features are necessary for an effective speaking:

●Connected Speech

This ability needs from the speaker of English to produce more connected sounds not separated phonemes. These may be modified, omitted, added or weakened in the connected speech.

● Expressive Devices

English native speakers use effectively the phonological rules which refer to the pitch, stress, volume speech with the use of non verbal means. These devices help them to convey their intended meaning. Students, then need to have this ability to employ such devices if they want to be effective communicators.

•Lexis and grammar

When learners produce some language functions, they often use the same lexical structures. The teacher's role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.

•Negotiation Language:

Learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others. So, the teachers have to provide them with the necessary expressions they need when they ask clarification from others speakers. Learners also need to perform their utterances if they seek to be understood and clear especially when they can see that the other interlocutors did not understand them (ibid).

1.3.2 Mental / Social Processing

The necessary processing skills of speaking are the following:

- Language processing: this refer to the ability of the learners/ speaker to process the language in their minds through putting it in a coherent order so that the other interlocutor can understand it and get the intended message. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.
- Interacting with others: most of the speaking situations involve interaction between two or more interlocutors, that is to say an effective speaker needs to be to listen and understand the other's talk then react through taking turn or keeping the others to do so.
- Information processing: this relates to the ability of processing the information in the mind rapidly, i.e., the time speakers get information, they should be ready to response to the other's talk (Razmjoo,2011:33).

Section Three: Cooperative learning and Talking Chips Technique

3.0 Introductory Note

This section is devoted to the presentation of cooperative learning, history of cooperative learning, techniques and the role of both teacher and student in cooperative classes. The second part of this section presents talking chips technique, the origin of talking chips technique, its steps, benefit, and advantages.

3.1 Communicative Language Approach

Over the past few decades, teaching foreign language has encountered tremendous changes, teacher; aim remained the same in the practice of foreign language teaching theoreticians more very much concerned with finding the best method or various methods to teach learners the foreign language. Various methods have been suggested for this

sake, yet communicative language teaching (CLT) seems to remain as one of the main focuses (Richards and Rodgers, 2001:159)

CLT initiated in the 1960s in both Britain and American, and has stopped since the 1970s, its development derives from general dissatisfaction with linguistic theories. The British Situational Approach and the American-Audio-Lingual Approach, both of which focus much more on the mechanistic aspect of language learning and language use through pattern drills, rote memorization and repetition practice .

By the 1970s "Communicative Language Teaching" as reaction against the "artificially of pattern- practice" and the "conscious" learning of grammatical rules (ibid).

Savignon (2002:53) states that the main point of communicative language teaching to encompass the form of the language (grammar and vocabulary) to the function of the language (the use of the language in communication) together with the learners' effectively.

In addition, the guiding tenets of the Communicative approach indicate that ' language use is creative'. Learners use whatever knowledge they have of a language system to express their meaning in an infinite variety of ways. " the basic unit of practice should always be a text or chunk of discourse (ibid).

Richards and Rodgers (2001:160) comment that the principles of CLT reflect a communicative view on the theory of the nature of language, theory of language acquisition and theory of language learning .

One of the primary predecessors leading up to the creation of Cooperative Learning theories was Communicative Language Teaching (CLT), also known as the Communicative Approach. The origin of the CLT goes back to the 1960s when the approach was established as a means of replacing the Situational Language Teaching approach (SLT). The SLT approach aimed to teach students a language by practicing basic structures in a controlled setting, which is very consistent with the Grammar Translation Method (Manoliu ,2012:138).

This led to the recognition of the fact that language teaching needed to focus on communicative proficiency rather than the structures upheld by the SLT and thus communicative competence should be the aim of language teaching and learning (Manoliu, 2012:139). Communicative Language Teaching approaches place great significance on using authentic materials when teaching languages, materials that accommodate the needs of learners (Ju, 2013:online).

3.2 Cooperative Learning

The communicative approach discussed above is central to the foundation which Cooperative Learning is built upon. However, Cooperative Learning is much more purposeful than conventional group work and has a clearer framework and it challenges students in many ways, socially and intellectually (Stenlev, 2003:23). Johnson & Johnson state that they started investigating Cooperative Learning and creating Cooperative Learning structures because this approach radically changes the atmosphere of classrooms. Traditional teaching approaches tend to be very competitive and often in inappropriate ways. Cooperative Learning, on the other hand, is built on the very foundation of human nature; human beings cannot survive without cooperating with others (1994:213). Kagan makes different arguments for his support of Cooperative Learning. His claim is that without being active in one's own studies, it is not possible to learn, whatever the subject may be. Cooperative Learning engages students to work harder than they do in the traditional classroom (2014:Online).

Richards and Rodgers (2001:192) states that cooperative Language Learning (CLL) is part of a more general instructional approach also known as Collaborative Learning .CL is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom .Larsen-Freeman (2000:164) contend that CL means that learners learn from each other in the groups. She highlights the issue that the way that learners and teachers work in the group makes an activity cooperative not merely the group configuration. She continues "in cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively" .

3.3 History of Cooperative Learning

In the late 1970s Joseph Lancaster and Andrew Bell made extensive use of CL groups in England, and the idea was brought to America when a Lancastrian school was opened in New York in 1806. Within the common school movement in the United States in the early (1800s), there was a strong emphasis on CL. In the last three decades of the 19th century Colonel Francis Parker brought to his advocacy of CL enthusiasm, idealisms, practicality, and an intense devotion to freedom, democracy and individually in the public schools. His fame and success vested on his power to create a classroom atmosphere that was truly cooperative and democratic (Johnson and Johnson,2004:13).

Though cooperative learning (CL) as a term has been used only recently to denote an educational teaching methodology, the techniques of what is Language Learning Theories and Cooperative Learning Techniques in the EFL Classroom now called cooperative learning that have been used in classrooms researched extensively for thirty years or more. In his well-known book about cooperative learning, Slavin (1995) listed over 90 experimental studies about cooperative learning. He concluded

that the reason cooperative learning succeeds as an educational methodology is its use of convergent tasks: Group goals based on the individual responsibility of all group members leads to increased learning achievement, regardless of subject or proficiency level of students involved.. (Slavin, 1995, : 45).

3.4 Theory of Cooperative Learning

Cooperative language learning (CLL) is a part of a more general instructional approach also known as Collaborative learning (CL). Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom (Richards and Rodgers, 2001:192).

Cooperative learning has the following definition.

.....cooperative learning is group learning activity organized so that learning is dependence on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own leaning and is motivated to increase the learning of others (Olsen and Kegan, 1992:5 as cited in Richards and Rodgers, 2001:192).

Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. Cooperative learning exists when students work together to accomplish shared learning goals (Johnson, Johnson, 2001: online). Cooperative learning is defined by a set of processes which help students interact together in order to achieve a specific goal of instruction or an outcome which is usually content specific.

Nagel (2006:41) emphasized that cooperative learning must be intellectually demanding, creative, open-ended, and involve higher order thinking tasks. For cooperative learning to be successful in the secondary social studies classroom, five essential elements are needed: 1. Positive Interdependence; 2. Face-to-Face Interaction; 3. Individual and Group Accountability; 4. Interpersonal Skills; 5. Group Processing.

The Learning Together model organizes instruction according to the principles of positive interdependence, individual accountability, promoting face-to-face interaction, social and collaborative skills, and group processing. Specifically, positive interdependence means that the success of students is linked with the success of their team members and may be structured through mutual goals, joint rewards, shared resources, complementary roles, and a common team identity. Individual accountability means that the performance of each member is assessed and results are given to the team and the individual so that team members cannot get a free ride on the efforts of their teammates. Yet, team members still help, share, encourage, and support each other's efforts to succeed through encouraging interaction within their

groups. Furthermore, they use and develop their interpersonal and small-group skills of leadership, decision making, trust building, and conflict management. Finally, the team members perform group processing to reflect how well the team is functioning and how its effectiveness may be improved. (Huss, 2006:23).

3.5 Theory of Learning

Cooperative learning advocates draw heavily on the theoretical work of developmental psychologists Jean Piaget (1965) and Lev Vygotsky (1962) stress the central role of social interaction in learning. A central premise of CLL is that learners develop communicative competence in a language by conversing in socially or pedagogically structured situations, CLL advocates have proposed certain interactive structures that are considered optimal for learning the appropriate rules and practices in conversing in a new language . CLL also seeks to develop learners' critical thinking skills, which are seen as central to learning of any sort. Some authors have even elevated critical thinking to the same level of focus as that of the basic language skills of reading, writing, listening and speaking (Richards and Rodgers, 2001:192).

Johnson et al (1991:4 as cited in Richards and Rodgers, 2001:192) state that cooperation is working together to accomplish shared goals, within cooperative situations , individual seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. It may be contrasted with competitive learning in which students work against each other to achieve an academic goal.

3.6 Techniques of Cooperative Learning

There are many different techniques in cooperative learning However, all of them have certain elements in common as established by Johnson, Johnson (2004). These techniques are the ingredients necessary to ensure that when students do work in groups. They work cooperatively.

3.6.1 Jigsaw (JG)

Each student of four to five team becomes an "expert" on one topic by working with members from other teams assigned the same topic. It is important for the instructor to interact with the students (Chafe,1998:2).

Mandal (2009:99) states that jigsaw is groups with five students are set up. Each member is assigned some material to learn and to teach to his group members. The representative of the students working on the same topic gets together and discusses the important concepts and the ways to teach it to the whole class. After the practice

in these “expert” groups the original groups get together and teach each other. Tests and assessments follow.

3.6.2 Think-Pair-Share Technique

This is a simple and quick technique, the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. “Pair” and “share” components encourage learners to compare and contrast their understanding with those of another, and to rehearse their response first in a low-risk situation before going public with the whole class (ibid).

3.6.3 Three-Step Interview Technique

In this technique, each member of a team chooses another member to be a partner. During the first step individuals interview their partner by asking clarifying questions. During the second step partners reverse roles. For the final step, members share their partner’s response with the team (ibid).

3.6.4 Round Robin Technique

It is primarily a brainstorming technique in which students generate ideas but do not elaborate, explain, evaluate, or question the ideas. Group members take turns responding to a question with words, phrases, or short answers. The order of responses is organized by proceeding from one student to another until all students have had an opportunity to speak. This technique helps in generating many ideas because all students participate, because it discourages comments that interrupt or inhibit the flow of ideas. The ideas could be used to develop a piece of good paragraph on a given topic (ibid).

3.6.5 Numbered Heads Together Technique

In this technique students number off in teams. Teacher asks a question. Heads Together – students literally put their heads together and make sure everyone knows and can explain the answer. Teacher calls a number and students with that number raise their hands to be called on, as in traditional classroom (Peter,2011:89).

Mandal (2009:99) mentions that numbered head together technique is a team of four is established. Each member is given number 1,2,3 and four. Questions are asked of the group. Groups work together to answer the questions so that all can verbally

answer the questions. Teacher calls out a number (three) and the number three in each group is asked to give the answer. This could be used for comprehension exercises.

3.6.7 Critical Debate Technique

This technique could be used while drafting argumentative essays. In this individual students select their side of an issue in contrary to their own views. They form teams and discuss, present, and argue the issue against the opposing team. It exposes the class to a focused, in-depth, multiple-perspective analysis of issues. It can move students beyond simple dualistic thinking, deepen their understanding of an issue, and help them to recognize the range of perspectives inherent in complex topics. This technique is suitable for tertiary level students (Mandal, 2009:99).

3.6.8 Talking Chips Technique

In teaching language, teacher should have some techniques to make students interested to learn, one of these techniques is talking chips. Louma, (2004 : 91), talking chips technique is the technique for speaking skill. Talking Chips is a group participation that use of several chips in their procedure. In addition, Gray (2010: 217) adds that talking chips is the technique that make the value of everyone's contribution tangible and give chance to speak. Its means all students have the same opportunity in the classroom if one students has two times for speaking. The other students also have two times for speaking in the classroom. Moreover, Cameron (2001: 199), also states that :

“it is basically involves providing number of plastic chips. Any students on the team can begin the discussion by placing his or her chip in the center of the team's desk and keeping his or her hand on the chip while speaking. In teaching speaking, the teacher encourage reticent student to participate and communication or process problems such as dominating or clashing group members”.

Furthermore, Bowers and Keisler (2011:138), talking chip is this technique ensures that everyone has an opportunity to share in a discussion. So, there is no gap between students who active to speak and those who are not. Furthermore, it extends students speaking practice and students would have an equal opportunity to speak in the classroom. Based on the theories above, the writer can see different opinion from experts. First, Talking Chips technique is technique used the teacher to know that students speaking ability and learn how often practice speaking to participate. Second, Talking Chip is the teacher encourage reticent student to participate and communication.

In addition, Bowers and Keisler (2011 :140) adds that in talking chip is the teacher gives the student opportunity to speak there is no gap between students who

active to speak and those who are not. Thus, writer concludes Talking Chip is a strategy that used the teacher in classroom to ensures equitable by regulating. To participate their speaking ability. In learning process the teacher gives the teacher encourage reticent student to participate and communication. So, the student have confident for speaking.

3.6.8.1 The Nature of Talking Chips Technique

Kagan and Kagan (2010: 17 as cited in Syafryadin 2011), points out that talking chips is a strategy in teaching speaking which makes the students work in group. In line with Kagan, Hayman states that Talking Chips is one of techniques could be used for discussion during the learning process. Talking Chips ensures the students to have equal participation by requiring each speaker in group to surrender a token when sharing thoughts concerning topics. This strategy also allows the students in a group to speak without one student dominating the group discussion. In holding talking chips technique, the students would be given chips and the chips are used for every time they speak, they must put the chips in the centre of the table. When the chips are over, the activity is done and the students may not speak until chips of all members of the group are over too.

In the previous explanation, the principle to distinguish cooperative learning from group discussion. Talking Chips, as one of the structures of cooperative learning, also fulfill at least two of the principles. The first element is the individual accountability. During the activity, every member of the group has accountability to participate in discussion. They have to actively engage during the discussion, and they are accountable to their teammates. However, each member of the group must use their chip before proceeding to the next round. So that, they have chances to practice their speaking, and in the same time, they are also practicing their active listening. The second element is equal participation. The rules during the implementation of the talking chips technique establish guidelines for equal participation. Each member of the group has same opportunity to speak during the discussion. They also learn on how to respect others' opinions.

3.6.8.2 The Steps of Talking Chips Technique

The steps of talking chips which are proposed by Kagan (2010 as cited in Syafryadin 2011) in the following.

- 1) Teacher provides a discussion topic. The teacher could provide certain topics for the groups to be discussed. It would help the students to maintain their ideas to be shared.
- 2) Begins the discussion. Anyone in the group could start the discussion related to the topic by placing his or her chip in the centre of the team table.
- 3) Continues the discussion. Any student could continue the discussion by using his or her chip. However, they need to wait until the first speaker done speaking.

- 4) When all chips are used, teammates collect all their chips and continue the discussion using their Talking Chips.
- 5) During the students' discussion about the topic, accuracy and fluency of students would be observed. Besides, in evaluation, the students would be assessed either their fluency or accuracy.

3.6.8.3 The Procedure of Talking Chips Technique

The procedure of talking chips technique is based on :

1. Teacher assigns students to discuss in a group and gives each student a designated number of chips to use during the discussion.
2. Teacher asks a question or provides a text to the groups and gives students time to gather their thoughts and record some of their ideas.
3. Teacher tells students that this is a minimum number of chips they must use during the discussion.
4. Teacher ask students discuss, they place a chip in the center of the table when it is their turn to speak (Bowers and Keisler, 2011:138).

3.6.8.4 Teacher and Learners Roles

3.6.8.4.1 Teacher' Role

1. Selector and sequence of task: a central role of the teacher in selecting and adapting tasks and then forming them in keeping up with learner's' need.
2. Manager well trained, sensitive to all management factors relating to students, equipment, classroom and learning material.
3. The one who has control of his classroom in the same way an adult controls language in conversation with a child, i.e., he freely glosses, rephrases and explain.
4. The one who has a responsibility to enrich his or her students' language when it necessary (Simpson, 2004:15).

3.6.8.4.2 Learners' Role

Simpson (2004:15) has mentioned the roles of learners in talking chips technique:

1. learner plan and assume their learning process.
2. learners monitor their learning.
3. learners are member of group and interact with member of it.
4. learner tutor other learner.
5. learner learn from teacher , students and teaching resources.
6. Help students brainstorm and explore any idea, concept, or problem
7. Facilitate better understanding of relationships and connections between ideas and concepts

8. Make it easy to communicate new ideas and thought processes
9. Allow students to easily recall information
10. Help students take notes and plan tasks

3.6.8.4.3 The Advantages of Talking Chips Technique

There are some advantages from applying talking chips technique during the learning process. Talking chips technique allows every student to hold accountable for participating. Talking chips regulates discussion where it ensures everyone in the group could participate and contribute during the discussion. Since everyone in the group should participate during the discussion, shy students, low achievers, and less-fluent students are encouraged by the social norms of structure to fully participate and develop their language skills too. The next advantage of applying talking chips is, it develops the students' speaking and listening skills. During the activity, the students need to discuss certain topics in a group. Each student should share their ideas when their turn comes. However, when they already use their opportunity to speak, they need to be patient and turn to listen the other members' ideas. This kind of turn-taking help the student to speak yet at the same time also help them to develop their listening skills.

The other advantages of talking chip is to provide students' opportunity to talk. According to Gray (2010 : 217), he states some advantages of talking chips. It is a recurring challenge in group work is managing discussions, so that every individual has a chance to contribute and no individuals dominate the meeting.

1. Talking Chips Technique is one of the appropriate techniques to improve students' speaking ability.
2. It can be a good technique of teaching speaking to improve comprehension. It happened because the students focus more on the message than on the form or structure.
3. It develops higher level thinking skills.
2. Skill building and practice can be enhanced and made less tedious though cooperative learning activities in and out the classroom.
4. It creates an environment for active, involved and exploratory learning.
5. It improves the performance of the weaker students when grouped with higher achieving students.
6. It addresses learning style differences among students.

Section Four: Methodology and Procedures

This section aims to report on the experimental work that has been carried out for the purpose of identifying and classifying the impact of talking chips technique

by involved the sample of the students in speaking skill. This section sheds light on the population and sample, instrument of the study, validity of the achievement test, item analysis , final administration of the test scoring scheme, and the statistical tools. In order to achieve the aim of the current study and test its hypothesis, an experiment has been conducted . the research designed and methods which are followed:

1. Selecting the experimental design,
2. population and sample,
3. Constructing the pretest and posttest to ensure its validity and reliability,
4. Preparing instructional materials,
5. Applying the experiment,
6. Administrating the posttest and
7. Analyzing the data statistically.

4.1 The Experimental Design

Before revealing the type of the experimental design, it is necessary to define it briefly. To this, Good (1973: 174) defines the experimental design as

“the plan according to which experimental groups are selected and experimental treatments are administrated and their effect is answered”.

Best and Kahan (2006:177) adds that the experimental design is the blue print of the procedures that enable the researcher to test the hypothesis to reach valid conclusions about the relationship between independent and dependent variables. Selection of a particular design is based on the purposes of the experiment and the circumstances that surround it.

The study followed one experimental design of pre- posttest groups in which subjects are randomly assigned to experimental and a pretest is administrated before the application of the experiment and posttest at the end of the treatment period. The experimental group has been taught RC by using dictionaries to know the lexical meaning of the words.

Table (4-1)The Experimental Design

The Groups	The Test	Independent Variable	The Test
The experimental group (EG)	Pre-test	Talking chips	Post-test

4.2 Population and Sample of the Test

This test was conducted on the third year students studying at English language Department, College of Education, Misan University at academic year 2016-2017, to investigate "the impact of talking chips technique on Iraqi EFL student' achievement in speaking skill". The choice was primarily based on the fact that students at this level have a fairly good command of English after 4 years of intensive study. Added to this, they have studied and practiced speaking in a number of courses. I have chosen for the test (30) fourth year students of total (36) students. Table (1)

Table (4.1) Population and Sample of The Test

University College	Department	Section	Total Students	Present	Absent
Misan College of Education	English Department	A	36	30	6

4.3 Description of The Test

The ability to speak in a foreign language, and spoken language production in general, is without doubt the most highly complicated skill of all language skills. And it is considered to be one of them most difficult aspects of language learning for teachers as well as for students (Lado, 1961:25).

The oral test consists of an oral interview between the testee and the tester. This paper seeks to investigate. "the impact of talking chips technique on Iraqi EFL student' achievement in speaking skill ". We have chosen, as our tested, (40) advanced-level students of English Language department (2). In order to accomplish an oral test to serve the function of the experiment. Throughout the oral test , a student is encouraged to speak and then assessed on the basis of that speech. The researcher has designed the test to assess the students' ability in speaking, the test has included general questions.

The test was in the form of semi-structured interview between the testee and the tester. It was included twenty questions (see Appendix A)

4.4 Validity of The Test

Validity is the degree to which evidence and theory support the interpretation of test scores entailed by proposed use of test (Best and Kahn, 2006:295).

Seliger and Shohamy (1988:188), Richards and Schmidt (2002: 196-575); Best and Kahn (2006:96) classified validity as face validity, content validity, construct validity and empirical validity.

Face validity is the degree to which a test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of an observer (Richards & Schmidt, 2002: 196-197).

In other hand, content validity refers to the relevance of the instruments or measurement strategy to the construct being measured (Vockell, 1983:170).

To ensure the face and content validity of the test, The researcher submitted the test to (10) experts who are known for their long experience in the field of linguistics and TEFL methodology. the researcher asked the jury to read the test , add, delete and change the items of the test which are not suitable for the testee. After approving its suitability for the purpose of the study. The researcher took the suggested modification into consideration .

4.4.1 Scoring Scheme of The Test

The researcher proposed a marking scheme to assess and rate the efficiency of the students' responses to each item of the oral test.

The whole test is composed of (10) questions; they are recorded and scored out of (100) marks. Each component is allotted (20). See table (4.2).

Table (4.2) Criteria of Scoring Evaluation

1. Clarity

20	If she/he realizes and does not make errors of grammar
15	If she/he occasionally makes grammatical errors
10	If she/he frequently makes errors of grammar
5	If she/he hardly produces grammatical construction
3	If she/he neither realizes nor uses grammatical construction
0	If does not provide any answer

2. Pronunciation

20	If she/he realizes and uses the correct pronunciation of foreign sounds
15	If she/he occasionally realizes and uses the correct pronunciation
10	If she/he frequently realize and uses the correct pronunciation
5	If she/he hardly realizes nor pronounce words and utterance correctly and clearly
3	If she/he neither realizes nor pronounce words and utterance correctly and clearly
0	If she/he does not provide any answer

3. Comprehension

20	If she/he realizes and understands the meaning of words without difficulty
----	--

15	If she/he frequently realizes and understands the meaning of words and utterances of what is said
10	If she/he occasionally realizes and understands the meaning of words and what is said
5	If she/he hardly realizes and understand the meaning of words
3	If she/he neither recognizes nor understands the meaning of words
0	If she/he does not give any answer

4. Fluency

20	If her/his speech is fluent and understands the other's fluent speech
15	If the speech of her speech seems to be affected by language problems
10	If her/his speed and fluency are rather strongly affected by language problems
5	If she/he is usually hesitant forced into silence by language limitations.
3	If she/he neither understands fluent speeds nor speaks fluently
0	If she/he does not give any answer

5. Content

20	If she/he realizes and understands the meaning of words without difficulty
15	If the speech of her speech seems to be affected by language problems
10	If her/his speed and fluency are rather strongly affected by language problems
5	If she/he hardly produces grammatical construction.
3	If she/he neither understands fluent speeds nor speaks fluently
0	If she/he does not give any answer

4.4.2 Item Analysis

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

An item analysis technique involves the use of two statistics : item difficulty and item discrimination. After scoring the pilot test, the researcher has arranged the scored test in order of scores from high to low. The percentage is considered the best proportion for use in item analysis. It is convenient and statistically defensible to consider "good students those whose scores place them in the upper level of the total group and to consider "poor" students those whose scores place them in the lower level of the total group (Madsen, 1983:180).

For each test item, the formula and item difficulty level for oral test has been applied in order to determine the difficulty level of the items. It has been found that the difficulty level ranges between (0.25- 0.75) See Table 4.3. It is considered a suitable difficulty level.

Table (4.3) Items Difficulty and Item Discrimination levels

Items	Item Difficulty	Item Discrimination
Clarity	0.366	0.732
Pronunciation	0.336	0.673
Fluency	0.309	0.618
Comprehension	0.363	0.726
Content	0.327	0.655

4.4.3 Pre- Test

After checking the reliability and validity of the test, the researcher has given his sample a pre-test. This test is given to the subjects before the treatment to measure the sample's level of achievement in the dependent variable, i.e., speaking skill.

The pre-test in its final form is administered to the sample on of October 2017. The study subjects totaling 30 students are seated to take the test in a comfortable room at the lap of the college of basic education .

3.3.4 Administration of the posttest

The posttest was administrated on the ... of May , 2017 , the students were brought to the lap by the researcher. he also bought a reorder in order to record their answers to the posttest . this test took three days for the experimental group. The aim of the posttest is to indicate whether an experimental sample has achieved better in spoken ability.

The posttest is the same version of the pre-test

3.4.5 Statistical Tools

The following statistical tools are used in the empirical part of this study and in the statistical analysis of the obtained data:

The researcher applied Pearson correlation to measure the face validity and the reliability of the test:

1. Pearson Correlation Coefficient: It is used to find students' achievement in the pretest.

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

(Glass and Stanley, 1970: 295)

Where:

r= correlation coefficient

n= sample size.

2. T-Test: it is used to find out the significant differences between the pre-post-test

$$t = \frac{\bar{d}}{S_d / \sqrt{N}}$$

(العطية، ٢٠٠١: ٧٤)

Where:

$\bar{d}$ = the first sets of scores.

N = the number of the sample.

S_d = standard deviation.

Section Five: Results, Conclusion, Recommendation, and Suggestions

5.0 Introductory Note

This section introduces and then interprets the test results by using suitable statistical tools. Conclusions are drawn in the light of the results also recommendations are presented and finally suggestions for further studies are put forward.

5.1 Introduction of Results

In this section, results are introduced according to the hypothesis of the study. The aim of the present study is to be investigating the impact of talking chips technique on Iraqi EFL students' achievement in speaking skill.

5.2 Results Related to Hypothesis

The hypothesis of this study states that there is no statically significance between the achievement of Iraq EFL students in speaking on the Pre-posttest.

To verify the validity of this hypothesis, a comparison has been drawn between the achievement of the sample on the pretest and that of the posttest. The t-test formula for dependent sample has been used to determine whether the difference between the performance of the sample on the pretest and that of the posttest is significant or not.

In table (5.1). the mean score of the sample on the pretest is 51.20 , where as the mean score of it on the posttest is 62.13. the calculated T value is 2.04 , at 0.05 level of significance and a df (30). Therefore, the differences is a statistically significant in the favor of pre-posttest, i.e., the achievement of the subjects on the posttest who had been taught by talking chips technique was higher, See table (5.1).

Table (5.1) Pre-Posttest Scores of The Subjects

Test	No. of Subjects	Mean	SD	df	Calculated T-value	Tabulated T-value	Level of Significance
Pre test	30	51.20	9.07	29	2.04	2.045	0.05
Post test	30	62.13	9.22				

5.3 Interpretation of The Results

The result of this study reveal that there is a statistically significance between the mean score of the pretest and that of the posttest of the subjects. The achievement of the subjects in the posttest is slightly higher than that of the pretest.

5.4 Conclusions

Based on the explanation in previous sections, the researcher concludes that talking chips is an important in learning English as a foreign language because it is very useful both formal communication and informal communication. If a teacher wants to be success in his/her teaching, he/she has to know properly how to motivate the students to communicate through his/her best strategy in teaching. It is not easy to

do that because the teacher should know great amount of material to be taught before teaching in the classroom. Besides that, he/ she has to choose one of the most appropriate techniques in teaching. To overcome the problem above, the teacher should consider a good teaching technique. The teacher not only can use one technique. Talking Chips technique is a way that will help to teach the students. In teaching active skills can improve students' motivation to communicate English, and increase their interest to learning English. So, this technique makes the students enjoy to get the lesson and make them having fun.

As a results of investigating the validity of using oral tests to test oral skill of Iraqi EFL learners, the following conclusion can be drawn.

1. Talking chips technique can better improve the students' interaction with the teacher and other students. When they were practicing in pair work and group work.
2. it can maximizes students' opportunities to speak during the English lesson and provide potential benefits of student-student interaction
3. it encourages students' practice opportunities of the target language receptivity in the lessons as a result of presenting various task.
4. it teaches students how to concentrate on how to communicate the intended meaning not on the language forms.

5.5 Recommendations

In the light of the finding and due to literature, the researcher recommends the following:

1. To increase speaking proficiency, the syllabus of English curriculum should emphasis the productive skills of speaking. In dealing with a large number of students in Iraq classrooms. Pair work and group work should be recommended in classroom instruction for all subject areas.
2. Information technology should be used in the classroom in various form of activity, task or project. It can benefit language teaching such as films, radios, videos which are available in many EFL settings.
3. Speaking teachers need to be trained on how to develop and present dialogues for their students. The environment is also very important.
4. The teachers should expose students to the natural use of English with native speakers in order to develop their ability in speaking skill.
5. The teachers should encourage shy students to practice and participate orally by using different activities.

5.6 Suggestions for Further Studies

The following are suggested for further studies

1. A similar study can be conducted at the intermediate stage.

2. Similar study to investigate interactive techniques in other aspects or skills like listening, reading, and writing.
3. A study on the effectiveness of the using a new technique in teaching speaking such as information gap and cued-dialogue.

The Initial Form of The Test

Misan University

College of Education

(TEFL Methodology)

Dear Sir / Madam

The researcher intends to carry out a research study entitled (The impact of talking chips technique on Iraqi EFL students' achievement in speaking skill).

This study aims at identifying The impact of talking chips technique on Iraqi EFL students' achievement in speaking skill. The population of the study is limited to the third stage students at the College of Education / University of Misan during the academic year (2016/2017).

I would be grateful if you, as an expert in the field of teaching English as a foreign language or linguistics, pass your judgment on the validity and suitability of the attached tests to fit the requirements of the study. Any comments, modifications or suggestions would be highly regarded and appreciated.

Thanks in advance for your assistance and cooperation.

The Technique of The Test

The researcher intends to apply a semi-structured interview to test the students speaking ability. During the (warm up stage) of the interview , the researcher intends to ask traditional questions

Such as :

What's your name?

How are you ?

How old are you?

Where do you live?

How many brothers and sisters you have?

During the (level check) the researcher will ask each student a number of the following questions

Scores of The Subjects on The (Pretest)

Questions	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency
1.How would you spend your Money If you became very rich					
2.What places would you like to visit?					
3.What sports would you like to Play					
4.Are you optimistic or pessimist about the future? Why?					
5.Do you use the internet? For what purposes? What are the site you often visit?					
6.What kind of clothes do you Like and do you like wear?					
7.Which seasons of the year do You Like? Why?					
8.What are your favorite subjects Lessons at school? Why?					

9.Which is your favorite color? Why?					
10.Did you work beside study? Why?					
11. What would you like to be Future					
12 Do you set goals for yours why?.					
13. tell me about the embarra situation you went through					
14. Do you prefer Arabic or English movies?					
15. What is the most interesting you have seen before?					

Scores of The Subjects on The (Posttest)

Questions	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency
1.What are your favourite subjects/ Lessons at this school why?					
2.Which is the hardest in this Course Why?					
3.Do you work beside your study Why?					
4.Do you find English language difficult or easy to learn why?					
5.What places would you like to Visit? why?					
6.What sports would you like to Play?					
7.If you had a choice, where would you like to live?					

Would you choose to live in Why					
8.How would you spend money if become a very rich?					
9.Are you optimistic or pessim About the future? Why?					
10.What would you like to do in your free-time?					
11 what would you like to future					
12. what is the meaning of name?					
13. Do you prefer Arabic or English movies?					
14. What is the most interesting you have seen before?					
15. tell me about the embarra situation you went through					

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*عطية ، السيد عبد الحميد : التحليل الإحصائي وتطبيقاته في دراسات الخدمة الاجتماعية ، المكتب الجامعي الحديث ، الإسكندرية ، ٢٠٠١

Appendixes

Appendix (A)

The Scoring Scheme of Sample on The Pre-Posttest

Subjects	Pretest	Posttest
1.	45	60
2.	39	46
3.	60	74
4.	65	81
5.	55	67
6.	51	69
7.	44	52
8.	47	56
9.	53	59
10	35	51
11	12	57
12	57	69
13	60	65
14	57	61
15	44	51
16	41	53
17	45	60
18	60	73

19	62	71
20	44	59
21	53	58
22	22	45
23	61	69
24	24	58
25	60	68
26	47	53
27	51	60
28	48	58
29	46	67
30	70	81