



- The Effect of Turn - Taking Strategies on Pupil's Communicative Competence

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Abstract

The current study aims at investigating the effect of turn-taking strategies on fostering EFL Iraqi preparatory pupils' communicative competence and identifying Iraqi preparatory pupils' level of communicative competence. "To conduct the study and fulfill its aims, the following hypotheses are set":

1. "There is no statistically significant difference between the mean score of the experimental group which is taught by turn-taking strategies and control group which is taught by the conventional strategy in communicative competence".

To achieve the aim and confirm the hypotheses, the experimental design which is Non- Randomized Experimental Group Pretest- Posttest Design. The sample is current study consists of (70) pupils in the fifth scientific stage, derived from two schools chosen from AL- Aqeeda and Om AL-Muamneen schools "for girls". The sample consists of two sections, section (A) randomly chosen to be the experimental group from AL-Aqeeda school , section (B) "has randomly chosen to be the control group from Om AL-Muamneen schools". Each section consists of (35) pupils. Both groups have been equalized in such variables from educational level of parents, testees age , English grades achievement in fourth stage, and the post the pre- test of both groups. The experiment lasted three months, the researcher has taught the two groups during the academic year 2019-2020.

"To analyze the obtained data, different statistical means have been used many T-test, weighted mean and percentile mean to measure the pupils' communicative competence".

"After the statistically treatment" of the data, the result reveal *that*:

1. Teaching pupils by using turn-taking has proved it is effectiveness in raising pupils' communicative competence level.

Based on the results, the obtained conclusions in this study, appropriate "recommendations, and suggestions for further studies are put forward".

اثر استراتيجيات تبادل الادوار على الكفاءة التواصلية لدى الطلبة

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الخلاصة

تهدف الدراسة الحالية الى: التحقق في أثر استراتيجيات تبادل الادوار على تعزيز الكفاءة التواصلية لدى طلبة الاعدادية العراقيين متعلمي اللغة الانكليزية لغة اجنبية وتحديد مستوى كفاءة التلاميذ العراقيين في التواصل. ومن اجل تحقيق اهداف الدراسة وضعت الباحثة عدة فرضيات منها:
١. لا توجد فروق ذات دلالة احصائية بين درجة الوسط الحسابي للمجموعة التجريبية و التي تم تدريسها وفقا لاستراتيجية تبادل الادوار والمجموعة الضابطة التي تم تدريسها وفقا للطريقة التقليدية في اختبار الكفاءة التواصلية.

تطلبت أهداف الدراسة اختبار التصميم التجريبي الاعشوائي ذو الاختبار القبلي والبعدي. تكونت عينة الدراسة من (٧٠) طالبة في المرحلة الخامسة اختيروا من اعدادية العقيدة وام المؤمنين للبنات وتتألف العينة من قسمين القسم (أ) الذي تم اختياره عشوائيا ليكون المجموعة التجريبية والقسم (ب) المجموعة الضابطة. يتكون كل قسم من (٣٥).

كوفنت المجموعتان من حيث مستوى تحصيل الوالدين ومستوى تحصيل الطلبة في اللغة الانكليزية في المرحلة السابقة وكذلك في الامتحان القبلي الذي اجري لكلتا المجموعتين . استمرت التجربة ثلاثة اشهر للعام الدراسي ٢٠١٩-٢٠٢٠. لتحليل البيانات التي تم الحصول عليها تم استخدام طرق احصائية مختلفة وهي الاختبار التائي لعينتين مستقلتين لقياس الكفاءة التواصلية لدى الطالبات والاختبار التائي لعينة واحدة والوسط المرجح.

اظهرت النتائج بعد معالجة البيانات ما يأتي:

لقد اثبتت استراتيجية تبادل الادوار فاعليتها في تعزيز الكفاءة التواصلية لدى الطالبات في مادة اللغة الانكليزية.

واعتمادا على نتائج الدراسة الحالية وضعت الاستنتاجات والتوصيات والمقترحات لدراسات مستقبلية لإثراء مجالات البحث الحالي



Section 1

INTRODUCTION

1.1 Statement of the Problem

Language is a dynamic process, it is used for self-expression, verbal thinking, problem solving and creative writing, it is mainly for communication. Language learners are in need of opportunities to use the language in authentic conversations and focus on the role taking by pupils' interaction (Gardner, 1985:11).

Teaching process suffers a lot of change center on the personality of the authoritarian teacher in stereotypes pupils. The teacher is away from teaching method and learn pupils to answer ministerial questions only and how to succeed in the ministerial exam and neglect the aspects knowledge of curriculum (Al-Ghalibia, 2011:3). Many studies have shown that the pupils suffer from weakness in some communicative competence which is due to the less attention paid to the cultural aspect in teaching EFL and the restricted practice of language expect what is received from a teacher in a classroom and use of the traditional method, which is led to the challenge of choosing the turn-taking strategies to teach fifth-grade pupils in an attempt to foster pupils' communicative competence. In order to enhance communicative competence, the turn-taking strategy has been chosen, which consists of the elements: the subject, pupils and the teacher to achieve educational goals through organized and studied activities that combine pleasure and learning (Sulayman, 2009:321).

1.2 Aim

This study aims at:

1. Investigating the effect of turn-taking strategies on fostering EFL Iraqi preparatory pupils' communicative competence.
2. Identifying Iraqi preparatory pupils' level of communicative competence.

1.3 Hypothesis

This study hypothesized that:

1. There is no statistically significant difference between the mean score of the experimental group which is taught by turn-taking strategies and control

group which is taught by the conventional strategy in communicative competence test.

2. There is no statistically significant difference in the pupils' level of communicative competence in experimental and control groups.

1.4 Value of the Study

This study is expected to be valuable for:

1. Teacher of English as a foreign language who are required to change their direction from the point of view of teaching foreign language as fixed simple rules of teaching dynamically to implementing a turn-taking strategy.
2. Curriculum designers must include some modern knowledge to develop textbook in order to be implemented by teacher.
3. Researchers looking for different strategies in teaching English language skills.

1.5 Limits of the Study

The present study is limited to:

1. The use of turn –taking strategies on teaching English subject –matter for Iraqi preparatory textbook, “English for Iraq”
2. Units (1,2,3and 4) are selected from “English for Iraq” syllabus in the first semester of the study.
3. Fifth scientific grade at AL-Aqeeda Preparatory School for Girls.
4. The academic year 2019-2020.
5. The adopted models in the current study are Sacks et.al,(1974)for turn-taking strategies and Celce-Murcia’s model (1995) for communicative competence.

1.6 Definition of Basic Terms

Turn- Taking Strategy: Coulthard(1995:56) “states that turn- taking is a process of exchanging conversation among pupils in the class”. “Pupils can automatically recognize opportunities to participate and relinquish a turn during the conversation without causing misunderstanding”.

Communicative competence: Chomsky(1957:75) “defines communicative competence as the unconscious knowledge of native speakers of both grammar and semi-linguistic grammar of the language”.

1.7 Procedures

The following procedures are followed:

1. Selecting randomly two groups: experimental and control groups.
2. Constructing a pre and post communicative competence test.
3. Applying pre-test on both groups in order to achieve equalization between other variables such as academic level of mother and father variable.
4. Applying the posttest to two groups at the end of the experiment.
5. Analyzing the data by using appropriate statistical means and then putting forward the findings, conclusions, suggestions and recommendation.

Section 2 Theoretical Background

2.1 The Concept of Turn – Taking Strategy

The most essential facts about conversation is that the role of the speaker and the listener change with significantly little overlap of speech and few silence(Coulthard,1996:59). According to Goffman(1955,226) “ turn-taking is an organized and sequential pattern that expresses the pupil’s function and helps them to feel a sense of belonging to others”. Thus affect their responses to different situation. Turn – Taking means the speaker gives an opportunity to the listener, who will be the next speaker to give a comment on what the speaker is saying and this is a recurring process in the conversation(Levinson,1983:292). Thornbury (2005:8) says there are two basic rules for the turn –taking strategy , long silence must be avoided and listen when the speakers speak. According to Wong &Waring (2007:7-9) turn is a tool for other practices such as sequencing and organizing the entire conversation. The ability to self- selected and acquire conversation turns by employing various verbal and non- verbal resources which are an essential element of interactive efficiency. Turn –Taking achieves the goals of the participants by investigate their feeling and insight into their trends, values and perceptions to develop their skills and attitudes towards solving the problem by scientific new and different materials(Melhem,2006:411). Dobson (1997:17) says that conversation is the exchange of information and through with spoken language. So speaker cannot separate a conversation from its social interaction. Crystal (2006:498) describes the turn –taking as a

process in which one pupil A stops and another B starts talk and stops and so, the distribution will be A.B.A.B.A.B. this modifies that only one pupil speaks at a time then another when the role is possible. While Speier (1972:400) says when there are three pupils in the conversation, sequence is not necessary ABCABC. It can occur in a discourse consisting of four groups “ AB AB AB with CD CD CD”. Mey (2001:139) believes that in certain circumstances, equal partners do not receive equal shares or control over the choice of subject.

2.1.2 The Concept of Communicative Competence

The concept of communicative competence is developed by Hymes covers not only linguistic knowledge, but also knowledge about contextual aspects in which linguistic aspects can have a function of communicating meaning (Napitupulu and Siahaan, 2014:37). Dornyei and Thurrell (1991:16) say that the aim of teaching communicative language is to improve the communication competence of the teacher. The term communicative competence according to Chomsky (1957:101) is the unconscious knowledge of native speaker of grammar in their language. According to Chomsky (1963:3) “this term excludes quasi- linguistic aspect that are absolutely necessary in establishing and interpreting the meaning of communication in order to make a particular function and its impact on both sides of speakers and listeners in the interaction of communication”. Therefore , the term proficiency refers “to unconscious knowledge about only the linguistic aspect of language”. Krashen and Terrell (1983:303) “define communicative competence as the use of language in social communication without grammatical analysis that is they connected communicative competence with communication and did not focus on grammatical competence”. According to the theory of Canale and Swan (1980:1-47) which say that communicative competence as a whole can be explained in term of four competence composed grammatical competence , linguistic competence , social efficiency and strategic efficiency. Linguistic competence includes knowledge of language code (grammar, vocabulary , pronunciation, spelling and so on). Language teaching usually aims to develop this competence above all. Selinker (1972:209-231) is the first to put the term communication in his paper on the overlap of language , but some say

Selinker “ did not go into details about the nature of these strategies”. Savignon (1972:98) calls it the strategy of confrontation and has published a report showing the importance of this strategy in the teaching of communicative language.

Hymes (1967,1972) “provided with concept of communicative competence pragmatic guidance by expanding Chomsky’s (1965) cognitive account of language teaching by adding social linguistic competence”. “Each pupil needs to develop aspects of communicative competence in order to gain the ability to communicate in a successful way, pragmatic competence is an important competence in communicative competence cultural communication requires mastering both speakers to master the linguistic knowledge of the target language (Roberts,1998:108). Koike (1989:279)says “ pragmatic competence is the knowledge of the speaker and the use of appropriate rules and literature that dictate the way the speaker understands and formulates the action of speech”. Pragmatic competence is “the ability to use language appropriately in a social context which involves both innate and learned abilities and develops naturally through the process of socialization ”(Taguchi,2009:1).

Ozverir et al, (2016:484-493) say “the representation of communicative competence in English as a foreign language provides pupils with real - world significance that can help them relate what they learn in school and how to use language in scientific communication”. Chan (2013:303-317) considers communicative competence is necessary to balance all aspects of communicative competence in English as a foreign language textbooks to the pupil’s communication needs. The need to provide a real representation of the contents of English as a foreign language to use the real language is clear because success in practical use requires a minimum of communication skills to receive , understand and apply the lesson learned materials (Wiemann,J& Backlund,1980:185-199). Celce – Murcia et al,(1995:5-35) say that the textbooks are supposed to cover the building of systematic and comprehensive communicative competence. Textbook should be based on and responsive to pupils’ communication needs (Canale,& Swain, 1980:1-47). According to Breen & littlejohn (2000:14) pupils should be



considered active participants in communication rather than quiet spectators in education.

2.2 Previous Studies

The purpose of presenting previous studies is to present what has been done by other researcher on topics related to this study. This literature review will contain some important aspects such as : aims, sample, procedure and then show important results

2.2.1 AL-Madi's Study(1994)

This study aims to identify the effect of the role of the representative role on the achievement of fifth grade primary students in Arabic grammar in Baghdad. The study sample consists of (74) pupils, (39) pupils for experimental groups and (35) pupils for control groups. The experiment lasted ten weeks. The researcher constructs an achievement test. After processing the data by using the person correlation coefficient and T-test, the results showed that the achievement of pupils of the experimental group who studied the role of the representative group are better than the achievement of the control group pupils. There are no statistically significant differences between the average achievement of girls and boys studied in a representative role.

2.2.2 AL-Jabali's study (1996)

The aim of this study is to investigate the effectiveness of using the turn-taking and images in developing the speaking skills. The sample consists of (50) pupils at fourth preparatory school in Irbid. The sample is divided into three groups. After applying the experiment the researcher used mono-variance analysis and T- test to analyze the sample result on the pre-test and posttest. The results showed that the use of images is more appropriate than the use of turn –taking in development of elements of speaking skill.

Section 3 Procedures

3.1 Experimental Design

Before revealing the type of experimental design, it is important to specifically point to Goodman(1973:174) “ argues that experimental design is the plan under which experimental groups are selected, management of experimental treatments and the answer to their impact”. Vandalen (1979:232) and Cook (1967:106) claims that choosing a suitable experimental design for testing is one of the most useful decisions a researcher might make. In the present study, quasi- experimental design is required, namely the design of a “Non-Randomized Control Group Pretest-Posttest Design”. Thus , the two groups of fifth pupils scientific preparatory school. The experimental design of the study is illustrated in table(1)

Table(1)
The Experimental Design

Groups	Pretest	Independent variable	Dependent variable	Posttest
Experimental	Communicative competence test	Turn-Taking strategies	Achievement in English subject matter	Communicative competence of test
Control				

3.2 The Population

Richards (2017:85) defines the population as the people around whom information will be collected. The population refers to the group in general and also to the size of the population or the number of individuals it contains(Lehman and Mehrens,1971:18). The current study population consists of Iraqi preparatory school pupils of the fifth scientific stage for girls in Tikrit. The total number of the population is (289).

3.3 Test Construction

The post-test is used to discover the results, so the researcher designed a test based on the topic that was chosen at the beginning of the study to measure whether there are statistically significant differences between the control and experimental groups.

3.4 Face Validity

Taherdoost(2016:29) states that the face validity is the degree to which the measure appears to be linked to a specific structure according to the judgment of non- experts such as test taker and representative test items. Face validity refers to the self –evaluation of the researcher about the presentation and the importance of the measuring instrument if the elements in the instrument appear relevant, reasonable, unambiguous and clear (Oluwatayo,2012:391-400). Validity is related to the fact that the test is very important because pupils need to be convinced that the test really test what is called a test (Brown,2001:388).

3.5 Content Validity

Bollen(1989:185) defines the content validity as a qualitative kind of validity where the conceptual domain is clarified and analyzed whether the measurement represents the entire domain or not.

3.6 Pilot Study

Richards and Schmitt(2010:219) state that the pilot test is a test preparation for a small representative group of examiners in order to determine their suitability and effectiveness. Twenty pupils are drawn from two section(ten pupils from each section) from two schools AL-Aqeeda and Om AL-Muamneen preparatory.

3.7 Item Analysis

Item analysis is the process of analyzing test element according to the level of difficulty and strength of discrimination. Cervantes(1989:11-12) explains item analysis as a means to serve the test writer in order to find the test material and help the test writer to know how difficult or easy an item is. So , it may discover and distinguish the poor pupils.

3.8 Difficulty Level

Madsen(1983:180) states that the difficulty level of the test items is one of the objectives of the pilot study . the level of difficulty indicates the



percentage of pupils who get the correct items. If the items contain a high percentage they will be very easy, but if the percentage is low then they will be very difficult. So , the test will be missing difficulty if the elements are very easy or very difficult. Ebel(1972:20) mentions that DL must be ranged among (0.20% to 0.80%). However , the optimum rate of the difficulty level of all items ranged between 0,42-0,63 for the communicative competence posttest.

Section 4

Analysis of Data and Discussion of Result

4.1 Result Related to Pupil's Communicative Competence

The finding results of the statistical analysis by using t-test for two independent groups have shown that the mean value for communicative competence level of the control group is(63,942)with a standard deviation of (9,251) with the mean value of the experimental group is (80,257) with a standard deviation of (12,171)

In order to find out differences between the mean score of the two groups t-test formula for two independent groups has been used. The computed t-value is (6,313)which is higher than the tabulated t-test value which is(2) at the level of significance of (0,05) and a degree of freedom(68). This means that there are statistically significant differences between the experimental group which has been exposed to the teaching turn- taking strategy inductively and the control one which has not been exposed to teaching turn-taking strategy in favor of the experimental group.

Therefore, the null hypothesis is rejected and an alternative hypothesis is stated that there are statistical significant differences between the scores of the experimental group which has been exposed to the turn- taking strategy and the control group which has been exposed to the traditional strategy in their fostering communicative competence and in favor of the experimental group. As shown in table (12)below.

Table (2)

The Experimental and Control Groups in the C.C Post Test

Groups	No.	Mean	SD	T- Value		D.F	L.S
				Computed T-Value	Tabulated T-Value		
Experimental	35	80,257	12,171	6,313	2	68	0,05
Control	35	63,942	9,251				

4.2 Discussion of Result

The superiority of the pupils of the experimental group, which is studied according to the turn-taking strategy, leads to the following reasons:

1-This strategy has an organized scientific methodology that helps pupils to foster their communication competence by employing communicative competency skills in teaching English language according to the turn-taking strategy, which made the lesson more active.

2- The turn-taking strategy has a role in creating an atmosphere of enjoyment in the classroom through activities and works to attract attention among pupils.

3- The turn-taking strategy helps to raise the motivation of pupils in participation and show what they learn on pictures of acting performance and face-to face communication with her colleagues. This result applies with the study of Susant(2007), which showed the difference in favor of the experimental groups as well as the study of AL-Jabali(1996).

4- The turn-taking strategy encourages pupils to be more flexible in the use of the language and develop communicative competence.

5- The turn-taking strategy plays active role in increasing the motivation of pupils by providing the pupils an opportunity to participate activity play the

role freely and respectfully reflected on the understanding of the material inductively.

6- The turn-taking strategy promotes communicative competence through self-growth and self-confidence in conversation, group discussion, exchanging of dialogue and expression. The result is similar to the study of AL-Jabali (1996) which aims to investigate the effectiveness of using the turn-taking and images in developing the speaking skills. And differs with the study of AL-Madi (1994) which aims to identify the effect of the role of the representative role on the achievement of fifth grade primary students in Arabic grammar.

7- The traditional method does not achieve the educational process triangle (encouraging the teacher , prepare appropriate activities for pupils, defining plans for the curriculum , and pupils interacting with the subject), this is what the turn-taking strategy provided to the experimental group and this is what confirmed AL-Madi(1994) which confirmed that there is no difference between the pre-posttest of the control group and also a similarity with the study of Susant(2007), which aims at knowing the impact of using the turn-taking strategy and dramatic representation on teaching the speaking skills of Malaysian students who are studying English as a second language.

8- The use of sub-turn-taking strategies as lessons have strengthened the use of these strategies in facing study problems.

9- The turn-taking strategy is a modern strategy that helps to develop a spirit of cooperation, research and perseverance.

10- The style of the turn-taking strategy is consistent with what modern education focuses on making the pupils positive and the focus of the educational process. This result is consistent with the study of AL-Madi(1994), AL-Jabali (1996) and Susant (2007).

11- Giving pupils freedom through the turn-taking strategy has increased the motivation of pupils to communicate and interact with giving them the opportunity to perform dramatically, expressively and physically , which

Section 5

Conclusions and Recommendations

5.1 Conclusions

Building on results of the current study, the following conclusions have been drawn:

1. Turn- Taking strategies help to figure out the role of social relationship with other to initiate and end conversation with peers.
2. Turn – Taking strategies help to identify the speaker’s eye contact through conversation.
3. Turn-Taking strategies help to reduce the gap between teachers and pupils when collaborating together. Training and teaching pupils require both gatherings to work closely together and this reduces the gap between pupils and their teacher.
4. Involving the pupils in turn-taking and communicating strategies will encourage them to gain fullest potentials of their needs and result in good achievement.
5. Engaging the pupils in daily classroom participation is considered one of the basic pedagogies in communicative competence.
6. The application of communicative competence strategies help pupils maximize and achieve learning experiences

5.2 Recommendation

In the light of the conclusions of the current study, some recommendations can be drawn:

1. Iraqi English language teachers are invited to adopt the turn-taking strategy in teaching.
2. Teachers should use technology tools to create active, lively lessons and facilitate pupils’ learning.
3. Teaching strategies should focus on raising the level of communicative competence of pupils.
4. EFL teachers should help and encourage pupils to be confident and courageous to develop their personalities. So the shy and calm pupils should participate. It can be successfully achieved by involving them in the turn-taking.



5. Teachers can teach pupils outside the classroom, in the garden in the library or taken them in a picnic in order to motivate and encourage them to practice well in learning English.
6. Pupils need to learn how to work effective learning strategies such as turn-taking strategies to learn the English language.
7. Pupils are encouraged to practice turn-taking strategies to develop their communicative competencies

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