

The Dramatic Acting of the Dialogue in Relation to Iraq Opportunities Book (7) , (CLT) Approach and (CLL) Method

by

Sahab Salih Finjan
College of Arts, Thi- Qar University , thi qaruni.org

Moreover, learning English needs a special track of program or school to be taught as a required and necessary language not as rudimentary knowledge of a language (McKay, 2003: 3). In the hand of assessing of the new textbook of English, this research is aimed to bring out the information of the new materials and situations of Iraq opportunities book (7) in limitation to the conversation which is included within the activity of the function files. The study presents the information through a theoretical background of the dialogue meaning and learning and throughout the empirical study by applied visits.

Introductory Notes

The conversation is a social activity by using a language as it plays deceive or exclusive role. According to (Gramely & Pätzold, 1992:205-09). Speech acts used in conversation can be divided into three categories: (1) meta - interactive, which concerns with the organization of the dialogue itself to mark the beginning and the ending, (2) turn-taking, to pass, hold, obtain the base of public speaking and (3) interactive, which consists of four

Abstract

Throughout its history, the educational system of Iraq adopted a mixture of methods in teaching English like structural or direct method, oral and situational approaches, and the like excepting for a communicative method. The acquisition of complex skills, like skill specificity, skill transfer, feedback on the performance and automatization of the skill, specific techniques such as explicit error, correction negotiation of meaning are the subjects of applied linguistic (DeKeyser, 2007:8).

Absolutely, the skill of speaking is represented by conversation, oral practice, and reading drills. Acting to speak English with clear grammar and pronunciation is the goal of any sample of dialogue. The sample of a good context is to put the students in real life situation to express themselves freely. To learn language communicably is to make the lesson as a small community to employ role-plays, debates, and viewpoints exchanging. This is what it is called the CLL technique in learning and acquisition of L1 or L2 languages (Thornbury, 2005: 118-19)

speech acts when there is turn – taking between participants. Notwithstanding, there is no fixed numbers of participants , the conversation can take place with five persons but not with hundred people. Moreover, there is no limit of a conversation length, it may be in a four- minutes turn- taking but not more than an hour and a half to avoid ceases. Hence, turns should be short and equal for the participants '(Tehrani &Yeganeh, 1999:45)

The dialogue is a technique of drama to tell story by actors. The importance of the dialogue depends on the effective theme and the roles of the characters as they are main or minor characters, round dynamic or flat ones. Clearly, the dramatic dialogue has different ways of expressions to be exposed with monologue, a long uninterrupted speech that reveals the speaker's thoughts and feeling, soliloquy, a long uninterrupted speech in which the character is alone on a stage, and conversation between two or more than two characters (www.ingentaconnect.com/Trent Lorcher, techniques and ideas for teaching drama 1of 2). Commonly , the context of a conversation may be real or imaginary. Most of the artistic works like drama, novel, poetry, deal with a comic or tragic discourse of imaginary universe (Alkhuli, 2002: 34).

There are many kinds of talk but they cannot be considered as conversation for the lack of turn -

parameters: eliciting acts, which requires some linguistic response to offered information, informing acts, to offer information, acknowledging acts, which provides positive or negative follow- up or feed back and directing acts, to ask about immediate or future action. Under those criteria of speech acts, three aspects can be distinguished, (a) the utterance performs locutionary acts, the interpretation of the internal and external textual knowledge, (b) illocutionary acts, it is a linguistic act concerning the force of an utterance as (advising, ordering,--), and (c) perlocutionary act, which be concerned with the effect of utterance (persuading or dissuading)

In other words, this is what is called positive/ negative speech acts which are applied in a conversation interaction. The background of both the speaker and the hearer will limit or extend the conversation. Adding information or the declarative adding will lead to achieve a goal of imperative interaction. Otherwise, It is impossible to enforce the addressee towards an action in which s/he has no information in a way and another the conversation will be denied. So this negative declarative adding will hinder the achieving of the goal and lead to negative imperative interaction(Croft, 1994: 474).

More recently, there is no precise definition of what is conversation! It is possible to say that a conversation is a kind of

giving opportunities to communicate rather than being as learners of grammar (Ellis, 1997: 79). However, its idea is to develop communicative competence rather than linguistic competence. This means to associate language learning with its use and discourse rather than grammar and sentence components (al-Hamash & Younis, 1980: 87).

Furthermore, CLT approach describes language as a means of communication and a social phenomenon: by which social contexts can be expressed, a semiotic: as it is not isolated utterances (vocal, non vocal) properties make possible interpretation of common and new signals. So language learning should be enjoyable by giving enjoyable and gradable activities to suit all students, the advanced and the weaker (Richards & Rodgers, 2001: 155-7). In order to respond correctly, understanding of form – meaning of the L2 is required. In communicative drills there is still control over the structures used by students but the immediate goal from the students' point of view becomes actual exchange of information to tell or add something is new. It is worth to say that the main difference between the meaningful drill and a communicative drill is that – in communicative drill, the student has opportunity to add new information about the real world (DeKeyser, 2007 :11).

Utterances are not just sequences of words. Therefore, Languages differ in their sound system. Some

taking system as sermons, lectures, and the like, Whereas, some speech occur in the form of the operation of turn-taking system but they do not be considered as conversation such as courtrooms, classroom interrogations because they are not enacted as a unit of local organizations (Tehrani & Yeghneh, 1999:47)

The combination of verbal and non - verbal ways of communication like gestures, body language, and eye contact make smooth social intercourse gives a message of a weak or strong dialogue. These are aspects of what it is called the hearer – support maxim. This is particularly an easy way to observe the phatic communion as a further aspect of polite behavior by which one repays to show interesting of what it is said even though there are compliments. Otherwise, some signals of non verbal language or behavior give a message of agreement (Gramely & Pätzold, 1992: 205-06).

CLT Approach

Communicative Language Teaching (CLT) is an approach to teaching second and foreign language by providing interaction as both the means and the ultimate goal of learning a language. Clearly, it is considered as a response of the audio-lingual method (ALM) and as an extension of the notional – functional method or syllabus In CLT the students can acquire the grammar of a language naturally by

originating in his own head(Stevick, 1978: 145).

Accordingly, balancing between accuracy and fluency should be planned. Which one is the first? Accuracy means a mastery of grammar. Undoubtedly, the discrete items of grammar may hinder the process of speaking. Nevertheless, learning of grammar should not affect the students' fluency. In fact the complete mastery of the linguistic system may be unrealistic goal. The student must be able to communicate intelligibly across a limited range of genres, contexts, and topics. For this reason fluency may be more important than formal accuracy(Thornbury, 2005:115).

CLL Method

It is a technique by which the students act to make their learning by working together to develop what aspects of a language they would like to learn. The roles are divided by two: the teacher who is the knower(counselor) and the student, who is the collaborator (client). The aim is to help the client to understand his/her own problems by capturing the essence of his concerns. The process is administrated by the counselor (community language learning- wikipedia: 1 of 2). However, by dialogue language learning can be practiced in a degree of autonomy to remove the others assistance gradually. To automatize the more mechanical elements of a task is to freed attention for higher level

combination of letters in English may be articulated as one sound or to give no sound at all. Additionally in any spoken utterance there will be two or more distinguishable kinds of phenomena: prosodic and paralinguistic. The first phenomenon is related to sound movement like stress and intonation or stress shift. The second one is concerned with dramatic movement of loudness, tempo or facial expressions(Lyons, 1981: 23; Alkhuli, 2002: 205). Hence, intonation serves both to separate the stream of speech into blocks of information which is called tone unit and to mark new information may be added within these units. The high pitch sends a message that there is a willing of continuation of the dialogue, otherwise the low pitch informs that the dialogue is finished (Thornbury, 2005: 23).

Pronunciation is the primary medium through which language can be brought to the attention of other people particularly in the cognitive activity as the conversation. Students differ in pronunciation as there is good pronunciation, also wrong or weak articulation is found. Alternatively, excellent pronunciation may alarm or offend classmates who feel that they look bad by comparison. In CLL, pronunciation is given gently but clearly from a point outside of the learner's view but within his personal experience. This often creates for learners the illusion of what he is hearing and

literature in an ESL classroom is represented by the dialogue. Therefore, the dialogue must be carefully selected and approached. Moreover, it is important to be acted in a manner which promotes an aesthetic interaction between the students and the text (McKay, 1982 :529).

In order to promote communicative use, materials should be viewed as a way of influencing the quality of classroom interaction and language use. It is a way of creating reality or realia. Reality had different versions as task – based material (games, role play, simulation, etc) and language – based material (signs, newspaper, graphs, etc).

Brief Description of Iraq Opportunities

By the changes and the rapid transitions of the events in Iraq over all fields including the academic planning of the learning process, the English textbooks of the elementary studies, the primary and secondary schools have been taken another diversion of how to teach and how to learn language. Alternatively, Iraq opportunities book(7) is aimed to be a multi- level course to convey a message of learning English by different ways of incorporating. However, in addition to be a systemized instructed textbook, it is free – instructed drills.

activities is one characteristic of any kind of skilled performance whether it is related to speaking or to a craft one(Thornbury, 2005: 89).

Additionally, the semi-controlled teaching is suitable for the elder pupils of more than 13 years. The non – repetitive instructions help pupils involve with logical reasoning activity when they want to discuss ideas(DeKeyser, 2007 : 247). As it is said the content of a conversation may be a real or imaginary. In learning it is difficult if not possible for the hearer to understand the imaginary context so a mixture of a real and imagination is required. The two conversers should unify their deals of a discourse in order to interact successfully (Alkhuli, 2002: 3-36). Moreover, the role – play production may prompt the use of memorized chunks and the subsequent analysis of those chunks may adapt new conditions (DeKeyser, 2007: 247).

Krashen (cited in Richards & Rodgers, 2001 :161) differentiates between language acquisition and language learning. The former refers to the unconscious development of the target language system as a result of using language in real communication. Whereas, the latter refers to the conscious representation of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition. Clearly, speaking activity is to acquire language rather than to practice it. Relatively, the use of

to assess if the dialogue is taught practically and has the sufficient time.
5. to suggest ways and means to improve communicative skills in teaching.

Hypotheses of Study

1. the Iraqi students of the intermediate schools cannot speak English freely.
2. they cannot act the dialogue dramatically.
3. the performances of the girls are better than the boys
4. there is no reference of CLL technique in acting the dialogue.

Limitation of Study

Four selected samples are investigated. The whole samples contain (40) students. Each sample is involved (5) pairs of students..

The first and second samples are included (10) pairs of girls. The third and fourth samples consist of (10) pairs of boys. All samples are chosen randomly from four intermediate schools in Al-Nassiriyah city for the academic year 2010 – 2011¹. This study is limited to assess the reflections of CLL techniques not to assess the teachers' proficiency. Therefore, the visits have taken place in the second semester. This time gives a chance to have background if there is a real applying of CLL technique. To ensure the other criteria of the dialogue learning such as fluency, accuracy, grammar and translation, the guided and free conversation are adopted.

Sample (1) : Group A, B, C, D, and E
Textbook dialogue²: Title\ shopping

To learn language is to give opportunity to the students to plan their activity in some situations. One of the most important language activities is the conversation. Fluency, pronunciation, free - questions discussing and grammar are planned to be gained within the dialogues. So the dialogue is designed to be acted not only to be memorized. It lies within function files. The students should guess the correct words that are needed to fill the gaps firstly, after that they read the whole dialogue in order to be acted, not to be memorized. Each drill and activity meets the international cultural topics and upholds the Iraqi local values and traditions as well.

Applied Visits

Procedure of Study

The study has adopted Descriptive Survey Method as a method of collecting and analyzing data. The supporter aids are the recorder machine, camera, and notebook to register the students' acting and other criteria of the dialogue.

Objectives of Study

1. to assess the dramatic acting of the dialogue activity.
2. to study the difficulties of using communicative drills.
3. to assert the applying of CLL technique.
4. to evaluate the real teaching and learning of a dialogue in relation to Iraq opportunities book (7) which is considered as a final stage of intermediate school learning. And

1. productivity: the productive language provides the best condition of learning by exchanging isolated words, doing information gab task
2. purposefulness: the aim of learning dialogue by giving opportunities of having competitive elements.
3. interactivity: in order to make an effect on audience, the participants should present and perform the monologic speaking in situation where there is at least an interaction.
4. challenge: to help the students draw their available communicative resources to achieve their objectives
5. safety: learners need to feel confident to be in right condition of challenging and attempting autonomous language use.
6. authenticity: to perform conversation in real operating conditions of real – life language use and existing.

Accordingly, the free questions and the dialogues are done by two ways. The first way is done between the selected students as group work to read cue - cards which include some questions by adopting role – debates The second one is between the researcher and the whole class to share their ideas and answers freely. The theme of the free dialogues is not restricted to shopping but to different subjects concerning with the students' interesting. Some questions are prepared at the same time of the visit and some are prepared previously. The ungrammatical

Teaching aids: The small market the students made which includes things they brought such as clothes, trousers, bags, glasses, pictures and the like give an enjoyment, challenging, and an excellent acting of real dialogue. The Selected dialogue is from the textbook.. All groups are good in their acting especially in their fluency except with the group(D) which has registered weak acting. Mp3 is used. the teacher's correction is made twice through the dialogue and at the end. Little translation is used by the teacher, whereas, the great work is made by the students. No much wrong pronunciation is noted just in the word(try) is articulated as */trei/. References of interaction and facial expressions are seen. clearly, the excellent acting may due to their previous practice , memorization and their intelligent abilities.

Free but Guided Dialogue

According to Finocchiaro & Brumfit, 1983: 107) new questions and answers should not be only related to the students' personal experience but to be centered with the dialogue theme, if possible. In addition, Thornbury (2005: 90) assumes that in order to maximize speaking opportunities, is to arise of the learner's opportunities to have experience of language autonomously. The use of language is the central aim of the activity. Additionally, the following conditions need to be met:

students' performances. The group (D) also registered weak performance. Mistakes in pronunciation for few words happened such as: shops as */ʃobz/, accompany as */akomban/, foreigners as */foridʒin/. The yes /no questions give opportunity to answer with yes or no easily. Here are some free questions which are asked by the researcher for the whole class. The acceptable and thematic answers are chosen in the following table. No use of the (*) sign to refer to the ungrammatical sentences in the analyses of the students' responses as it is shown in all tables. Whereas, the group work performance is presented later (see appendix:1,p: 17):

utterances are acceptable if they have a literary theme. In addition to the new questions which are selected for each sample, some repeated questions are re-asked among all samples. Abbreviations like S1 and S2 to refer to the first and second students and the sign(→) to refer to the interruption of the researcher and the teacher are used. The assessment is as follows:

The groups A,B, C, and E have made good work. The exchange of roles is asserted. The fluency for all students is good. The ungrammatical statements do not disturb and interrupt the students' acting. It is taken into consideration that the sudden visit may obstruct the

Questions	The class's answers
1. do you bring things that help you in learning in the class? Where we can use menu?→	(1): Yes we bring clothes, phones, menu, In the restaurant.
2. which life do you hope to have in the future? Tell me about your dreams. Note: dreams is acceptable in the Arabic thoughts and discourse to represent hopes.	1) I dream to go to London to complete my study. I dream to be a doctor (2) I dream to be a nurse and work in hospital because it a great job. I like to continue my study and go to India. (3) I wish to study direct and designing and be director. And go to Korea. (4) I hope travel alone. I hate I have children. Because in my house a lot of children I tired..
3. if you pick up something by the way, how do you behave? Do you mean orphans?→	(1) when I find money I give it for the mosque if I find something I leave it I didn't know to behave. (2) if money I give it to childless father brother, yes orphans. (3) I pick before it money 100\$ in our house I take it to my mom and it to my dad friend he say to my dad.

Teaching aids: A big picture which has different things of shopping and

Sample (2): Groups A, B, C, D, and E
Textbook dialogue/ on shopping

***/dʒenz/, (pounds) */pauendiz/, (kinds) as */kindiz/, (prices) as */preiciz/, (try) as */trei/. The following. Table presents the free questions asked by the researcher for the whole class. Few questions are presented because the students hesitated to answer quickly and intelligibly. The subject or the doer is absent in most sentences. The group work performance is found in (appendix: 2, p:18)**

their prices are exposed. Mp3 is used. Teacher's correction is during the period of the dialogue. There are no references of acting a real dialogue. All groups act the dialogue by memorization. Instructions in Arabic are used.

Free Dialogue:

Fluency and accuracy of all students are acceptable. No full theme is presented. The wrong pronunciation happens with the words (jeans) as

questions	The class's answers
Which activity do you like to learn in English lesson? And why	(1) speaking. (2) speaking because it interesting. (3) speaking and reading. (4) speaking because learn read and write
2. do you enjoy with the new book of English? And why?	(1) yes we see pictures. We read it easy

hesitation to express the dialogue dramatically, the fluency is excellent. No use of Arabic to guide the students just in translation. Some words are articulated wrongly like: prefer as */prifir/, (how many) as */haw muny/ (see appendix: 3, p: 19)

Sample (3) Group A,B,C, D, and E

Textbook dialogue: on computer

Teaching Aids Laptop computer is exposed to the class. A brief description of the parts of the computer is presented by the teacher with the sharing of the students. In spite of the students'

questions	Answers
Do you have computer lesson in your school?	(1) no we haven't. (2) no we don't take computer lesson just in English lesson.
Which program do you use more?	(1) photo- show because I can change pictures. (2) video turner I can transform film to DVD or CD. Games I can find games in computer.
Do you have personal computer? →Have! Or has ?	(1) I have laptop. (2) I have two computers.(3) my brother have –has computer.

Textbook dialogue: on computer

Teaching Aids: there is no use of teaching aids except Mp3. The

Sample(4) Group A, B, C, D, and E

(project) as */prodect/, (see appendix:4, p: 20). Few questions are exposed because the students are not ready to answer orally.

students' fluency and accuracy are acceptable. The dialogue is done in a common way by memorization. Translation and instructions in Arabic are found. Some words are pronounced wrongly such as

Questions	Answers
Do you have difficulties in English lesson?	(1) we love English. (2) yes. Dialogue and reading
Which activity or drill you like in English lesson?	(1)Grammar is interesting. (2) grammar is easy.

preference, and modality. Briefly, it concerns with determination of ability, predict performance, and improve classroom teaching and learning.

2. learning strategy: to plan learning program that brings the students inside themselves. In order to enable learners to learn as possible as they can, it is needed to give them every advantage. Much briefly, it is the way of making the learners feeling comfortable and stress – few way.

3.effective variables: this is the wide field concerning with the motivation, self – efficacy, tolerance of ambiguity, and anxiety (Ehrman, et al, 2003:313- 19).

The very complex compound factor is motivation. As it is known that motivation of learning may be divided to instrumental motivation by which the students make efforts in order to pass the exam or to get other purposes for their future career , integrative motivation, here the students want to learn more about language because they are really interested in the foreign languages and cultures, resultative motivation: learners who experience success in

Findings

First of all. it is important to study the individual difference in learning language. Absolutely, achieving true communication may be due to the different cultures, grammar, forms and meaning (discourse analysis) of the L1 and L2 languages. Moreover, the psychologists and researchers pay more attention about the individual differences in learning language especially those which are related to L2 learning. Additionally, the spoken context is more difficult than the written one for the reason that the learners of foreign language may face difficulties in catching the true word from the first time s/he hears. As it is known the pronunciation and the discourse analysis play great role to receive true interaction with the context (Alkhuli, 2003:168-69). The main factors of the individual differences of learning can be classified into three areas:

1. learning style: there are several studies and terms of learning style during its history like cognitive style, personality type, sensory

Many of those individual differences are found in the performances of Iraqi students. However, the other differences may be due to the students' shyness to express themselves freely. Some students have the confidence to answer but the sudden and unexpected visits and questions make them hesitate to give a full and thematic answer. It has put into consideration that the regional, social, and educational differences play great role in promoting the students' learning. Thirdly, the study finds some conclusions that may help in solving some problems and difficulties, as follows:

1. sample (1) of the girls and the sample (3) of the boys make good performances. This may be due to the real application of CCL technique in teaching every drill of the dialogue. Thus, this method gives opportunity to the students to interact with the event and speech. This is not restricted to the presented lesson at the time of visits, it is also found with actual acting that the students made before. Interestingly, the students plan to additional free dialogues and act them under the supervision of their teachers. While the other two samples (2) and (4) of girls and boys use a small community of learning consisting of pictures and exchanging of some words as cues. However, they act acceptable performances.

2. In spite of using mp3 and the continual correction of the teachers,

learning may become more or in some contexts less motivated to learn. To make a suitable context in learning is to give feeling of receiving a reward, and intrinsic motivation: not all students have distinct attitude in learning, some may find the tasks that they are asked to do intrinsically motivating. Therefore, motivation involves the arousal and maintenance of curiosity and it can ebb or flow according to the extension of the students' interests and to which they can feel personally involved in learning activities(Ellis, 1997: 74-76).

Interestingly, self – efficacy is related to beliefs and confidence as significant degrees of outcomes. Hence, successful learners who possess self – efficacy of having internal focus of control. The positive attitude towards learning, give the learners the confidence that their success is not externally controlled. This is clearly for the learners' desires of both social relatedness and self – direction or autonomy in learning. Besides, giving confidence can reduce the feeling of anxiety and facing ambiguous activities and situations whether inside or outside the classroom (Ehrman, et al, 2003:19-23).

Secondly, It is difficult to give perfect and comprehensive explanations and assessment of the students' ability of speaking freely, because it is impossible to visit all intermediate schools. Therefore, the insufficient data that the study contains reflect some information about the Iraqi educational field.

will simplify the learning process especially learning of grammar. However, it is depended on the serious decision of the teacher.

Recommendations

1. The Iraq opportunities book(7) is designed to be a communicative syllabus relating with the students' interesting and orientation. This kind of syllabus needs to highly proficient teachers and counselors. It needs to those who well – constructed syllabi and who have self – knowledge as well.

2. the students should be informed that such kind of learning is depended on their sharing and performance. The teacher must tell them that s/he is just a guide, counselor, and supporter.

3. motivation is necessary in the classroom activity especially with the conversation. There are many techniques that can be used such as asking the students to plan their dialogue previously by choosing free subject they like to speak with. Moreover, asking them to make a single dialogue (monologue) outside the classroom by recording their voicing in a mobile or speaking in front of a mirror. Those simple solutions surly can make competition and enjoyment. The students should be encouraged to speak even with errors.

4. the importance of the language lab is not restricted to its necessity in the scientific teaching, but it also gives enjoyment when the students use the headphones and loudspeakers.

mistakes of pronunciation are made by many students. This be may due to the previous effect of other speakers or teachers or only to a personal knowledge.

3. the students' abilities of translation and listening are good especially with the groups of samples (1) and (3). They can understand the questions but they face difficulty in answering. Their answers are varied between good and acceptable.

4. not all teachers give the sufficient time to act the dialogues of functional files. It is considered as a minor activity. Apparently, they stress on the written material and grammar rather than the spoken ones.

5. there is a desire to speak in English found with the samples of girls. This is concluded from the free question about which activity the students like to learn. Much of their answers is speaking. Whereas, the answers of the samples of the boys is to learn grammar. This may be due to the woman orientation to speak especially with the foreign language. However, such feeling should not be neglected but to be guided correctly.

6. it is not true that the performance of the girl students is better than that of the boys. The sample (3) of the boys present an excellent production.

7. although there is a lack of many developmental aids, there are many students who want to promote their English freely. The teachers should be advised to explore the students' intelligent abilities. Additionally, speaking in English

Notes

(1) Great thanks and gratitude to the Directorate of Education in Thi – Qar for its accepting to make applied visits to the intermediate schools. Also much thankfulness for the principals of the chosen schools: Al- Hurriyah intermediate for girls, Baghdad intermediate for girls, Al – Anwar intermediate for boys, and Al-Jawahiry private secondary school for boys.

It is deserved to express the great respecting and honoring to the teachers for their assistance especially Mrs. Rihab Salih Finjan and Mr. Ghassan Ja'afer Jawad for the great efforts in teaching and specifying the good techniques in presenting the dialogue activity. However, those teachers provide the researcher with DVD which includes their students' performances in acting actual dialogue of the function files of volunteer, hospitability, and shopping. . Many thanks for Mrs. Goleen Jameel and Mr. Akram Salih for their efforts.

(2) Shopping is a function file found in (Ch. 6, p 53. An interview of Computer employment is a function file found in(Ch7: p: 63)

5. the using of mp3 is a good aid to pursue the correct pronunciation including intonation and assimilation. The students must be familiar with the importance of the variety of intonation in English not only to catch the missing words of the function files.

6. to have a success interaction of learning between the teacher and his/her students. The teacher should be interested in the students' intentions and desires.

7. the kinds of questions related to the function files in the general exam of Iraq should not be restricted to the type of filling gaps with the missing words. But it must be widened to involve filling gaps with the missing question or answers. However, this step may make the process of learning to be taken seriously. Or to involve free questions to be answered by the students.

8. fluency and accuracy are required. The students should be advised to listen to some English programs like cartoon, games, films, news, etc. Such programs help the students catch some words to be presented in the class. On the other hand, the teachers' correction is important. It should be done gently throughout the dialogue or to be postponed at the end. It is up to the situation and the amount of errors.

9. further study may be adopted to assess advanced abilities of speaking not restricted to the question – answer type. Such study may gain perfect and continual theme of speech not as fitful statements.

ملخص البحث

نظراً لتغير مناهج اللغة الانجليزية في العراق والتي اتخذت طابع مفهوم التعليم اللغوي والاتصالي وإبراز فعالية الكلام والتحدث، وبعد إن كان تاريخ التعليم العراقي للغة الانجليزية قد أخذ طابع القواعدي والتركيبية وتقديم تعلم القواعد والتركيب

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الصحيح لتكوين الجمل والعبارات على إمكانية التكلم والتفاعل الاتصالي. فأن هذه الدراسة جاءت لتقديم المعلومات العلمية والتطبيقية حول إمكانية تفهم طلاب المرحلة المتوسطة و على وجه الخصوص طلاب الصف الثالث المتوسط لفعالية الأداء التمثيلي للمحاورة وضمن طريقة (تعلم اللغة تواصليا) و استخدام تقنية ووسيلة (تعلم اللغة جماعيا ومجتمعيا) والتي استحدثت بالخمسينيات والستينيات من القرن السابق ولا زالت تأخذ شكلا نظريا وتطبيقيا أوسع لوقتنا الحاضر. للمحاورة أشكال عدة قدمت مرتبة بشكل علمي ومدرّس ومتعلقة بأوجه القواعد والتلفظ والطلاقة وإضافة المعلومات المجتمعية بكيفية التصرف والتكلم من حيث السؤال والجواب. فضلا من استعمال آلة التسجيل الصوتي (mp3) المزودة للمدارس والتي تحوي كل المحاورات المنهجية، فلا بد للمدرس إتاحة الفرصة الكاملة لتعلم الأداء الفعلي والحقيقي للمحاورة بخلق الجو الملائم للتعلم. هذا الجو يتمثل بإنشاء مجتمع تعليمي صغير بما يناسب كل حدث وفعالية، كالتسوق، التطبيب، التطوع الخيري، وغيره. وتشجيع الطلاب لجلب ما يحتاجونه لخلق مجتمع صغير لخلق جو تنافسي وإبراز الطاقات الفردية والجماعية ومعرفة المواهب الخاصة. وقد أجريت التطبيقات العملية للبحث على بعض المدارس المتوسطة في مدينة الناصرية واستخلاص عينة من (٤٠) طالب وطالبة مقسمين على (4) نماذج. وقد استنتج من البحث أن قدرات الطلبة قد تحسنت بشكل جيد عند بعض النماذج وبشكل نسبي او مقبول فقط عند البعض الآخر. وان الأداء لا يختلف عند الطلاب الذكور من الإناث وإنما كل حسب تعليمه وخلفيته الأساسية والمعرفية الحالية والسابقة.

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APPENDIX(1)

Sample(1) Performances

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Group (A): on Shopping	
S1	S2
1. Do you enjoy shopping?	/yes..
2. What do you prefer to buy?.	-----
3. What kinds of shops do you prefer to go to?	Shops of shoes..
S2	S1
1. how often do you go for shopping?	Once a year
2. do you buy from the first price you find?	No I wait and search
3. do you go alone or accompany some one?	No I go with my mother
Group (B): on An- Nassiriyah city	
S1	S2
1. tell me about nassiriyah	It is my town. I love it is lovely
2. what places do you like to go to?	Café restaurant park games land
S2	S1
1. What about you do you like travelling?	Yes I like travelling
2 . do you visit other cities in Iraq? Which city you like much?	Of course baghda najaf basra krbala. I like Baghdad very much
Group (C) : on learning English	
S1	S2
1. do you like to learn English?	yes I like
2. do you wish to speak with foreigners?	Yes I wish

3. which activity do you like in English lesson? And why	Speaking because make me speak English
S2	S1
1.What about you do you like to learn English?	Yes I like English because learning English very interesting it teach me to speak with others.
2. do you get a chance to speak with foreigners?	No I haven't a chance
Group (D): on computer	
S1	S2
١. do you have a computer?	Yes I have
2. do you study computer in your school?	No we don't
S2	S1
1. which topics do you use to speak with others	About their life.
2. do you have internet? Do you use it for searching or emailing?	Yes I have I use it for searching and emailing
Group (E): on TV shows	
S1	S2
1.Do you watch English cartoons, games, films? Do you understand the language?	Yes I see no just some words
2. can you mention some words you catch from those cartons?	Interesting lovely trust me see you later good morning I go somewhere
S2	S1
1. do you try to write an e-mail?	Yes to my uncle once a week
2. how can you write an e-mail?	I open an-email and write and click send

APPENDX(2)**Sample (2) Performances**

Group (A)on shopping of mobiles	
S1	S2
1. Hello : can I get some new mobiles?	Yes I have
2. What kinds do you have?	Nokia is the best
S2	S1
1. What are the prices of the mobiles?	25 dinars and 5hundred
2 I want a cheap one. Does it have a perfect camera and ram?	----- Yes I have one GB
Group (B): on the new mall inNassyriah	

S1	S2
1. did you see the new mall in nassiriyah?	yes
2. which sections does it have?	They clothes
3. How are their prices	The prices too expensive
S2	S1
1. what kinds of shops do you prefer?	clothes
2. do you go alone for shopping?	No-
Group (C): on computer	
S1	S2
1..do you have computer?	Yes I have
2. do you use it in your study?	Yes
S2	S1
1. can you help me to learn computer?	Yes I can open game and files-
2. which program do you prefer?	-internet and game
Group (D): on calling about the exam	
S1	S2
2. marhaba. I called you but no answer. Where were you	-----
2. I called to ask if chapter 6 is included in the exam?	-----
S2	S1
1. do you study well?	yes
2. Which practice the exam may stress on?	-----
Group (E): on mobile and computer	
S1	S2
1. do you have mobile? Which kind?	Yes I have. Nokia
2. is it expensive?	No cheap
S2	S1
1. do you have computer lesson in the school?	no
2. do you wish to use computer in our study/?	Yes study computer in homework

APPENDIX(3)

Sample(3) Performances

Group (A): on calling about the exam	
S1	S2
1. marhaba --- I called you yesterday but no answer! Where were you?	I am in the shop→ sorry I was in the shop..
2. I called to ask if the chapter 6 is included in the exam?	No just chapter 3 4 and 5
3. do you study well? ... I wish you good luck	yes of course
S2	S1
1. do you expect difficult question? Which practices the exam may stress on?	Yes---
2. do you need any help?	No thank you
Group(B): on the new mall in nassiriyah	
S1	S2
Did you see the new mall in nassiryiah? Where is it?	Yes I see the new mall in nassiryiah. It is in the middle of the city
2. when did you go to it?	Yesterday at 7 o'clock
S2	S1
1. which sections does it have?	Café digital shop computer games
2. how are their prices?	They are cheap
Group (C): on computer	
S1	S2
1. hello . can you help to learn computer?	Yes I can
2. how can I open the computer?	Switch on you can open the system by mouse
3. which program do you prefer?	I prefer video games
S2	S1
1. what things do you want to learn?	Save files and delete files
2. which kind of computer do you have?	LG
Group (D): on the supermarket	
S1	S2
1. do you have supermarket in the quarter?	Yes we have
2. which things does it have?	Fruit drinking clothes
2nd student	1st student
1. can you tell me its address?	It is in al-haboby street

2. what kinds of the clothes are found in ?	Modern and classic
Group (E); on shopping of mobile	
S1	S2
1. excuse me . Do you have mobiles?	Yes I have mobiles
3.. Which kinds is the best? Can you help me?	I prefer American phone it is a good company but we have china's mobile .
S2	S1
1. do you want a normal or with camera	With camera
2. which size of ram do you want?	With 1 GB

APPENDIX(4)

Sample(4) Performances

Group (A): on shopping	
S1	S2
1. do you enjoy shopping?	yes
2. what do you prefer to buy	Something buy clothes
3. do you buy from the first price you find? → no or know	No I know prices. → Know
S2	S1
1. Do you go alone for shopping or accompany someone?	No with my father
2. what shops do prefer to buy from?	watches
Group(B): on computer	
S1	S2
1. do you have computer and internet?	Yes I have
2. do you have friends by internet? Which topics you use to speak with ?	Yes I have about study I am talk about shopping and sport
S2	S1
1. how can you write an-email?	Yes I write e-mail by computer write my name address or subject click send
2. do you use it only for e-mailing?	No for e-mailing and searching
Group(C): on nassiriyah city	
S1	S2
1. tell me about Nassiriyah?	My town I live in Baghdad street I like al-haboby street
2. which places do you prefer to go to?	Library stadium shopping centre

S2	S1
1.do you visit the other Iraqi cities?	Yes basrah najaf kut
2. tell me about any Iraqi city you had visited.	-----
Group (D): on learning English	
S1	S2
1. do you like to learn English?	Yes I am
2. which activity do you like?	Grammar funny we learn grammar English to help speaking
S2	S1
1. do you watch English cartoons or games? Which words do you catch easily?	Yes I watch action words fight win loose god of world single player shoot
2. do you get an opportunity to speak with foreigners?→ how	Yes with the American soldiers my house near the army base
Group (E): on travelling and general topics	
S1	S2
1. do you like travelling? Which countries you hope to travel to? →Turkia or Turkey?	Yes turkia Spain →turkia
2. do you have really visit another country? Why do you travel for work or tourism?	Yes I travel to Syrian for work with my father
S1	S2
1. if you pick up something by way. How do you behave?→ honor or owner	I back it to owner →no owner
2. what do you wish to be in the future?	I want to be a doctor