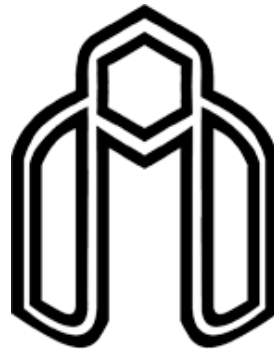


**In The Name of God**



**Shahrood  
University of  
Technology**

**THE EFFECT OF INFORMATION COMMUNICATION ON IRANIAN EFL  
LEARNERS' ORAL PROFICIENCY**

**THESIS**

**Submitted in partial fulfillment of the requirements  
for the degree of Master of Art in Teaching of English as a Foreign Language  
in the Shahrood University of Technology**

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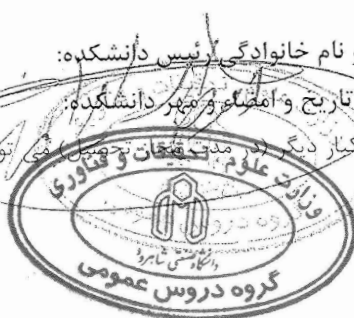
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## **DEDICATION**

This dissertation is dedicated to my aunt and her family at Shahroud for all supports, kindnesses, and patience they had during two years of my MA.

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این جانب **مهرنوش قلندری** دانشجوی دوره کارشناسی ارشد رشته آموزش زبان انگلیسی گروه زبان انگلیسی دانشگاه

صنعتی شاهرود نویسنده پایان نامه: **تأثیر ارتباط اطلاعاتی بر مهارت گفتاری زبان آموزان ایرانی** تحت راهنمایی:

دکتر سید علی استوار نامقی متعهد می‌شوم:

- تحقیقات در این پایان نامه توسط این جانب انجام شده است و از صحت و اصالت برخوردار است.
- در استفاده از نتایج پژوهش‌های محققان دیگر به مرجع مورد استفاده استناد شده است.
- مطالب مندرج در پایان نامه تاکنون توسط خود یا فرد دیگری برای دریافت هیچ نوع مدرک یا امتیازی در هیچ جا ارائه نشده است.
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- در کلیه مراحل انجام این پایان نامه ، در مواردی که از موجود زنده ( یا بافت‌های آن‌ها ) استفاده شده است ضوابط و اصول اخلاقی رعایت شده است.
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## تاریخ

## امضای دانشجو

### مالکیت نتایج و حق نشر

- کلیه حقوق معنوی این اثر و محصولات آن ( مقالات مستخرج، کتاب، برنامه های رایانه ای، نرم افزار ها و تجهیزات ساخته شده است) متعلق به دانشگاه صنعتی شاهرود می باشد. این مطلب باید به نحو مقتضی در تولیدات علمی مربوطه ذکر شود.
- استفاده از اطلاعات و نتایج موجود در پایان نامه بدون ذکر مرجع مجاز نمی باشد.

## ABSTRACT

While most EFL textbooks focus predominantly on social communication, this study hypothesizes that involving learners in information communication is far more effective. This hypothesis was tested through the Solomon-four-group design. Following cluster sampling procedure, 2 language schools were randomly selected from an accessible population of 60 language schools and then two classes were randomly selected from each school to participate in this study. The cluster sample of four classes were then randomly assigned to experimental and control conditions. Prior treatment, learners' oral proficiency was pre-tested through oral interviews to account for any possible pre-existing differences between the experimental and control groups. The experimental and control groups were then involved in information and social communication respectively. Finally, a post-test of oral proficiency was administered to account for the differential effects of the two modes of interventions. The reliability of oral proficiency measures was assured through inter-rater method. The results of two-way ANOVA ( $F(1,116) = 13.106, p < .05$ ) showed that learners involved in information communication significantly outperform those who were involved in social communication. This finding has clear implications for materials development and language teaching methodology.

**Keywords:** Information Communication, EFL Learners, Oral Proficiency

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## **List of Abbreviations**

**CLT:** Communicative Language Teaching

**EFL:** English as Foreign Language

**ESL:** English as Second Language

**SFL:** Systemic Functional Linguistics

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**CHAPTER 1:**  
**INTRODUCTION**

## **1.1. Overview**

In countries where English is taught as a foreign language the authentic context is less than countries where English is taught as a second language (Yang, 2014). Since EFL learners do not have much opportunity to participate in conversations outside the classroom context, English language teachers should make authentic environment inside the classroom for learners to use their knowledge of the language. So learners can take part in authentic conversations to improve their speaking ability. As Clarke and Silberstein (1997) stated, tasks in communicative classrooms should be at least close to the authentic target language conversation.

Thus, English language teachers in EFL contexts should utilize methods to involve English language learners in more real English speaking environment. These days English language teachers imply communicative language teaching in most of their classrooms. Communicative language teaching method was first a theory of language learning that see language as communication (Efrizal, 2012). Although EFL teachers and English textbooks follow communicative language teaching to improve English language learners' speaking ability, most of the textbooks focus only on social aspect of communicative language.

This study aims to investigate the effect of information communication activities on English language learners' oral proficiency at Iranian private language schools in Gorgan, the capital city of Golestan province. At the first three sections of this chapter background of the research, problem statement, significance of the study, and the purpose of the study are outlined. Then in the fifth and sixth sections limitations and delimitations are described.

## **1.2. Statement of the Problem**

Improving language learners' oral proficiency is the main concern in many EFL/ESL classes in the world today. Omaggio's (1988 as cited in Stein & Schools ,1999) defined capability to use the linguistic knowledge in new contexts and situations as a high degree of oral proficiency. Speaking is used twice as much as other skills in our communication (Rivers, 1981). As Yasin, Aziz, and Jannah (2017) stated, being able to use English to communicate is one of the reasons

students learn English. Even English language learners whose main aim to learn English is for reading academic texts and writing business reports need to express their thoughts and ideas orally (Abbaspour, 2016).

Despite the fact that most of the researches indicated the significant role of speaking skills for language learners, most of EFL learners in Iran are incapable to communicate in English. In addition, most of English language learning materials and textbooks focus on social aspects of communication. Thus, the researcher is interested in analyzing another aspect of communication language teaching on EFL learners' oral proficiency. Information communication is based on the notion of metafunction from systemic-functional linguistic (SFL) theory of Halliday (1978) presented by Cook (2013). This study is significant as it provides a useful way to improve EFL/ESL learners' oral proficiency. To this end, the question addressed in this study was: Does information communication have a significant effect on Iranian EFL learners' oral proficiency?

Contrary to the aims of communicative language teaching EFL teachers in Iran ignore any other aspects of communication, but what they do is totally wrong; Because communicative language teaching aims at developing learners' communicative competence which consists of linguistic, sociolinguistic, discourse, and strategic competence. Thus, in communicative language teaching classes not only social communication is important but also information communication should be considered. English language teachers should not just focus on improving social aspect of language by involving learners in interactional and social communications.

In communicative language teaching classes teachers utilize textbooks that consist of merely interactional dialogues that aim at improving learners' ability to maintain their social relationships. Although this leads to increasing learners' oral proficiency in social context, EFL learners still have problem to communicate specific messages especially when related to science. In fact, in countries where English is taught as a foreign language, EFL learners need more information communication. In Iran English has extremely little usage in social contexts, thus interpersonal function of language is not bold. EFL learners should involve more in information communication to exchange their ideas, meaning, and information with other people to be successful in language learning.



While EFL learners work on information communication they automatically will be able to use language in social context to make relationship with each other; Because if a learner knows how to make use of ideational function of language, he will be able to easily utilize interpersonal function of language. For example, a learner who can understand a science text in English can easily make daily conversation in any social contexts. Because it is obvious language of science is more complicated than language of daily and routine conversations between people. Then, teachers can improve learners' oral proficiency through ideational function of language. Oral proficiency seems to be students' main goal when they are learning a new language (Hadley, 2001; Krashen & Terrell, 1983) because learners learn a new language to be able to use it in all contexts (Ballman, Liskin-Gasparro, & Mandell, 2001).

Although Iranian EFL teachers main concern is learners' speaking ability and Iranian EFL learners are participated in communicative language teaching classes and communicative practices every session, they still have problem in their oral skills. Communicative language teaching is most interpreted as a method to teach social communication to learners, and teachers who follow CLT in Iran do not focus on information communication aspect of CLT in language classes. As a matter of fact, EFL learners are incompetence to read scientific papers and they do not have an opportunity to understand how they can use English in their academic life to meet their goals.

EFL learners need English language to enter to the university and being able to talk about topics that carry information. Sometimes learners think they are aware of their need, but in fact they make a mistake. They enter to the classes and spend their time to memorize lots of interactional conversation such as asking other's favorite foods without any real interest to know them. When they focus only on interactional function of language they get bored, because they do not have any situation to use it in their daily life as we know English does not have much social role in our country. Thus, they will learn interactional function of language but they will forget it easily when they do not have opportunities to use that every day; And they are not able to use ideational function of English language when it is more difficult and complicated than its social function.

### **1.3. Purpose of the Study**

This true-experimental study aims at exploring the effect of information communication on oral proficiency of EFL Iranian learners. Although communication language teaching method is utilized in most English language classrooms of Iran, the lack of EFL learners' ability to use English language especially in an authentic language context is still observable. Thus, a goal of improving Iranian EFL learners' oral proficiency skill has driven us to seek the effect of another aspect of communication on English language learners' oral proficiency.

Technology and science development leads to globalization. Due to globalization, all countries utilize more communication and they need English language more than before. Thus, even Asian countries need communicative-based instruction in their language learning curriculum. As a result, many countries where English is taught as a foreign language shifted from traditional methods of teaching language towards modern methods which communication is more focused. EFL/ESL teachers focus more on the social function of language in their language classrooms. However, social function of language is not the only function language has. So, people need language to talk about information as well as talk to each other; Accordingly, there is a linguist who proposed another function of language.

Michael Halliday is a linguist from England who proposed interpersonal and ideational functions of language. By interpersonal function he meant social use of language when two people talk to each other. By ideational function Halliday meant people make communication in order to talk about information and they exchange meaning, information, and ideas rather than just talk to each other with social purpose. Most people think language is important because it is the tool to talk to other people and make relationships with others. In contrary, based on Halliday's ideational function people focus on information transferred through language rather than just having communication with each other. Then, as information is at the heart of science EFL/ESL learners need to know language to understand and transfer science.

In line with the development in science and technology those countries where English is taught as a foreign or second language need to develop their methods in language teaching, because English is the language of science and all countries especially underdeveloped countries

should make their people able to communicate successfully in English in order not to fall behind science and technology development. Language teaching in these countries should develop EFL learners' communicative competence to comprehend science. Learners should be able to understand and transfer information which lies in the science.

In this research, the aim of confronting EFL learners with information communication language is to involve English language learners in ideational conversations to develop their oral proficiency. Halliday proposed "ideational" function of language what Brown and Yule called "transactional" function. As Brown and Yule, (1983) represented transmission of information as a fundamental function of written language and called this process of information transferring the transactional function of language. Thus, this study provides EFL learners lots of situations to exchange information, ideas, and meaning. EFL learners need to learn ideational function of language to be more competent in their oral skills.

To these ends, if EFL learners participate in language classes where information communication is used a lot, they will be able to talk about their ideas in any contexts other than social ones. For example, learners will involve reading texts about scientific topics appropriate for their age. Jones (1996) described talk in transaction as:

"In transactions, talk is associated with other activities. For example, students may be engaged in hand-on activities [e.g. in a science lesson] to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding." (p.14)

As a result, when EFL teachers involve learners in transaction talks they will be able to start their communications in interaction forms, because all transaction talks begin with an interactional feature. Brown and Yule (1983) defined interaction talks' features such as, primarily social, have degree of politeness, and may be formal or casual. And Richards (2006) explained features of transactional talks as: primarily information focused, and message-oriented.

Thus, as Richards mentioned on his paper planning transactional talks is more easy since there are lots of resources of group activities, information-gap activities, and brain storming. Thus, this study with the purpose of improving EFL learners' oral proficiency skills tests the effect of information communication based on Halliday's ideational function on learners' oral skill.

Motivated by Cook's (2013) distinction between social and information communication, this study aims at testing the comparative effect of involving EFL learners in these two modes of communication on their oral proficiency.

Research question:

More specifically, it aims at addressing the research question, "What is the comparative effect of involving learners in social and information communication?" Based on our experience as TEFL practitioners, we hypothesize that information communication has a significantly higher effect on learners' oral proficiency than social communication.

#### **1.4. Significance of the Study**

Based on new pedagogical principles, most Iranian private and public language learning schools follow communicative language teaching. Communicative language teaching method is a core in an Iranian language curriculum design. On the one hand, communicative language teaching is effective because its focus is on learners' communicative competence. On the other hand, CLT failed on improving learners' oral proficiency because it does not concern information communication function of language.

Thus This study is significant as it provides a useful way to improve EFL/ESL learners' oral proficiency by analyzing two other aspects of communicative language teaching named information communicative and social communicative teaching. Also it can make contributions to the literature related to the field of communicative language teaching instruction in Iran.

#### **1.5. Operational Definitions**

Defining oral proficiency is not as simple as one might imagine, but some scholars have some definitions. For example, Omaggio (1988) defined capability to use the linguistic knowledge in new contexts and situations as a high degree of oral proficiency. In this study oral proficiency refers to the general ability of EFL learners to communicate English language orally.

Information communication in this study refers to the language function EFL learners use when they involved in a conversation and exchange their ideas, meaning, and information. It is different from social communication in that learners involving in social communication emphasize the social interaction rather than information that is transferred. Social communication emphasizes the joint functioning of two people in a situation, what Halliday (1978) terms as the interactional function of language. Information communication stresses the exchange of information what Halliday terms the ideational function of language.

### **1.6. Limitation of the Study**

Although this study followed Solomon four-group design and it is the most prestigious design of experimental researches (Ary, Jacobs, Irvine, & Walker, 2013), like any studies, this research has its own limitations. Even though this study investigated English language learners' oral proficiency, it is impossible to say how information communication teaching has an effect on different components of oral proficiency in details since oral proficiency in English language learning includes different aspects like fluency, pronunciation, vocabulary, and grammar. This research concerned improving English language learners' oral proficiency in general. A subsequent survey should clarify the effect of information communication on each one of English language oral proficiency individually.

### **1.7. Delimitation of the Study**

In terms of delimitations of the current study, since the data could not be collected from all private language schools of Gorgan, a sample population of private language schools were selected. While this is delimitation of the current study, the results have clear implications for all kinds of English language schools and EFL/ESL language teachers and students. Further studies can apply this research in different contexts, for example, high schools and different universities.

**CHAPTER 2:**  
**LITERATURE REVIEW**

## **2.1. Overview**

This thesis intends to study the effect of information communication on oral proficiency of English language learners learning English in private language schools of Gorgan, the capital city of Golestan province, Iran. Appropriately, the aim of this chapter is to review the related literature in two sections entitled theoretical perspectives and empirical findings related to the communicative language teaching. In the first section, the theories related to the significance of oral skills will be cited. Then, in the next section of this chapter the empirical findings regarding the communicative language teaching will be brought.

## **2.2. Theoretical Perspectives**

In order to achieve of the effect of information communication on EFL learners' oral proficiency, the theoretical background related to the importance of the oral skills are going to be presented in the following pages.

During ages, there has been much work to highlight the significant role of oral language development in instructional contexts (e.g., Shiel, Cregan, McGough, & Archer, 2012; Cregan, 2010; Bennaoui, 2012). They stated that English language learners' primary objective is to evolve their oral proficiency skill. Actually, learners learning a foreign language think that it is crucial first to have an ability of speaking the target language. Similarly, Kaski-Akhawan (2013) mentioned that in recent ages teachers view speaking as more important than writing skill.

Furthermore, some scholars defined oral proficiency as having two aspects (e.g., Gray, 2002; Omaggio, 1988). Gray (2002) implied in his study that there is no pinpoint definition of oral proficiency but oral proficiency includes both grammatical aspects and ability to apply language appropriately in divergent contexts. He stated that oral proficiency involves effective language conceptions to attain variety of communicative functions and having verbal communication capacity in a functional and accurate way in the second language.

There is a massive body of research evidence supporting the significant of teaching oral communication in English (e.g., Akinola, 2016; Cunha, 2017; Harmer, 1998). In

globalization era it is necessary for learners to be skillful in oral communication skills to be effective in both academic and professional contexts (Akinola, 2016). Similarly, Cunha (2017) defined oral communication as important way of linking to the world and forming relationships between people. In like manner, Richards and Rodgers (1999) considered communicative competence as the goal of language teaching. Harmer (1998) stated that, “Learning activities in CLT focuses on real oral communication with variety of language without too much focus on form of grammatical patterns” (p. 85). Since CLT aims at focusing on real oral communication, teachers can follow information communication which is more actual than phatic communication in classroom. Besides Richards (2008) suggested syllabus designers should recognize different functions of speaking in authentic contexts and language learners’ needs to learn speaking when designing activities for them.

In this regard, some educators distinguished between Social English proficiency and Information English proficiency, and mentioned these terminologies have been the common concern of most researches and policy makers (e.g., Hakuta, & Witt, 2000; Elega, 2015; Lazaraton, 2001; Nunan, 1999; Cook, 2013). In fact, curriculum designers should differentiate between conversational and formal oral production to prepare learners for authentic communication in EFL and ESL contexts (Lazaraton, 2001). Academic English proficiency is related to the ideational function of Halliday and transactional talks which were mentioned by Richards. Elega (2015) defined transactional talk as kind of model of communication which is more than sending messages to receivers. Nunan (1999) expounded transactional language as language used in getting goods and services. He also mentioned most interactions are either transactional or interactional, and transactional interactions have different intentions from interpersonal interactions which have social purposes. Cook (2013) mentioned in his book named “*Second Language Learning and Language Teaching*” that information communicative teaching is different from communicative style because it emphasizes information which is transferred rather than social interaction between participants. His concern is similar to Halliday’s ideational function. Information communicative teaching focuses on informative aspect of language rather than social aspects. As Cook, (2013) stated “take care of the message and the learning will take care of itself” (p.254).



Moreover, Other scholars represent another alternatives of speech events function: chatting talk, and information talk that both of them can occur in same speech event (e.g., Brown, Anderson, Shillcock, & Yule, 1984; Luoma, 2004). They describe chatting talk as the interchange of conversations between speakers with the goal of making social contact and information talk as speech uses to transfer information on a specific topic, for example, police officer talking to witnesses, doctors talking to case. Success in information talk is based on the content choice of examinees and a way of information delivery (Luoma, 2004).

### **2.3. Empirical Findings**

A huge body of literature has studied the importance of developing oral proficiency of English language learners. The empirical findings of the related studies are brought in the following pages.

Reviewing enormous field of communicative language studies with a great focus on developing English language learners' oral proficiency, role play is considered as an effective method (e.g., Bennaoui, 2012; Kaski-Akhawan, 2013; Livingstone, 1983; Littlewood, 1981). According to Kuśnierek (2015), using role play activities enable teachers to develop students' oral skills in various social contexts. Putri and Hariyati (2017) stated that speaking ability can be improved by using role play method and this method can keep learners active because of its enjoyable and fun nature. In addition, by implementing role play learners have more situations to speak since they have to prepare in group before performing it in front of others (Arham, Yassi, & Arafah, 2016).

Many scholars conducted various studies to explore the effect of consciousness-raising activities on English language learners' oral proficiency and they revealed that C-R activities have positive effect on learners' speaking skills (e.g., Yufrizal, Wisastra, & Nainggolan, 2017; Nakatani, 2005). According to study of Yufrizal et.al. (2017), speaking accuracy awareness of learners and their speaking accuracy performance improved by using consciousness-raising activities. In like manner, Nakatani (2005) examined the effect of consciousness-raising instruction on Japanese EFL learners' speaking proficiency and found out improvement on learners' oral proficiency using strategy training.

Since developing oral proficiency of English language learners is very important, great majority of scholars conducted studies in line with learners' oral proficiency improvement. As there are many activities fostering speaking skills, as mentioned before, some other scholars mentioned storytelling as an effective method of developing English language learners' oral proficiency (e.g., Numpaque, & Rojas, 2010; Muñoz, 2015; Razmi, Pourali, & Nozad, 2014). In the study conducted by Razmi et.al. (2014), use of digital storytelling in an Iranian EFL classroom investigated and the findings of the study revealed that use of digital storytelling improve language learners' oral skills. In addition, Numpaque and Rojas (2010) found out using storytelling develops language learners' speaking ability, because it makes them using their creativity and imagination freely and in a low-stress situation.

To achieve success in learners' oral skills development, some scholars recommended to use group work in English language learning classrooms (Boussiada ,2010; John, 2017; Castillo & Yanive, 2007). In 2010, Boussiada's study explored the role of cooperative group work on developing learner' oral skills and the result of the study revealed that English language learners' speaking skill improved by involving in cooperative group work and students experienced suitable situations because of this technique. John (2017) conducted an introspective study in an English class of engineering students to foster oral skills of learners in English. After analyzing the data, the researcher concluded that group work is the best way of improving English language learners' oral skills. Moreover, Castillo and Yanive (2007) carried out a research to help students improve their oral production through cooperative activities and the results showed that group work helped students develop their speaking ability.

Some studies focus on EFL teacher's knowledge and beliefs about CLT (e.g., Bataineh, R. F., Bataineh, R. F., & Thabet, 2011; Woods & Çakır, 2011). Bataineh et.al. (2011) explore Yemeni EFL teachers' knowledge of the main principles of CLT and their classroom subscription to these principles. They found that although teachers know theories of CLT well but they do not have ability to use those theories in actual classroom and they prefer to follow structure-based practices in their classrooms. Woods and Çakır (2011) also examine the interaction between a personal-impersonal dimension, and a

theoretical-practical dimensions in the specific case of the knowledge of CLT of six Turkish teachers of English. They found that teachers' personal beliefs played a role in their choice of which aspects of communicativeness to emphasize. And teachers' use of theoretical knowledge of CLT depends on such things as the type of instruction they had received when learning English, the drama courses they had previously taken, the experience they had achieved abroad, the contextual factors of the school they were currently teaching in, their current thesis topics and the readings they were currently engaged in, as well as aspects of their personalities.

Other scholars studied difficulties in implementing CLT in EFL classrooms e.g., (Huang, 2016; Shaver, 2013; Sreehari, 2012). Huang (2016), uncovered the difficulties rural EFL teachers have met when implementing CLT in their classrooms such as students' low English proficiency, classroom management problems, etc. In addition, Shaver (2013) explored why communicative language teaching (CLT) fails to improve student learning in certain contexts and findings showed no innate CLT problems that prevent teachers from grasping CLT principles and transforming them into classroom practice, they put the blame on teachers for failing to improve student communicative competence. Sreehari (2012) attempted to identify the possibilities and problems in the implementation of CLT principles and techniques in Indian colleges. The result of the study shows that Implementing CLT principles in the Indian setting was plagued with difficulties such as large classes, lack of textbooks with the students, and lack of infrastructural facilities.

Some other scholars focused on broad role of CLT in learning situations during all 40 years of its existence, such as (Littlewood ,2012) found that CLT now serves not so much as a label for a specific approach as an umbrella term to describe all approaches that aim to develop communicative competence in personally meaningful ways. It also provides a framework for defining issues that research and exploratory practice need to address in the years ahead. In another study (Hosen, 2015) examined concept and principles of CLT followed by a brief history of it. This study showed that unlike other methodologies of ELT, CLT allows a teacher to enjoy greater freedom and maximum options in making the ELT classroom more target oriented, communicatively open ended and most importantly, livelier than ever.

Many studies and research tried to state that, the main reason that English language learners are unable to communicate fluently is that communicative language teaching implementation is problematic (e.g., Yang, 2014; Yasin, Aziz, & Jannah, 2017). Yang (2014) investigated EFL learners' speaking fluency in the context of communicative language teaching. Then, the result of his study presented a situation that speaking fluency was ignored in CLT classes, because of the traditional teaching pattern and idea's effect on the quality of communicative language teaching. In another similar study which conducted by Yasin et.al. (2017), the result indicated that teachers do not implement principles of CLT for teaching speaking skill in their classes. In this regard, Xu (2015) presented a remedy method for CLT named "Learning to Speak in the real-life Situations First, and Written Forms Afterwards" to solve the problem of lack of communicative ability in English language learners of China.

In addition to studies related to speaking ability in communicative language teaching classrooms there are some scholars who focused on Listening practices and teaching in CLT classrooms (e.g., Ma, 2009; Maryslessor, Barasa, & Omulando, 2012; Shurovi, 2014). Ma (2009) conducted the study because of ignoring listening ability at CLT classes in China, so students attended at listening course for one week and the result showed significant difference in their listening ability before and after the listening treatment course. In addition, Maryslessor et al. (2012) found out the challenges faced in the use of the CLT approach for teaching listening and speaking lessons among teachers in Lugari District in Kenya. All the fourteen teachers attended in their study cited lack of time as the biggest challenge. In another study done by Shurovi (2014), the reasons behind the lack of practice of listening and speaking at the (CLT) classroom in Dhaka was investigated and the result indicated that none of the institutions where the study was conducted had necessary instruments for holding a speaking/listening class which is a critical drawback for implementing CLT approach at the classrooms.

Furthermore, there are studies related to the curriculum design in terms of communicative language teaching (CLT) (e.g., Haider, 2012; Humphries & Burns, 2015; Zare-Behtash, 2017). In one study done by Zare-Behtash (2017), objectives of communicative language teaching and curricular components of two important textbooks

were evaluated and the evaluation showed that New Headway advanced is more preferable and desirable than the ILI advanced in terms of CLT principles. In 2012, Haider's study on the features of CLT approach prescribed by the curriculum and syllabus document of National Curriculum and Textbook Board (NCTB) as the desired approach for teaching English at secondary level schools in Bangladesh revealed the fact that there are little exposures to communicative language use in the English classroom. Humphries and Burns (2015) emphasized curriculum change through the introduction of new communicative textbooks in an engineering college in Japan and teachers who attended in the study avoided the CLT-oriented approaches of the new textbooks and expressed considerable uncertainty about how to implement them.

#### **2.4. Summary of Empirical Findings and Statement of the Gap**

In this chapter a review of related literature is presented on the significance of oral proficiency development of EFL/ESL learners in language learning environments, empirical findings of studies related to communicative language teaching and speaking improvement of learners, different aspects of communication, and theoretical and empirical findings of various effective studies concern about activities related to oral proficiency development. Finally, this section is summarized all of the empirical findings and presented the gap at the end.

There were various kinds of studies in the field of communicative language teaching that focused on improving English language learners' speaking skills. For example, some scholars conducted study using role-play as the communicative activity to improve learners' oral skills. In almost all of the studies that English language learners involved in role-play activities there was the significant improvement in the learners' speaking ability. Researchers believe that role-play activities create enjoyable and relax environment for learners to speak English language and by involving English language learners in role-play activities they have more situations to practice language to improve their speaking.

In addition to role-play activities, consciousness-raising activities are also discussed as the effective method in developing English language learners' speaking skill. Many

empirical studies examined the impact of consciousness-raising tasks on English language learners' oral proficiency. According to these researches, using consciousness-raising instruction in English language classrooms can improve learners' oral skills. Other scholars found that other communicative activities as the useful way of English language learners' oral skill development. Storytelling is one of these activities which can be utilized in English language classrooms as the effective method of developing English language learners' speaking ability. When English language learners involve in storytelling they utilize their creativity and speak in a free-stress context which help them to improve their speaking ability. Another communicative activity studied by scholars is cooperative learning. Studies indicated that group work activities are very helpful for English language teachers to improve language learners' speaking skill.

Furthermore, communicative language teaching has the significant role regarding to the English language learners' communicative competence and oral skill. The rest of the empirical findings in this chapter focused on different contributions of communicative language teaching and different aspects of communication. One interesting finding was about the way English language teachers employ communicative language teaching in their classrooms. Most scholars found that EFL teachers know theories of CLT skillfully but they are not able to use them in authentic classroom. Researchers mentioned that, although English language teachers are knowledgeable about communicative language teaching but they are not able to use CLT theories in their language classroom and automatically apply traditional theories in their classrooms.

On the other hand, some studies stated that there is a problem in communicative language teaching implementation and this is not because of English language teachers' incapacity. One of the studies uncovered that in rural areas English language teachers cannot follow CLT approach because of low level of English language students' proficiency, classroom lack of facilities, large classrooms, and lack of textbooks. In another studies, scholars found that English language teachers' belief is also important in a way that they choose one of communication aspects. And teachers' choice is depending on the type of instruction they had received during English language learning. Thus, all these

researchers have an inclination towards finding reasons for the failure of CLT in improving English language learners' oral proficiency which is the main aim of CLT approach in English language field.

The review of empirical studies seems to show that there is a gap in the literature. Although there is a vast body of researches regarding communicative language teaching contributions, there are not any empirical studies related to the effect of information and social aspects of communication teaching. There was only one study conducted by Hasani and Siamakani, (2014) to investigate the impact of transactional and interactional speaking strategies on students' speaking ability. Since some scholars represented two modes of communicative language style, there is still lots of focus on only social mode of communication in English language textbooks. And most of EFL learners are incapable to communicate in English. A diversity of various communicative activities was investigated for improving English language learners' oral proficiency, but there were not any empirical studies considering information communication aspect of language as the effective way of developing learners' oral skills. Therefore, this study seeks to fill the literature gap of published researches focusing on the effectiveness of involving Iranian English language learners in information communication teaching introduced by Cook (2013) to see if there is any significant improvement on the learners' speaking proficiency and find any difference between information communication and social communication teachings.

**CHAPTER 3 :**  
**METHODOLOGY**



### **3.1. Overview**

This study aims at making a quantitative investigation on the effect of information communication on oral proficiency of Iranian English language learners. This chapter represents in detail the research method, sampling procedures, data collection, data analysis and research design.

### **3.2. Research Method**

The method of this study is based on quantitative research methodology and it is true-experimental study following a solomon four-group design. It attempts to describe the effect of information communication on EFL learners' oral proficiency. 120 intermediate adult subjects were randomly assigned in 4 groups. One control group and one experimental group with two extra control groups to neutralize effect of any confounding variables and pretests. Therefore, one experimental group and one control group having treatment were pretested by oral test of IELTS exam.

During the program students in experimental group and one of the control groups received treatment, focusing on ideational function of language. They worked on conversations and dialogues with the aim of exchanging information with other students. Also, they participated in tasks with the information transferring purpose, for example, between doctor-patient, customer-bank clerk and teacher-student. Ideational function in this study refers to the language that learners utilize in a conversation to do a task as mentioned in literature review section and in these conversations the received-information is very important to complete the task successfully. Then, all the four groups were post-tested to determine the effect of information communication on learners' proficiency to speak in English. At least, the result of tests analyzed to indicate the significant difference between treatment groups and control groups.

### **3.3. Research Design**

This research utilizes the Solomon four-group design. This design has two extra groups for experimental and control groups and both lacking the pretest (Ary et.al., 2013), thus the crucial

effect of testing and the interaction of testing and treatment (X) are controllable (Campbell & Stanley, 2015).

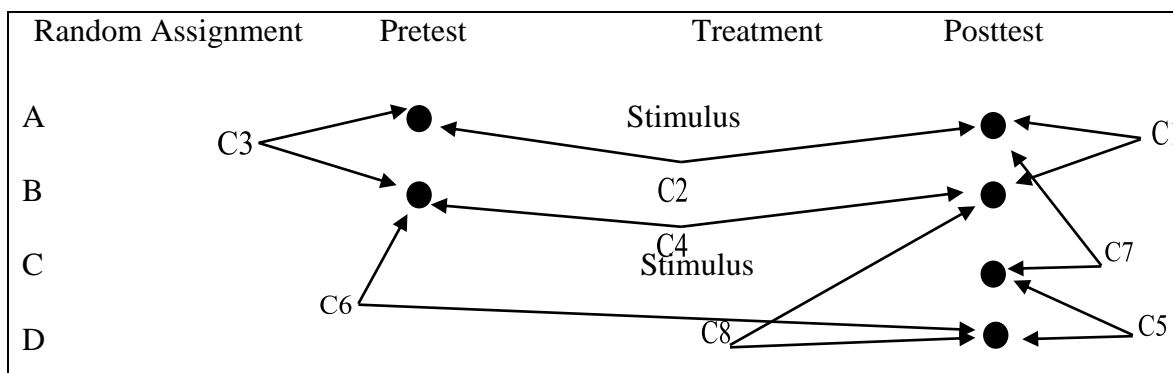
Some scholars like (Van Engelenburg, 1999) similarized the Solomon four-group design to the two experiments survey. Table 3.1 indicates The Solomon-four group design. In this design experiment E and C<sub>1</sub> are considered with administration of pretests and in another experiment C<sub>2</sub> and C<sub>3</sub> are considered without any pretests administration. Thus, former experiment is like pretest-posttest control group experimental design and later experiment is similar to a posttest-only control group experimental design.

**Table 3.1.** *The Solomon-Four Group Design*

	<b>Groups</b>	<b>pretest</b>	<b>Independent Variable</b>	<b>Post test</b>
<b>(R)</b>	E	Y <sub>1</sub>	X	Y <sub>2</sub>
<b>(R)</b>	C <sub>1</sub>	Y <sub>1</sub>	-	Y <sub>2</sub>
<b>(R)</b>	C <sub>2</sub>	-	X	Y <sub>2</sub>
<b>(R)</b>	C <sub>3</sub>	-	-	Y <sub>2</sub>

Since the Solomon four group design has two more control groups than the two-group pretest-posttest design, you can see in Figure 3.1 there are seven comparisons. Post-tests of groups A and B are compared in comparison 1, and there should be same result in comparison 1 and 5. If there is not same difference between these two comparisons, there should be the influence of pretest.

Moreover, by this design validity of the random assignment will be checked. In comparison 3 pretest measurements in groups A and B confirmed that groups are whether same or not. If these two groups show different pretest results, the random assignment procedure has problem. Other two comparisons named C2 and C4 indicate any changes of group A and B over the time of experiment. Any difference in comparison C4 shows effect of other variables than stimulus (confounding variable), since this group do not receive any treatment. At the end, comparison 7 interprets if there is difference in post-tests of group A and C, the pretest influences both post-test and treatment impact. Similarly, comparison 8 confirms the effect of pretest on a way subjects respond to post-test.



**Figure 3.1.** Solomon Four-Group Comparisons.  
Adapted from Lavanya Kumari (2013)

### 3.4. Sampling Procedures and Participants

Since this study was conducted in an educational setting, we could not use simple random sampling. Following cluster sampling procedure (Ary et al., 2013), from the accessible population of learners learning English in private language schools of Gorgan, the capital city of Golestan province, two language schools were randomly selected. Then from each language school two classes were randomly selected as the sample. Finally, the four classes were randomly assigned to control and experimental conditions. All in all, 120 intermediate adult boy and girl learners participated in this study. There were 30 EFL learners in each four groups.

### 3.5. Procedure

The study was carried out in the following procedures. In each session, the teacher followed Top Notch series' teacher guide lesson plan for all control and experimental groups. Following the conversation models of Top Notch textbooks, students were practiced dialogues in pairs to improve their oral proficiency skill. In the experimental groups, the topics of conversation models were the same, but teacher added extra task about the same topic of textbook unit with the ideational function and involved learners in a situation that they need the information to complete the conversation in the last 5-10 minutes of the class.

As an illustration, in one session teacher in experimental groups wanted students to imagine the situation at the museum that they lost the way to find their friends and they have to talk about

the objects around them carefully on the phone to help their friend to find them, in this situation students really need information that their partners give to guess the section at the museum.

On the other hand, in control groups teacher made students practice the conversation models with the interactional function more in the last 5-10 minutes of the session. For example, in one session of the class teacher asked learners to practice discussion of unit 8 which was about what pieces of art they like and what they don't like. In this conversation there was not any kind of necessary information to complete the dialogue. Learners wanted to talk about their interest to continue their social relationships. The treatment period took 20 sessions for both experimental and control groups.

### 3.6. Instrumentation

An IELTS speaking test was used as both pre-test and post-test to measure the effect of information communication instructional program on improving the learners' oral proficiency skills. The International English Language Testing System (IELTS) interview is an oral proficiency interview (OPI) testing method, and is a valid test because of the live interaction between an examiner and test-taker (Bernstein, Van Moere, & Cheng, 2010). Since two examiners took the interview the instruments can be perceived reliable. Thus, both validity and reliability of the instruments were validated.

### 3.7. Data Collection

Prior to experiment the IELTS speaking part was administered to one experimental group and one of the control groups by two different raters. The pretest validity is guaranteed because it is oral and direct. After the intervention all four groups took posttest of IELTS speaking part again by two raters. Thus, both pretest and posttest inter-rater reliability were estimated through Correlation Coefficient. For pretest all the scores were same, the 4 subjects who has got below 3.5 (intermediate level) have been excluded from the survey. As Table 3.2 shows there was a significant correlation between the two raters' scores,  $r = 0.873$ ,  $n = 120$ ,  $p = 0.000$ .

**Table 3.2.** Correlations

Post-t 1	Pearson Correlation	Post-t1	post-t 2
	Sig. (2-tailed)	1	.873**
	N	120	.000
post-t 2	Pearson Correlation	.873**	1
	Sig. (2-tailed)	.000	
	N	120	120

### 3.8. Data Analysis

The researcher assessed learners' oral proficiency through the IELTS speaking part. The initial step in analyzing Salomon Four-group design is to investigate whether the pre-test has any effect on experimental intervention (Campbell & Stanley, 2015). First, descriptive statistics for both experimental and control groups were calculated. Then, to see the probability of observing similar findings in the accessible population a two-way ANOVA was used. Table 3.3 indicates two-way ANOVA on the four posttest scores.

**Table 3.3.** 2 X 2 Analysis of Posttest Scores

	TREATMENT (X)	
PRETEST	Yes	No
YES	O <sub>2</sub>	O <sub>4</sub>
NO	O <sub>5</sub>	O <sub>6</sub>

**CHAPTER 4:**  
**RESULTS**

## 4.1. Overview

This chapter outlines the results of the investigations conducted to discover if the information communication had an effect on learners' oral proficiency.

## 4.2. Results

The following table indicates descriptive information about post-test scores in two groups of control and experimental. The lowest score in the control group was 3.5 and the highest was 4.75, and the mean and standard deviation of scores were ( $M = 3.9$ ,  $SD = 0.33$ ). And with 95% confidence interval, the mean scores of the control group were (3.78, 4.2). Moreover, the lowest score in the experimental group was 3.5 and the highest was 5.0, and the mean and standard deviation of the scores were ( $M = 4.13$ ,  $SD = 0.40$ ), and the mean scores of the experimental group were in the range of (4.28, 3.98) with the 95% confidence. Although skewness and kurtosis indicators shows a slight deviation from normality of data, according to The Central Limit Theorem (Norman and Streiner, 2008) a sample size of  $n \geq 30$  is large enough to be regarded as normal. In despite the population distribution mode, the sample mean moves to be normally distributed as the increases of sample size (Adams, 1974).

**Table 4.1.** Descriptive Statistics

Posttest	Groups		Statistic	Std. Error
	Control	Experiment		
	Mean		3.9000	.05945
	95% Confidence Interval for Mean	Lower Bound	3.7784	
		Upper Bound	4.0216	
	5% Trimmed Mean		3.8796	
	Median		4.0000	
	Variance		.106	
	Std. Deviation		.32563	
	Minimum		3.50	
	Maximum		4.75	
	Range		1.25	
	Interquartile Range		.50	
	Skewness		.417	.427
	Kurtosis		.169	.833
	Mean		4.1333	.07363
	95% Confidence Interval for Mean	Lower Bound	3.9827	
		Upper Bound	4.2839	
	5% Trimmed Mean		4.1250	
	Median		4.0000	
	Variance		.163	
	Std. Deviation		.40329	
	Minimum		3.50	
	Maximum		5.00	
	Range		1.50	
	Interquartile Range		.50	
	Skewness		.094	.427
	Kurtosis		-.469	.833

As a whole, there was an increase in the scores of the intervention group compared to the control group and descriptive statistics shows a significant effect of intervention in experimental group. These findings were confirmed by the statistical hypothesis test in the next step.

Table 4.2 indicates the results of the variance analysis. Consider (groups) as control and intervention, and (status) as the pre-test and post-tests. As shown in this table, F in (groups) factor is 13.106 at 0.05 is statistically significant ( $F(1,116) = 13.106, p < .05$ ). Thus, the hypothesis of the effectiveness of the intervention is confirmed. Also, F in the (groups\*status) and (status) shows insignificant interactions and the neutral effect of pretest on experimental intervention.

**Table 4.2. Tests of Between-Groups Effects**

Dependent Variable: Posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.697 <sup>a</sup>	3	.566	4.382	.006
Intercept	1930.013	1	1930.013	14948.272	.000
Groups	1.692	1	1.692	13.106	.000
Status	.005	1	.005	.036	.849
Groups * Status	.001	1	.001	.004	.949
Error	14.977	116	.129		
Total	1946.688	120			
Corrected Total	16.674	119			

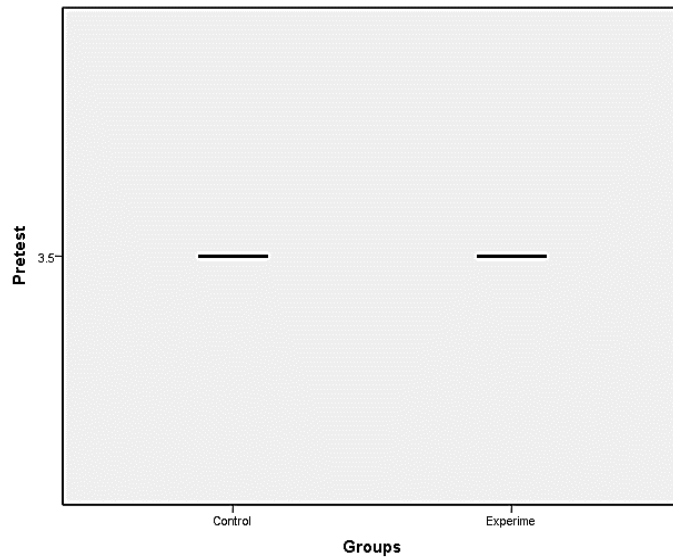
a. R Squared = .102 (Adjusted R Squared = .079)

Thus, the insignificant interaction between the status variable (pre-test) and the groups (control and intervention), as well as the unremarkable main effect of pretest and the significant effect of the groups directly proved the research hypothesis, the effect of experimental intervention, and the neutral effect of pretest. Also, it indirectly deduced the significant differences between the C1 and C5 and the insignificant differences of the C7 and C8 comparisons based on the means.

In the following pages you can see boxplots and graphs displaying pretests and posttests data descriptions. The shaded box is the representative of interquartile range and by interquartile

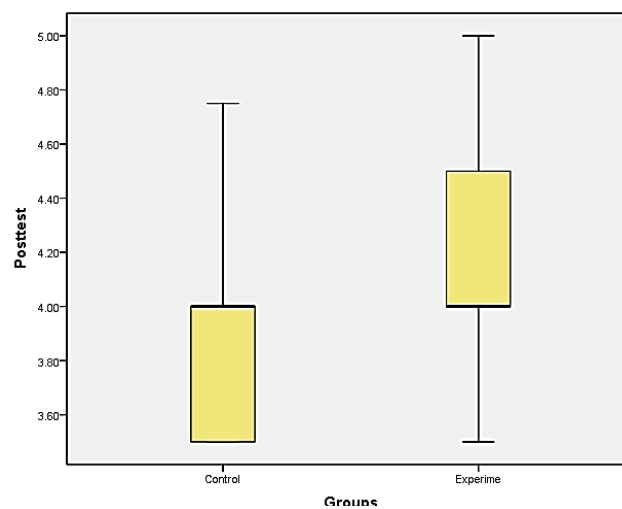


range means the range of half or 50% of data. The 'I' form represents the boundary of all or most of the data (Field & Hole, 2003). Figure 4.1 shows scores of pretests of experimental and control groups. As you see both control and experimental groups pretests indicate that test of homogeneity that has been administered to all subjects was successful. Pretests' medians in either control and experimental groups are same, thus incoming outputs of post tests are not due to learners' pre-knowledge. So the pre-test scores of all subjects in pretested experimental and control groups are the same and equal to 3.5.



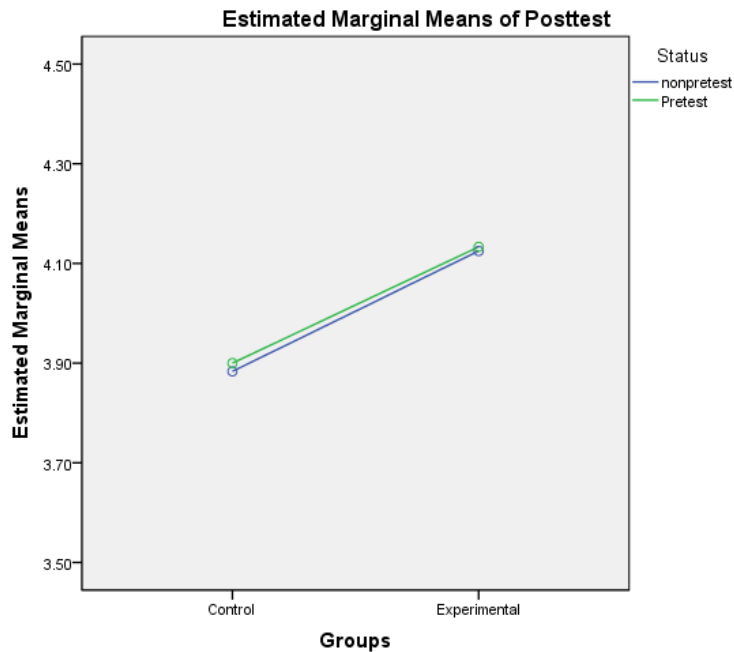
**Figure 4.1** Boxplots for the pretests of control and experimental groups

Figure 4.2 indicates scores distribution of learners in posttests of all pretested and non-pretested control and experimental groups.



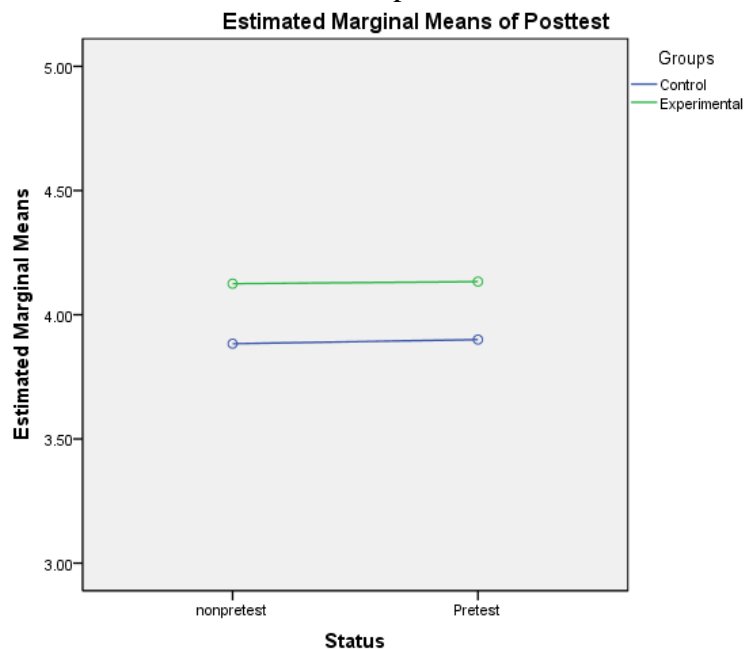
**Figure 4.2** Boxplots for the post-tests of control and experimental groups

As you can see in Figure 4.2, the median is vertical darker line of the box and it's equal to 4. In experimental group, the greater number of scores are above the median and the number of scores fall below the median in control group. Thus, the intervention in experimental group was effective because more scores are distributed above the 4 in experimental box plot. In fact, box plots give us only graphical information of the data variation (Dean & Illowsky, 2012).



**Figure 4.3** Comparisons of estimated marginal means of pretests

In Figure 4.3, C7 and C8 tests are shown. The graph indicates the comparison of posttests scores' means. The posttest scores of pretested and non-pretested experimental and control groups are compared. In this chart ineffective role of pretest on intervention is obvious.



**Figure 4.4** Comparisons of estimated marginal means of posttests

Figure 4.4 displays C1 and C5 tests. The graph shows comparison of scores' means based on status. In this graph, posttests' scores of pretested and non-pretested experimental and control groups are compared and again the ineffective role of pretest on intervention is displayed.

**CHAPTER 5:**  
**DISCUSSION**

## **5.1. Overview**

The purpose of this study was to investigate the effect of information communication refers to Halliday's ideational function (Halliday, 2007) on developing oral proficiency of Iranian EFL learners. To this end, the researcher conducted this study on a sample of four groups (solomon four-group design): two experimental groups taught based on ideational function of language and two control groups taught based on social function of language. Following part is the discussion of the findings.

## **5.2. Discussion**

The aim of this study was to examine whether information communication teaching develop students' oral proficiency. In order to test it, research in two private language school was carried out. Then, an improvement in learners' oral proficiency of experimental groups was found. Findings from this study indicate that EFL learners involved in information communication significantly outperformed learners involved in social communication.

A significant finding of this study was how EFL learners involved in information communication teaching outperformed EFL learners involved in social communication teaching. This result was in line with the previous scholars' attitudes. As they stated language teachers should involve learners in information communicative style (e.g., Cook, 2013; Omaggio, 1988; and Luoma 2004). Cook (2013) stated that, "Social communication mostly aims more at international use of the second language with people in another country than at local goals in multilingual societies."(p.253). Thus, to teach English in order to improve learners' speaking skills in countries where English is used as a foreign language and does not have many international use, EFL teachers should emphasize more on information communication to develop both linguistics patterns and conversational skills of learners and help them to reach their local goals.

Furthermore, another aspect of this study was the different effects of information communication teaching and social communication teaching in CLT-based curriculum. Thus, this aspect is compatible with other scholars' views e.g. (Hakuta, et al., 2000; and Lazaraton, 2001). Since Hakuta, et al. (2000) distinguished between oral English proficiency and academic English proficiency, this study is compatible with their concern and confirms which there is a difference between teaching learners through information communication and social

communication. Similarly, Lazaraton (2001) stated that curriculum designers should differentiate between conversational and formal oral production to prepare learners for authentic communication in EFL and ESL contexts. This study reconfirms that learners should prepare for authentic communication by involving in information communication activities such as, learning and presenting instructions, talking about real interests, talking about language, and discussing cultural differences between languages, etc. The results of this study supported the effectiveness of information communicative teaching on learners' oral proficiency.

On the other hand, the result of this study was in contrast to previous study which has done by Hasani and Siamakani (2014). According to their study, the differences between transactional and interactional groups were not significant. However, the findings of the current study indicated significant difference between information and social communication groups. Also, based on the design of both studies the findings of our study are more valid than Hasani and Siamakani's study. And students' tests result could have affected by the pretests administration in Hasani and Siamakani's study.

### **5.3. Pedagogical Implications**

The results of this study have significant implications for language learners, language teachers and language school curriculum designers. The result of this study will be useful on the way communicative language teaching method is used in English language learning classrooms. In communicative language teaching method, the emphasis is on communicative competence developments of language learners and teachers merely give attention on social communicative skills of language learners. While information communicative skill of language has an important role in language learning process.

Thus, based on communicative language teaching in order to use English language correctly and fluently language learners should be communicatively competent. As we know communicative competence consists of four competences, and in sociolinguistic competence the focus is on interactional function of language. And there is not any emphasis on transactional function of language. Similarly, Brown and Yule (1983) suggested that most learners are participated in activities with the focus only on skill development in short, interactional exchanges to make only one or two utterances at a time. More importantly, according to Murad and Smadi (2009), "While all native speakers can and use language interactionally, not all native

speakers have the ability to improvise on a given subject to a group of listeners'' (p.18). So this study gives insight into how information communicative teaching can be more effective than social commutative teaching in developing English language learners' speaking skills.

As a result, the findings of current study will be important and add insight into communicative-oriented English language learning classrooms and help them to be more effective in order to develop learners' oral skills.

Furthermore, this study is practical for both English language teachers and curriculum designers. As mentioned in literature, English language teachers main goal is to improve learners' oral proficiency. Therefore, this study helps them to identify most effective ways to improve learners' oral skills. Instructional coordinators can also utilize outcome of current research in designing better curricula to implicate communicative language teaching principles effectively at EFL classrooms.

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

Various necessary issues were highlighted through this true-experimental research. A vast body of research investigated the effect of different methods of English language teaching on language learners' oral skills development. Therefore, future studies need to focus on exploring ways of developing English language learners' skills other than oral proficiency such as reading, writing, and grammar. Also, there was not any empirical research on the effect of information or social communicative teaching on English language learner's skills improvements. So subsequent researcher can explore the effect of information communication on other language skills as grammar or reading.

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# Appendices

## Appendix 1: Pre-tests and Post-tests' scores

No	Groups	Pre-test 1	Post-test 1	Pre-test 2	Post-test 1
1	T1	3.5	4	3.5	4
2	T1	3.5	4.5	3.5	4.5
3	T1	3.5	5	3.5	4.5
4	T1	3.5	4.5	3.5	4.5
5	T1	3.5	5	3.5	4.5
6	T1	3.5	4	3.5	4
7	T1	3.5	3.5	3.5	3.5
8	T1	3.5	4	3.5	4
9	T1	3.5	4	3.5	4
10	T1	3.5	4	3.5	4
11	T1	3.5	4	3.5	4
12	T1	3.5	4.5	3.5	4.5
13	T1	3.5	3.5	3.5	3.5
14	T1	3.5	4.5	3.5	4.5
15	T1	3.5	4.5	3.5	4
16	C1	3.5	4	3.5	4
17	C1	3.5	3.5	3.5	3.5
18	C1	3.5	4	3.5	4
19	C1	3.5	4	3.5	4
20	C1	3.5	4	3.5	4
21	C1	3.5	4	3.5	4
22	C1	3.5	3.5	3.5	3.5
23	C1	3.5	4	3.5	4.5
24	C1	3.5	4	3.5	4
25	C1	3.5	4	3.5	4
26	C1	3.5	4.5	3.5	4
27	C1	3.5	3.5	3.5	3.5
28	C1	3.5	4	3.5	4
29	C1	3.5	5	3.5	4.5
30	C1	3.5	3.5	3.5	3.5
31	T2	-	4.5	-	4.5
32	T2	-	4	-	4
33	T2	-	3.5	-	3.5
34	T2	-	4.5	-	4.5
35	T2	-	3.5	-	3.5
36	T2	-	4	-	4

37	T2	-	5	-	4.5
38	T2	-	4.5	-	4.5
39	T2	-	4	-	4
40	T2	-	4.5	-	4
41	T2	-	4	-	4
42	T2	-	4.5	-	5
43	T2	-	4	-	4
44	T2	-	4	-	4.5
45	T2	-	4	-	4
46	C2	-	4.5	-	4
47	C2	-	4	-	4
48	C2	-	4	-	4.5
49	C2	-	4	-	4
50	C2	-	3.5	-	3.5
51	C2	-	4	-	4
52	C2	-	3.5	-	3.5
53	C2	-	4	-	4.5
54	C2	-	4	-	4
55	C2	-	4	-	4
56	C2	-	3.5	-	3.5
57	C2	-	4	-	4
58	C2	-	3.5	-	3.5
59	C2	-	4	-	4
60	C2	-	4	-	4
61	T1	3.5	4.5	3.5	4.5
62	T1	3.5	3.5	3.5	3.5
63	T1	3.5	4	3.5	4
64	T1	3.5	4	3.5	4
65	T1	3.5	4.5	3.5	4
66	T1	3.5	4.5	3.5	4.5
67	T1	3.5	4	3.5	4
68	T1	3.5	4.5	3.5	4.5
69	T1	3.5	4	3.5	4
70	T1	3.5	4	3.5	4
71	T1	3.5	3.5	3.5	3.5
72	T1	3.5	5	3.5	5
73	T1	3.5	4	3.5	4
74	T1	3.5	4	3.5	4
75	T1	3.5	3.5	3.5	3.5
76	C1	3.5	4	3.5	3.5
77	C1	3.5	3.5	3.5	4
78	C1	3.5	4	3.5	4

79	C1	3.5	4	3.5	4
80	C1	3.5	4.5	3.5	4
81	C1	3.5	4	3.5	4
82	C1	3.5	4.5	3.5	4.5
83	C1	3.5	3.5	3.5	3.5
84	C1	3.5	4	3.5	4
85	C1	3.5	3.5	3.5	3.5
86	C1	3.5	3.5	3.5	3.5
87	C1	3.5	4	3.5	4
88	C1	3.5	4	3.5	4
89	C1	3.5	3.5	3.5	3.5
90	C1	3.5	3.5	3.5	3.5
91	T2	-	4.5	-	4.5
92	T2	-	4	-	4
93	T2	-	4	-	4
94	T2	-	3.5	-	3.5
95	T2	-	3.5	-	3.5
96	T2	-	4	-	4
97	T2	-	4.5	-	4.5
98	T2	-	4	-	4
99	T2	-	4	-	4
100	T2	-	4	-	4
101	T2	-	3.5	-	3.5
102	T2	-	4	-	4
103	T2	-	4.5	-	4.5
104	T2	-	4.5	-	4.5
105	T2	-	5	-	4.5
106	C2	-	3.5	-	3.5
107	C2	-	4	-	4
108	C2	-	4.5	-	4.5
109	C2	-	3.5	-	3.5
110	C2	-	3.5	-	3.5
111	C2	-	3.5	-	3.5
112	C2	-	4	-	4
113	C2	-	4	-	4
114	C2	-	3.5	-	3.5
115	C2	-	4	-	4
116	C2	-	4.5	-	4.5
117	C2	-	3.5	-	4
118	C2	-	3.5	-	3.5
119	C2	-	4	-	4
120	C2	-	4	-	4



## **Appendix 2: IELTS speaking test sample**

### **Part1: 5 MINUTES**

1. What is your full name please?
2. Where were you born?
3. Tell me about your daily routine?
4. Where did you learn English?
5. Have you ever lived in an English speaking country?
6. Why did you learn English?
7. Do you live in a house or in an apartment?
8. Which is your favourite room?
9. Can you describe it?
10. What is your favorite job?
11. Do you enjoy watching films?
12. What kinds of films do you like most?

### **Part2: 4 MINUTES**

- Describe a holiday you recently had.

You should say:

- ✓ Where you went
- ✓ Who you went with
- ✓ What you did there
- ✓ And why you enjoyed it

### **Part3: 5 MINUTES**

- Now I'd like to talk more about holidays and travelling.

### **Appendix 3: Sample classroom materials**

#### **Experimental groups:**

Unit 8: The Arts

Class duration: 1 hour and 30 minutes

Textbook: Top-Notch 2 c

Level: Intermediate

Treatment duration: 5-10 minutes

Task: Students involved in the situation at the museum that they lost the way to find their friends and they have to talk about the objects around them carefully on the phone to help their friend to find the address, in this situation students really need information that their partners give to guess the section at the museum.

#### **Control groups:**

Unit 8: The Arts

Class duration: 1 hour and 30 minutes

Textbook: Top-Notch 2 c

Level: Intermediate

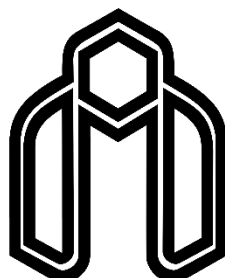
Treatment duration: 5-10 minutes

Task: learners should practice conversation of unit 8 which is about what pieces of art they like and what they don't like. In this conversation there is not any kind of necessary information to complete the dialogue. Learners want to talk about their interest to continue their social relationships.

## چکیده

در حالی که بیشتر کتاب های درسی زبان انگلیسی به طور عمده بر روی ارتباطات اجتماعی تمرکز می کنند، این مطالعه فرض می کند که مشارکت زبان آموزان در ارتباطات اطلاعاتی بسیار موثرتر می باشد. این فرضیه از طریق طرح سالومون چهار گروهی مورد آزمایش قرار گرفت. با روش نمونه گیری خوشه ای، دو موسسه ی زبان به طور تصادفی از میان ۶۰ موسسه ی زبان قابل دسترس انتخاب شدند و سپس دو گروه از هر مدرسه به صورت تصادفی انتخاب شدند تا در تحقیق شرکت کنند. نمونه ی خوشه ای چهار کلاس به صورت تصادفی به گروه آزمایش و کنترل منتقل شدند. قبل از شروع تحقیق، مهارت گفتاری زبان آموزان از طریق مصاحبه ی شفاهی مورد آزمایش قرار گرفت تا هر گونه تفاوت ممکن در میان گروه های تجربی و کنترل پیش بینی شود. سپس گروه های آزمایش و کنترل در ارتباطات اطلاعاتی و اجتماعی شرکت کردند. در نهایت، از هر چهار گروه پس از آزمون مهارت گفتاری به منظور اثبات اختلاف میان دو روش تدریس گرفته شد. پایایی آزمون مهارت گفتاری با استفاده از روش پایایی بین دو ارزیاب تضمین شده است. نتایج تجزیه و تحلیل واریانس دو طرفه ( $F(1116) = 13.106, p < .05$ ) نشان داد که زبان آموزان درگیر در ارتباطات اطلاعاتی نسبت به کسانی که در ارتباطات اجتماعی شرکت داشتند پیشرفت قابل ملاحظه ایی کردند. یافته ها ی این تحقیق کاربرد روشنی در تهیه مواد درسی و روش های تدریس زبان دارد.

**کلید واژه ها:** ارتباطات اطلاعاتی، زبان آموزان ، مهارت گفتاری



دانشگاه صنعتی شاهرود

گروه زبان انگلیسی

پایان نامه کارشناسی ارشد آموزش زبان

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بهمن ۱۳۹۷