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The Impact of a Discourse- Oriented Model on EFL University Students'

Speaking Performance

Afraa' Husam Sami*¹

University of Tikrit/ College of Education for Women/ Department of English Language -
Iraq.

afraa.husam27@tu.edu.iq

Prof. Istabraq Tariq Al Azzawi (Ph.D.)

Tikrit University/College of Education for Humanities/ Department of English Language -
Iraq.

astbraktarek@tu.edu.iq

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Abstract

The current study aims to find out the effect of a discourse-orientated model on EFL university students' speaking performance. It tests the following hypothesis: there are no statistically significant differences between the mean scores of the experimental group and the control group in their speaking performance. The researcher adopts a quasi-experimental design, specifically a "non-randomized control group pre-posttest design", to verify the hypothesis and achieve the aim of the present study. The sample for this study comprises 60 second-stage students from the English department at the College of Education for Women at Tikrit University, distributed into

¹ **Corresponding Author:** Afraa' Husam Sami, Email: afraa.husam27@tu.edu.iq

Affiliation: University of Tikrit - Iraq

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two groups, experimental and control, with 30 students for each. Both groups have been equalized in some variables. The findings indicate that, following the statistical analysis of the data, there are statistically significant differences between the mean scores of the experimental and control groups, with the experimental group benefiting from instruction using a discourse-orientated model for speaking performance.

Keywords: A Discourse Oriented Model, Speaking Performance

أثر نموذج قائم على الخطاب في أداء مهارات التحدث لدى طلاب الجامعة الدارسين للغة الإنجليزية لغةً أجنبية

عفراء حسام سامي

جامعة تكريت/كلية التربية للبنات/ قسم اللغة الإنجليزية - العراق

أ.د. استبرق طارق العزاوي

جامعة تكريت/كلية التربية للعلوم الإنسانية/ قسم اللغة الإنجليزية - العراق

المستخلص

تهدف الدراسة الحالية إلى معرفة أثر النموذج الموجّه نحو الخطاب في أداء مهارة التحدث لدى طلبة اللغة الإنجليزية بوصفها لغة أجنبية في الجامعة. وتختبر الدراسة الفرضية الآتية: لا توجد فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية والمجموعة الضابطة في أدائهم لمهارة التحدث. اعتمد الباحث التصميم شبه التجريبي، وتحديدًا "تصميم المجموعة الضابطة غير العشوائية ذات الاختبار القبلي والبعدي"، للتحقق من صحة الفرضية وتحقيق هدف الدراسة الحالية. تكونت عينة الدراسة من (60) طالبًا وطالبة في المرحلة الثانية من قسم اللغة الإنجليزية في كلية التربية للبنات – جامعة تكريت، وُرِّعوا إلى مجموعتين: تجريبية وضابطة، بواقع (30) طالبًا/طالبة في كل مجموعة. وقد تم موازنة المجموعتين في بعض المتغيرات. وتشير النتائج، بعد إجراء التحليل الإحصائي للبيانات، إلى وجود فروق ذات دلالة إحصائية بين متوسط درجات المجموعتين التجريبية والضابطة، وقد استفادت المجموعة التجريبية من التدريس باستخدام النموذج الموجّه نحو الخطاب في تحسين أدائها لمهارة التحدث.

الكلمات المفتاحية: نموذج قائم على الخطاب، أداء مهارة التحدث.

Section One: Introduction

1.1 Statement of the Problem

Effective oral communication is a persistent challenge for EFL university students, particularly in discourse skills and speaking performance. Despite years of study, many struggles with producing coherent speech, managing turn-taking, and sustaining extended discourse in academic settings (Fromkin & Rodman, 1993). This reflects a pedagogical imbalance, with greater emphasis on grammar and vocabulary than discourse-level competence.

Research highlights the importance of discourse skills—coherence, cohesion, topic control, and pragmatic use—yet these are often neglected in EFL curricula (Richards & Renandya, 2002; Flowerdew & Miller, 2005). Traditional methods separate language forms from communicative use, leaving learners unprepared for real-time interaction.

EFL courses also lack structured frameworks that explicitly teach discourse features. Ahmed & Abbas (2023) emphasize the need for models that integrate discourse instruction with speaking practice. Without such frameworks, students face difficulty articulating ideas clearly and cohesively.

In order to fill this gap in education, this study provides a discourse-oriented instructional model based on Sinclair and Coulthard's (1975) model of classroom discourse. This model sees communication as a series of organized exchanges that form the basis of engagement in the classroom. By incorporating these exchanges patterns into speaking-focused activities, the suggested model provides a systematic method for improving EFL students' discourse skills and speaking performance.

Section Two: Literature Review

2.1 Theoretical Background

2.1.1 Definition of Speaking

It is widely acknowledged that speaking is one of the most fundamental and crucial language skills. This is due to the fact that students' proficiency in a language is evaluated based on their ability to communicate verbally using that language (Leong & Ahmadi, 2017). The findings of prior studies demonstrate that a variety of specialists and authors have proposed a number of definitions of speaking. Below is a summary of some key perspectives on the concept of speaking:

-From a linguistic perspective, speaking is the active ability to use speech as a means of expressing meaning and transmitting information. It includes the ability to articulate words, use correct syntax and terminology, and convey thoughts and concepts through speech (Levelt, 1989).

-Functionally, speech is the main method by which people communicate and accomplish various purposes. This perspective highlights the communicative purposes, which include informing, persuading, entertaining, and building social relationships, that speech fulfills, rather than only concentrating on its structural or linguistic elements (Celce-Murcia, 2001).

-Speaking, according to sociolinguistics, is a social and cultural actions that is heavily impacted by factors such as gender, age, social position, and situational context. This perspective emphasizes that language use is deeply embedded in society conventions and practices, rather than being only a question of individual choice (Carter & Nunan, 2001).

-From a cognitive perspective, speaking is defined as a multidimensional cognitive activity that encompasses conceptualization, formulation, and articulation. This perspective examines the cognitive mechanisms involved in speech generation (Garrod & Pickering, 2004).

- In accordance with the communicative definition, speaking is considered to be an act of communication, in which the speaker participates in a dynamic exchange of ideas, thoughts, and information with an audience member while speaking. The interactive and contextual aspects of speech are taken into consideration by this definition (Goh & Burns, 2012).

Simply put, speaking can be defined as the ability to articulate ideas, thoughts, wishes, or desires verbally, with fluency, coherence, and appropriateness, for various purposes in different real-time situations involving two or more individuals (Luoma, 2015).

2.1.2 The Purposes of Speaking

Torky (2006) mentions in his research that the two primary purposes of speaking are transactional and interactional.

-Transactional Purpose of Speaking

During spoken communication, one of the main purposes of speech is to effectively transmit information from the speaker to the listener. This is known as the transactional purpose of speaking. This method of speech prioritizes the effective transportation of a message rather than emphasizing the social or relational components of the interaction (Basturkmen, 2002). Torky (2006) says that the transactional purpose of speaking can be characterized by a message-orientated approach, in which the speaker's main objective is to ensure the listener properly receives and comprehends the substance and meaning of their utterances. According to Basturkmen (2002), speakers in this mode often use longer, more substantial speaking turns, in addition to using language strategies to signify the content's organization and type. Torky (2006) adds that the primary focus of this speaking method is on accuracy, logical consistency, and ensuring clear comprehension of the content. Richards (1990) mentions that the transactional purpose of speaking is especially noticeable in professional or institutional environments where

sharing information is crucial. For instance, during a business meeting, a manager might give a comprehensive presentation that presents the company's financial results for the quarter. The manager would use technical terms and data-driven explanations to effectively convey the important information to the listeners. Similar to this, the academic lecture is primarily a transactional discourse in which the instructor aims to impart knowledge to the students through the use of well-structured and exact language, visual aids, and opportunities for students to ask questions and get their answers (Dornyei & Thurrell, 1994). Torky (2006) summarized everything by saying that the transactional objective of spoken discourse is important in a variety of academic, professional, and personal contexts. Actually, it calls for a highly developed set of communication abilities. Speakers must be adept at organizing their ideas, using appropriate language and syntax, and logically and persuasively delivering their point. They also need to be aware of how open and understanding the listener is, and ready to adjust their manner accordingly.

-Interactional Purpose of Speaking

For the intention of preserving social connections and improving interpersonal interaction and fostering an enjoyable milieu through discourse, the interactional purpose of speaking is to be expressed. Not only does it focus on the exchange of information, but it also places an emphasis on the interpersonal components of communication (Baron, 2020). Siumarlata (2017) states that examples of interactional speaking situations include informal discussions with relatives or close friends, casual exchanges with neighbours or strangers, and participating in online conversations with others. According to Leong & Ahmadi (2017), this style of communication encompasses several skills, including articulating a requirement or goal, providing a description, enquiring, seeking clarification, verifying facts, substantiating a viewpoint, offering recommendations, clarifying comprehension, and expressing agreement or disagreement. Furthermore, McCarthy and McCarten (2019) highlight several characteristics of this style of speaking, including:

-the purpose of interactional speech is frequently to negotiate meaning and comprehension among participants. This entails correcting misunderstandings, expanding on ideas, and cooperatively creating knowledge through discourse.

-efficient interactional speaking depends on the control of turn-taking, where individuals take turns as presenters and respondents. This dynamic encourages active participation, with presenters using verbal as well as nonverbal indicators (such as eye contact and nods) to indicate their interest and comprehension.

-discourse markers are common in interactional speaking and are used to organize thoughts and keep conversations flowing. These markers have several purposes: they might signify transitions, emphasize points, or even convey the speaker's viewpoint about the issue at hand.

-interactional speaking encompasses the use of non-verbal signals, including facial expressions, body language, and quality of voice, to enhance the conversational process. These factors have the

ability to communicate emotions and viewpoints that mere words themselves may not completely convey.

-building and sustaining social ties is the goal of interactional speech. This helps to build a sense of belonging and connection among those who participate, as conversations frequently center on one's own experiences, emotions, and viewpoints.

Thus, the ability to engage in interactive speaking is crucial for effectively managing social encounters, establishing connections, and fostering a conducive communication atmosphere, as concluded by Prayuda (2019).

2.1.3 Speaking Performance and its Components

The term speaking performance is used by Anggini and Arjulayana (2021) to describe the capacity of students to communicate verbally in a foreign language in an effective manner. An effective speaking performance, according to Carrasquillo (1994), is not a one-dimensional object but rather a complicated mechanism that incorporates a number of different elements and components, such as the ones below:

1-Content and Vocabulary

Content and vocabulary are critical components of speaking performance, determining how successfully a speaker communicates. Content refers to the ideas, facts, and arguments presented by a speaker. To be successful, a speaker's performance must not just include accurate language and pronunciation but also content of the speech should be relevant, organized, and meaningful to the topic of the conversation. Good content displays the speaker's capacity to transmit ideas effectively and react properly during conversation, which is an important factor for assessing speaking abilities (Scarcella& Oxford, 1992).

According to Hui (2011), vocabulary is another significant component of speaking performance. It refers to the variety and suitability of vocabularies a speaker may employ. A large and diverse vocabulary allows speakers to convey themselves clearly, add subtlety to their thoughts, and interact more effectively. Speakers with a solid grasp of vocabulary may minimize unnecessary repetitions, communicate difficult or delicate concepts, and participate in more natural, spontaneous conversations. Conversely, a limited vocabulary frequently leads to hesitancy, the misuse of fundamental terms, and poor content quality, all of which lead to an inability to articulate one's opinions effectively.

Tong (2022) says that the relationship between content and vocabulary is strongly interrelated. Lexical proficiency often dictates the profundity and clarity of a speaker's topic, while a lack of adequate vocabulary hinders the articulation of ideas, leading to superficial or inadequate content and negatively affecting self-assurance and fluency. Consequently, successful language

teaching and evaluation must prioritize not just grammatical accuracy and pronunciation, but also the enhancement of learners' vocabulary and the growth of substantive content.

2- Accuracy (Grammar and Structure)

In the field of speaking performance, accuracy is of utmost importance to ensure that ideas are delivered in a manner that is both straightforward and efficient. When it comes to many components of speaking performance, grammatical and structural accuracy come up as essential. It encompasses the appropriate application of language rules, such as grammar and sentence organization, which are necessary for producing speech that is both understandable and meaningful. (Bygate,1998).

According to Richards and Renandya (2002) grammatical accuracy encompasses the appropriate employment of the verb's tenses, subject-verb agreement, articles, word order, and prepositions. For instance, while it may appear to be a simple error to say (He go to his job every day) in place of (He goes to his job every day), it can have an essential effect on the listener's understanding of the speaker's language skills and disrupt comprehension. These errors, when they occur frequently, may diminish the effectiveness of communication and reduce the clarity of the message.

Conversely, structural accuracy refers to the manner in which a speaker arranges their sentences and concepts. It involves employing a variety of sentence types, such as simple, compound, and complex, and additionally using suitable discourse markers such as nevertheless, additionally, or ultimately, in order to guide the listeners through the speech. A speaker who is structurally accurate is capable of presenting facts in a way that is coherent and logical, which enhances the engagement and comprehension of their speech (Thornbury, 2005).

Lastly, accurate grammar and structure are essential for successful oral communication since they eliminate ambiguity and guarantee understanding. While being able to speak with fluency improves comprehension and flow, being grammatically and structurally accurate improves communication in general. Consequently, achieving a balance between the two is essential for effective speaking performance (Richards and Schmidt, 2010)

3- Fluency

Levelt (1989) says that fluency is universally acknowledged as an essential component of proficient speaking performance, especially in the area of second and foreign language learning and communication. Fluency, sometimes misconstrued as only the rate of speech, comprises a wider array of attributes that enhance the natural progression and coherence of spoken language.

At its essence, fluency is the capacity to create speech easily, without any hesitation, reiteration or interruption. One of the most distinguishing characteristics of fluency is the speaker's ability to articulate thoughts in a continuous and logical order without numerous interruptions that disrupt comprehension. Fluent speakers keep a consistent speed of speech that, although not always quick, is constant and suitable for the situation (Skehan, 1996).

According to Fulcher (2003) a further important characteristic of fluency is the minimal utilization of fillers and hesitation tools like uh, um or extended pauses. These might suggest a speaker's difficulty in selecting appropriate words or forming grammatically correct sentences. Conversely, proficient speakers typically have the ability to find terms and structures instinctively, enabling them to self-correct smoothly when necessary, without disrupting communication.

Richards (2006) adds that automaticity, or the capacity to employ language without giving careful thought to each word and grammatical decision, is also a characteristic of fluency. Speaking tests and language classes place a premium on this ability since it shows how well the speaker has internalized the language and is prepared to communicate in real life.

Despite fluency often being assessed with other variables like lexical range, grammar accuracy, and pronunciation, in reality it focuses on the test-taker's capability to articulate ideas easily, keep a natural flow of speech, and recover from mistakes with no hesitation—skills that represent total communication competence (Segalowitz, 2010).

To sum up, fluency is an essential component of speaking performance that facilitates natural and successful communication. It encompasses more than mere rapid speech; coherence, adaptability, and the capacity to articulate ideas smoothly are equally vital. Consequently, it warrants concentrated emphasis in both language education and assessment, aiding students in becoming more proficient and confident communicators (De Jong et al., 2013).

4- Pronunciation

According to Berns (1990), pronunciation is a significant component of speaking performance and is required for effective and successful communication. Although pronunciation is frequently eclipsed by grammar or vocabulary in language assessments, it is critical to ensure that a speaker's message is clear. Proficient pronunciation allows speakers to be readily understood, express themselves effectively, and participate in speech without misunderstandings. As a result, pronunciation is a key component of both language learning and official language evaluation.

Jenkins (2000) says that pronunciation encompasses more than only articulating sounds accurately. It includes features like as intonation, stress patterns, and rhythm. These features collaborate to impact the overall efficacy of communication. For example, improper emphasis on a word or inadequate intonation patterns may alter the meaning of a statement, even if the words

are spoken correctly. Therefore, comprehending and practicing pronunciation is essential for attaining clarity and fluency in any language.

The evaluation of pronunciation in the context of language testing is based on its comprehensibility and conciseness, instead of the perfection of it. The IELTS and TOEFL are tests that assess the ability of participants to pronounce language in a manner that is easily comprehensible. Based on the IELTS Speaking Band Descriptions, the test assesses pronunciation by assessing the listener's capacity to comprehend the speaker, rather than precise phonetic accuracy. This focus on clarity demonstrates that pronunciation is not primarily concerned with appearing native, but rather with being readily understood in communication (IELTS, 2020).

Derwing and Munro (2009) add that teaching pronunciation is critical to learning a language since it has a direct impact on students' speaking and listening skills. Teaching pronunciation effectively enhances learners' understanding of spoken language and strengthens their confidence during discussions. It also improves students' comprehension of sound formation, enabling them to identify and correct their errors, leading to more lucid speech. Furthermore, focusing on pronunciation allows learners to better manage their language use and adapt to various communication situations. Cutler (2012) mentions that despite its significance, pronunciation is typically disregarded in traditional language learning, which prioritizes grammar and vocabulary while relegating pronunciation to incidental or advanced levels. However, modern approaches and resources, such as digital pronunciation applications, interactive listening exercises, and tailored drills, have made it simpler for teachers to include pronunciation practice into their regular sessions.

In conclusion, pronunciation is an important component of speaking performance that affects the speaker's confidence as well as the conciseness of their message. It includes emphasis, rhythm, and intonation in addition to basic sound articulation, all of which are important elements of clear communication. More emphasis should be placed on pronunciation in both language training and evaluation to guarantee that students have the abilities needed to speak confidently and clearly (Gilakjani & Sabouri, 2016).

5-Task completion

Harmer (2007) says task completion is an essential component that is frequently assessed when assessing speaking performance. Task completion is the term used to describe a speaker's capacity to effectively accomplish the communicative objective of a specific speaking assignment. In other words, it is not sufficient for a speaker to merely possess excellent pronunciation or use correct grammar; they must also fulfill the objective of the task, whether it is to provide information, request assistance, describe an object, or engage in a conversation.

According to Fulcher (2010) task completion is considered one of the most important components of speaking performance since it reflects real-world communication. For instance, consider the situation in which a student is requested to provide directions to a confused tourist. The task is not considered fully completed if the student fails to include an important location or fails to provide exact directions, despite the fact that they speak fluently and use accurate language. The primary objective, which is to assist tourists in reaching their intended location, has not been accomplished. As a result, task completion encompasses more than just language fluency and accuracy; it evaluates the extent to which the speaker has adequately and effectively addressed the task's specifications.

Brown and Lee (2015) add that task completion has an unbreakable connection with other components of speaking performance, including accuracy, fluency, content and vocabulary, and pronunciation. While these components are crucial, they do not ensure that the communication aim has been achieved. A speaker may be fluent yet irrelevant or accurate but inadequate in their answer. Only after the speaker meets the task's conditions can we declare it accomplished.

To sum up, task completion is a critical component of speaking performance because it shows a speaker's capacity to successfully transmit meaning, achieve communication objectives, and react properly in a particular setting. Effective task completion reveals not just verbal proficiency, but also the speaker's capacity to organize thoughts, retain coherence, and communicate successfully with others. As such, it is a useful indication of communication efficacy and overall proficiency in speaking.

2.1.4 Types of Classroom Speaking Performance

Typically, every teacher employs a unique approach to enhancing the speaking abilities of their students. This is dependent on the teacher's chosen subject matter. Brown (2014: 327) outlines several types of classroom speaking performance.

1-Imitative

The term "imitative speaking" refers to a type of speaking performance in which the learner imitates or repeats particular parts of language, such as sounds, phrases, or sentences, without necessarily knowing the meaning of such elements. Examples of imitative speaking exercises include repetition drills, minimal pair practice, and choral reading. The fundamental objective of imitative speaking is to assist learners in improving their speaking abilities by focusing on the proper production of linguistic parts. It might also be useful for:

-Improve the pronunciation: Imitative speaking helps students get better at pronouncing certain sounds, words, or sentences, which can help their general pronunciation.

-Intonation as well as rhythm: Learners can enhance their proficiency in using appropriate stress, pitch, and rhythm patterns in the target language by mimicking the intonation and rhythm of a model speaker.

-Establishing a foundation: adolescents or novices frequently utilize imitation speaking as a starting point for learning a language since it helps them gain the core abilities needed for more complicated spoken communication.

Imitative speaking in the classroom encompasses several important characteristics:

-Model presentation: The instructor or an audio recording offers a demonstration of the language, pronunciation, or speaking manner that pupils are anticipated to imitate.

-Repetition: Students constantly practice saying the same words, phrases, or sentences in order to resemble the model as closely as possible.

-Concentration on accuracy: The focus is on correctly repeating the model, rather than making spontaneous and innovative use of words.

-Restricted Interaction: Since students are more interested in mimicking the model than in having a conversation, imitation speaking only requires a restricted amount of two-way communication.

-Scaffolding: Imitative speaking is frequently employed as an initial phase in language learning, offering a systematic approach for students to develop fundamental speaking abilities prior to engaging in more involved modes of communication.

2-Intensive

Intensive speaking is a speaking exercise that focuses on a specific language element, such as grammar, vocabulary, or pronunciation. Some examples of intensive speaking exercises include exercises with minimal pairs, syntax construction or alteration, and role-play. The objective is to enhance the pupils' mastery and accuracy of specific language aspects. Language courses frequently employ intensive speaking, particularly in the early and intermediate stages, to methodically improve students' linguistic proficiency. It enhances other speaking abilities that priorities fluency and communication. Intensive speaking distinguishes itself through several significant characteristics:

-Specific emphasis: The intensive speaking practice is primarily focused on a particular aspect of the language.

-Organized practice: The intensive speaking exercise is organized to stimulate practice of the target language features.

- Feedback and correction: the instructor or colleagues offer feedback to assist the learner in enhancing their ability in the intended language.

- The primary objective is to produce the language with accuracy, not to express it fluently.

3- Responsive

Responsive speaking exercises include students engaging in a back-and-forth discussion or conversation while reacting to instructions or questions from the teacher or other students. Responsive speaking enables students to enhance their interactive communication abilities and practice employing flexible language in real-time. It differs from intensive speaking, which has a more limited verbal emphasis. Responsive speaking is a prevalent characteristic of communicative language education techniques since it offers chances for genuine language use in the classroom environment. Some instances of interactive speaking include exercises that involve an information gap, and sessions for questions and answers. The following are some essential characteristics of responsive speaking:

-Interactive nature: Refers to the process of exchanging information between two or more speakers, when students take turns answering.

- The spontaneity: Students are required to generate their replies spontaneously, without prior preparation or delivering a pre-written speech.

- Subject-based: The discourse concentrates on a certain subject.

- Students practice language functions such as asking questions, making requests, agreeing or disagreeing, and so on.

- Authenticity: The goal of the exchanges is to make it seem like two people are having a casual discussion.

4- Interactive

In a classroom context, interactive speaking is commonly defined as a style of speaking task in which students actively participate in a dynamic and reciprocal conversation with either their teacher or fellow students. Examples include engaging in debates or discussions, describing and guessing, and sharing opinions. Language learning classrooms, discussion-based meetings, and similar environments commonly employ interactive speaking to foster students' oral communication skills, critical thinking abilities, and participation in meaningful debates. Students

must possess not just an adequate grasp of the subject matter but also the capacity to actively listen, generate appropriate replies, and manage the intricate details of a real conversation. Students can benefit from interactive speaking tasks in a variety of ways, including:

- Enhanced student engagement: The interactive nature of the exercises encourages students to actively participate in the learning process.
- Enhanced communication: As students engage in back-and-forth conversations, they enhance their communication skills and capacity to express themselves effectively.

Interactive speaking in the classroom is characterized by many fundamental features, including:

- Dialogue: Rather than being a one-way speech or presentation, the speaking is organized as a dialogue.
- Responsiveness: Students must actively reply to suggestions, questions, or remarks from the teacher or their classmates, exhibiting their ability to think and communicate quickly.
- Spontaneity: The conversation exhibits a degree of spontaneity, since students are required to generate their replies in real-time, rather than presenting a pre-determined text.
- Meaning negotiation: Students and instructors engage in a reciprocal exchange to clarify comprehension, negotiate understandings, and collaboratively build knowledge.
- Immediate feedback: The participatory aspect of the activity enables the teacher or peers to provide prompt feedback and make necessary corrections throughout the speaking performance.

5-Extensive

Extensive speaking, a type of speaking activities in language learning, is characterized by the expectation that the learner will produce discourse that is longer and more continuous. Extensive speaking is a crucial type for language learners to master since it improves their general communication skills, language fluency, and capacity to communicate more complicated thoughts in the target language. It is frequently examined as part of a full language competency evaluation. A variety of extensive speaking exercises include delivering a persuasive speech or debate, participating in a group discussion on a complex issue, narrating a story or describing an event in detail, explaining a process or procedure step-by-step, and giving a presentation on a topic. The primary characteristics associated with extensive speaking encompass:

- Length of speech: Unlike the brief, restricted replies required in other speaking exercises, extensive speaking tasks usually demand the student to generate a long period of continuous speech.

- Language complexity: Compared to shorter, simpler speaking tasks, extended speaking exercises require the use of complicated grammatical structures, sophisticated vocabulary, and a coherent organization of thoughts.
- Fluency and discourse management: Students must show that they can talk clearly and continuously while employing proper pace, pauses, and discourse markers.
- Organizing and planning: Rather than just reacting on the spot to a prompt, extensive speaking assignments frequently call for the learner to prepare and arrange their speech beforehand.

2.2 Discussion of Previous Studies

Despite the fact that every single one of the previous studies used the Sinclair and Coulthard model as an instrument for discourse analysis, they obtained varying outcomes. Octavia's (2018) study yielded the following results: (1) in the English classroom interaction at SMK Multi Karya, the teacher's discourse contained four categories of moves: opening, follow-up, framing, and focusing. However, the teacher's talk did not include any answering moves, which suggests that the classroom is not effective due to the absence of student initiation. (2) The opening moves were predominantly conducted with the "h" marker. When the teacher received no reply or an incorrect answer from the students, the structure that was provided was (s) h (post-h) (sel). The follow-up moves were mostly carried out by (pre-h) h, the framing moves were performed by h q, and the focusing moves were conducted by h. Wulanda, Pulungan, and Pane's (2018) study reached the following findings: (1) the instructor using the IRF (Initiation-Response-Feedback) more frequently in the classroom discourse, leading to seven patterns initiated by the teacher and four patterns initiated by the student. (2) the transcript and percentage data from the IRF patterning show that the teacher still has the upper hand in most classroom interactions. This is because most classroom activities begin with the teacher asking questions, students responding, and then the teacher providing feedback. Furthermore, the pupil not only makes noises but also talks in order to follow or complete the teacher's words. (3) the interaction has an impact on the educational process just as the lesson given to the student influences the objective of learning English—that is, being able to utilize it inside as well as outside of the classroom. Results of the Sitompul, Ginting, and Pane (2019) study showed (1) throughout educational process, nine types of teacher initiations were identified: elicit, inform, direct, list, reinitiation (i), re-initiation (ii), check, repeat, and boundary. (2) The teacher elicit was the predominant type of teacher's initiation in English classroom interaction, accounting for 40% of the interactions. (3) The reasons for the dominating initiation type utilized by teachers during teaching and learning were categorized based on elements affecting the process (Gauge, 2004). Initiating elicit was believed to create effective classroom interaction, push students on flashbacks, and encourage active participation during teaching and learning. The study conducted by Bunda, Ginting, and Pane in 2022 revealed that (1) instructor utterances had 16 different sorts of acts, including Directive, Marker, Starter, Clue, Reply, Accept, Elucidation, Evaluate, Informative, React, Check, Conclusion, Comment, Cue,

Bid, and Nomination. In the meantime, during the teaching and learning process, Prompt, Acknowledgement, Metastatement, Loop, Silent stress, and Aside were absent.(2) The act of reacting was done by a non-linguistic behaviour. The statement accomplished the act's check. The word "so" signaled the act's conclusion. A statement realized the act's comment. A closed class was used to nominate the performance, and each student's name was followed by the phrase "please you." A close class recognized the act's cue, which was "raise your hand." The bid act was executed by a small group of verbal items known as "Miss". The item Ok demonstrates the Marker Act's implementation. A command carried out the starter act. The clue to the act was identified through a statement. By asking a question, the reply act was fulfilled. Acceptance of act came to pass with closing of item "good". The question led to the act's elucidation. Statement and question tags were used to realize the act's evaluation. The statement effectively conveyed the informative act. A directive act was carried out by a command.

The present study, in contrast to previous studies, uses the Sinclair and Coulthard model as an instructional model and assesses its effect on the speaking performance of Iraqi EFL university students. The results demonstrate that this model enhances students' speaking performance.

Section Three: Methodology

3.0 An Introductory Note

This section explains the procedures taken to accomplish the study's aim and validate its hypothesis. It includes the research design, selection of the population and sample, equalization of the experimental and control groups, construction of an achievement posttest as a study instrument, examination of its items, validation of those items, determination of its reliability, administration of the constructed test, and finally, the statistical methods used to analyze the collected data.

3.1 Experimental Design

Since the current study aims to determine the effect of a discourse-oriented model on students' speaking performance, based on statistical analysis, this study uses a quantitative experimental design. According to Boru (2018), the quantitative experimental design refers to the organized methodology used to run experiments consistently in order to find cause-and-effect links between variables. It involves using one or more independent variables and figuring out how they affect dependent variables while taking into account outside factors to make sure the results are correct

and reliable. "Non-Randomized Control Group Pretest-Posttest Design" (McLeod, 2019) is used for the present study.

3.2 Population and Sample of the Study

3.2.1 The Population of the Study

The population of the current study comprises second-stage EFL university students from the Departments of English at the College of Education for Humanities and the College of Education for Women at Tikrit University during the academic year (2024- 2025). The total number of the population is (230) students.

3.2.2 The Sample of the Study

The sample for this study comprises 60 second-stage students from the College of Education for Women. This group includes both a control and an experimental group, with each consisting of 30 randomly selected students.

3.3 Equivalence of Two Groups

In order to confirm the equalization of both groups, the following variables are examined: Fathers' Educational Level, Mothers' Educational Level, Age of the Students, Students' Scores in Real Listening and Speaking in the Previous Year, Students' Scores in the Pretest.

3.4 The Instrument of the Study

The instrument of this study is the speaking performance achievement posttest. This instrument is used to evaluate how a discourse-orientated model affects students' speaking performance. This test is constructed based on the IELTS speaking test. It is a recorded face-to-face interview between instructor and students. This test consists of three questions, and each question follows a specific pattern of tasks to test students' speaking performance in different ways. The time allocated for this exam is 11-14 minutes.

The first question deals with general questions. In this kind of question, the student starts by introducing herself/himself. Then it turns into an interview between the instructor and the student. This question required students to construct a response to questions in an organized and conversational manner. Four to five minutes is the time limit for this question.

Question number two is about an individual long turn question. This type of question starts by presenting the student with a topic card. Then she/he will have one minute to prepare their presentation, after which she/he must discuss the topic in the question. In order to answer this question, students have to create a lengthy, uninterrupted speech on a certain topic. The allotted time for this question is 3–4 minutes, including the preparation time.

The third question covers the discussion question. This kind of question means that the teacher will ask a wider range of questions, and the student will need to give more detailed answers by using examples and explanations from real life. This question necessitated students to think critically about abstract issues and generate their opinions thoughtfully. The specified time for this question is 4 to 5 minutes.

3.5 Pilot Study

A pilot study refers to a preliminary small-scale study undertaken before applying the test. It is conducted with a smaller number of participants chosen from the same intended population out of the experiment sample to familiarize the researcher with any obstacles that may be encountered throughout the test (Davies, 1986). According to Mackey and Gass (2005), the aim of the pilot study is to enable the researcher to get insights on the functionality of the instrument and to determine the anticipated duration needed to respond to all questions or items. It also seeks to assess the power of discrimination and the difficulty level of the test, as well as the clarity of the test instructions.

In light of the present study, a pilot study has been conducted to ascertain the reliability of the test, determine the duration required to respond to the questions, evaluate the discriminating power and difficulty of each item, and assess the clarity of the test instructions. On December 17 and 18, 2024, the pilot study is carried out on a pilot sample of twenty students, randomly selected from the College of Education for Humanities at Tikrit University, as part of the study population. The results have shown that the time required to complete the test over the two-day period ranges between 60 and 120 minutes, and the test instructions are clear.

3.6 Validity of the Test

3.6.1 Face Validity

Face validity is the degree to which a test, assessment, or measuring instrument seems to measure what it claims to measure. It is a subjective judgment based on whether the test looks acceptable and relevant for its intended purpose, rather than needing substantial statistical or theoretical validation. This decision is often made by professionals, such as jury members or reviewers, who evaluate the relevance and clarity of the test questions in connection to the construct being assessed (Cumming, 1996).

For the current study, face validity has been achieved by exposing the achievement posttest to a jury of specialists in the field of linguistics and methodology. They have received copies of the test and have been requested to provide their assessments about the appropriateness of the items used and to propose any modifications that they see necessary. The jurors mostly agreed on the suitability of the test items and offered a few modifications, which were eventually considered.

3.6.2 Content Validity

Ornstein and Lasely (2004) define content validity as an organized investigation of the test's content to see if it encompasses the content of the material and behaviors that are intended to be tested. Brown (2014) asserts that if a test really samples the subject matter from which conclusions are to be taken and requires the test-taker to do the behavior being evaluated, it may claim content-related evidence of validity, also known as content validity. By specifying its contents, behaviours, numbers of questions, and scores, the posttest in this study has been granted content validity.

3.6.3 Construct Validity

According to Smith (2005), a test or assessment's construct validity is the extent to which it accurately reflects the theoretical construct it is designed to evaluate. This process requires determining if the test results match the theory that underpins the construct. Basically, it checks whether the conclusions drawn from test results make sense and are related to the idea being tested, which is especially important when the idea being tested is vague or can't be seen directly. To put it more simply, construct validity makes sure that a test really does measure what it says it does measure, which in turn provides confidence in the conclusions that are formed from the findings of the assessment. Kumar (2011) mention that although there are different ways to prove construct validity, the most important one is to pay attention to the level of difficulty and discrimination power of the test items. He says that test developers must ensure that the items are sufficiently difficult and can differentiate between various skill levels to create assessments that accurately

measure the intended concepts. The construct validity of the posttest of the current study was accomplished through finding its difficulty level and discrimination power.

3.7 Reliability of the Study Instruments

One of the characteristics of a successful test is reliability. The reliability of a measuring instrument is defined by its consistency, as stated by Veram and Beard (1981). According to Alderson (1995), it is defined as the extent to which a test gives constant results when it is given on different occasions and used by different people. Reliability of a test can be achieved by using different methods, such as equivalent form reliability, internal consistency reliability, and test-retest reliability (Ravitch, 2007). The Alpha-Cronbach formula was used in this study to assess the internal consistency reliability of the posttest. The speaking performance posttest coefficient is 0.93, regarded as acceptable.

Section Four

4.1 Results related to the hypothesis

Comparison Between the Mean Scores of the Experimental Group and that of Control Group in the Speaking Performance Posttest

To determine whether there is a significant difference between the mean scores of the experimental group and the control group in the speaking performance posttest, statistics reveal that the mean score of the experimental group is 84.66, while that of the control group is 57.33. Using the t-test formula for two independent samples, the calculated t-value is 7.370, compared to the tabulated t-value of 2.000 at a degree of freedom of 58 and a significance level of 0.05. This indicates that there is a significant difference between the two groups, favoring the experimental group.

Thus, this hypothesis, which states that “*there are no statistically significant differences between the mean scores of the experimental group and the control group in their speaking performance,*” is rejected, as shown in Table (1).

Table (1)
*Means, Standard Deviation, and t-Values of the Two Groups
in the Speaking Performance Posttest*

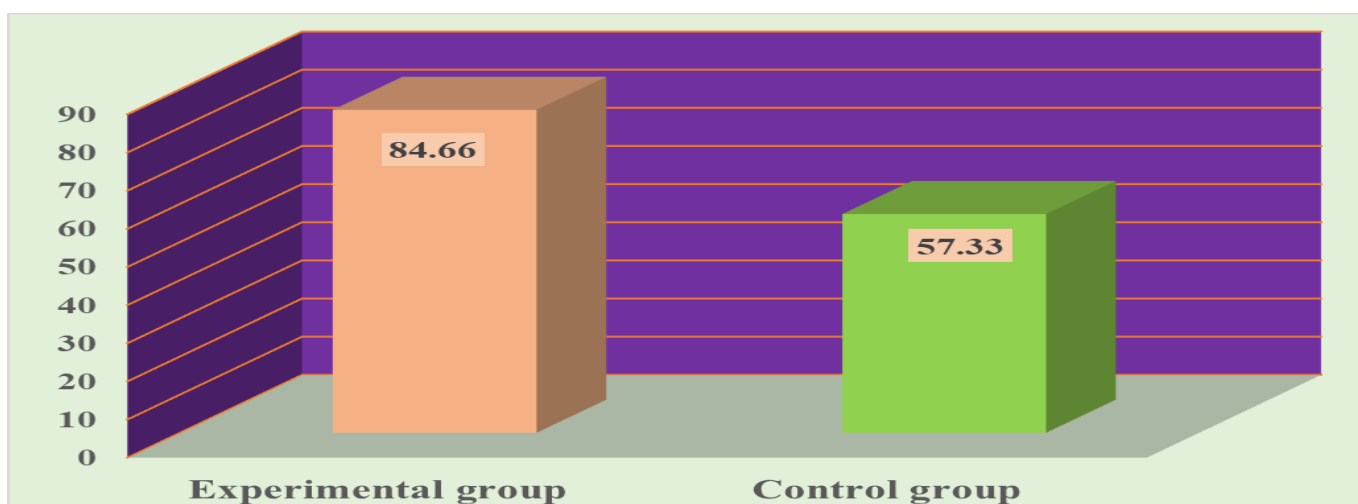
Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	84.66	15.07	Calculated	Tabulated	58	0.05
CG.	30	57.33	13.61	7.370	2.000		

4.2 Discussion of the obtained Results

The comparison between the mean scores of the experimental group and the control group in the speaking performance posttest at this hypothesis reveals a statistically significant difference favoring the experimental group. The experimental group achieved a mean score of 84.66, compared to the control group's mean score of 57.33 as show in figure 1. The results clearly demonstrate that the experimental group outperformed the control group in the speaking performance posttest. This suggests that the discourse oriented model applied to the experimental group was effective in enhancing their speaking performance. The substantial difference in mean scores reflects the potential of the experimental discourse oriented model to improve core aspects of speaking performance, such as content and vocabulary, accuracy, fluency, pronunciation, and task completion. One possible explanation for these results is that the discourse oriented model might have included speaking-focused activities that actively engaged students in using spoken language. Such activities are known to create opportunities for practice, feedback, and improvement, which are essential for developing speaking skills. In contrast, the control group may have been subjected to more traditional methods of instruction that provided fewer opportunities for active participation or real-time feedback, leading to their comparatively lower scores.

Figure (1)

The Mean Scores of the Experimental Group and control Group at Speaking Performance



Section Five

5.1 Conclusions

Based on the findings obtained, the present study arrived at the following conclusions:

1-It has been shown that this model has a substantial influence on the development of several components of students' speaking performance, including content and vocabulary, accuracy, fluency, pronunciation, and task completion. A possible cause of these results is that the discourse-orientated model may have included speaking-focused activities that actively engage students in using spoken language. Such activities are also recognized to provide opportunities for practice, feedback, and improvement— all of which are necessary for the development of speaking abilities.

2-Through the use of a discourse-orientated model that is based on Sinclair and Coulthard's model, the development of speaking performance is facilitated. This advantage is due to the model offering organized interaction patterns between teachers and students. These structured interaction patterns are important in improving the effectiveness and purposefulness of classroom communication. They assist teachers in structuring lectures successfully, enabling them to guide conversations, check student knowledge, and offer prompt feedback. This organized method not only keeps the class focused, but it also fosters a consistent learning atmosphere in which students feel encouraged to participate.

2-The speaking-focused activities employed in this model have a substantial influence on students' speaking performance. This is because these activities enhance students' oral communication abilities by offering consistent and effective chances to practice language in use. These activities enhance learners' accuracy, fluency, and confidence, enabling them to communicate more effectively. In addition, they assist students in learning basic speaking skills, including discourse organization, grammar control, vocabulary usage, and pronunciation. Furthermore, they also foster interactional proficiency by promoting appropriate responses in conversations, active listening, and turn-taking.

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