

A Program based on Integrating Speech Act Theory and Communicative Approach to Develop EFL Oral Competency in Iraqi Secondary School

Aswan Fakhir Jasim, Azza Ahmed Hamdy El- Marsafy, Magda Kamel Abd El-samie

Curriculum and Instruction (TEFL), Faculty of Education, Zagazig University, Egypt.

Corresponding Author: Aswan Fakhir Jasim

Email: aswanegypt14@gmail.com

Abstract:

This study aimed to enhance EFL oral proficiency of EFL in-service teachers in Iraqi secondary schools through the implementation of an integrated program based on speech act theory and communicative approach. Utilizing a quasi-experimental pretest-posttest design with experimental and control groups, the research involved sixty EFL in-service teachers, evenly divided into two groups, from secondary schools in Misan province during the second semester of the academic year 2024–2025. The experimental group participated in the integrated program which was designed to develop their EFL oral competency whereas the control group received conventional instruction. Data were gathered using an EFL oral competency checklist that validated by a panel of experts. An oral competency test was administered before and after the program. The results revealed that the experimental group made significantly greater improvements in EFL oral competency skills compared to the control group. Statistical analyses supported the program's effectiveness, resulting in the acceptance of the study's hypotheses and confirming the positive effects of the integrated program on the participants' teaching and communication abilities.

Keywords: Speech Act Theory- Communicative Approach- EFL oral competency secondary school- Iraqi.

Introduction:

Oral competency:

EFL oral competence enables speakers to interact effectively with each other. EFL Oral communicative competence includes a wide semantic field since the oral expression is a way of the thought and it provides feedback and develops by means of the linguistic function (Vygotsky, 1992; Piaget, 1983a, 1983b; Pinker, 2003). English communicative competence is based on the use of the language as a means of communication, both oral and written, of representation, of interpretation and of reality comprehension.

Noguera (2004) and Fernandez-Salinero (2006) offered a definition of EFL competence in linguistic terms, indicating the combination of attributes that concern diverse orders of the person related to: a) the knowledge, aptitudes and technical skills (to know); b) the methodological ways of proceeding in an activity (to be able to do); c) the guidelines and individual and collective forms of behavior (to be able to be); d) the forms of organization and interaction (to be able to be).

Basic competence in EFL (English as a Foreign Language) communication consists of a combination of knowledge, skills, and attitudes that work together and depend on effective communication. Knowledge is essential for understanding how language functions and how it is used. This knowledge falls into three categories: linguistic, sociolinguistic, and pragmatic. Skills refer to the ability to listen to and comprehend various types of speech, as well as to express ideas through spoken language. They also include strategies for

managing conversations, reading and understanding written texts, and writing different kinds of texts for various purposes. Attitudes support active listening, openness to different viewpoints, and respect for others' opinions, while also encouraging an interest in intercultural communication (Council of Europe, 2001).

EFL competence typically shares several key features: it is action-oriented and evolves through practice, it is tied to specific contexts or situations, and it brings together various components like knowledge, skills, and attitudes (Mayo and Barrioluengo, 2017).

Competence is a relatively stable characteristic of the teacher, which does not significantly change when the teacher shifts from one educational context to another. Therefore, a teacher may possess strong competencies even if contextual or institutional factors temporarily limit their performance. (Baumert & Kunter, 2013).

Agustin and Nafiah, (2019) illustrate that competence has a significant effect on performance that is, the ability of teachers to significantly affect the quality of education. Because, competent teachers will complete their responsibilities correctly, mobilizing all their hearts and minds to deliver students who excel, are independent, and has noble character

Holilah, et al. (2021) suggested that teacher competence had a significant effect on teacher performance. Competence in question is all physical and non-physical potential of a scientific nature used to educate students to become superior human beings, both in terms of morals and science.

Language as a communication means plays a vital role in human interaction, serving as the primary medium through which individuals express ideas, desires, emotions, and experiences. It is not only a symbol of human civilization and culture but also a crucial vehicle for cooperation, interaction, and self-identification within a society. In educational contexts, language is central to teaching, as it facilitates the transfer of knowledge and values from teachers to learners.

This communicative role of language directly intersects with the concept of teacher competence, which significantly influences instructional quality. Competence has a significant effect on performance (Agustin & Nafiah, 2019), meaning that the teacher's ability—rooted in knowledge, skills, and values—has a direct impact on how effectively they deliver educational content and foster student learning. However, the successful application of competence also depends on external factors, including the institutional environment.

EFL communicative competence is a linguistic approach in using a language. It is because EFL communicative competence is necessary to individual's using interaction in foreign language for professional purposes; learners acquire and learn language through a variety of opportunities for the construction of their communicative competences which relate to social experiences interaction and cognition activities.

Communicative language teaching context is a complementary approach to emphasize acquiring EFL communicative competence through developing a learner four skills where he/she communicate and interact in a given language; use authentic texts; focus not only on the language but also on the learning process itself where the personal experience of the learner is a part of the learning process; learners attempt to activate their language appropriately in real life contexts and most learners are assessed on their EFL communicative competence rather than on their knowledge of grammar rules (Banciu & Jireghie, 2021).

Achieving communicative competence in English as a Foreign Language (EFL) presents several challenges that can hinder learners' ability to use the language effectively in real-life situations, including gaps between theoretical knowledge and practical language use in meaningful interactions.

AlHarbi (2022) reported some challenges that hinder developing learners' communicative competence. These obstacles are the inadequate interaction between teachers and learners; i.e., passive learning and traditional teacher-centered teaching methods which make learners reluctant to freely participate in classrooms. The teacher-centered and the evaluation system allow EFL passive recipient to be not active participants; to have lack of self-confidence as this can generate language anxiety when learning and speaking English in language classrooms.

To know how to develop EFL communicative language teaching in EFL contexts, Brown (2007) declared that there are four characteristics in defining communicative language teaching that EFL teachers should describe this type of teaching as follows:

1. Classroom goals are focused on all of the communicative competence components and not to be restricted to grammatical or linguistic competence.
2. Classroom goals are not restricted to grammatical or linguistic competence.
3. Language techniques are to be designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable learners to accomplish those purposes.
4. Fluency and accuracy maintain complimentary principles underlying EFL communicative techniques. Fluency has to be taken on more importance than accuracy in order to keep learners meaningfully engaged EFL use.

Bhusal, (2020). declared that oral EFL conversation, storytelling, drama oriented activities, composition writing, role-play, dialogues, repetition are effective motivational strategies to develop learners' communicative competence.

Developing EFL communicative competence is an essential demand of many language researches. For example, Zhang (2015) investigated the effect of virtual conversations with domestic American students on improving international students' intercultural communicative competence at a public University in the United States. He designed an Intercultural Communicative Competence Inventory to collect pre- and post- data with the purpose of determining the participants' intercultural communicative competence in both comparison and treatment groups. The results reveal that international students who had virtual conversations lasting for 5 hours significantly scored higher on the posttest results than the control group.

AbdelMageed (2018) investigated the effect of digital story telling on learners' EFL oral proficiency. The participants of the study consisted of eight first-year college students at Zewail University of Science and Technology in Egypt who participated in the treatment that lasted for five weeks in the summer of 2017. The instruments employed for data collection included a pre-post EFL speaking proficiency test, an EFL interview, and EFL written reflections. The findings revealed that digital storytelling had a positive effect on the participants' EFL oral performance.

Language is a means used to communicate, to express ideas, to express feelings, and to give and get information. Searle (1969) reported that to understand languages one must understand the speaker's intention. Since a language is intentional behavior, it should be treated like a form of action. The speech act is as the basic unit of a language used to express meaning, an utterance that expresses an intention. When one speaks, one performs an act. Speech is not just used to designate something, it actually does something. Then, he added that when the hearer understands the speaker's intention, it is important to get the meaning, without the speaker's intention, it is impossible to understand the words as a speech act.

There are three categories or dimensions of speech acts. Grundy (2008) explained that when people say something, they may involve the three dimensions, which are locutionary acts, illocutionary acts, and perlocutionary acts.

Drid (2018) explained that the conception of language as a means of action has become a topic of sustained investigation by philosophers of language and linguists within the theory of speech acts. The pursuit of this approach is to examine such bits by considering them communicative units. The paper elucidates the foundations of this pragmatic theory as formulated by its leading figures Austin and Searle and goes even further to explain how the original speech act conceptualization is connected to research in the field of discourse analysis and how it was transferred to the description of written discourse.

The communicative approach is the product of some linguists and educators who had grown dissatisfied with the previous two methods used for foreign language teaching; the audio-lingual method and Grammar-translation method. The communicative approach is based on the idea that learning a language successfully comes through having to communicate real meanings. When learners are involved in real

communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language (Dingfang Shu 2019).

Littlewoods (2002) reported that «one of the characteristics features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of a language, combines these into a more fully communicative view». Each language has a limited number of sentence patterns. Mastering only those sentence patterns does not help learners communicate in the target language. A learner needs to learn the communication functions of those structures.

Communicative language teaching approach provides opportunities to learners not only about what to say and but also about how to say it.

The teacher should create situations which help promote communication. The teacher should teach learners how a language should be used in a social context. Teachers should give activities such as roles play which help learners learn the language in a social context (Kukulska-Hulme, & Viberg, 2018). The communicative approach aims to achieve more interaction and motivation in language teaching but it is not everything for this issue. Thamarana (2015) pointed the following advantages of communicative language teaching:

- Communicative Approach facilitates the English Language learner to develop strong speech habits.
- Communicative Approach is a motivational approach which supports learners to use English by themselves since it basically emphasizes both fluency and meaning then the accuracy later. Learners are given assignments that improve their ideas about what they are going to communicate these ideas appropriately.
- It recognizes the needs of the language learner and provides learning experiences accordingly
- It does not encourage rigid systems of tests and examinations; instead, teachers themselves makes own testing devices.
- English language is taught in a natural setting. It is in the sense that teachers create natural learning atmosphere as learners find it with first language.
- Audio-Visual aids can be utilized to teach various aspects of communication
- Teachers' role is recognized as facilitators who promote maximum learning among language learners.

Refaey, (2023) investigated the use of the Communicative Approach to develop secondary school students' EFL speaking skills. The study employed a pre/post-one group design. An intact class (45 females) from the first-year secondary students was selected from one of the public secondary schools, "Omar Ibn Al-Khatib secondary school for girls", in Qalubiya Governorate in the first term of the academic year 2018-2019. The instruments were an EFL speaking skills checklist, a pre-post EFL speaking test to assess first-year secondary students' EFL speaking skills, a proposed program designed in the light of the Communicative Approach, and finally a success criteria used for participants' reflection on their learning. The EFL oral performances in the pre/post-test results were analyzed to assess the s EFL peaking sub-skills output. The collected data were statistically analysed using t-test. The findings revealed that the communicative language teaching had a positive effect on the secondary students' EFL speaking skills.

In the context of English language teaching, the integration of speech act theory with the communicative approach provides a comprehensive framework for developing key professional attributes among EFL in-service teachers. Specifically, this integration supports the improvement of oral competency, since speech act theory emphasizes the pragmatic and functional use of language in authentic situations. As teachers become more proficient in using language appropriately and effectively.

2. Statement of the problem:

The problem of the current research was identified through the following:

1. Field Observation:

Through the researcher's work as a lecturer for the "Observation and Teaching Practice" course for fourth-year students in Colleges of Education, and based on direct observation of English language teachers' performance in Iraqi secondary schools, it was found that there is a noticeable deficiency in the use of English

for communicative purposes within classrooms. Many EFL teachers exhibit weakness in their oral proficiency and in their skill to effectively teach speech acts embedded in the prescribed textbooks for secondary students.

Rather than engaging with the theoretical foundations—such as speech act theory—teachers tend to deliver the material in a superficial manner, focusing solely on its formal content. This lack of depth deprives learner of the opportunity to grasp the true communicative function of a language and hinders the achievement of educational goals that view a language as a means for interaction, not merely as a subject to be memorized or tested.

2. Analysis of Students' Results:

The low performance of students in listening and speaking skills reflects a deficiency in the instructional methods employed by their teachers. This, in turn, highlights a pressing need to directly enhance teachers' linguistic and communicative performance in order to improve the overall quality of language education.

3. Review of Literature and Previous Studies:

Recent Arab and Iraqi studies have revealed a clear gap between the linguistic theories taught in academic preparation programs and their practical application in classroom settings—particularly with regard to Speech Act Theory and Communicative Language Teaching. This disconnect underscores the need for bridging theory and practice in language teacher education.

4. Analysis of Existing Training Programs:

It has been observed that the current training programs available for in-service EFL teachers lack integration of modern linguistic theories that emphasize oral communication. These programs tend to rely on rote instruction and grammar-based content, with minimal focus on the meaningful development of communicative skills.

5. National Need for Educational Development:

In light of the Iraqi Ministry of Education's strategic direction toward enhancing educational outcomes and fostering 21st-century skills, there has emerged a growing need for training programs that prioritize the development of teachers' oral competency ensuring alignment with these national educational priorities.

In light of the foregoing, the need emerged for designing a program based on the integration of speech act theory and communicative language teaching. Such program aims to improve English language learning outcomes in Iraqi secondary schools.

Accordingly, the research problem could crystallize into a set of key questions intended to explore the effectiveness of the proposed training program. These questions are formulated as follows:

The research main question has been

"What is the effectiveness of a program based on integrating speech act theory and communicative approach to develop EFL oral competency of EFL in-service teachers in Iraqi secondary school?"

This main question could be sub-divided into the following questions:

- 1 - What are the EFL oral competency skills targeted for the EFL in-service teachers of the secondary school at Misan Province in Iraq?
- 2- How far do the EFL in-service teachers successfully perform them?
- 3- What is the frame of a Program based - on the speech act theory and communicative approach?
- 4- What is the effect of using a Program based - on the speech act theory and communicative approach in improving EFL oral competency skills of the secondary school at Misan Province in Iraq?

3- Aim of the research

The main purpose of the current research is to develop EFL oral competency skills through utilizing a program based on integrating the speech act theory and communicative approach.

4- Significance of the research

The present research would hopefully be useful to the following categories:

Significance of the study:

This study might significant to:

1- Teachers of English:

- In designing of their curriculum so as to thoroughly prepare the teacher-trainees to be able to be relevant to the learners in this information age.
- This study might provide them with EFL main skills and sub- skills of oral competency.

2- Supervisors and curricula designers:

- This study looked into barriers. This would help the practicing EFL in- service teachers embrace the enablers and overcome the barriers thus helping them to be more effective in their practice.
- This study might provide supervisors and curricula designers with dimensions of professional performance (competency- work motivation –job satisfaction), oral competency to train the EFL in- service teachers.

3-Researchers

- It might inspire other researchers to carry out more researches in this field. This would further expand the literature related to the field of speech act theory and communication approach, thus contributing to the body of knowledge on the same area.

5- Delimitations of the research:

The present research has been delimited to:

- This research has been conducted in the second term of the academic year 2024/ 2025.
- Ten secondary schools at Misan Province in Iraq have been chosen.
- Sixty EFL teachers from schools at Misan Province in Iraq were participating.
- Some units from student's book for fifth secondary school have been used.
- The units from the fifth secondary school students' textbook, which align with the proposed program, have been presented in Table (1)."

Table (1)

The units from the fifth secondary school students' textbook, which align with the proposed program

Unit	Lesson	Title	Page Number
Unit 1	L. 4	A trip to Scotland	9
Unit 2	L.2	Plug it in and turn it on	21
Unit 3	L.2	Almost extinct	35
Unit 3	L.7	Shall I feed the baby lion?	40
Unit 5	L.2	Healthy habits	57
Unit 5	L.3	She has to wear a uniform	58
Unit 5	L.5	If you were in trouble	60
Unit 5	L.7	If I were you, I wouldn't worry	62
Unit 5	L.8	I wish I could fly	63
Unit 5	L.9	If only I'd listened	64

Unit 7	L.9	I'm really sorry	91
Unit 7	L.10	You poor thing!	92

6- Operational definition of Terms

The researcher defined some key terms as follow:

1- Speech Act:

Operational definition:

Speech act refers to the ability of EFL in-service teachers to produce and interpret contextually appropriate utterances (such as requests, apologies, suggestions, refusals, and compliments) in English, using linguistic forms that fulfill communicative functions. In this study, it is operationalized through teachers' performance in classroom-based speaking tasks, role-play activities, and communicative interactions, where their use of illocutionary (intent-based), locutionary (form-based), and perlocutionary (effect-based) acts are assessed. Successful application of speech acts will be measured by the accuracy, appropriateness, and fluency of their spoken responses in simulated and real-life EFL teaching situations.

2- Communicative Approach:

Operational definition:

In this research, the communicative approach refers to a teaching method that focuses on real-life communication, using interactive, learner-centered activities like role-plays, discussions, and problem-solving tasks. It is used to improve EFL in-service teachers' oral skills, classroom interaction, and readiness to communicate in English.

3- Oral Competency:

Operational definition

In this research, it is measured through fluency, pronunciation, grammatical accuracy, vocabulary use, and interaction skills during speaking tasks and classroom simulations.

7- Design of the study

The present research adopted the quasi-experimental design. Two groups were selected to represent the experimental group and the control one. The experimental group was instructed through the program. The control one received regular instruction. A pre-post EFL oral competency test was administered to the two research groups, before and after the experiment. Figure (1) shows the experimental design of this research:

Figure (1) The Experimental Design

	Pre-test	Program	Post-test
Experimental group	EFL oral competency skills.	An integrated program based on speech act theory and communicative approach	EFL oral competency skills.
Control group		Regular way	

Participants of the Study:

The participants in the present research were EFL In-service teachers in the academic year 2024/2025. They were selected to develop their EFL oral competency in Iraqi secondary schools. They were divided into two groups: an experimental group (N=30) "taught through integrated program" and a control group (N=30) "taught regularly". Thirty teachers in each group). To make sure that the development of the participants' EFL oral competency in the experimental group was attributed to the use of the integrated program based on speech act theory and communicative approach ", some variables were controlled.

The participants were selected because they have been experienced English language teaching EFL for 10/15 years. Additionally, they typically deliver around two sessions of English instruction per week, providing ample opportunity for them to engage in oral competency. This research echoes the strategic vision of the Iraqi Ministry of Education, which has been devoted to fostering the EFL oral competency of teachers by enhancing their English language proficiency and offering innovative pedagogical approaches for teaching English as a foreign language in Iraq.

Before the experiment, it was important to make sure of the homogeneity between the two groups. So, the researcher pre-administered the EFL oral competency skills test to the two groups. Table (-) shows the findings of the statistical treatment of the data gained from pre-administering the research instrument, EFL oral competency skills test. So, the participants were equivalence.

Table (2) : Both groups Oral Competency pre- results

skills	Group	N	Mean	Std. Deviation	t-value	d.f	sig
Individual	Experimental	30	4.90	0.96	0.793	58	No Significant
	Control	30	5.10	0.99			
Fluency	Experimental	30	5.33	0.96	0.774	58	No Significant
	Control	30	5.53	1.04			
Interactive	Experimental	30	4.20	1.00	0.67	58	No Significant
	Control	30	4.03	0.93			
Pronunciation	Experimental	30	5.73	1.05	0.245	58	No Significant
	Control	30	5.80	1.06			
Grammar	Experimental	30	9.27	1.95	0.615	58	No Significant
	Control	30	8.97	1.83			
Vocabulary	Experimental	30	5.73	1.14	0.569	58	No Significant
	Control	30	5.90	1.12			
Oral Competency Skills	Experimental	30	35.17	3.02	0.21	58	No Significant
	Control	30	35.33	3.12			

Table (2) shows that there was no significant difference between both groups in **the EFL Oral Competency Skills**, t being (0.21). This shows homogeneity between the two groups. That is to say, the two groups were almost at the same level of performance in the **Oral Competency Skills**. Thus, any variance between the two groups that might happen after the experiment could be attributed to the effect of the experiment. The pre-test scores revealed that the participants had an average low proficiency in EFL oral competency Skills.

8-The Instruments of the research

After reviewing the related literature and the previous studies related to EFL oral competency skills, the following instruments were designed by the researcher in the light of the research variable:

A- EFL oral competency skills checklist

B- EFL oral competency skills test

C- EFL oral competency skills, scoring rubric.

D - The integrated program based on speech act theory and communicative approach

9- Hypotheses of the study:

On the basis of the review of literature and the relevant studies, the following can be hypothesized:

1. There would be a statistically significant difference at the level of (0.05) between the mean scores of the experimental group and that of the control group in the post administration of the in- service teachers' EFL oral competency test results favoring the experimental group.
- 2- There would be a statistically significant difference at the level of (0.05) between the mean scores of the experimental group in the pre / post administrations of the EFL oral competency in test results, favor of the post results.
- 3- The Program based on integrating speech act theory and communicative approach would be effective in developing EFL the in- service teachers' EFL oral competency in Iraqi secondary school.

10- Validating the research hypotheses

Hypothesis 1:

"There would be a statistically significant difference between the mean scores of experimental and the control groups in the post- Oral Competency skills test results, in favor of the experimental group"

To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and table (-) reveals this.

Table (3)

Descriptive Statistics for Oral Competency Skills in Control and Experimental Groups

Skills	Group	No	Mean	Std. Deviation	Minimum	Maximum	total score
Individual	Experimental	30	8.20	1.06	6	10	10
	Control	30	5.00	1.02	3	7	
Fluency	Experimental	30	8.03	1.03	6	10	10
	Control	30	5.50	1.01	4	7	
Interactive	Experimental	30	6.57	1.04	3	8	8
	Control	30	4.10	0.92	3	6	
Pronunciation	Experimental	30	11.27	1.57	9	14	14
	Control	30	5.77	1.04	4	8	

Grammar	Experimental	30	14.90	2.12	10	18	18
	Control	30	9.07	1.84	6	12	
Vocabulary	Experimental	30	8.13	1.04	6	10	10
	Control	30	5.83	1.18	4	9	
Teacher' Oral Competency skills	Experimental	30	57.10	3.67	50	64	70
	Control	30	35.27	3.23	29	41	

Table (3) shows that the value of teachers' oral competency skills mean score of the experimental group was (57.10) which is higher than that of the control group which was (35.27). As table () shows the experimental group's scores were higher than those of the control group in the post-administration of teachers' oral competency skills test. It also shows the increasing homogeneity (=Std. Deviation / Mean) of grades of the experimental group than the control group due A Program Based on Integrating Speech Act Theory and Communicative Approach.

To show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (4)

Table (4)

t-Value and Effect Size of both Groups of EFL in- Service Teachers' Oral Competency Skills

skills	Group	Mean	Std. Deviation	t-value	d.f	Sig
Individual	Experimental	8.20	1.06	11.91	58	Significant at (0.01)
	Control	5.00	1.02			
Fluency	Experimental	8.03	1.03	9.61	58	Significant at (0.01)
	Control	5.50	1.01			
Interactive	Experimental	6.57	1.04	9.72	58	Significant at (0.01)
	Control	4.10	0.92			
Pronunciation	Experimental	11.27	1.57	15.97	58	Significant at (0.01)
	Control	5.77	1.04			
Grammar	Experimental	14.90	2.12	11.38	58	Significant at (0.01)
	Control	9.07	1.84			
Vocabulary	Experimental	8.13	1.04	8.02	58	Significant at (0.01)
	Control	5.83	1.18			
Teachers' Oral Competency skills	Experimental	57.10	3.67	24.47	58	Significant at (0.01)
	Control	35.27	3.23			

It is clear from table (-) that the calculated value of "t" (=24.47) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean

scores of the two groups reached the level of statistical significance. Thus, the hypothesis was accepted which indicated that " There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of teachers' oral competency skills in favor of the experimental group"

Hypothesis Two:

"There would be a statistically significant difference between the mean scores of the experimental group in the pre / post administrations of the Oral Competency skills test results, in favor of the post results" To test this hypothesis, the data obtained from the pre posttest of the teachers' Oral Competency skills were treated statistically using the descriptive (Means and Standard Deviations) and

To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores obtained from the pre posttest of the teachers' oral competency skills were computed and table (5) reveals this.

Table (5)

Descriptive Statistics of the pre posttest of the Teacher' Oral Competency Skills.

skills		N	Mean	Std. Deviation	Minimum	Maximum	total score
Individual	pre	30	4.90	0.96	3	7	10
	post	30	8.20	1.06	6	10	
Fluency	pre	30	5.33	0.96	4	7	10
	post	30	8.03	1.03	6	10	
Interactive	pre	30	4.20	1.00	3	6	8
	post	30	6.57	1.04	3	8	
Pronunciation	pre	30	5.73	1.05	4	8	14
	post	30	11.27	1.57	9	14	
Grammar	pre	30	9.27	1.95	6	12	18
	post	30	14.90	2.12	10	18	
Vocabulary	pre	30	5.73	1.14	4	9	10
	post	30	8.13	1.04	6	10	
Teachers' Oral Competency skills	pre	30	35.17	3.02	29	41	70
	post	30	57.10	3.67	50	64	

Table (5) shows that the value of teachers' oral competency skills mean score of the posttest was (57.10) which is higher than that of the pretest which was (35.17). As table (5) shows the posttest's scores were higher than those of the pretest of TEACHERS' Oral Competency skills test. It also shows the increasing homogeneity (=Std. Deviation / Mean) of grades of the posttest than the pretest due A Program Based on Integrating Speech Act Theory and Communicative Approach.

To show the significance of the differences, (Paired Samples Test: t-test) statistics. Table (6) shows this

Table (6)
t-Value and effect size of pre posttest of teachers' Oral Competency skills

Paired Differences					
skills	Mean	Std. Deviation	t-value	d.f	Sig
Individual	3.30	1.44	12.54	29	Significant at (0.01)
Fluency	2.70	1.51	9.78	29	Significant at (0.01)
Interactive	2.37	1.47	8.80	29	Significant at (0.01)
Pronunciation	5.53	2.01	15.06	29	Significant at (0.01)
Grammar	5.63	3.17	9.74	29	Significant at (0.01)
Vocabulary	2.40	1.30	10.09	29	Significant at (0.01)
Teachers' Oral Competency skills	21.93	4.14	28.99	29	Significant at (0.01)

It is clear from table (6) that the calculated value of "t" (=28.99) which is higher than the tabulated value of "t" with 29 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the pre posttest reached the level of statistical significance. Thus, the hypothesis was accepted which indicated that "There would be a statistically significant difference between the mean scores of the experimental group in the pre / post administrations of the oral competency skills test results, in favor of the post results"

Hypothesis 3

A Program Based on integrating speech act theory and communicative approach would have effectiveness in developing EFL in-service teachers' professional performance, oral competency, and readiness to communicate in Iraqi secondary school"

To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated, using the following equations.

$$d = 2 \frac{\sqrt{\eta^2}}{\sqrt{1-\eta^2}} \quad \eta^2 = \frac{t^2}{t^2 + df}$$

Table (7)
Reference standers of (η^2) and (D) values.

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

Table (8)
t- test results, η^2 and Cohen's d (teacher' Oral Competency skills)

Skill	t. value	d.f	Sig	η^2	d	Effect size
Individual	11.91	58	at (0.01)	0.71	3.13	Large
Fluency	9.61	58	at (0.01)	0.61	2.52	Large
Interactive	9.72	58	at (0.01)	0.62	2.55	Large
Pronunciation	15.97	58	at (0.01)	0.81	4.19	Large
Grammar	11.38	58	at (0.01)	0.69	2.99	Large
Vocabulary	8.02	58	at (0.01)	0.53	2.10	Large
Teacher' Oral Competency skills	24.47	58	at (0.01)	0.91	6.43	Large

ETA squared was 0.91 reflecting its practical significance. And in the light of this, It can be said that 91% of the variations between the scores of Teachers could be due to using A Program Based on Integrating Speech Act Theory and Communicative Approach, and the effect size (d) = 6.43 and that there was height effect and educational importance for improving and developing teacher' Oral Competency Skills.

The effect size d is large as it is more than 0.80. These gains confirm that the using of the program based on integrating speech act theory and communicative approach was effective in developing teachers' oral competency Skills.

11- The Results:

- 1-The post-test results revealed a statistically significant difference in EFL oral competency between the experimental and control groups, with the experimental group outperforming the control group.
- 2- A statistically significant improvement was found in the experimental group's oral competency scores when comparing post-test results to the pre-test, in favors of the post one.
- 3- The results confirmed the effectiveness of the program integrating speech act theory and the communicative approach in improving EFL in-service teachers' oral competency.

12- Conclusion

Based on the results of the current research, the following have been concluded:

- EFL oral competency is a crucial skill for in-service teachers in Iraqi secondary schools, as it directly influences their classroom communication and instructional effectiveness.
- Oral skills enable teachers to deliver lessons more fluently, provide accurate language models, and foster interactive learning environments.
- It provided practical opportunities to apply speech act functions within communicative contexts.
- Teachers' abilities to produce accurate, fluent, and contextually appropriate oral language were strengthened.
- This improvement enabled teachers to model effective spoken English use for their students.
- The enhancement of oral skills supports authentic communication in the language classroom.
- The program aligns with contemporary approaches that prioritize meaningful language use over rote learning.
- Activities like oral conversations, storytelling, drama exercises, composition writing, role-plays, dialogues, and repetition are effective motivational strategies that significantly enhance learners' communicative competence
- When incorporated Speech act theory into the Communicative Approach, which prioritizes interaction, meaning-making, and learner-centered instruction, it provides a dynamic and effective framework for fostering both linguistic proficiency and pragmatic competence in language learners.

13- Suggestions for further research:

In the light of the research findings and results, the following have been suggested for further research:

- The Effectiveness of a Program Integrating Speech Act Theory and the Communicative Approach in Enhancing EFL Oral Fluency and Accuracy among Iraqi Secondary School Students.
- The Impact of Integrating Speech Acts into Communicative Language Teaching on EFL Learners' Pragmatic Competence in Iraqi Secondary Schools.
- Developing Iraqi Secondary Students' Use of Appropriate Speech Acts in Real-Life Communication through Task-Based Learning.
- A Comparative Study of the Effectiveness of Traditional vs. Speech Act-Based Communicative Instruction on EFL Oral Competency in Iraqi Secondary Schools.
- Exploring Iraqi Secondary EFL Students' Attitudes towards Learning Speech Acts through Communicative Activities
- Challenges Facing Iraqi Secondary School Teachers in Implementing Speech Act-Based Communicative Teaching

References

1. Abdelmageed, M. (2018). The Effect of Using a Program Digital Based on Storytelling on Enhances Students' Speaking Skills at Zewail University of Science and Technology. Master's Degree Thesis. Department of Curriculum and Instruction: TEFL, Faculty of Education, Ain Shams University, Egypt.
2. Agustin, I. T., and Nafiah, N. (2019). Pengaruh Kompetensi Kepribadian Guru Terhadap Pembentukan Karakter Siswa Di SD Negeri Margorejo VI/524 Surabaya. *Education and Human Development Journal*, 4(2), 21-31
3. Alharbi (2022) Issues with Communicative Language Teaching Implementation in Saudi Arabia Concerning the Government Policy, Teachers, and Students: Two Decades of Research *Arab World English Journal* 13(2):412-423 DOI: [10.24093/awej/vol13no2.28](https://doi.org/10.24093/awej/vol13no2.28)
4. Baumert, J., & Kunter, M. (2013) Professional Competence of Teachers: Effects on Instructional Quality and Student Development. *Journal of Educational Psychology*. 105(3):805–820

5. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Longman.
6. Dingfang Shu. (2019). Foreign Language Teaching Should Seek a Blend between Traditional Teaching Methods and Communicative Teaching Methods: Mr. Li Guangyi's View of Foreign Language Teaching and Practice. *Foreign Language World*, 2(191), 19.
7. Bhusal, D. R. A. J. (2020). ENGLISH LANGUAGE LEARNERS' STRATEGIES TO DEVELOP THEIR COMMUNICATIVE COMPETENCE. *International Journal of Language and Literary Studies*. <https://doi.org/10.36892/IJLLS.V2I3.228>
8. Drid (2018) *Language as Action: Fundamentals of the Speech Act Theory*. Praxis International Journal of Social Science and Literature, Vol- 1, Issue- 10.
9. Fernández-Salineró, C. (2006). Las competencias en el marco de la convergencia europea: Un nuevo concepto para el diseño de programas educativos. *Encounters on Education*, 7, 131-153. <https://doi.org/10.15572/enco2006.07>
10. Grundy, P. (2008). *Doing pragmatics* (3rd edition). London: Hodder Education.
11. Holilah, L., Fatmasari, R., & Rosita, T. (2021). Pengaruh Kepemimpinan Karismatik dan Kompetensi Kepribadian Guru Terhadap Disiplin Kerja Guru. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 7(2), 563-576.
12. Kukulska-Hulme, A., & Viberg, O. (2018). Mobile collaborative language learning: State of the art. *British Journal of Educational Technology*, 49(2), 207-218. <https://doi.org/10.1111/bjet.12580>.
13. Littlewood, W. (2002). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
14. Mayo1,I.,C., & Barrioluengo1,E.,P.,(2017) Oral Communicative Competence of Primary School Students. *Journal of Education and Learning*; Vol. 6, No. 4; 2017 ISSN 1927-5250 E-ISSN 1927-5269 Published by Canadian Center of Science and Education
15. Noguera, J. (2004). Las competencias básicas. Retrieved from <http://www.redescepalcala.org/inspector/DOCUMENTOS%20Y%20LIBROS/COMPETENCIAS/LAS%20COMPETENCIAS%20BASICAS%20-%20NOGUERA.pdf>
16. Piaget, J. (1983a). A propósito del núcleo fijo y de su innatismo: "Observaciones introductorias". In M. Piatelli-Palmarini (org. y recop.), *Teorías del lenguaje. Teorías del aprendizaje* (pp. 89-94). Barcelona: Crítica.
17. Piaget, J. (1983b). Esquemas de acción y aprendizaje del lenguaje. In M. Piatelli-Palmarini (org. y recop.), *Teorías del lenguaje. Teorías del aprendizaje* (pp. 210-214). Barcelona: Crítica.
18. Pinker, S. (2003). Language as an adaptation to the cognitive niche. In S. Kirby & M. Christiansen (Eds.), *Language evolution: States of the Art* (pp. 16-37). Oxford University Press.
19. Refaey, E., A., (2023) Using the Communicative Approach to Develop EFL Secondary School Students' Speaking Skills. *Research in Language Teaching* Vol. 4: October 2023 Issue №25
20. Searle, J. R. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge University Press.
21. Vygotski, L. S. (1992). *Pensamiento y lenguaje*. Buenos Aires: La Pléyade.