

## تطبيق تكنيك الحوارات المبتكرة لتطوير إبداع المحادثة لدى الطلبة

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**Applying Invented Dialogues Technique to Develop Students'  
Conversation Creativity**

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[bsc.kadhim.mohammed@uobabylon.edu.iq](mailto:bsc.kadhim.mohammed@uobabylon.edu.iq)**Abstract**

The aim of this study is to use invented dialogues to help students improve their conversational creativity. To achieve the study's target, it is hypothesized that there will be no statistically significant difference between the experimental group's achievement (taught Conversation using invented dialogues technique) and the control group's achievement (taught Conversation using normal dialogues technique). The sample is represented by the First stage students in the College of Basic Education/ University of Babylon for the academic year (2018-2019) who were 53 students distributed into two unequal in number groups. The experimental group was taught by the invented dialogues technique, but the control group was taught by the traditional method of teaching. Statistical tools used are (Mean, Standard Deviation, t test). After the statistical analysis of the data was obtained using the t-test formula for two independent samples, it is stated that the difference between the two mean scores of the treatment groups is statistically significant at 0.05 level in favor of the experimental group.

In the light of the study result, a number of conclusions and recommendations for further studies are stated.

**Key Words:**

(Invented Dialogues, Conversation, Creativity )

**المستخلص**

تهدف الدراسة الحالية إلى تطبيق تقنية الحوارات المبتكرة لتطوير إبداع المحادثة لدى الطلبة. لتحقيق هدف الدراسة ، يُفترض عدم وجود فرق دال إحصائيًا بين تحصيل المجموعة التجريبية (التي تدرس المحادثة باستخدام تقنية الحوارات المبتكرة) وتلك الخاصة بالمجموعة الضابطة (التي تدرس المحادثة وفقًا للطريقة التقليدية). تمثلت العينة في طلبة المرحلة الاولى في كلية التربية الاساسية / جامعة بابل للعام الدراسي (2018-2019) وعددهم 53 طالبا موزعين على مجموعتين غير متساويتين في العدد. تم تدريس المجموعة التجريبية بأسلوب الحوارات المبتكرة ، بينما تم تدريس المجموعة الضابطة بالطريقة التقليدية. الأدوات الإحصائية المستخدمة هي

(المتوسط ، الانحراف المعياري ، اختبار t). بعد تحليل البيانات إحصائياً باستخدام معادلة اختبار t لعينتين مستقلتين ، تبين أن الفرق بين متوسطي مجموعتي البحث ذو دلالة إحصائية عند مستوى 0.05 لصالح المجموعة التجريبية.

في ضوء نتيجة الدراسة ، تم طرح عدد من الاستنتاجات والتوصيات لمزيد من الدراسات.

**الكلمات المفتاحية:**

(الحوارات المبتكرة, الحوار, الابداع)

## Section One

### 1.1. Statement of the Problem:

Simply, speaking is the most normal way to communicate.' The ability to talk comes easily to most people, and most of us will get by in general without being formally taught how to speak (Cornbleet and Ronald, 2002: 17)

Language is one of the most critical aspects of communication, and it is often used as a weapon. Everyone's life depends on their ability to survive. Every person on the planet uses language to communicate, share information and knowledge, and express their thoughts and ideas (Rahayu, 2015:1).

Listening, speaking, reading, and writing are the four skills that should be learned in English. Speaking is the most critical of them all. The ability to carry on a conversation in English is the most important aspect of learning English, and progress is assessed in terms of this ability.

The ability to speak is thought to be the most valuable skill. As a result, for foreign language learners, learning to speak is the most appealing choice (Ur, 1999:120).

Speaking is one of the core elements of communication, according to Richards and Renandya (2002:210). It means that speaking is very important, and that one can convey one's feelings, emotions, and ideas through speech.

Because of its relevance in students' lives today, speaking deserves further recognition. However, in our context, they do not see English as a requirement, but rather as a fascinating challenge that they want to undertake, so the researcher proposed the current technique as a way to boost students' enthusiasm and creativity in conversation.

### 1.2. Aim:

The aim of this study is to use invented dialogues to help students improve their conversational creativity.

### 1.3.hypothesis

It is hypothesized that there is no statistically significant difference in conversation topic achievement between the experimental community, who are taught using the invented dialogues technique, and the control group, who are taught using the conventional way.

### 1.4. Limitations

The scope of this research is limited to the following:

- **Place limits:**
  - University of Babylon/ College of Basic Education/ Dept. of English.
- **Subjects limits:**
  - First stage students.
- **Time limits:**
  - The second term of the academic year 2018-2019.

### 1.5. Procedures

- Choosing one or more divisive subjects, ideas, actions, or individuals that are relevant topics and lend themselves to dialogue.
- Create a brief conversation on the topic of the lesson (no more than ten to twenty exchanges long) and use it as an example in class.
- Gathering appropriate dialogue transcripts and making them accessible as examples.
- Create an informative handout to assist students in getting started.
- Including a few potential subjects, as well as time and duration guidelines, citation requirements, and a set of conditions for a good discussion.
- Explaining how much of the material they can make from scratch versus how much they should cut and paste.
- Emphasizing to students that the aim is to write a unique, vibrant, compelling, natural-sounding, and self-contained dialogue.
- Encouraging students to evaluate their own dialogues by reading rough drafts aloud before finalizing them.

### 1.6. Terms of the study

- **Invented Dialogues** Technique: Students synthesize their awareness of topics, people, and historical periods into a carefully organized, illustrative discussion by inventing dialogues (1993: 203).
- **Conversation** is two or more people's interpersonal contact. Conversational skills and etiquette growth are critical aspects of socialization. Conversational skills acquisition in a foreign language is a common subject in language teaching and learning. (Wikipedia).
- **Creativity** According to the definition of creativity, it is "the development of novel, appropriate ideas in every field of human activity, from science to the arts, to education, to industry, to everyday life," so the ideas must be novel and appropriate to the opportunity or problem posed. It occurs when a person creates something that is both novel and relevant, generative, or influential (Gerlovina, 2011: 5)

## Section Two

### Literature Review

There is a lot of debate and speculation about creative thinking, but little consensus among teachers, researchers, and theorists. "The ability to interweave the familiar with the unfamiliar in unpredictable and exciting ways" is one basic description of creative thinking. "From the student's perspective in a college classroom, the familiar is what the student already knows, and the fresh is often the course material. Students may illustrate innovative thinking in the ways they synthesize prior knowledge and course content using this concept. This technique encourages students to produce original intellectual products as a result of a combination of course content and the students' intelligence, judgment, experience, and skills, and allows faculty to evaluate them (Angelo, Thomas A. & K. Patricia Cross, 1993: 181)..

We must distinguish between three types of speaking situations: interactive, partly interactive, and non-interactive. Face-to-face meetings and phone calls are examples of interactive speaking scenarios in which we can ask for clarification, repetition, or slower speech from our communication partner.

In partly interactive scenarios, however, it entails delivering a speech to the audience with no interruptions. Despite this, the speaker will see the audience and determine whether or not he or she is heard based on their facial expressions and body language. Non-interactive speaking can be described as recorded speech, such as when a speech is recorded for broadcast on the radio.

Finally, it is possible to speak in a formal or informal manner. Informal speech is usually reserved for relatives, colleagues, and acquaintances. Formal speaking is used in business and academic settings, as well as when meeting new people. The most

common language ability that most language learners wish to master as soon as possible is speaking.

As Ur (1999: 54-55) explains, there are several related strategies used while teaching speaking:

- **Dialogues:** This is a time-honored method of language learning that has fallen out of favor in recent years. The students are taught a short dialogue that they memorize.
- **Plays:** This is an extension of the dialogue approach, in which a group of students practices and executes a script. This can be based on what they've read, something they've written themselves or with the help of the instructor, or an actual play from the target language's literature.
- **Simulations:** Individual participants talk and respond as themselves in simulations, but the group position, scenario, and task they are given are all made up. They normally work in small groups and may not have access to an audience.
- **Role play:** As in simulations, participants are given a scenario with a problem or mission, but they are also assigned individual roles, which may be written on cards.

According to Dubberly and Pangaro (2009: 129), conversation allows participants to:

- **Learn.** Conversation, including interactions with ourselves, teaches us a lot. We learn extremely useful life lessons, such as how to avoid being hit by a truck. On the other hand, what we learn can seem to be easy. This is a significant advantage of experiences with memory and the potential to develop into relationships.
- **Coordinate.** We spend a lot of time with other people, not only synchronizing but also organizing our acts in mutually beneficial ways. We use dialogue to reach an agreement to transact if we trade one favor for another: In reality, society is a dynamic market dependent on conversational coordination. The primary mechanism for complex human social coordination is conversation. It is a highly efficient method of lowering bio-costs and, as a result, a social driver.
- **Work together.** While action coordination assumes reasonably straightforward goals, social interaction often includes target negotiation. Conversation is needed for setting and achieving goals, as well as for organizing our actions.

Students synthesize their awareness of topics, personalities, and historical periods into a carefully organized, illustrative discourse by inventing dialogues. With this approach, we can achieve two degrees of "invention." Students may make Invented Dialogues on the first level by carefully choosing and weaving together real quotes from primary sources. On a second, more difficult level, they can concoct plausible quotes that match the speakers' personalities and the context. Students' ability to capture

the nature of other people's personalities and modes of speech, as well as their interpretation of ideas, scandals, and other people's views, is shown by Invented Dialogues. This technique offers a challenging way to evaluate—and develop—students' abilities to synthesize, adapt, and extrapolate beyond the content they've learned. In the arts, invented dialogues are especially useful. Instructors recommend themes, problems, and/or personalities to be discussed in order to concentrate the discussions. Dialogues may be invented in at least two different ways (Angelo, Thomas A. & K. Patricia Cross, 1993: 203-207).

### Section Three Research Methodology and Procedures

#### 3.1. Research Methodology:

The researchers adopted the experimental approach in the research, because it is the appropriate method for research procedures.

##### 3.1.1. Experimental Design:

The researchers adopted one of the designs of the partial adjustment, which fits the current research conditions, the design came in the following format:

**Table (1) Experimental design**

Test tools	Dependent variable	Independent variable	Group
Achievement test	Achievement	Invented Dialogues	Experimental
		Traditional method	Control

#### 3.2. Research Population:

The current research population is determined by Second grade students at the Dept. of English/ College of Basic Education/ University of Babylon.

#### 3.3. Research Sample:

The research population was (178) male and female students. The researchers neglected the repeaters, then, the population was represented by 170 male and female students. The sample members were (53) . They were divided into two unequal in number groups which were randomly selected. The 53 students of males

were divided to be 27 students for the control group and 26 students for the experimental group. Table 2 below shows that.

**Table (2) Study Sample**

Name of the group	Number of the group members
Experimental	26
Control	27
53	

### 3.4. Statistical means:

#### 1. Mean

$$X = \frac{\sum x}{N}$$

Where X = the mean.

$\Sigma$  = the sum of.

x = raw score.

N = the number of cases.

(Mousavi, 1999: 214)

#### 2. Standard Deviation

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

Where x = a score minus the mean.

N = the number of items.

$\Sigma$  = the sum of.

(Mousavi, 1999: 362)

3. *t*-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$\bar{X}_1$  = the mean of the experimental group

$\bar{X}_2$  = the mean of the control group

$n_1$  = the number of subjects in the experimental group

$n_2$  = the number of subjects in the control group

$S_1^2$  = the variance of the experimental group

$S_2^2$  = the variance of the control group

(Glass and Stanley, 1970: 295)

### Section Four

#### The Result

##### 4.1. Presentation and discussion of the results

The experimental group's mean achievement test score is 11.23, while the control group's is 9.481. The calculated t-value is 2.678, which is greater than the tabulated value after applying the t-test to two unequally sized samples which is (1.675). This shows that the difference in mean scores between the two groups is statistically of value in favor of the experimental community. As a result, the study goal is met, and the null hypothesis is dismissed. Table (3) clarifies.

Table 3

t-test Statistics of the Study Subjects' Scores on the Achievement Test

Group	N	X	SD	df	t-value		Level of significance
					C. t. V.	T. t. V.	
Experimental	26	11.23	5.657	51	2.678	1.675	0.05
Control	27	9.481	5.74				



The experimental group subjects' achievement in the achievement test administered at the end of the experiment clearly exceeded that of the control group subjects, indicating that the suggested teaching technique is successful.

## Section Five

### Conclusions and Recommendations

- **Conclusions**

**It is concluded that the invented dialogues technique:**

1. Improves ability to make logical inferences based on observations.
2. Enhances the ability to synthesize and incorporate data and ideas
3. Strengthens the capacity to think creatively.
4. Makes it simple to recognize significant contributions to the topic
5. Makes evaluating methods and materials in the subject easy.
6. Creating dialogues requires students to deeply internalize and "process" course materials. Higher-order thought skills are used in this phase, which is often more efficiently than in term papers or essays.
7. Gives students a lot of freedom in terms of choosing, mixing, and creating ideas.
8. Provides information to the instructor about the students' comprehension of course content as well as their artistic abilities.
9. Offers students a way to "get there from here": a vehicle for internalizing and personalizing ideas, discussions, and concepts that would otherwise seem remote, abstract, and "academic."

- **Recommendations for further studies:**

1. Applying this technique on other stages.
2. Conducting a similar study but on another subject.
3. Conducting a similar study but on other variables such as: critical thinking, reflective thinking and so on.

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