

The Role of Using MUSIC Model Tactics on EFL Iraqi Meaningful Class Talk

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للبنات / قسم اللغة الانكليزية

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الانكليزية

This study aims to Investigate the role of MUSIC model tactics on EFL Iraqi meaningful class talk, and measure the development of experimental samples' meaningful class talk. The study hypothesizes that, There is statistical significant difference between the mean scores of the experimental group who is taught by MUSIC Model and the control group who is taught by prescribed method in post meaningful class talk test and there is statistical significant difference between the mean scores of the experimental group in the post1 and post 2 meaningful class talk tests. The sample of the present study is (50) from the fifth Literate stage pupils selected from Waladah Bint Al-Mustakfy preparatory school for Girls in Baghdad during the academic year (2023/2024). Both groups have been equalized in the parents' academic levels and their age. The data collected from the findings of the two posttests have been statistically analyzed by using t-test for both samples, to measure the pupil's meaningful class talk development in posttests. The results reveal that there is a statistically significant difference in the mean scores of the experimental group and the control group, this indicates that MUSIC Model Tactics of motivation are more effective than using the conventional method for the development of Iraqi EFL preparatory pupils' meaningful class talk. Finally, the study ends up with some conclusions, recommendations, and suggestions for further researches.

خلاصة

تهدف هذه الدراسة إلى التحقق من دور تكتيكات نموذج MUSIC في الحديث الصفّي العراقي الهادف باللغة الإنجليزية كلغة أجنبية، وقياس تطور الحديث الصفّي الهادف للعينات التجريبية. افترضت الدراسة أنه يوجد فرق ذو دلالة إحصائية بين متوسطي درجات المجموعة التجريبية التي تدرس بأنموذج MUSIC والمجموعة الضابطة التي تدرس بالطريقة الموصوفة في الاختبار البعدي للحديث الصفّي الهادف، ويوجد فرق ذو دلالة إحصائية بين متوسطي درجات المجموعة التجريبية في الاختبارين البعدي الأول والبعدي الثاني للحديث الصفّي ذي المعنى. تكونت عينة الدراسة الحالية من (٥٠) تلميذة من تلميذات المرحلة الأدبية الخامسة تم اختيارهن من مدرسة ولادة بنت المستكفي الإعدادية للبنات في بغداد خلال العام الدراسي (٢٠٢٣/٢٠٢٤). وقد تم تكافؤ المجموعتين في المستوى الأكاديمي للآباء وأعمارهم. وقد تم تحليل البيانات التي تم جمعها من نتائج الاختبارين البعديين إحصائياً باستخدام اختبار (ت) لكلا العينتين لقياس تطور الحديث الصفّي الهادف لدى التلاميذ في الاختبارات البعدية. أظهرت النتائج أن هناك فرق ذو دلالة إحصائية في متوسط درجات المجموعة التجريبية والمجموعة الضابطة، وهذا يدل على أن تكتيكات التحفيز لنموذج MUSIC أكثر فعالية من استخدام الطريقة التقليدية لتطوير الصف الهادف لتلاميذ اللغة الإنجليزية كلغة أجنبية في العراق. يتحدث. وأخيراً انتهت الدراسة إلى بعض الاستنتاجات والتوصيات والمقترحات لمزيد من البحث.

1.Statement of Problem

The fundamental problems faced by Iraqi pupils that hinder their English language skills development are a lack of motivation to learn English, a belief that they have limited control or freedom to make some decisions within the course, a perception that the course content and activities are not useful for their life or future, and a lack of confidence in their capabilities to excel in certain aspects of the course book. They find the instructional methods and textbooks are uninteresting and unenjoyable. They perceive a lack of concern from the teacher, peers, and others in the class regarding their success and well-being. Additionally, In class, most pupils, at a beginning level have typically been textbook- and teacher-centered learners and are shy of talking in front of their peers. They fear making a mistake and losing face. Moreover, teachers employ teaching methods and strategies that are outdated and centered around the teacher, even when attempting to follow a communicative approach the teacher still has a dominant role.

MUSIC model tactics are essential for academic success as it enables pupils to navigate complex problems and apply knowledge in various social contexts (Jones, 2020).

Based on all the mentioned reasons, the study attempts to find out the role of MUSIC model tactics on EFL Iraqi meaningful class talk.

1.2Aims of the Study

This study :

The current study aims at :

1- Investigating the impact of MUSIC model on EFL Iraqi preparatory pupils meaningful class talk .

2- Measuring the experimental samples' meaningful class talk development.

1.3 Hypotheses of the study

The study is hypothesized that:

1-There is statistical significant difference between the mean scores of the experimental group who is taught by MUSIC Model and the control group who is taught by prescribed method in post meaningful class talk test.

2-There is statistical significant difference between the mean scores of the experimental group in the post1 and 2 meaningful class talk tests.

1.4 Limits of the Study
This study is limited to EFL pupils (Girls) at Waladah Bint Al- Mustakfy preparatory school during the academic year (2023/2024). The sample of the study included (50) pupils from the fifth preparatory school. The experimental group was taught by using MUSIC Model of Dr. Jones 2016 while the control group was taught by conventional method.

The value of the study

This study is expected to have values for:

1.The EFL teachers and college instructors who are required to change their methods of teaching from conventional methods to new, innovative ones and to adopt activities that based on authentic communication and interaction.

2. pupils in preparatory schools and college students to maximize their motivation, engagement and improve their achievement in the process of learning English .

3. Curriculum planners and designers will be able to design curriculum and courses that motivate and engage pupils in learning EFL based on the communicative approach.

1.5 procedure of the Study

The following procedures will be followed to verify the hypotheses of the study and achieve its aims :

1. Choosing a sample of EFL from the fifth preparatory school and dividing the sample into two groups, one as an experimental group and the other as a control group. Both groups are equalized in ages, and parents' Academic level through the previous academic year (2022-2023).

2. Constructing a pre-test and post-meaningful class talk tests.

3. Teaching The experimental group by using MUSIC Model tactics while the control group is taught by using conventional methods

4. Both the experimental group and the control group are given to the same pretest and posttests to find out the impact of using MUSIC Model on the pupils' meaningful class talk development.

5. Rating the validity, reliability, discrimination power and difficulty levels of the tests.

6. Subjecting the two groups to the post tests.

7. Statistical means used for analyzing the data and computing the results as well as establishing the findings, conclusions, suggestions and recommendations.

1.7 Definitions of Basic Terms The researcher adopts the following definitions operationally:

1.7.1 Role: Role is defined as the participant taking part in the communication act . Some roles are less or more permanent (Richards 7 Schmidt, 2013)

1.7.2 MUSIC Model Tactics : is a set of tactics employed by teachers to motivate and engage their pupils (Jones, 2018)

1.7.3 Class talk Class talk refers to a form of communication that fosters active verbal participation and interaction among pupils and between pupils and teacher.

2.1 Concept of MUSIC Model of Motivation The MUSIC model of motivation is derived from the collective research efforts of psychologists, educators, and motivation experts. It serves as a research-backed framework that enables L2 instructors to design learning experiences that take into account learners' cognitive processes, emotional states, needs, and aspirations. (Jones et al., 2022) The goal of using the MUSIC model is to increase pupils' motivation and thus ,their engagement and learning, the MUSIC model also aims to delve into the motivational aspects of design that are typically not included in instructional design model to any significant extent (Jones, 2015b). MUSIC is an acronym representing tactics called eMpowerment, Usefulness, Success, Interest, and Caring (Jones, 2018 The MUSIC model is contained of the five key principles that the teachers need to ensure that pupils ;

1- feel empowered by being able to make decisions about some aspect of their learning,

2-understand what they are learning is useful for their goals,

3-believe that they can succeed if they put forth the effort required,

4-are interested in the content and instructional activities, and

5-believe that the others in the learning environment, such as teachers and other pupils care about their learning and about them as a person (jones,2017b)

2.1.1 MUSIC Model Tactics

2.1.1.1 Empowerment tactics

as per (jones & Simon,2016) empowerment tactics in the MUSIC Model of motivation refers to the amount of perceived control that pupils have over their learning. that is , when they have the freedom to control some aspect of their learning environment and they can make decisions about things that affect them (Jones, 2019) Instructors should design their courses to empower students. The level of control required for students to be motivated will differ across individuals and is likely influenced by several factors, such as the complexity of the material, the students' abilities, and their previous experiences with the subject matter. (Jones & Skaggs, 2016)

2.1.1.2 Usefulness Tactics

The usefulness tactics of the MUSIC model are the tactics that teachers use to help students understand the usefulness of the learning content for their short- and long-term goals (Jones, 2015 b). the goal of the usefulness tactics is to provide tactics that assists teachers to motivate pupils when they don't immediately understand the usefulness of what they are learning (Jones,2019).

2.1.1.3 Success Tactics

The MUSIC model tactics of success means that if students believe they can succeed when they spend time and effort on a task, they will be more motivated and engaged in the coursework (Li,2017) Teachers have to structure all components of courses to ensure that pupils may achieve success by gaining the required information and skills and exerting the requisite effort (Jones ,2018) .

2.1. 1.4 Interest Tactics

Tactics that are part of the interest component of the MUSIC model are those that attract students' attention, pique students' curiosity , or stimulate emotional arousal in students(Jones,2018). Students must possess the conviction that their investment of work in the course will lead to success .

2.1. 1.5 Caring Tactics

The tactics of caring in the MUSIC model of otivation specifies that students tend to be more engaged and motivated in the process of learning when they believe that the instructors or students care about their learning and about them as a person (Jones, 2015b)

3.1 Class talk

Communication in the EFL classrooms affects students' perception of and participation in the classroom activities (Farrell, 2002).

In EFL context, Class talk refers to the oral communication that occurs between the teacher and pupils, as well as among pupils themselves, in a class during the language learning activities (Brown, 2001).Class talk is important for language learners as it provides them with opportunities to engage in listening, speaking , and comprehending EFL in an authentic situation. meaningful class talk supports class environment as a safe place , and promotes the effective communication skills development in EFL among pupils(Dagarny, 2004).

3.2 Teachers' talk

Teacher talk refers to the language employed by teachers in the classroom . through which the teacher provides pupils guidance, feedback, clarifications, and modeling which help them to understand and learn (Richards,1994)Trendeline (2019) emphasizes that a teacher has to strive to increase student talk (ST) and minimize teacher talk (TT) because the teacher's fundamental role is that of a facilitator, planner, organizer and educator.

3.3 Students' talkThe spoken language produced by students in the language classroom during communicative tasks, discussions, pair or group work, or any other language learning activity where students engage in oral communication to practice and develop their language skills (Freeman & Anderson , 2013).In EFL class activities pupils engage in spoken communication to share ideas and actively participate in the learning process . It includes verbal communication about the educational content. (Quinatana , 2011)

4.1 The Right Amount of Teacher Talk and Student TalkThe question about the optimal amount of student talk time (STT) and teacher talk time (TTT) in (EFL) classroom has been examined by several writers in recent years. many researchers have made attempts to reach an agreement, yet it is rather difficult to agree

on a specific ratio that may be accepted as the ideal quantity Nunan (1991) recommends that STT be maximized, particularly in communicative language education approaches, with an ideal percentage of 70–80% of the entire class time Some sources suggest an ideal ratio of 30% TTT to 70% STT or even higher in favor of STT. (Richards & Rodgers, 2001) Harmer (2007), in his book "The Practice of English Language Teaching," supports that TTT may ideally stay below 30% of the total lesson time, allowing opportunities for pupils to engage in the learning activities The ratio of TTT to STT can vary, but generally, it leans towards higher STT, sometimes as much as 80% STT to 20% TTT. (Willis & Willis, 2007) Baker (2012), suggests that instead of setting a fixed target for time the teacher and student speak, it would be more advantageous for both parties to rely on common sense and speak as much as needed by students and as little as possible by teachers. While he acknowledges that an 80% student-talk time (STT) and a 20% teacher talk time (TTT) ratio would be advantageous, he also emphasizes the need to exercise common sense. According to him, teachers should make an effort to limit their own verbal contributions in order to promote student engagement Pesce (2008) believes that these numbers may be adjusted and suggests that for advanced learners who need more speaking practice, a ratio of 90% student talking time (STT) and 10% teacher talking time (TTT) would be optimum while, in situations when learners are new to the subject, recommending a 50%-50% split.

5.1 Guidelines for Foster Quality Interactions

As mentioned in Walqui & Heritage (2018), there are some guidelines for supporting quality interaction:

1- Create engaging activities for English Language Learners in subject-specific and meaningful oral exercises to achieve specified lesson objectives. The process of planning a class always starts by determining the required outcomes or objectives.

2- Construct tasks that scaffold pupils participation and growth: Tasks must be designed to involve pupils in working above their existing level of skill. These assignments should facilitate meaningful interactions that enable students to get new analytical skills, and language proficiency. In addition, they need to have suitable scaffolds, which include teachers regularly monitoring pupils to determine the effectiveness of the assistance, if it is still needed, or whether it should be adjusted or substituted,

3- Check that activities are arranged in a logical order to create a cohesive lesson: If a teacher wants his class to go smoothly and gradually enhance EFLs' comprehension, it is crucial to guide pupils towards challenging activities,

4- Incorporate the practice of reading and writing into activities that focus on developing conversational skills: Engaging in oral communication when reading texts not only enhances EFLs' comprehension of the material, but also supports their metacognitive awareness of their reading comprehension and problem solving skills

5- practice discernment when correcting errors and deliberate when offering feedback: When (ELLs) use English to enhance their comprehension of subject matter, their linguistic proficiency may not be completely developed, however, the purpose of their communication will be evident. Consider the possible effect on the motivation and self-confidence of English Language Learners (EFLs) if teachers consistently provided a continuous of error correction in response to their mistakes. Instead, use formative comments to pupils as chances for them to comprehend their progress in their language development and to get guidance on how they improve.

6.1 Methodology and Procedures. Experimental design is the procedure outline that allows the researcher in testing hypotheses by drawing significant conclusions about the relationship between independent and dependent variables (Best and Khan, 2006).

For this study, the experimental design that is used to suit the research demand is "experimental pretest posttests design" consequently. The sample of the study contains (50) pupils from Iraq at Waladah Bint Al-Mustakfy preparatory school for girls in Baghdad from the literate branch during the academic year (2023/2024). The sample is divided into two groups, one is an experimental that is taught by using MUSIC Model, while the other group is a control and taught by using prescribed teaching method. Both the experimental group and the control group are subjected to pretest and posttests to find out the impact of using MUSIC Model on the pupils' meaningful class talk development. After Estimating the validity, reliability, discrimination power and difficulty levels of the post tests. Then, the obtained findings have been statistically treated.

According to the obtained findings of the present study ,some points can be concluded as the following:

1- pupils in the experimental group put forth more effort and then achieved more than those in the traditional class. Therefore, this research provides evidence for the effectiveness of MUSIC Model class as compared to traditional.

2- This study also serves as an example of how using MUSIC model tactics can motivate students to engage in English classes in Iraqi schools.

3- MUSIC Model tactics are beneficial, appropriate, and effective in developing the classroom talk and pupils English language skills.

4- They give confidence to the pupils (even shy ones and calm) because it let them work with each other in pairs. Therefore, it instils in them the spirit of cooperation..

5- MUSIC Model reinforces a good rapport with teacher who facilitates the process of learning in class.

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