Using a Program Based on Gricean Maxims Theory for Enhancing EFL Student Teachers' Conversational Skills

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Abstract

This study aimed at investigating the effect of using Gricean maxims theory program for enhancing EFL student-teachers' conversational skills. Sixty EFL student-teachers from Faculty of Education, Minia University were selected as participants of the study. The study adopted the quasi-experimental design as the sixty participants were divided into two groups, each of thirty participants. The treatment group was taught using Gricean maxims theory program while the non-treatment group was taught following the conventional instruction. The instruments of the study included a conversational skills test (pre &post), and a rubric for scoring conversational skills test. Analysis of the results revealed that the treatment group participants achieved a significantly higher level in their EFL conversational skills than those of the non-treatment group. In the light of these results, it was concluded that Gricean maxims theory program was effective in enhancing the EFL student-teachers' conversational skills.

Key words: Gricean maxims theory program – Conversational skills – EFL student-teachers.

ملخص الدراسة

هدفت الدراسة الحالية الي التحقق من مدي تأثير استخـدام برنامج قائم علي مبادئ نظرية غرايس فى تحسين مهارات المحادثة للطـلاب المعلمين تخصص اللغة الإنجليزية . وتكونت العينة من ستين طالباً من كلية التربية – شعبة اللغة الإنجليزية – جامعة المنيا ، وتم اختيار عينة الدراسة بشكل عشوائي ، وقسمت العينة الي مجموعتين (تجريبية وعددها ثلاثون طالباً واخري ضابطة وعددها ثلاثون طالباً ايضاً). واتبعت الدراسة المنهج شبه التجريبي (القبلي – البعدي)، وقد تم تدريس المجموعة التجريبية باستخدام برنامج التدريس القائم علي مبادئ نظرية غرايس، بينما تم التدريس لطلاب المجموعة الضابطة طبقا لمواصفات خطة الكلية بالطرائق التقليدية. وقد أعد الباحث أدوات الدراسة والتي اشتملت علي دليل معلم قائم علي

مبادئ نظرية غرايس ، اختبار في مهارات المحادثة ،ومقياس مدرج لتصحيح اختبار مهارات المحادثة. وقد تم تطبيق ادوات الدراسة خلال الفصل الدراسي الأول من عام٢٠٢١ وأظهر تحليل البيانات باستخدام (اختبار ت) انه توجد فروق ذات دلالة احصائية بين المجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي لمهارات المحادثة لصالح المجموعة التجريبية . وأظهرت نتائج الدراسة التأثير الإيجابي لاستخدام برنامج قائم علي مبادئ نظرية غرايس فى تحسين مهارات المحادثة للطلاب المعلمين تخصص اللغة الإنجليزية – كلية التربية.

الكلمات المفتاحية: مبادئ نظرية غرايس – مهارات المحادثة – الطلاب المعلمين تخصص اللغة الإنجليزية

Introduction and Background

Learning English is very challenging because the purpose of English teaching and learning is not simply for understanding the language, but it requires the learners to be able to use the language for communication needs. In earlier teaching model, English teaching and learning in the class was controlled by the teacher. According to Zohrabi et al. (2012), this model is called as teacher-centered learning where the teacher is being the main role in the class activities.

Communication is the process of exchanging information among individuals, groups, institutions, and/or organizations in oral, written, or signed forms through any available media (Natale & Lubniewski, 2018, p. 377). English as a second language (ESL) or English as a foreign language (EFL) is taught in all Arab countries to graduate students and individuals with good competence of English skills to help them communicate in their societies and European countries as well, (Hamad, 2013, p.87). Along with this, the teaching of speaking skill has become increasingly important in English as a second or foreign language (ESL/EFL) context due to the large number of students who want to study English to be able to use English for communicative purposes (Iman, 2017, p. 88).

In the teaching of speaking skills, students are encouraged to be able to communicate verbally with fellow students (Litualy, 2016, p. 56). Speaking is a complex process that enables constructing a message in a form that other people can comprehend, and receive the message using the correct pronunciation, stress, and intonation. Speaking also involves the interaction and communicating with other people. At the same time, learners need to be accurate and fluent enough for the other person to understand and to fit into the flow of conversation. To be able to do all of these, learners need lots and lots of practice, encouragement, and corrections (Lindsay & Knight, 2006, p.68).

Generally, five components of speaking skill are recognized in analyses of the speech process as follows:

1. **Pronunciation**: It refers to the way for students to produce the utterance of words clearly when they are speaking (Kline, 1998, p. 69).

2. **Grammar**: It is the formal study of the structure of a language and describes how words fit together in meaningful constructions (Williams, 2008, p.2).

3. **Vocabulary**: It can be defined as the words of a language, including single phrase and chunks of numerous words which convey a certain meaning, the way individual words do (Lessard, 2013, p. 2).

4. **Fluency**: It usually has to do with expressing oral language in a good pace without interruption (Pollard, 2008, p. 16).

5. **Interaction**: It is a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown, 2007, p.212). Many studies showed that speaking skills lead to the development of language proficiency and should be given due care (Torky, 2006). Speaking skill materials, speaking tests and teaching methodology should be given more attention in curriculum (Hamad, 2013; Mohamed, 2013).

Al-Nakhalah (2016) also revealed some difficulties facing students in speaking English such as fear of mistake, shyness, anxiety,

and lack of confidence. To shed light on the importance of the affective domain, the levels of Students' willingness to communicate have diverse effects on their overall speaking skills. To conclude, teaching English speaking skill to Arab EFL learners has always been an exacting task for Arab teachers of English because it is considered a foreign language, i.e., not widely spoken or used in everyday interactions. For such a reason, Arab teachers of English are required to persistently use new teaching strategies.

To solve the problems of speaking skills in the classrooms (Al-Sobhi and Preece, 2018, p.1). Adopting suitable teaching methods and designing suitable teaching materials are among the major concerns of language teachers around the world. Although many teachers are eager to find the 'best' or most effective ways of teaching, there are no easy answers, given the wide range of sociopolitical contexts in which teaching takes place.

The importance of Gricean maims theory could be an accessible framework for accessing and approaching second language (L2) learners' experienced difficulties in inferring indirect or non-literal speaker's meaning (Murry, 2011). At the heart of Gricean theory of pragmatics is the cooperative principle, which Grice (1975) defined as "make your conversational contribution, such as is required at the stage it occurs by the accepted purpose or direction of the talk exchange in which you are engaged" (p.45). He identified four maxims to guide a speaker's contribution in conversation to achieve the cooperative principles. These are:

- o Maxim of Quantity: information provided is of an appropriate amount.
- o Maxim of Quality: information has adequate evidence to be believed as true.
- o Maxim of Relation: information is relevant to the topic.
- o Maxim of Manner: information is said in a way that does not set out deliberately to confuse.

While such a principle has the form of a precept or a rule (imperative mood, second person), its use in the theory of conversational implicature is never directly normative. It is the assumption, or presumption, that the speaker is observing the Cooperative Principle and not the real observance of it, nor the (possible) obligation, or commitment, of the speaker to observe it, which comes into play. The Cooperative Principle is no actual rule but a presumption that receivers make (and that it is rational for them to make) for the sake of giving as full an interpretation as possible of what they are told (Sbisà, 2001).

Murry (2011) pointed out that all communications take place on multiple levels simultaneously and that there is always a potential unintended (or at times) deliberate mismatches between a speaker's meaning and a hearer's understanding. There is a need to examine the role of pragmatic instruction in supporting the non-native speakers (NNS) of English to understand and interpret conversation. This is, although learners with different cultures of experience, difficulty understanding implicatures that have been routinely communicated in the English-speaking environment. Although conversation skills are the part of knowledge base of teaching English to speakers of other language (TESOL) professionals, little attention is usually given in teacher education (Vasquez & Sharplesss, 2009). Eslami and Eslami Rasekh (2008) asserted that teacher education program neither focus on pragmatic aspect of language, nor train the teacher candidate in teaching pragmatic dimensions of language.

Review of Literature

Conversational Skills: They can be explained as language abilities needed to interact in social situations. Language abilities include speaking with appropriate vocabulary and structured linguistic forms. The more knowledge the learner has to facilitate understanding about a topic, the easier it is for the learner to be an active participant and to speak with ease and fluency. This means that the topics for conversational partners should be familiar to the learner. This often

involves sharing information about life experiences such as schooling, family life, housing, and transportation. (Lynch, 1996: 78)

The mastery of speaking skills is viewed as a necessity for most EFL and ESL learners (Richards, 2008, p. 19). To define the concept of speaking, Richards (2006) argues for the "natural language use" which occurs "when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence" (p. 14). Richards' definition of speaking echoes the interactional aspect of language that is used to fuel social intercourse to promote emotional intelligence (Bora, 2012), to fulfill certain goals or to convey ideas, intentions, desires, preferences, or opinions. In the same line, Zaremba (2006), Celce-Murcia (2001) and Kayi (2006) stress the crucial role of speaking in maintaining oral communication. Seen from this perspective, speaking helps strengthen interpersonal ties especially when it is used appropriately in social interactions.

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015). Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

Dincer and Yesilyurt (2013) carried out a study towards teachers' beliefs on speaking skills based on motivational orientations. The results of their study indicated that the teachers had negative opinions about speaking instruction though they believed that it was of great significance in speaking skill. The results also revealed that the teachers felt unskilled in oral communication though they had various motivational orientations towards speaking English.

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Urrutia and Vega (2010) demonstrated that learners' oral performance was influenced by their lack of vocabulary, diffidence, and fear of being despised. It was also indicated that learners' cooperation, self-confidence, vocabulary knowledge, and the class environment encouraged them to improve their speaking skills.

Hamzah and Ting (2009) conducted a qualitative and action research study on success of using group work in teaching speaking in English classroom in a school called "SMK Damai Jaya" in Malaysia. The sample of the study was 33 students and 3 English teachers. The researchers conducted three oral activities where students were observed then they received questionnaires and three experienced teachers were observed as well. Questionnaires, observations, and interviews were used as data collection instruments. The results of the study expressed enthusiasm in group work activities and proficiency in spoken language, because they were secure of expressing themselves in small groups which avoided anxiety to speak in another language.

Prieto (2007) performed a study about the cooperative learning tasks. The findings of her study showed that one way to improve speaking skill is to interact with others, learn from others, and the choice of the topics based on the learners' interests to encourage them.

The linguist Paul Grice stated that the conversation is a cooperative activity in which, the speaker and the hearer addressee) engaged to achieve a successful communication According to the Grice's theory the speaker and the hearer will cooperate to convey and to get the messages clearly in each turn of speech, so the speaker intents deliver his message clearly in an understandable fashion and the hearer intends to understand the speaker's message in each turn of the conversation (Grice, 1989).

Horn (2004) investigated the conceptual relation between natural meaning) and non-natural, linguistic meaning of utterances. Grice suggests two notions of implicature; conversational implicature is a generated inference when the maxims are flouted whereas,

conventional implicature is defined as a non-truth conditional attached to lexical items and/or linguistic construction.

Flouting a maxim is one type of non-observing the maxims and it is different than the other types because it does not reduce the communication quality. However, the other incidents of non-observance of the maxims weaken the communication. This type of non-observance of the maxims happens when a speaker clearly fails to observe a maxim and even though he knows that he did that not to deceive the listener but when he wants the hearer to figure out the meaning by himself. Thomas (1995) indicates that Grice suggested that a flout is so deliberate that the hearers is expected realizing for certain that an implicature was already created, although they did not get the right implicature.

Hanifa (2001) conducted a study on violating of the felicity conditions of cooperatives principles "She Stoops to Conquer". The result showed that the violating of the felicity terms covers the violating of the preliminary the usage of conversational maxims on the special expressions regulation.

According to Sikandar et. al. (2012), politicians always try to get the favor of their people or their audience or to gain the social power by using deferent technique of playing with the words by flouting cooperative principles. His study also revealed how politicians chose to colure their words to produce a particular shade of meaning which are not always conceivable to all people.

Context of the Problem

The pilot study was conducted to identify EFL student teachers' level in conversation. The pilot study participants consisted of 30 students in the third-year English majors, faculty of Education, Minia University. The researcher administered an English conversation test and speaking self-efficacy questionnaire. The results of the conversation test showed that they had an observable lack of conversation skills, especially in pronunciation, grammar, vocabulary,

fluency, and interaction. 80% of students had such problems in pronouncing sounds, following intonation and stress patterns that their poor pronunciation obscures communication and prevents them from making their meaning known. 75% of students did not produce appropriate morphological and syntactical patterns in each speech situation. 75% of students had so many problems with vocabulary that they did not have certain words available to use in speaking situations. For fluency, 85% of students have difficulty producing fluent speech simply because they lack the vocabulary or grammar to express what they want to express. 80% of students have difficulties in their interactive competence with others. The mean score was (13.3 Marks) from total score (50M).

Table 1: Result of Conversational Skills Test

	N	Minimum	Maximum	Mean	Std. Deviation
Conversation skills	30	8.00	24.00	13.3000	3.78882

The problem of the study has also been reinforced by previous studies in the Egyptian context such as the studies of Ghanem (1983), Al Khuli (2000), Torky (2006) and Aly, et al (2013) which confirmed that Egyptian secondary school student's EFL speaking skills are neglected and highlighted the urgent need for effective teaching strategies to develop speaking skills.

Statement of the problem

Considering the afore-mentioned observations, interviews, the diagnostic test results, and previous related studies, it was concluded that third year EFL student-teachers had difficulties in their conversation skills. Therefore, the current study was an attempt to use a program based on Grice's maxims to develop conversational skills.

Question of the Study

To solve the problem of this study, the main question was formulated as follows:

To what extent is a program based on Gricean maxims theory effective in Enhancing third- year EFL student-teachers' conversational skills?

Aim of the Study

The current study attempted to achieve the following objective:

1. Identifying the effectiveness of using a program based on Gricean maxims theory in enhancing third- year EFL student teachers' conversational skills.

Hypothesis of the Study

After reviewing literature and related studies, the following hypothesis was formulated:

1. There is a statistically significant difference between mean scores obtained by the treatment group and non-treatment group on the pre/post measurements of the conversation test favoring the post-test.

Design of the Study

To achieve the aim of the present study, the researcher adopted the quasi-experimental design (a pre-post control group design). A treatment group and a non-treatment group were exposed to pre-posttests in conversational skills and speaking self-efficacy scale. The treatment group was instructed and trained in a program based on Grice's Maxims Theory, while the non-treatment group received regular instruction. The researcher taught both groups to ensure better implementation of the study.

Participants

The students chosen for the present study were sixty students enrolled in the third-year English majors at the faculty of Education – Minia university. They were randomly selected as the participants of

the study during the first semester of the academic year 2020 - 2021. They were divided equally into two groups. The two groups were assigned to a treatment group, which consisted of thirty (30) students, and a non- treatment group, which consisted of thirty (30) students.

Material: The Suggested Program Based on Gricean Maxims Theory

The program consists of four parts: content analysis that helped the researcher to choose appropriate teaching methods and activities, framework, instructor's manual, and students' activity book. It includes two units; each unit includes four lessons. Each unit begins with general objectives and each lesson includes its behavioral objectives. It also includes a model of strategies which the students use. Each lesson has activities related to Conversational skills and Speaking Self-efficacy. Each lesson ends with an evaluation of the different questions to assess the students' progress.

The program focused on using some instructional techniques to teach Conversational Skills for enhancing third year English major-student- teachers' Conversational Skills. The first part of the instructor's manual is the definition of Grice's maxims Theory, the second part is the building of the Grice maxims-based program, and the third part is the program's lessons. All parts of the program focused on the strategies and activities related to Grice's Maxims Theory.

The researcher as well as another researcher conducted the content analysis of the third-year English majors' conversation course content that included lexical items, grammatical structures, phonological focus, language functions, life skills, and issues. They tried to find all items that could help the researcher to develop a good framework of the program.

The researcher designed the framework of the program that included general and behavioral objectives, content areas, teaching techniques, teaching aids, activities, and evaluation items. The

framework provided a plan for the implementation of the program. The framework was shown to a jury of TFEL specialists to judge its validity (see Appendix B). The jury members confirmed the validity of the framework to attain the objectives of the program with some comments and modifications.

The researcher designed an instructor's manual that included instructions for the instructor about how to use it, objectives of each unit and each lesson, activities with their model answers, tools needed for the unit and ways of assessment. The manual included objectives, lesson plans and activities with their model answers. The activities in the manual were varied to match different levels of the students and different learning styles. The researcher set a time for each lesson and for each activity.

The book consists of two units. Each unit include four lessons, and end with a revision. Each activity is clearly explained and described in the instructor's manual; the title of the activity, materials, tools needed, procedures and the expected answer. The researcher also provided the book with clear pictures.

Jury members (Professor in TEFL and Linguistics) judged the whole program, for its content and general form. Most jury members stated that the program met the standards of designing instructional programs, asserted the creativity and variedness of the designed activities considering it a well-done work. They all approved its suitability for the subjects and the objectives of the study. Before teaching the program, the researcher conducted a pilot study that lasted for two weeks. The researcher taught one unit of the suggested program. This pilot study aimed at ensuring the clarity of instruction and the suitability of strategies and activities to the students, as well as the time that the students needed to complete each part. The researcher selected 30 students to represent the pilot group. Those students did not participate in the real experimentation of the study. In the light of the

pilot study, the jury comments as well, the researcher made some modifications in the program.

Procedures

Step one: (Warm-up)

The instructor prepared the students through setting a positive emotional climate and created an optimal, safe, warm, and supportive environment. The participants in the treatment group were asked to read a short conversation and answer questions related to lesson title through a collaborative brainstorming activity.

Step two: (presentation)

The treatment group used the Grice's Maxims Theory program. The participants in the treatment group read the text, underlined unfamiliar words, and tried to guess their meaning. The instructor asked the students to act role playing. The players assume the roles and spontaneously "live" the situation from beginning to end of the situation.

Step three: (Practice).

During each lesson's procedures, the instructor adopted some activities to enhance conversational skills, and speaking self-efficacy in classroom. This phase depended on the information processing through applying some tasks in forms of activities such as: after reading card game, and small-group presentation and discussion. The instructor briefly explained what is required in each activity.

Step four: (Production).

The instructor recorded and observed the participants' progress in each group in the previous stage, and then he encouraged the participants to produce conversations through some activities such as: hot seat, Fishbowl, and examining authentic texts in small groups and discussing, in which the instructor asked the participants to imagine the dialogue that could take place in some given pictures.

Step five: (Closure).

The instructor asked the participants to provide him with feedback through a small discussion and filling the exit ticket, in which they wrote what they learned, and any lingering questions related to the topic of the lesson.

Step six: (Evaluation)

The instructor focused on creating a positive interaction environment through involving tasks for evaluation that depended on identifying the violated maxim in a short dialog, he asked participants to read each mini-dialogue and determine which maxim is violated.

Step seven: (Outclass Assignment)

The instructor engaged the participants in conversational skills enhancing process through creating some conversational implicatures, identify the violated maxim in each conversation, and finally rephrase each conversation with another one, which does not violate the maxims.

Instruments of the Study

The researcher designed the pre-post conversational skills test according to the sub-skills of conversational skills mentioned above and the content areas that were covered in the program. It included eleven items representing the most important and emphasized objectives of the program. The test was designed according to the table of specifications. The key answer is attached to the test. It included 20 items, 10 multiple-choice items for the written part of the test, and 10 oral response-questions. The maximum score of the test is 60 marks. During the pilot study, the researcher counted the time taken by each student then the average was calculated to be 20 minutes for oral response-part and 30 minutes for the written one.

After piloting, the data collected used to calculate the statistical validity of the pre-post conversational skills test, the internal

consistency (item–total statistics) was calculated by finding the correlation coefficient between each test item and the total scores of the test. The results are as shown in Table (2).

Table 2: The internal Consistency between each item and the total Conversational skills test (N = 30).

Item	Corrected item-total correlation	Item	Corrected item-total correlation
1	0.501**	11	0.683**
2	0.730**	12	0.539**
3	0.718**	13	0.709**
4	0.464**	14	0.389*
5	0.501**	15	0.514**
6	0.740**	16	0.620**
7	0.708**	17	0.719**
8	0.511**	18	0.504**
9	0.740**	19	0.616**
10	0.728**	20	0.721**

The reliability coefficient of the test score was determined by the Alpha Cronbach method. The data obtained was calculated and the reliability coefficient found is (0.706), which is considered acceptable.

Results

The hypothesis of the study predicted that there is a statistically significant difference between the mean scores obtained by participants of the treatment and non-treatment groups on the post administration of conversational skills test (favoring the treatment group).

Analysis of the collected data using t-test showed that the treatment group achieved a higher degree of improvement than the

non-treatment group on the conversational skills as t-value (32.920) is significant at the (0.01) level. Thus, the first hypothesis is accepted.

Table (3) below presents a summary for the analysis of data obtained in the post-test for both groups (the treatment group & non-treatment group) in the conversational skills test.

Table 3: mean scores and t-test value of the post administration of the conversational skills test for both groups.

Group	Dependent Variable	Mean	S.D.	t. value	Df	Sig.	Effect Size
Treatment		55.57	1.67	32.920	58	0.000	**0.95**
Non-treatment	Total	32.93	3.37				

It is clear from table (3) that the calculated t-value (32.920) is significant at the (0.01) level. P-value is (0.000) and this is less than the (0.01) level of the significance. This indicates that there is a statistically significant difference (favoring the treatment group, higher mean) between mean scores obtained by the treatment group non-treatment group on the post administration of conversational skills test.

As a complementary procedure to ensure the effect of GMT based program on EFL student-teachers' conversational skills, the effect size of the program was calculated using the Eta Squared formula (n^2). As shown in table (3) above, the (n^2) value was (0.95), which is considered highly effective. Thus, the effect size showed that the program was really effective and enhanced student-teachers' conversational skills.

Discussion

After implementing the GMT based program of the study, both groups were exposed to the same means of evaluation. Analysis of results obtained by treatment and non-treatment groups using t-test confirmed that the participants of the treatment group performed far

better than their peers in the non-treatment group. These results made the hypothesis of the study accepted. This confirmed the effect of using GMT based program of the study. In addition, t-test results of the treatment group on the post administration of the test showed how far the program enhanced the treatment group participants' conversational skills.

The afore-mentioned results obtained on the post testing of the conversational skills test confirmed the hypothesis, which stated that there was a statistically significant difference (favoring the treatment group) between mean scores obtained by the treatment group and the non-treatment one on the post test of conversational skills, thus the hypothesis is accepted. This confirmed the effect of using GMT program of the study. It showed that the GMT program enhanced the treatment group participants' conversational skills. Such results coincide with the findings of Zaid (2021), Zakiyah (2020), Al-Zubeiry (2020), Fatmawati (2019), Hidayati (2018), and Hadi (2013) which concluded that the use of GMT enhanced students' learning in general and students' conversational skills.

Using strategies like cooperative learning helped EFL student-teachers to build teamwork, to come up with solutions to a problem, and to discuss what works and what does not. This collaborative environment itself is conducive to great ideas that could help EFL student-teachers achieve organizational goals of the program. In the process, EFL student-teachers learned whether they are good at it, or they need to improve. Cooperative learning helped EFL student-teachers achieve excellence because they acknowledged their improvement areas.

Collaborative brainstorming allowed EFL student-teachers to freely propose ideas. It can be extremely difficult to come up with new ideas being the person closest to the issue. Inviting EFL student-teachers into the conversation to figure out new ways of doing things allows people less familiar on the issue to speak openly about ideas they are thinking of. It is important to receive ideas even if they were not the perfect solution because it helped make something checked form someone. Another benefit of having a brainstorming session was to get out of a normal routine.

Group games was a kind of cooperative learning that encouraged EFL student-teachers to present their ideas and complete their task in a funny way; this means that EFL student-teachers were motivated to

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speak and create conversations. They encouraged EFL student-teachers to interact and communicate and created a meaningful context for language, and therefore they enhanced conversational skills.

Role playing was especially beneficially for developing language, both for students with English as an additional language and for native English speakers. As well as vocabulary and grammar, role playing developed conversational skills as they communicate with each other in a safe environment. Role playing was the most effective way of acquiring language. Role playing allowed EFL student-teachers to act out and make sense of real-life situations. Allowed them to explore, investigate and experiment.

Most EFL student-teachers enjoyed word After Reading Cards Game which helped EFL student-teachers to relax and remember the largest possible number of vocabulary items and grammatical structures related to the topic. "After Reading Card gam activity" required extreme focus, especially when playing with contenders of equal or higher skill level. The players need to concentrate on every single hand played if they want to maximize their chances of winning. It is not uncommon for players to spend hours in such deep concentration.

Hot seat was a good activity for revising vocabulary, grammar, and pronunciation through splitting the group into two teams, sitting the students facing the board, then taking an empty chair - one for each team - and putting it at the front of the class, facing the team members. These chairs were the 'hot seats'. After getting one member from each team to come up and sit in that chair, so they were facing their team-mates and had their back to the board. The teacher wrote a word, or sentence on the board. The aim of the game was for the students in the teams to describe that word, or the sentence use synonyms, antonyms, definitions, rules of using for grammar etc. to their team-mate who was in the hot seat - that person could not see what was written on the board.

An advantage of a fishbowl conversation was that it was suitable for large groups. It also lessened distinctions between the speakers and the audience. This had made fishbowls effective in this program. It was the time of speaking freely without identifying a specific topic through fishbowl activity, students could ask and answer and discuss any topic from real life. EFL student-teachers performed this activity well, so it

was one of those reasons that led them to perfect conversational skills by the end of the program.

Recommendations

Based on the results and conclusion of the present study, the following recommendations were offered:

1. EFL student-teachers should be given real opportunities for speaking in the classroom.
2. Teaching conversational skills should be emphasized in EFL syllabus for university students.
3. Teachers are recommended to be aware of the importance of Gricean maxims theory for enhancing student-teachers' EFL conversational skills.
4. Teachers' role should be changed from being the main source of information to becoming a facilitator, monitor, and consultant.
5. Teachers are recommended to think of using Gricean maxims theory with other skills such as listening, reading, and writing.
6. Teachers should monitor students' performance in conversational skills on a regular basis and make instructional plans to reflect their needs.
7. Teachers should use Gricean maxims theory activities to reinforce enhance conversational skills.
8. Course designers are advised to include new methods in teaching English depending on Gricean maxims theory.

Suggestions for Further Research

In the light of the results of the present study, the following topics are suggested areas that need further investigation:

1. The present study can be replicated with a large sample of EFL student-teachers.
2. Direction of the future research may revolve around using Gricean maxims theory to teach conversational skills online due to the technological advancements happened these days.
3. A study to investigate the effect of using GMT on teaching other English language skills such as creative writing and critical reading.
4. A study to investigate the effect of using GMT on developing students' motivation and self-esteem can be conducted.

5. A study to investigate the effect of using GMT on students with special needs will be more effective.

6. Studies like the current study can be conducted to investigate other EFL student-teachers' levels.

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