

The Impact of Telegraphic Cue Activities on EFL Iraqi Pupils' Achievement

¹ Nahla Mhmmoud Abd Ghalep, ²Prof. Madeha Saif Al-Deen Saleh (Ph.D.)

Nahla.abd23@st.tu.edu.iq

dr.al-sumaidai@tu.edu.iq

Republic of Iraq Ministry of Higher Education and Scientific Research University of Tikrit College of Education for women Department of English Language

ARTICLE INFO	ABSTRACT
Received: 17 Dec 2024	In preparatory schools, the issue of establishing foundational language abilities is especially urgent, with the language being essential for students' future academic success. The present study sought to assess the influence of telegraphic cue activities on creative and inspiring communication regarding EFL preparatory school students. In particular, it explored the question of whether these activities facilitate creative communication skills and proposed a null hypothesis that there would be no significant difference in creative communication skills in the experimental and control groups. It uses a Quasi-experiment with a pre-test and post-test design for both groups. The study sample comprised 60 female fourth-grade students from Al-Kansaa Preparatory School for Girls in the province of Kirkuk. Results showed that activities using telegraphic cues had a significant improvement in the creativity of English communication skills of EFL students and a high correlation of post-test achievement between a creative communication activity.
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1. INTRODUCTION

In this modern and globalized world, effective communication skills are very salient. Nevertheless, Iraqi EFL (English as a Foreign Language) learners continue to experience an interminable struggle to gain mastery and creative deployment of the language. This is primarily the result of educational policies that emphasize the mechanical memorization of the grammatical structure of language and its vocabulary while ignoring the real communicative needs ^{1,2)}. Such a traditional approach has brought forth learners who become top performers in exams but cannot situate their language knowledge on the

continuum of real-life communication, resulting in a deep gap between how a language has been taught and how it is supposed to be used ³⁾.

The obstacles to creative communication between Iraqi EFL students are linguistic, psychological, and environmental barriers. Grammatical mistakes, vocabulary, and pronunciation are the parts of communication that are lacking for effective communication. Such factors are intensified by a physical environment of crowded classes and limited opportunities to speak, alongside an emotional climate of anxiety, self-doubt, and fear of making mistakes which silences voice, thus compounding these challenges ⁴⁾. Culturally, the stigma connected with mistakes hinders further frustration of the experiment, thereby perpetuating a cycle of reticence and underdeveloped skills ²⁾. These factors collectively disturb creativity, rendering students unready for dynamic communication.

Telegraphic cue exercises, along with other new instructional methods, provide an exciting means of circumventing these limitations. The essence of these exercises is short, contextual cues to promote conversation, enhance self-efficacy, and increase engagement through specific verbal interaction and non-verbal signals ⁵⁾. They help to improve fluency and originality by providing opportunities for interaction, and (especially when used in role plays and simulation exercises) to close the gap between theory and practice ⁶⁾. However, there is a stark absence of empirical studies on their effect within the unique educational and cultural landscape of Iraq ⁷⁾.

This study aims to investigate the impact of telegraphic cue activities on Iraqi EFL pupils' achievement, accordingly, it hypothesizes that there is no statistically significant difference between the experimental group's mean post-test scores (taught via telegraphic cue activities) and the control group (taught via conventional methods). By examining this dimension, the study seeks to contribute theoretically to the discussion on communicative pedagogy and practically to EFL curriculum design. These findings could guide educators in adopting evidence-based strategies while adapting them to sociocultural dynamics, equipping students for academic, professional, and intercultural engagement.

2. LITERATURE REVIEW

2.1 Telegraphic Speech

Telegraphic speech is a common phenomenon that is widely observed in the language development of children at the early stages of their life and also among the English as a Foreign Language (EFL) learners. This means communicating meaning with simple utterances like "want cookie" or "need help"⁸⁾. Linear Development of Speech this speech pattern reveals cognitive development – note that as word order improves, lexical variety and subordinate clauses are added as learners focus on simple nouns and verbs to get ideas across ⁹⁾. Telegraphic speech is also concise, evoking ancient telegrams – learners use multi-word phrases around key terms and reduce their language to high-value words, leaving out frequent grammatical constructions. This is a style that enhances the vocabulary of the students and acts as a base for the students to develop their language in a more complicated manner ¹⁰⁾. In the "telegraphic stage," learners drop function morphemes, such as pronouns, auxiliary verbs,

verb endings, and articles, leading to sentences like "He play little tune," or "Andrew want that"¹¹⁾. These sentences, though lacking in vocabulary, maintain a familiar structure to what other contenders have written, demonstrating that the partakers of the challenge have a general understanding of how sentences are built. These types of utterances contain mostly lexical items—nouns and verbs—and lack all function words such as articles, auxiliary verbs, and tense markers¹²⁾.

On the path to long sentences, however, telegraphic speech signals an impressive language development milestone and greater awareness and appreciation for the rules of syntax and grammar⁸⁾. Here are three of the most important ways it helps with language development:

1. **Sentence Construction:** Students input the words in their basic order, combining verbs and nouns, so they learn how to create correct sentences over a time period.
2. **Effective Communication:** Telegraphic cues help learners express thoughts and emotions more effectively, reducing frustration and improving awareness of their surroundings.
3. **Progression to Fluency:** When learners practice sentence structure, they are taking the first step toward fluency in their writing, as they learn to develop compound and complex sentences and comprehend more elaborate structures of phrases¹⁰⁾.

Learning to balance content words (nouns, verbs, adjectives) carrying the core meaning with the function words (prepositions, determiners) needed to construct sentences is a key part of language development. Words such as “dog” or “run” are content words that convey meaning, while words such as “the” or “in” are function words that serve a grammatical purpose¹³⁾. That duality is the basic premise of telegraphic speech, which is when learners leave out function words to ease understanding and efficiency, producing phrases such as “Dog run” instead of “The dog is running.”

Learners drop function words (because they have no meaning by themselves) and it gets cognitively complicated. In focusing on content words, beginners are lowering the mental burden; they are concentrating on vocabulary and basic syntax. By using phrases like “Car drive,” you make it easier to imitate and understand the language while still keeping the concept simple enough for a student to understand the fundamentals of what is going on without managing complex grammar. This is a similar strategy that we see in kids and adults studying a language.

Benefits of telegraphic strategies are including the following. Firstly, they economize cognitive resources and allow learners to focus on vocabulary and sentence structure. The second one is the easiest for anyone to replicate that builds confidence. Third, telegraphic speech is a scaffolding bridge between primitive communication and sophisticated grammar. Similarly, function words are integrated over time, with the transition from Want cookie to I want a cookie as proficiency increases¹⁴⁾.

They progress from telegraphic speech to grammatical complexity as they rise in their learning. This will help to have their function words incorporated into their speech organically by exposing them to much wider language input and activities—such as role-play or building sentences. It indicates that

they can now represent meaning accurately while preserving structure, modifying meaning to stay structurally accurate ¹⁴⁾.

The balance between the two is what one needs to be aware of to exercise sound pedagogy. This reduction of input in a manner that emphasizes content words is consistent with early language learning across modalities. Two things thus happen: Learners gain fluency without being flooded with too much information from the beginning which they might find difficult to process over long passage of times and since function words are not easy to figure out individually, so it is being shown to them stage by stage through proper context. It honors their stages of development, equipping them with strong communicators ready to not only express themselves but to engage in conversation.

2.2 Telegraphic Cue Importance for EFL Teachers

Telegraphic cues are a more strategic approach to mediation, seizing the fluency gap in EFL contexts by shortening the time of mediation by hopping between languages. In fact, since learners are more focused on functional rather than grammatical correctness ¹⁵⁾, minimalistic communication such as colloquial snippets e.g.: "read book", "ask question" through context heavy exchanges make telegraphic speech an ideal approach to build confidence. This has been shown to be effective as interaction, according to sociocultural theory ¹⁶⁾, is fundamental to language learning. To do so in practice, ¹⁷⁾ promotes a scaffolded continuum from telegraphic phrases to complete sentences accompanied by contextual support such as images and gestures and patience in the face of errors; patience that eventually creates a culture of growth.

Telegraphic cues are particularly important for EFL students, allowing them to express more in less time with simple and clear sentences such as "Need more time" or "See project tomorrow" ¹⁸⁾. Instead, this type of speech encourages peer and teacher interaction, which in turn promotes immediate understanding and allows for rapid responses, thus enhancing students' confidence and desire to communicate due to the inherent nature of this type of speech¹⁹⁾. The use of telegraphic speech encourages experience of play where words are matched with meanings through selective language learning, therefore furthering vocabulary and increasing level of understanding in a safe space ²⁰⁾.

Teachers must also understand that telegraphic speech is a normal part of language development. Acknowledging this phenomenon means that educators will not confuse it as a significant learning deficiency and will instead use supportive strategies to help them transition to more advanced language forms more readily ¹⁸⁾. Building upon these telegraphic cues, teachers can target specific teaching and grammar work if they remain focused on engaging students in the actual process and practice of meaning-making ¹⁸⁾.

Rather than immediately correct the learner grammar-wise, a teacher should understand the context of a student's single utterances so that she is able to better cater the needs of her EFL learners. Such a way encourages the students to feel respected and recognized better, and thus linguistic significant value can be reflected, leading to a successful language learning ²¹⁾. Positive reinforcement for all efforts of

communication, organized even with incorrect grammar, provides a framework for experimentation and risk-taking, and increases the self-confidence and willingness of the student to engage more fully with the target language ¹⁸⁾.

2.3 Features of Telegraphic Speech

Telegraphic cue has the following features:

1. Omission of Function Words
 - **Simplified Communication:** Shortened pieces of speech (for example, "Book table" instead of "The book is on the table") to emphasize the important message²²⁾.
 - **Cognitive Efficiency:** Bypasses the cognitive burden by using the principle of putting in keywords (nouns/verbs only), and is easily read in emergencies / digital communication speed ²³⁾.
 - **Pedagogical:** Enables EFL learners to learn the rudiments of syntax before a command of more complex grammar²⁴⁾.
2. Use of Basic Word Order.
 - **Structural Clarity:** Adheres to logical sequences (e.g., "Dog run") to promote syntax rules and eliminate ²⁰⁾.
 - **Cognitive Scaffolding:** Makes sentence building more manageable, facilitating acquisition of complex grammar²⁵⁾.
 - **Universal Applicability:** Utilizes word order patterns across languages (e.g., Subject-Verb-Object) for multiple languages ²⁶⁾.

2.4 Telegraphic Cue Activities

The activities of telegraphic cue cover a wide range of language aspects as shown below:

- 1- Coloring Conversation
(Materials): Coloring pages based on a theme (such as scenes based in space)
(Activity): Students use telegraphic phrases to describe colors: "red star" instead, model entire sentences (e.g., "The star is red") to practice grammar. This encourages vocabulary and copying ²⁷⁾.
- 2- Telegraphic Story Questions
(Materials): Simple picture books
(Activity): Reference when reading (ex: "Who runs?"). And prompt answers such as, "Boy runs."
Helps develop an understanding of narrative ²⁷⁾.
- 3- Follow the Leader
(Action) The leader gives direction (Jump high); peers copy words and movements Acquaints with verbs in action and sentence structure ²⁸⁾.
- 4- Role-Playing Simulations

(Materials): Props (e.g. toy food in a restaurant scene)

(Action): "Want pizza"—how students use it in an activity. Presents functional language in context ²⁷⁾.

5- Picture Descriptions

(Materials): Visuals of common locations (Example: Park, Kitchen)

(Activity): Describe images using telegraphic phrases e.g. Dog bark improves abilities in observation and note-taking ¹²⁾ (Gabig, 2021).

6- Sentence Strips

(Materials) slips with words or expressions (nouns, verbs, adjectives)

(Activity) They can then arrange them into sentences (ex: Cat Sleep)¹²⁾.

2.5 Previous Studies

In fact, there are no previous related studies in relation to applying the telegraphic cue strategy in teaching. However, some studies used this strategy as a therapeutic tool such as Schaar's "*Saying Too Little Can Make a Big Impact: Graduate Student Knowledge and Use of Telegraphic Input*" ²⁹⁾. This study aimed to assess the knowledge and application of telegraphic input among speech-language pathology graduate students. It investigated their understanding of telegraphic speech, attitudes towards its use, exposure to the term "telegraphic communication," and differences between first- and second-year students. The sample included 48 graduate students and ten children aged 5 to 13 years with moderate intellectual disabilities who received telegraphic input. Data were collected through an online survey distributed via email and social media, evaluating participants' knowledge, attitudes, practices related to telegraphic speech, and demographic data. Results showed that 63% of respondents believed they understood telegraphic communication, while 32% were unsure, and 5% did not recognize the term. These findings indicate that while many graduate students have some familiarity with telegraphic communication, a significant portion lacks clarity on its application in speech-language pathology programs, highlighting the need for improved educational focus on this topic.

3. METHODOLOGY

3.1 Experimental Design

Campbell and Stanley³⁰⁾ define experimental design as a research approach where variables are manipulated and their effects on other variables are observed.

A true experimental design was used in this study to quantitatively measure the effect of telegraphic cue activities on EFL learners' creative language production. Participants of the experimental group were administered structured telegraphic cue interventions (e.g., simplified prompts, role-plays) while participants of the control group received standard instruction. The same posttests of creative expression (e.g., fluency, originality) were done by both groups. The effectiveness of the intervention was assessed relative to posttest scores as indicated by two-tailed independent-samples (significant

improvements in the experimental group relative to the control group) which was attributable to the telegraphic cue schema.

Table (1): The Experimental Design of the Study

Groups	Independent variable	Posttest
Experimental group	Telegraphic Cue Activities	Posttest
Control group	Conventional Methods	Posttest

3.2 Population and Sample of the Study

A shorthand definition of a study sample is a subset of individuals sampled from a given population, measured on various important variables³¹⁾. The study population (364) comprised all Iraqi EFL fourth preparatory scientific students in six schools of Kirkuk City in 2024–2025 (Table 2). The sample consisted of (60) female students from Al-Khansaa Preparatory School for Girls at Kirkuk. The students were randomly divided into two equal groups: experimental ($n = 30$) and control ($n = 30$) groups, and both groups were exposed to telegraphic cue (TC) activities in the experimental and conventional instruction in the control groups. The split testing approach randomized assignment of student groups to use their assigned methods, providing crucial information on methods used in Iraqi EFL education.

Table (2): The Population and Sample of the Study

Groups	No. of Population	No. of Pilot Pupils	No. of Sample Pupils
Experimental	35	15	30
Control	35	15	30
Total	70	30	60

3.3 Instrumentation

Instrumentation – means of taking a measurement or making an observation in an experiment³²⁾. To reduce measurement variability, this study used standardized pre-and post-tests. Applicable scoring rubrics were identical for the experiment and control groups.

According to Al Juboury, tests are used in education to measure students' proficiency and achievement in particular subjects and, as such, are essential for educational assessment. In order to reach the first aim of this study, an achievement posttest was developed. The objective of this test is to measure the proficiency of English language among the preparatory, fourth students, under the specifications of being acceptable for both age, and interests of the students level. Considering the English textbook used by these students, the test was constructed and presented to ELT experts to validate it. The assessment tool was designed to assess the creativity of students in communicating the English language, which

included nine questions (four oral and six written) based on the English fourth-preparatory students' curriculum in Iraq³³).

3.4 Construction of the posttest

3.4.1 Post Oral Test

Question 1: Five short answer questions (SAQs) on "How to Choose a Summer Program" are highlighted in the 10-mark first section. For a correct answer, two marks are given and for an incorrect response, zero marks are awarded. This explores students' knowledge about specialist English courses, rural study environments, class sizes, and the attractiveness of an education program. SAQs are a better measure of understanding than multiple-choice questions, which often promote guessing. Short-answer questions tap problem-solving and analytical skills and are simpler to design than multiple-choice questions ³⁴) (Brown & Knight, 1994). SAQs take less time to score than essays and yield qualitative data about student performance ³⁵). This formal approach allows instructors to assess students' knowledge and understanding in a rigorous and yet simple manner.

Question 2: Section 2 of the oral test — 20 marks Students have to create an 8-turn conversation between two people in a restaurant or mall. Brown & Knight describe this part as the portion that assesses the students' pragmatic skills, including politeness and turn-taking, as well as their creativity, vocabulary, and grammar. It assesses functional language (language skills needed in social contexts), vocabulary used by context (e.g., food ordering, complaint handling), and grammar. In this case, a hypothetical situation with task limitations is combined for the evaluation of the general communicative ability³⁵).

Question 3: Also with five questions, the remaining short-answer questions measure how well students can describe their preferences for things like their favorite footballer, the weather, friends, what they like to do, and what time they wake up (20 marks). Such questions assess the knowledge and skills of grammar, vocabulary, conversational fluency, creativity, and comprehension ²⁴). They simulate everyday conversations; providing authentic context for pedagogical skills, grammatical precision, and language specificity. In this section, objective recall is combined with a subjective assessment of students' communicative abilities ³⁵). It will also highlight other weaknesses in fluency or coherence.

3.4.2 Post Written Test

Question 1: Students have to appropriately use sentences to describe what the pictures indicate in five images. The goal is for learners to express what they know and what they see them doing. Both cases use slash but only capture and slash the image, not the event happening on it, then describe the scale in the same way: scale To describe actions, students will use the present continuous tense, and you can ask them for some spatial details using prepositions. It assesses understanding of the material, the language used to describe the visual stimulus, and creative expression ³⁶). This test evaluates their fluency in speaking about day-to-day situations and improves their ability to form planned and fluid answers.

Question 2 is a semi-objective test requiring students to use descriptive phrases to put together "Mr. Tariq's day" in one story form based on images. There are 5 items in this question which earn 2 marks each, totaling 10 marks. Students are expected to exhibit their capacity to logically connect ideas by utilizing appropriate conjunctions, thereby improving the narrative flow. This exercise evaluates not only their creativity in storytelling but also their comprehension skills and ability to create engaging stories while adhering to grammatical conventions. Ultimately, this question assesses the students' overall language proficiency and narrative abilities.

Question 3: students are required to fill out the prompts with full sentences and are scored out of 10. There are five items in this question. Each item is designed to measure the understanding and use of different verb tenses and other grammatical structures. All the wrong answers will get a score of zero while each correct sentence earns you two score points. It shows the total command a student possesses in the English language by testing their ability to formulate valid sentences as well as demonstrating their knowledge of grammatical rules.

Question 4: Phrase-matching: Here, students are required to match terms to create phrases, then, using the same phrases, each of the phrases must be matched to the term that describes it. The total score is 10. The activity works as a check of understanding with collocations, vocab, and the ability to discern meaning in common sentences. To get full points, students need to match the words to form phrases, and then connect each phrase to its definition. This task tests their vocabulary and grammar skills, thus enhancing their ability for word association and comprehension ³⁷⁾. Here, every phrase and definition that is matched correctly adds two marks, which provides an objective measure of the student's reasoning and language proficiency.

Question 5: students are given 5 situations and for each situation, there are 3 ways to act. The students must choose the best answer for each situation, showing that they understand the proper way to act and know how to help resolve a problem. The next one assesses their critical thinking and judgment on a range of common situations. This query carries a full score of 10, with 2 marks awarded for a correct response. This type of objective assessment assesses a student's ability to apply this knowledge instead of recalling it in the real work world which leads to the creation of sound decisions.

Question 6 (10 marks): Asked students to write questions based on 5 answers in this task, their knowledge related to the formation of questions is checked as well as on matching the questions with appropriate answers. It fosters critical thought because students are deciding the questions to ask to get a particular information. One can get 2 marks for every correct question, and zero for incorrect attempts. It tests your knowledge of grammar and helps you to build a meaningful conversation, and thus contribute to better communication.

Table (3): The Specifications of the Contents, Items and Marks of the Posttest

Typ e	Level	No. of Question s	Content	Behavioral objectives	Bloom's Taxonom y	No. of Item s	Mark s
Oral	Recognition	Q1	Short answer questions	To measure pupils' comprehension, conciseness, and recall through a reading story	Understand	5	10 M
Oral	Production	Q2	Creating an imaginative Dialogue in specified setting	To demonstrate oral communication skills by creating and presenting a coherent dialogue	Create and apply	8	20 M
Oral	And Recognition Production	Q3	Personal questions that require brief responses	To demonstrate oral communication skills by providing concise and relevant answers to personal questions	Understand and apply	5	10 M
written	Production	Q1	Describing actions in a series of pictures using suitable phrases	demonstrate observational skills by writing concise descriptions of actions in the provided pictures.	Create	5	20 M

written	Production	Q2	Expand phrases that describe each picture and arrange them in a sequence to form a coherent story.	To demonstrate the ability to elaborate on visual prompts and organize elements by writing expanded descriptions and sequencing them logically	Constructs, synthesis, creates		10 M
written	Production	Q3	Expanding given phrases to form complete sentences in specified tenses or forms.	To demonstrate an understanding of grammatical structures	Apply	5	10 M
written	Recognition	Q4	Matching words to form phrases and then matching those phrases with their corresponding definitions	To demonstrate understanding of vocabulary by matching words to create meaningful phrases and associating those phrases with their correct definitions	Understand and apply knowledge	5	10 M

written	Recognition	Q5	Situational questions requiring students to choose the most appropriate response from multiple options.	To demonstrate decision-making skills and understanding of appropriate actions in various situations by selecting the best answer from the choices provided	Apply	5	10 M
written	Production	Q6	Formulating corresponding questions for each provided answer.	To demonstrate understanding of question formation by creating appropriate questions that elicit the given answers.	Create and apply	5	10 M
	Total	9					100

3.5 Validity of the Written and Oral Tests.

One of the most important issues in this regard is the validity of testing, which deals with the veracity of tests and whether they measure what they need to measure or not. Validity is one of the basic concepts of language testing, and there are tons of evidence to support this ³⁸⁾.

3.5.1 Face Validity

The concept of face validity, conceptualized as the degree of relevance and clarity of a test to what it is supposed to measure³⁹⁾, was achieved for the questions and scoring rubric of the oral post-test by submitting them to an expert panel in ELT and linguistics. The panel unanimously confirmed that the test fulfilled its purposes, indicating 100% agreement regarding its relevant subject matter, question design, and scoring appropriateness for assessing pupils' oral communication.

3.5.2 Content Validity

According to Haladyna and Rodriguez ⁴⁰⁾, the concept of content validity is how the items in the test truly measure the attribute that one tries to measure. This means making sure that the subject-matter

content of a test matches curricular goals, item-writing, and skills that are expected to be demonstrated. The study recapped creative communication dimensions which were used to impose content validity here. Materials and test items subject to validation were then analyzed using inter-rater agreement calculations and expert judgments based on the test writers' familiarity with the communicative activity dimensions, to thoroughly validate the instruments (a validation process which analysis built ultimately using the skills vector written by experts to compare).

3.6 Reliability of the Posttest

The reliability of a test is one of the most important features of any good test, meaning the score of the test should not vary when applied to the same sample of students under the same conditions ⁴¹⁾, Reliability, as defined by Alderson ²⁴⁾, is said to be "the degree of dependability or consistency of test scores" (p.60). This is further described by Ravitch ⁴³⁾. To calculate the reliability of the posttest, Ratngban, since Cronbach's Alpha was used, it was found that the coefficient was 0.87, which is an acceptable scale. This implies that the properties of the test are consistent, which means it meets the basic criteria of reliability.

3.7 Analysis of the Post-test Items

The test items need to be analyzed to determine two key features: difficulty level and discrimination power. The analysis will be based on the results of the first posttest, as outlined below:

3.7.1 Difficulty Level of the Post-test

The difficulty level is "specified as the ratio of the students who replied correctly to each item" ⁴⁴⁾. Item difficulty refers to the extent to which an item appears to be complicated or facilitated for a given number of tests. It just reflects the percentage of learners who respond correctly to the object. The most suitable test item will have item difficulty varying between 0.15 and 0.85 ⁴⁵⁾. The DL of both test items varies from 0.30 to 0.72.

3.7.2 Discrimination Power of the Post-test

Discrimination power (DP) refers to the measure of how well a test item differentiates among and between high- and low-performing students ⁴⁵⁾. Skilled students answer effective items (DP \approx 1.0) correctly, and less-skilled students answer them incorrectly, but this distinction is not present for weak items (DP \approx 0) ⁴⁵⁾. This study revealed DP values for the test items ranging from 0.36–0.71 which is within the ideal DL parameters.

3.8 Final Administration of the Post-test

After validating the content and computing its reliability through a pilot administration, the posttest is administered to both the experimental and control groups. The posttest examination was conducted on December 30, 2024 with a total of 60 minutes available for completion of the examination. The test paper has been provided to the intended exam takers by the researcher, who has instructed them to

read the instruction of the question carefully. At the end of this period, all the test papers were collected and evaluated according to a standard scoring system.

3.9 Procedures of the Study

This study will employ the following procedures to validate its assumptions and accomplish its goal:

1. Choose a sample of fifth-grade preparatory school Pupils and split them into two groups: an experimental group and a control group. Both groups are equal in age and the educational attainment of their parents.
2. The first group, known as the experimental group, is taught using the telegraphic strategy, while the second group, known as the control group, is taught using the conventional strategy.
3. Developing a pretest and posttest.
4. Calculate the test's degree of difficulty, validity, reliability, and discriminating power.

4. DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 Results related to the hypothesis

The hypothesis of this study compares between the mean scores of the experimental group and that of control group in the posttest. To find out if there is any significant difference between the mean scores of the experimental group and those of the control group in the posttest. Statistics show that The mean of the experimental group which is 78.0667 higher than the mean of the control group which is 66.3000. It is evident from the standard deviation that the deviation for the experimental group is smaller. This means that the data distribution for the experimental group is more concentrated around the arithmetic mean.

Table (4): Means, Standard Deviation, and t-Values of the Two Groups in the Achievement Test

Group	N	Mean	Std.Deviation	Std.Error Mean	T-Value	df	Sig.(2- Tailed)
Exp.	30	78.0667	12.79529	2.33609	3.190	29	.002
Cc.	30	66.3000	15.63186	2.85397		29	

Consequently, it is clear from the table that there are statistically significant differences between the experimental group and the control group in EFL pupils' achievement. Since the two-tailed significance value obtained from the calculation of the t-test for two independent samples is .002, which is less than the significance level of 0.05. The value of this computation can be interpreted as the progressive improvement in EFL pupils' achievement resulting from the implementation of telegraphic cue activities As Shown in Table 4-2.

4.2 Discussion of the Obtained Results

The current study clarifies the potential change that results from applying telegraphic cue activities to develop creative communication of Iraqi EFL learners. Considering the low and high performances of the students in both the experimental and control groups, it could be concluded that the structure and manner of implementation of activities such as the role play, sentence strip, and picture description technique, play a significant role where the post-test mean score of the experimental group was higher as well (78.0667) than that of the control group (66.3000). This finding supports the effectiveness of telegraphic strategies in fostering linguistic creativity and fluency, ultimately resulting in the rejection of the null hypothesis.

The success of this approach is that content words were prioritized (nouns, verbs) and complex grammar was omitted, reducing cognitive load and in line with principles of cognitive efficiency. With social interaction which offered opportunities for learners to try things out in their zone of proximal development at its core, activities such as Follow the Leader and contextualized role-plays are examples of what was being done. This construction connected the head with the hand, building confidence and reducing anxiety to pave the way from first utterances to complex conversations.

The results validate telegraphic speech as a unique milestone in development which is consistent with the "two-word stage" theory and output hypothesis. While input was simplified, learners acquired the syntactic structures naturally, which helped prepare them for more advanced communication. This, in turn, necessitates that EFL curricula should incorporate telegraphic activities, setting out the journey for students from mechanical output through to spontaneous free output and free expression.

5. CONCLUSIONS

The current study shows that using telegraphic cue activities has a significant effect on Iraqi EFL learners' creative communication skill. These activities alleviate cognitive strain by emphasizing content words, eliminating unnecessary linguistic input where possible, and thus allowing students to express themselves meaningfully (and fluently, too!). Psychologically, organized activities like role-play, sentence strips, and picture descriptions form a participatory space for experimentation where students are in social situations that offer supportive environments for trying out the language, thereby building confidence and lowering anxiety.

One of the main insights is that telegraphic strategies are closely aligned with the early stages of language development, which allows students to gradually move from their first utterances to more sophisticated dialogue. This not only closes the gap between theory and practice but promotes a creative risk-taking environment in the classroom.

When implemented successfully, it is vital for teachers to scaffold activity in a way that maintains fluency whilst slowly adding complexity to the grammatical structure involved. The teachers are a key factor in facilitating this process for learners, providing opportunities to participate and ensuring engagement for all, and as such adapting approaches to better cater to a variety of needs.

Telegraphic cue activities thus provide a paradigm shift in EFL instruction, moving away from the traditional structure-based, grammar-focused pedagogies that exist today, and instead focusing on delivering the functional communication skills that students in the modern language learning environment desperately need. This approach combines creativity and competence, enabling students to succeed in both academic settings and professional contexts, including intracultural contexts, and should be incorporated into modern pedagogical practices.

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