

Using Reciprocal Teaching Strategy to Develop English Language Speaking Skills among Second Year Preparatory Stage Students in Abu-Elreesh Qibly Preparatory School

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ABSTRACT

The study investigated the effect of using Reciprocal Teaching Strategy on developing speaking skills among second year preparatory stage students. First, two classes consisted of sixty-three students, in Abu-Elreesh Qibly Preparatory school in Aswan Governorate, were randomly assigned into an experimental group and a control group. The experimental group received an instruction using Reciprocal Teaching strategy and consisted of 31 students, and the control group received a regular instruction and consisted of 32 students. A speaking test was conducted and administrated using a speaking assessment rubric. The research was conducted in November and December, 2020. Comparing the mean scores of the two groups in the posttest showed that: There is a statistically significant difference between the mean scores of the experimental group and the control group at (0.01) level in overall speaking sub-skills and in each main speaking sub-skill separately. Which reveals that the experimental group outperformed the control group in overall speaking performance in general and in each main speaking subskill of the study.

Key Words: Speaking Skills – Reciprocal Teaching Strategy – Active Learning

Introduction

Language is the means by which humans express themselves, share their thoughts, and exchange knowledge, so there is a permanent need to learn foreign languages to communicate with others who speak a different language. We start to acquire language from the first day of our lives from people around us in our homeland and the first language we hear and speak becomes our mother tongue. The need for communicating with other communities and countries leads us to learn their language.

From the beginning of time, man has been unable to communicate with people from other countries except by learning each other's language and cultures (Alvarez-Sandoval, p.1, 2005), and because it is not easy to learn using every spoken language around the world; English has emerged as intermediate language between different nations. It has become the language of the internet, scientific studies and media as well.

The four main skills of language are divided into; receptive skills: reading and listening and productive skills: writing and speaking. As a productive skill, speaking needs various situations in everyday life to practice it. "Although speaking is now an essential part of many language curricula, it is probably true to say that while it frequently occurs in class, speaking is less frequently taught"(Goh, 2007, p. 1). In Egyptian classrooms, despite having an important role as one of the four language skill, speaking is one of language skills that is often neglected. This is due to many reasons such as lack of enough time, less number of activities aiming at improving speaking skills than needed, shortage of questions that assess speaking skills which leads to ignoring them widely by teachers, students and parents as well, and depending heavily on teaching methods and strategies that do not allow students speak freely to improve their speaking skills.

The key element of developing speaking skill is to practice it regularly. Interactive strategies can provide a good environment to develop speaking skill, because they allow student to participate in the process of teaching and learning through spoken language and to get

rid of their fear, hesitation, and make use of the grammar, vocabularies, pronunciation and structures, that they have learnt.

According to Gutiérrez (2005, p.84) humans are social beings who are in continuous communication and interaction with each other. For that reason, it is important to foster situations in which learners can face real communication in a foreign language. An argument that supports this view is found in Bygate (1987, p1), who states: “Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends.”

Developing speaking skill requires an interactive environment as it depends on spoken language between two persons at least. Reciprocal teaching was characterized as dialogue that took place between the teacher and the student (Carter, 1997, p.64), which can allow students using their English language in an ongoing spoken context with the help of their teacher and through supporting each other in each small group and reciprocal teaching can provide such environment.

Despite being one of the main four skills of language, teaching and assessing speaking skill do not get much attention in pre-university education in Egypt. That creates a problem to the students when they attend university or when they apply for jobs after their graduation. The researcher decided to investigate this problem and chose Reciprocal Teaching Strategy to study its effect on developing speaking skill.

We teach our students to prepare them for the future, in which they are supposed to participate in the society as active members equipped with the needed skills for different situations and jobs. Due to the importance and nature of the speaking skill, it needs more attention and solutions for the different problems that usually face the learners. Active learning strategies such as Reciprocal Teaching Strategy, provide the learners with a sociable and communicative environment and here we investigate its effect on speaking sub-skills in particular.

Context of the Problem

Despite being an important language skill, speaking is not given an adequate time or suitable attention or even a systematic and regular evaluation tests in second year preparatory stage in Egyptian public schools. This may be attributed to the curriculum and/or tests which focus mainly on reading and writing skills.

The researcher as a teacher has noticed that the students face problems regarding learning English speaking skill. She applied a pilot study, interviewed some Egyptian EFL teachers and reviewed previous literature related to developing English speaking skill to make sure that there is a real problem, that needs to be tackled.

To get a closer identification of the problem the researcher conducted the following pilot study. The researcher conducted a pilot study on a random sample (37 students) of second year preparatory school students to assess students' current speaking skill: The pilot study on speaking was based on a speaking test. TOEFL (The Test of English as a Foreign Language) Rubrics (ETS) were used to assess the students' performance.

The pilot study revealed that students suffer from weakness in their speaking performance which can be stated in the following:

1. delivery is choppy, fragmented, or telegraphic (32 students out of 37) 86.5%.
2. frequent pauses and hesitations (32 students out of 37) 91.9%.
3. tending to express themselves in their native language (Arabic), despite being given a clear instruction that only English language is allowed (37 students out of 37) 100%.
4. Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas (33 students out of 37) 89.2%.
5. Student makes no attempt to respond (4 students out of 37) 10.8%

Various studies have addressed language speaking skill problems in the Egyptian context. In her study of The Effectiveness of Using Multiple Intelligences Activities for Promoting English Speaking Skill of Second Year Preparatory Students, El-Sayed (2015, p. 13) indicated that despite its importance, teaching speaking was undervalued for many years and English teachers have continued to

teach speaking just as a repetition of drills or memorization of dialogues.

Taking into consideration the current view of speaking as a complex skill and a multi-facets cognitive process, it is important then to consider more closely the features of effective instruction that can facilitate the acquisition of these skills and processes by Second Language/ Foreign Language learners (Torky, 2006, p.16). AlMowafi (2013) used a Multi-Activity Program to develop speaking Skill among preparatory school students, and the program was effective. A study by Raslan (2016) aimed at investigating the effect of using project-based learning in enhancing EFL speaking skills among preparatory school pupils. Results of the study revealed that project-based learning has a positive effect on enhancing EFL speaking skills.

Nature of the Speaking Skill

Humans use speaking skill as a basic skill of communication. It is faster and easier than other communication techniques. From the first day of their lives babies start to produce sounds to express their needs. But when it comes to learning a foreign language, learning speaking skill becomes a key objective, and takes time and effort to be acquired.

One frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it (Rocío,2012, p.19). It is a common problem which faces EFL students; they spend years studying grammar and vocabulary, and learn how to read and write in English and in the process speaking skill teaching and practicing are ignored; hence it is important to find new strategies and techniques that help students in developing speaking skill in an adequate way.

Speaking is one of the four main language skills. It is a productive skill, which means we use it to produce language and its key objective is to convey a message to others. It is the skill by which we communicate orally with others. Mart (2012, p.91) defines speaking as being capable of speech, expressing or exchanging thoughts through using language. Chaney's (1998, p. 13) definition of speaking skill is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".

Characteristics of the Speaking Skill

- **A productive Skill**

According to language skills classification literature, there are four main language skills. In language teaching, the four skills are described in terms of their direction (Nunan, 2003, p.48). During speaking, the learner generates language. Then, we referred at speaking skill as a productive skill.

- **On time process**

Unlike writing skill, where the writer has time to modify and correct his writing; in speaking time, the speakers have to respond on time.

- **Interactive Process**

Interactive and partially interactive speaking depends on delivering a message between two participants and reacting to it. It is a matter of acting and reacting. Thus the level of speaking skill of the speaker affects the success of this process. Speaking is an interactive process because it requires the involvement of another person unlike listening, reading or writing (Noll, 2006, p.70). Speaking as a skill is not only producing the utterances, but it is the complete process of constructing meanings, producing utterances and receiving and processing information with confidence (Othman & Abdel El-Hallim, 2018, p.82).

- **Social Aspects of Speaking**

Social communication behaviors such as eye contact, facial expressions, and body language are influenced by sociocultural and individual factors (Curenton & Justice, 2004, p.241). Speaking skills efficiency is related to many personal factors such as shyness and ability to communicate with others in different social situations.

Difficulties Face EFL Students in Learning Speaking Skill

Today, Egypt witnesses a growth in the numbers of English language students in public schools, private schools, courses besides academic study of English language and literature in higher education. This need for learning English language has its historical roots since the British occupation of Egypt. As Schaub (2000, p.227) stated "Between the world wars the British made concerted efforts at widening the influence of English instruction in Egypt's schools.", and

the dominance of English on scientific, economic and technological fields has its role as well. Tourism is considered one of the largest sources of hard-currency revenue and English is usually used as a lingua franca to speak with the tourists.

Now, English is a mandatory subject in public schools. Students of English language face difficulties in acquiring speaking skills due too many reasons that need to be explored. We can divide difficulties which face EFL students in learning speaking skills into three groups, difficulties related to students themselves, related to teachers of English language and the ones related to classrooms and environment.

Difficulties related to students

- Cultural differences:

Language plays an important role in people's cultures and through it cultures are reflected. Lado (1964 p.25) defines the goal of learning a foreign language as "the ability to use it, understanding its meanings and connotations in terms of the target language and culture, and the ability to understand the speech and writing of natives of the target culture in terms of their great ideas and achievement". So in the process of learning a foreign language, we teach the culture of its native speakers. Some students think it neither realistic nor necessary to teach or learn speaking. They may also think speaking is not a skill worth cultivating because students have little chance to communicate with native speakers (Liao, 2009 p.12).

Languages are a mix of universal concepts and of others that are more culturally specific (Thornbury, p.59). Hence, cultural differences may constitute an obstacle to achieve language learning goals, and we need to understand the culture of others to fully understand their language.

- Lack of confidence and motivation:

Lack of confidence can hinder EFL students' learning. Findings of some studies show that learners are not motivated to learn English because of an over-focus on writing skills with very little new learning experiences, uninteresting materials, and unclear links between language courses and their majors or future careers (Bahous et al,

2011 p.33). To motivate student to speak, it is important to provide a suitable atmosphere through using interactive strategies and social context. Some students' lack of confidence or shyness or fearing of looking like a fool in front of their peers in the classroom, stand as a barrier from involving in a speaking task. One important element of motivating language learners is to know the purpose of learning a foreign language and to be connected to their lives.

Difficulties Related to Teachers

The teacher's instruction of speaking skills is supposed to enhance the students' communicative competence (Al-Sobhi & Pereece 2018 p.3). Sometimes, teachers' lack of knowledge related to improving speaking skill affect their students' progress in speaking skill. Focusing on writing and reading skills as a result of exam orientation and extensive care of getting high marks, regardless of the overall progress in language leads to neglecting and underestimating of the importance of speaking skill.

Sometimes teachers' deficiency in speaking ability, makes them reluctant in using Communicative Approach (Liao, 2009 p.11), which relies mainly on oral communication. Nunan (2003, p.49) illustrated that people for many years taught speaking by having students repeat sentences and recite memorized textbook dialogues. Such ways of teaching speaking do not help students during real spoken conversation, and lead them to try to remember what they have memorized, pause and hesitate to fully engage in a conversation.

Using traditional activities to develop speaking skill like drills and reading conversation does not help effectively in improving speaking skill and leads to boredom during class. Teaching speaking skill needs more communicative environment, in which students are allowed to use language freely to reach automatization. They should be encouraged to stop translating and reciting what they have memorized as possible and according to their age and level.

Most of traditional ways of evaluation and assessment of students' English language progress come in a written form. As a result, teachers tend to prepare their students for passing the written exams using exam-oriented methods, which focus on reading and writing skills. Modern teaching and learning strategies aim at

preparing the students for life and labor market, not just for passing the exam. Teachers should cope with these changes and start considering more strategies helping in developing the four skills of the language not just two.

Difficulties related to classrooms and environment

Environment plays an important role in language acquiring. If the student is exposed to an adequate amount of language, he/she will acquire it faster than others who don't. Once a learner receives a lot of exposure to a second language and communicates with the people in the surrounding area, his acquisition of the target language is expected to be highly possible (Al-Sobhi and Preece, 2018 p.2). This kind of exposure to English language is hard to be provided to all EFL students in their home country.

The Egyptian Minister of Education (Farag, 2016) stated that the number of students in some classes in Cairo is up to 140 students. Due to the increase of population and the lack of resources, Egyptian classrooms in public schools suffer from overcrowding which represents an obstacle in teaching process in general and a burden on English teachers in teaching speaking skill in particular. This situation needs more innovative strategies that allow the teacher to apply speaking skill related tasks and apply effective and comprehensive speaking assessments. Lack of resources prevents teachers from using adequate teaching aids which include listening materials and videos which are closely related to the development of speaking skill.

Reciprocal Teaching Strategy

Usually, students spend about fourteen years of their lives in pre-university education which include a part of their childhood and adolescence. In these parts of humans' life, there is a need to provide them not just with knowledge but also with values that help them in developing their personality and making them active members in their community. Teaching someone else is one of the best ways to learn (Cambridge Assessment English, 2020). One of the most important values that they need to learn are cooperation, the ability and willingness to help and support each other to solve problems and gain knowledge.

In 1984, Palincsar and Brown conducted two studies. In the first one, they used four activities summarizing (self-review), questioning, clarifying and predicting. "The training method was that of reciprocal teaching, where the tutor and students took turns leading a dialogue centered on pertinent features of the text." (Palincsar and Brown, 1984, p.117). The second group received intervention modeled on typical classroom practice. The comparison between the two groups revealed that reciprocal teaching resulted in greater gains and maintenance of time, significant improvements in the quality of summaries and questions.

Reciprocal Teaching was developed mainly to help poor comprehenders (Palincsar and Brown, 1984, p.117); it aims at providing them with activities that give them better understanding of reading texts. In the process of applying Reciprocal Teaching Strategy, students are divided into groups and each member of the group has a certain role to do, they also communicate verbally to ask questions, clarify parts where the meaning is unclear, predict what might happen next in the context of the text and summarize the text using their own words. Reciprocal Teaching strategy gives the students the chance to play the role of the teacher; which helps them to retain what they learn for longer time.

Reciprocal Teaching Strategy followed constructivism philosophy. There is an obvious social aspect in Reciprocal Teaching Strategy as the students interact with their teacher and each other. Reciprocal teaching is aligned with Social Constructivism and with developmental learning theories described by Vygotsky (Delaney-Beane, 2016, p.8).

Vygotsky believes that higher mental functions are generally come up in conversation /collaboration among students before the higher mental functions are absorbed (Darsono,2015 p.76). Through the use of scaffolding teachers support their students and provide them with aid they need in the early stages of learning process.

Reciprocal Teaching is a strategy that is based on the dialogue exchanged between the teacher and the students, among students and their peers (Al-Harby, 2016, p.215). To accomplish the task, that is

given to them by their teacher, students start to interact and run dialogues in each group.

Questions of the research

The present research attempted to answer the following questions:

1. What are the speaking skills necessary for second year preparatory school students?
2. What is the form of the modified unit "How are you feeling?" according to reciprocal Teaching Strategy?
3. What is the effect of teaching the modified unit using Reciprocal Teaching Strategy on developing English speaking skills?

Hypotheses of the Research

The present research hypotheses were as follows:

- 1- There is a statistically significant difference between the mean scores of the experimental group exposed to Reciprocal Teaching strategy instruction, and the control group receiving regular instruction in speaking skills in favor of the first experimental group.
- 2- There is a statistically significant difference between the mean scores of the experimental group exposed to Reciprocal Teaching strategy instruction, and the control group receiving regular instruction in each main speaking sub-skill separately.

Aims of the Research

The present research aimed at achieving the following aims:

1. Identifying the speaking skills necessary for second year preparatory school students.
2. Investigating the effect of using Reciprocal Teaching Strategy on developing second year preparatory school students' speaking skills.

Importance of the Research

The importance of the present research could be stated as follows:

The research was an attempt to shed light on speaking problems that face second year preparatory school students in Egypt. As a teacher, the researcher noticed some of these problems among the students.

The research determined the effect of Reciprocal Teaching strategy on Speaking skills, which proved that the strategy was effective in developing speaking skills among the sample of the research.

Most of the previous studies concerned with Reciprocal Teaching focused on developing reading and writing skills, while the current

research proved that they can be used for developing speaking skill as well.

The research highlighted the importance of teaching, learning and assessing speaking sub-skills, in addition to providing a checklist and an assessment rubric for assessing second year preparatory stage students' speaking sub-skills.

The research shed light on peer learning and active learning as important tools in developing speaking skills among second year preparatory stage students.

Delimitations of the Research

The research was conducted in Abo-Elreesh Qibly preparatory school in Aswan governorate as one of the Egyptian public school. It has twelve classes for second year preparatory stage, which means it has a sufficient number of students to conduct the research.

The researcher has chosen Second year in preparatory school because students in this stage have an adequate background of the English language as they have been researching it for more than six years in primary and preparatory stages.

Reciprocal Teaching Strategy was used in the research. A unit under the title "How are you feeling?" was chosen to be modified and taught to the students from second year preparatory school English Language curriculum in Egyptian public schools. This unit is specifically chosen for several reasons, such as it contains lessons that can be employed using the research strategies in addition to the fact that the subject of the unit is interesting and attractive, which helps students and motivates them to actively participate.

Instruments and materials of the Research

In order to implement the experiment, the researcher prepared the needed instruments and materials which were:

- A checklist of necessary speaking sub-skills for second year preparatory stage students.
- A speaking test and a rubric. They were designed by the researcher, based on reviewing previous literature and reviewed by a panel of jury consisted of experts in the field of curricula and methodology.
- An experimental unit of "How are you feeling?" unit, which was designed using Reciprocal Teaching strategy.

- A teacher's guide for indicating the procedures of teaching the experimental units.
- Reciprocal Teaching cards: Four cards were designed for assigning the role of each student during Reciprocal Teaching strategy application.
- A scoring card which was designed to help the raters record the scores of each student accurately and easily.

Participants of the Research

Two classes consist of sixty-three students in second year preparatory stage were selected randomly and assigned into two groups from one of Aswan governmental schools, named Abu-Elreesh Qibly Preparatory School, in the first semester of the school year 2020-2021. 31 students in the first experimental group, 33 in the second experimental group and 32 in the control group.

Methodology of the Research

The researcher adopted the quasi-experimental approach (pre-post control-experimental design), due to the nature of the research. Quasi-experimental approach measures the effect of the independent variable, which is Reciprocal Teaching Strategy on the dependent variable, which is the speaking skill.

According to this approach, the participants were divided into two groups:

- The experimental group that studied the experimental unit using Reciprocal Teaching strategy.
- The control group that studied the chosen unit as it is in the student book.

Procedures of the Research

To answer the questions of the research, the research followed the following steps:

Firstly: to answer the first question of the research which is:

- What are the speaking skills necessary for second year preparatory school students?

The following procedures were followed:

1. Reviewing literature related to English language skills in general and the ones related to speaking in particular.

2. Preparing an initial list of the speaking skills necessary for second year preparatory school students.
3. Presenting the primary list to a panel of jury of TEFL experts to identify the speaking skills necessary for the second year preparatory school students.
4. Modifying the list according to the panel of jury opinions.
5. Preparing the final list of the speaking skills necessary for second year preparatory school students.
6. Preparing a speaking rubric based on the final list of the speaking skills necessary for second year preparatory school students.

Secondly, to answer the second question which is:

1. What is the form of the experimental unit "How are you feeling?" according to Reciprocal Teaching Strategy?

The following procedures were followed:

1. Reviewing some of the Arabic and foreign research and studies which addressed Reciprocal Teaching Strategy, in order to benefit from them in the current research.
2. Preparing the modified unit "How are you feeling?" according to Reciprocal Teaching Strategy.

Thirdly, to answer the third question which is:

- What is the effect of teaching the experimental unit using Reciprocal Teaching Strategy on developing English speaking skills among second year preparatory stage students?

The following procedures were followed:

1. Preparing a speaking test to measure speaking skills according to the following steps:
 - identifying the purpose of the test.
 - identify the items types.
 - constructing the test items.
 - stating the instructions of the test.
 - presenting the initial form of the speaking skills test to a panel of jury, and modifying it according to their instructions.
2. Conducting a pilot research of the speaking skills test to a sample of the students in order to calculate the time, reliability and validity of the test.
3. Reaching the final form of the speaking skills test.

4. The pre-application of the speaking skills test to the experimental groups and the control group using the prepared rubric and marking notes to record the students' scores.

5. Dividing the sample of the research into two groups:

-the experimental group was taught the chosen unit by Reciprocal Teaching Strategy.

-the control group studied the chosen unit by the regular instruction.

6 - Teaching the experimental unit by reciprocal teaching strategy to the first experimental group.

-Teaching the chosen unit by regular instruction to the first control group.

7. the post application of the speaking skills test to the groups of research.

8. scoring the test and performing the statistical methods.

Fourthly, Presenting the results:

1. Discussing, analyzing and interpreting the results.

2. Making suggestions and recommendations in the light of the research results.

Results of the Research

It was hypothesized that there is a statistically significant difference between the mean scores of the first experimental group exposed to Reciprocal Teaching Strategy's instruction, and the control group receiving regular instruction in speaking skills in favor of the first experimental group, which proved to be true after the implementation of the experiment and statistical analysis.

Table 1.

t-test Results of the Post- Test Comparing the Control and the Experimental Groups in Overall Speaking Skill

| Group | N | Mean | S.D. | t value | D.F. (N-2) | Sig. level (2-tailed) | Effect Size |
|-------------------------|----|-------|--------|---------|------------|---|-------------------|
| Experimental Group (RT) | 31 | 20.38 | 2.2461 | 8.615 | 61 | .00001 Significant at 0.01 Level | Large |
| Control Group | 32 | 16.19 | 1.57 | | | | $\eta^2 = 0.9486$ |

Table 1. shows that the estimated t- value (8.615) was statistically significant at 0.01 level in favor of the experimental group. So, the first hypothesis was confirmed.

The results showed that the first experimental group mean scores were better than the control group mean scores and that the difference is significant at (0.01) level with a large effect size, which was calculated by Eta Squared formula in favor of the experimental group.

Before the experiment implementation the first experimental group mean score in overall speaking performance was 13.77 and after the implementation it was ١٩,٩٤, which reveals that there is an improvement which can be attributed to the use of Reciprocal Teaching strategy.

It was hypothesized that, there is a statistically significant difference between the mean scores of the experimental group exposed to Reciprocal Teaching strategy instruction, and the control group receiving regular instruction in each main speaking sub-skill separately. which proved to be true after the implementation of the experiment and statistical analysis.

Table 2.

t- test Results of the Post- Test Comparing the Control and the First Experimental Groups in The Five Main Speaking Sub-Skills of the Research Separately

| Main Speaking Sub-Skill | Group | N | M | S.D. | df | t | Sig. (2-tailed) |
|-------------------------|--------------|----|------|-------|----|--------|----------------------------|
| Accuracy | Experimental | 31 | 6.29 | 1.189 | 61 | 4.0316 | .000156 Sig. at 0.01 |
| | Control | 32 | 5.22 | 0.906 | | | |
| Fluency | Experimental | 31 | 3.23 | 0.762 | 61 | 3.675 | .0005 Sig. at 0.01 |

| Main Speaking Sub-Skill | Group | N | M | S.D. | df | t | Sig. (2-tailed) |
|----------------------------------|--------------|--------|------|-------|--------|--------|-------------------------|
| | Control | 3 2 | 2.56 | 0.669 | | | |
| Pronunciation | Experimental | 3 1 | 3.23 | 0.762 | 6 1 | 3.629 | .00058 Sig. at 0.01 |
| | Control | 3 2 | 2.59 | 0.615 | | | |
| Social Interaction | Experimental | 3 1 | 2.26 | 0.514 | 6 1 | 4.2618 | .00007 Sig. at 0.01 |
| | Control | 3 2 | 1.66 | 0.602 | | | |
| Responding And initiating | Experimental | 3 1 | 5.26 | 0.965 | 6 1 | 4.7284 | .000014 Sig. at 0.01 |
| | Control | 3 2 | 4.16 | 0.884 | | | |

Table 2. shows that the estimated t- values of the speaking sub-skills were statistically significant in favor of the first experimental group. Which reveals that the experimental group outperformed the control group in overall speaking performance in general and in each main speaking subskill of the study.

Recommendations

In the light of the research results and researcher observations, the following recommendations can be made:

For curriculum designers:

- Speaking skill should receive more attention in order to develop it in pre university stages, especially in the preparatory stage.
- Using systematic ways to evaluate and test students speaking skills and training teachers on how to assess and evaluate their students' speaking skills, because many students think that only the skills that are tested through exams are important. Evaluation also helps in identifying students' strengths weaknesses and how to treat them.

For teachers:

- Using a variety of student-centered strategies to help students gain more confidence while speaking in English language specially in the Egyptian context.
- Teacher should be aware of the different speaking sub-skills such as fluency and accuracy and asses them separately as possible.
- Giving speaking skill more practicing and attention in English language classrooms.
- Teachers' role is to facilitate and guide their students during teaching and learning process, so it is important to give them more time to participate and engage in this process to make them active learners not passive ones.

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