



# أثر استخدام بعض استراتيجيات التدريس التفاعلية في تحسين مهارات التحدث

إعداد

أ/ هديل حسن محمد عبد الله  
رسالة مقدمة لنيل درجة الماجستير

مجلة رعاية وتنمية الطفولة ( دورية - علمية - متخصصة - محكمة )  
يصدرها مركز رعاية وتنمية الطفولة - جامعة المنصورة  
العدد الثالث عشر - ٢٠١٥ م

## أثر استخدام بعض استراتيجيات التدريس التفاعلية في تحسين مهارات التحدث

اعداد

أ/ هديل حسن محمد عبد الله  
رسالة مقدمة لنيل درجة الماجستير

### ملخص الرسالة

لقد تم إجراء الدراسة بهدف تحديد أثر استخدام بعض استراتيجيات التدريس التفاعلية في تحسين مهارات التحدث لدي تلاميذ المرحلة الإعدادية عن طريق استخدام العصف الذهني، لعب الأدوار، مناقشة الفصول الدراسية. تتكون عينة هذه الدراسة الشبه تجريبية من ٧٠ تلميذا بالصف الثاني الإعدادي بمدرسة كوم بني مراس الإعدادية حيث انه قد تم اختيارهم بطريقه عشوائية وتم تقسيمهم إلي مجموعة ضابطة ومجموعة تجريبية. تم استخدام أداتين في هذه الدراسة وهم استبيان لتحديد مهارات التحدث المناسبة للعينة و الاختبار القبلي البعدي للتحدث. لقد تم استخدام اختبار (t-test) من اجل مقارنة متوسط درجات المجموعة الضابطة والمجموعة التجريبية. لقد أظهرت نتائج الدراسة أن المجموعة التجريبية (التي استخدمت بعض استراتيجيات التدريس التفاعلية) تفوقت على المجموعة الضابطة في التطبيق البعدي لاختبار التحدث. لذلك يمكن استنتاج أن استخدام استراتيجيات التدريس التفاعلية لها تأثير ايجابي في تحسين مهارات التحدث للعينة المستهدفة.

### المقدمة:

اللغة هي وسيلة الاتصال. يستخدم الناس اللغة في نقل المعلومات و الرسائل والتعبير عن أفكارهم وعواطفهم. كما أن اللغة تستخدم أيضا لمعرفة آمال وطموحات وأفكار كل شخص. وعلاوة علي ذلك، تستطيع اللغة أن تخدم احتياجات البشر في تواصلهم في جميع الصناعات،

مثل الصناعات التحويلية ، العسكرية، الأعمال التجارية، السياحة، النقل، الرياضة، والعلاقات الدولية وخصوصا في مجال التعليم (Jondeya,2011).

وتبدو مهارة التحدث أهم واحدة مابين مهارات التحدث الأربعة. ويشار إلي الأشخاص الذين يعرفون لغة على أنهم " الناطقين بهذه اللغة" كما لو كان التحدث يدمج كل المهارات الأخرى، والعديد، إن لم يكن معظم متعلمي اللغة الأجنبية مهتمون بشكل أساسي بمهارة التحدث (Ur, 2006). يقتضي التحدث أن المتعلمين ليس فقط يعرفون كيفية إنتاج نقاط محددة للغة كالقواعد والنطق والمفردات (الكفاءة اللغوية)، ولكنهم يتفهمون أيضا متى و لماذا وبأي الطرق لإنتاج اللغة (الكفاءة اللغوية الاجتماعية) (Cunningham, 1999)

مهارة التحدث مهارة حيوية وهامة مثل أي مهارة لغوية أخرى : سواء القراءة والكتابة والتحدث والاستماع، ومن الواضح أنها تظهر في كل مستويات اللغة الانجليزية، حتى في حالة متعلمي اللغة الانجليزية كلغة أجنبية. لتدريس مهارة التحدث يعني تعليم الدارسين لإنتاج الأصوات بشكل صحيح باستخدام المفردات في جمل صحيحة نحويا متماسكة وبطلاقة. كما أكد Peregoy & Boyle (2001,p.107) أن " الاستماع، التحدث، القراءة، الكتابة يحدثون معا بشكل طبيعي في إجراءات التعلم في المدرسة في جميع المراحل الدراسية، على الرغم من أنهم كان يتم تدريسهم بشكل منفصل.

يجب علي المتعلمين أن يكتسبون مهارة التحدث من خلال تفاعلاتهم مع بعضهم البعض. على الجانب الآخر، فإنه من الصعب على متعلمي اللغة الانجليزية كلغة أجنبية أن يتحدثون الانجليزية بشكل ملائم في الفصول الدراسية بسبب الاستخدام المحدود للغة في حياتهم الواقعية. تعد مهارة التحدث هي واحدة من المهارات التي تم تجاهلها في مدارسنا. في كثير من الأحيان يواجه تلاميذ المرحلة الإعدادية بعض المشكلات في إتقان مهارات التحدث. AlGhussain(2001) أظهر شكاوي عديدة من قبل المعلمين لرصد المستوي المنخفض للتلاميذ في اللغة الانجليزية. ونتيجة لذلك، يحتاج الطلاب إلي فرصة أخرى لممارسة اللغة الانجليزية وتوظيفها داخل وخارج الفصول الدراسية.

يجب علي المعلمون أن يختاروا الأنشطة التي تعزز تعلم التلاميذ وان تتجنب تلك التي هي مضيعة لوقت المعلمون والتلاميذ. أكد (Good&Brophy (2000, p.30 أنه " يجب أن يكون التعليم ممتعا، ومشكلات الدافع تنصدر الموقف لان المعلم إلى حد ما قد حول نشاط ممتع في حد ذاته إلى عمل شاق". على الرغم من أهمية مهارة التحدث كوسيلة هامة للاتصال، فان العديد من التلاميذ يواجهون صعوبات كثيرة عندما يتحدثون في حصص اللغة الانجليزية، وبالتالي فان استخدام بعض استراتيجيات التدريس التفاعلية كالعصف الذهني وتبادل الأدوار ومناقشات الفصول الدراسية قد يكونوا وسيلة ممكنة لتعزيز مهارات التحدث لدي التلاميذ.

#### الدراسة الاستطلاعية:

تشير نتائج الجدول إلي أن معدل درجات التلاميذ منخفض. هذا يوضح المستوي المنخفض للتلاميذ في مهارات التحدث. لذلك، كان من الضروري دراسة هذه المشكلة وإيجاد حل ملائم لتحسين مهارات التحدث لدي التلاميذ. وبالتالي، فان هذه الدراسة اقترحت بعض استراتيجيات التدريس التفاعلية لتحسين مهارات التحدث لتلاميذ المرحلة الإعدادية.

#### مشكلة الدراسة:

اعتمادا علي ملاحظات الباحث، الإطار النظري ونتائج الدراسة الاستطلاعية، لقد كان واضحا أن تلاميذ الصف الثاني الإعدادي يواجهون العديد من مشكلات التحدث في استخدام الكلمات، القواعد، النطق، الطلاقة. ربما ترجع هذه الصعوبات إلي نقص استخدام استراتيجيات التدريس التفاعلية داخل الفصول. لذلك هناك حاجة إلي استخدام بعض استراتيجيات التدريس التفاعلي التي من الممكن أن تعزز مهارات التحدث.

#### أسئلة الدراسة :

في ضوء ما سبق ذكره، تسعى هذه الدراسة إلي الإجابة على الأسئلة التالية :

- ١- ما هي إستراتيجيات التدريس التفاعلية الملائمة لتحسن مهارات التحدث لدي تلاميذ المرحلة الإعدادية؟

٢- ما هو أثر استخدام بعض استراتيجيات التدريس التفاعلية في تحسين مهارات التحدث لدى تلاميذ المرحلة الإعدادية؟

• إلي أي مدى استخدام بعض استراتيجيات التدريس التفاعلية تحسن مهارة النطق لدى التلاميذ؟

• إلي أي مدى استخدام استراتيجيات التدريس التفاعلية تحسن مهارة القواعد لدى التلاميذ؟

• إلي أي مدى استخدام استراتيجيات التدريس التفاعلية تحسن مهارة المفردات اللغوية لدى التلاميذ؟

• إلي أي مدى استخدام استراتيجيات التدريس التفاعلية تحسن مهارة الطلاقة لدى التلاميذ؟

*Abstract***The Effect of Interactive Teaching Strategies in  
Enhancing EFL Speaking Skills**

The present study was conducted to determine the impact of using some interactive teaching strategies on improving the EFL speaking skills for preparatory stage pupils namely, brainstorming, role playing and classroom discussion. The sample of this quasi experimental study consisted 70 pupils in the second year preparatory stage at KoumBaniMeras preparatory school, they were selected randomly and were assigned to a control group and an experimental one. Two instruments were used in this study, namely a questionnaire to determine the speaking skills appropriate for the sample and a pre- post speaking test. T test was used to compare the mean scores of the control and experimental groups. Results of the study revealed that the experimental group (using some interactive teaching strategies) outperformed the control group on the post administration of the speaking test. Thus it was concluded that using interactive teaching strategies had positive effects on improving speaking skills of the target sample. A number of recommendations and suggestions for further research were presented.

**Introduction:**

Language is a means of communication; People use language in transmitting information or messages and expressing their thoughts and emotions. Language is also used to state everyone's hopes, ambitions, and thoughts. Moreover, language can serve the human requests in their communication in all sectors, such as manufacturing, military, business, tourism, transport, sports, international relations, and especially in education (Jondeya, 2011).

The speaking skill could be considered the most important one among the four language skills. People who know a language are referred to as "speakers of this language", as if speaking integrated all other types of skills, and many, if not most foreign language learners are mainly interested in learning to speak (Ur, 2006). Speaking needs that learners not only recognize how to produce specific points of language for example grammar, vocabulary or pronunciation, (linguistic competence), but also they recognize when, why and in what ways to produce language (sociolinguistic competence) (Cunningham,1999).

The speaking skill is as vital as any other language skill: whether reading, writing, speaking and listening, obviously appear together in every English class, even in the EFL situation. To teach the speaking skill is to teach the learners to produce English sounds properly using vocabulary in grammatically accurate sentences

coherently and fluently. Peregoy & Boyle (2001, p.107) affirmed that, *“Listening, speaking, reading and writing also take place naturally together in learning proceedings in school at all grade levels, even though usually they were taught separately”*.

EFL learners are supposed to achieve the speaking skill through interaction with each other. On the other hand, it is difficult for EFL learners to speak appropriate English in the classroom because of the narrow language use in their real lives. Aspects as pronunciation, vocabulary, fluency, grammar, intonation, tone of voice, stress, choice of words and efficiency of communication should be taken into thought. Speaking is one of the neglected skills in public schools. Most EFL teachers do not teach the speaking skills and some of them adopt the traditional methods to teach speaking, so preparatory stage pupils often find some troubles in mastering speaking skills. Al Ghussain (2001) demonstrated that many complaints are being raised by teachers observing pupils' low level in English language. As a result, pupils need more opportunity to practice English and employ it communicatively inside and outside the language classroom.

Instructors ought to select activities that enhance pupils' learning and avoid ones that are a waste of instructors' and pupils' time. Good & Brophy (2000, p.30) asserted that *“Learning should be pleasurable, and motivation problems come into view because the teacher somehow has converted an inherently enjoyable activity into*



*drudgery*". Although the importance of the speaking skills as a crucial means for communication, pupils face many difficulties when they speak in EFL classes, So the use of some interactive teaching strategies as brainstorming, role playing, classroom discussion could be a possible means to enhance pupils' speaking skills.

Richards & Renandya (2005: 209) stated that effective interactive strategies should be controlling, involving learners in using English for a diversity of communicative purposes. The give-and-take relations of messages will enable learners to create conversation that conveys their interactions in real-life contact. Interactive teaching strategies as (Brainstorming, Role playing, Classroom discussion) have proved to improve speaking skills.

#### Review of literature

Language learning strategies demonstrate significant association with language attainment, the use of language learning strategies has confirmed to be one predictor of successful language learning. Lessard-Clouston (1997) indicated that language learning strategies can contribute to the development of the learners' speaking skills. These strategies are based on the activity of the learner through practical learning, providing chances for real life, field visits, oral presentations, and educational games to accomplish specific learning objectives. Among these strategies that assist in improving the speaking skills are interactive teaching strategies.

Interactive teaching involves active involvement and participation by the learners in order that they are no longer passive learners in the teaching learning process, interactive teaching method is a new tendency in education. In this method, the educator modifies his or her approach in response to the requirements of the learners by using different interactive strategies. The Interactive teacher must be aware of the learners and their different learning methods. Through personal interactions, the instructors work to positive development of the personality of the pupil in an expected manner (Alegaonkar, 2007). Classroom interactions between foreign language learners and their instructors have been one of the most discussed subjects in both classroom research and second language acquisition research (Wu, 1998). Latest studies on classroom interaction have paid more attention to learner talk, examining not only the language created by learners in response to the teacher, but also their communication strategies and learner interaction (Carter&Nunan (2001)).

Many researchers indicated the significance of classroom interaction in EFL language instruction as it is a vital aspect in a number of reasons. Firstly, it supplies specific ways for learners to get specific language usages. Secondly, it gives authentic communication chances in the classroom. Thirdly, an interaction consequences in collaborative exchanges of thoughts or negotiation of meaning which is necessary for language development (Brown,

2000). An interaction refers to communication between individuals, particularly when they are negotiating meaning to make communication easy (Ellis, 1999). Interaction is necessary not only because it supplies non-native speakers with an opportunity to obtain input, made understandable through negotiation, but also because this interaction provides non-native speakers with chances to modify their speech for another learner so that the output is more comprehensible. An interaction provides an authentic communication in classroom location. In real-life communication, the language is usually used to convey ideas ( Lightbown&Spada, 1999).

An interaction is a collaborative exchange of ideas or negotiation of meaning (Brown, 2001). The importance of interaction between human beings as they use language in different contexts to negotiate meaning, is that an idea is taken out of one person's head and into the head of another person. Classroom interaction can aid monitor pupils by interacting with their teacher and communicating their immediate troubles through interaction with their teachers or their peers. Interaction in the class time is important because pupils can take these chances to improve their language ability. In addition, pupils have opportunities to speak as the real life situation in classroom setting and they can exchange their thoughts and negotiate their meaning of speech.

*Types of Interactive Teaching Strategies:***(1) Classroom discussion**

Classroom discussion, one of the most vital class strategies for improving pupils' communicative ability, it is gradually being applied to teach English as a Foreign Language. Classroom discussion refers to any classroom activity in which the whole class is divided up into pairs or larger groups. Hess (2009) described discussion as "A public speak about something upon which the group looks for improving its knowledge, understanding and/or judgment and it will be of a suitable form". Murdibjono (2001) indicated that classroom discussion is valuable because pupils have more time to practice speaking and, as pupils practice speaking with colleagues they have already known, they are not hindered by psychological barriers. The researcher defined classroom discussion as it is the free exchange of information among three or more educators which could include the instructor and it is a technique which seeks to provide an opportunity for pupils to engage in peer-to-peer learning.

**(2) Brainstorming**

Brainstorming strategy is one of the most important strategies in provoking creativity and solving problems in the educational, commercial, industrial and political fields. It means the use of brain to the active problem solving and the brainstorming session aims to

develop creative solutions to problems (Jarwan, 2005). The brainstorming process involves the generation, exchange and individual-level processing of ideas, discussing the results of the individual-level processing within the group, leading to the integration of the ideas (Homan et al. 2007). Assuming that no one individual has sufficient information to generate the best idea, idea integration becomes a key to realizing more fully the value of the individually generated ideas (Robert et al. 2008).

### (3) Role Playing

Ladousse (2004) investigated that " *Role playing is one of the whole gamut of communicative techniques which improves fluency in language pupils, which promotes interaction in the classroom, and which raises motivation*". Role playing is vital in teaching speaking because it gives pupils an opportunity to practice in different social contexts and in different social roles. Additionally, it also allows pupils to be creative and to put themselves in the artificial in another person's place for a while. Learners take roleclassroom environment which instructors have to arrange tofacilitate the environment in the appropriate social context for foreignlanguage use. Throughout taking on a variety of roles, learners will be able to practice the language according to the setting, the degree of politeness required, and the language functions required for different roles. In role playing, a language is not studied but used (Larsen-Freeman, 2001).

The researcher defined role playing as it is a kind of communicative activity in which the pupil plays the part of somebody else in a specific situation. It is a good strategy to improve cultural knowledge because they give a relatively safe and protected situation in which pupils can make cultural and language errors without feeling too threatened.

Speaking is one of the four macro skills essential for effective communication in any language, mainly when speakers are not employing their mother tongue. As English is generally used as a means of communication, particularly in the internet world, speaking skills should be improved along with the other skills as these integrated skills will improve communication achievement with native speakers of English and other members of the international community together. Speaking is a very vital language skill as it is an interactive process which creates meaning that involves producing, receiving and processing information orally (Florez, 1999).

Fauziati (2002:145) confirmed that to increase pupils' speaking mastery, the teacher should be concerned with the student-to-student-interaction. The large part of time in the process of learning speaking is subjected by pupils. Afterwards, it is dominated by the instructor. Generally, speaking skill is the ability to talk, to address, to make known, to use or be able to use a given language in the real

communication. Practicing the speaking skill of the foreign language is not as knowing about this language. Echevarria et al (2008) affirmed that the difference between the awareness of how things must be done and the ability to do these things is crucial in the learning process. learners often find some difficulties when practicing the speaking skill, even persons who know about the system of the foreign language.

#### Sub Skills of the Speaking Skill

As Brown (2004:140) indicated, the sub skills of speaking are conducted as pronunciation, grammar, vocabulary, and fluency.

#### Pronunciation:

Widiastuti (2008) stated that "Pronunciation is the way for pupils' to produce clearer language while they speak. It deals with the phonological procedure that refers to the constituent of a grammar made up of the aspects and principles that determine how sounds differ and pattern in a language". English language has been believed by either native speakers or non native speakers as a complicated and hard language because of its pronunciation. Pupils, then who desire to progress their speaking skill in English must practice pronunciation usually. They must be aware of the different sounds and their features and wherever they are made in one's mouth.

**Grammar:**

According to Eleni (2011), Grammar plays an essential role in language learning. Recognizing a language means that a learner has obtained the ability to produce grammatically satisfactory sentences in the target language together with an ability to use these forms properly as the occasion demands. This indicates that learning grammar is a mark for good language learning and a key component of language teaching as well. It is desirable for pupils to put in order a correct sentence in conversation. It is along the lines of clarification recommended pupils' capability of manipulating structure and to distinguish appropriate grammatical type in appropriate one.

**Vocabulary:**

"Ones can't communicate effectively or express their thoughts both oral and written form if they don't have enough vocabulary. So, vocabulary means the appropriate pronunciation which is used in communication" (Widiastuti, 2008). One can't communicate effectively or express their thoughts both oral and written form if they do not have adequate vocabulary. So, vocabulary means the suitable diction which is used in communication (Widiastuti, 2008). Language teachers, must process considerable knowledge on how to supervise an interesting classroom thus the learners can achieve a great success in their vocabulary learning. Pupils often find difficulties when they attempt to express what they want to say, they



don't have the appropriate vocabulary, and they occasionally use words incorrectly like in the case of synonyms that do not carry the same meaning in all contexts. Pupils after that, have to be able to use words and expressions precisely. According to Harmer (2001), the awareness of the word classes also lets speakers to present well formed utterances. The researcher defined vocabulary as the appropriate diction which is used in communication. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

**Fluency:**

The major goal teachers wish to realize in teaching the productive skill of speaking is oral fluency; it is the central characteristics of the speaker performance. Hughes (2002) defined fluency as *"The capability of expressing oneself in an intelligible, reasonable and perfect way without extra hesitation, otherwise the communication will fail because listeners will lose their interest"*. To realize this goal, the teachers then should teach learners to use their personal language liberally to express their own thoughts and then avoid imitations of a model of some kind. One can say, fluency is the capacity to respond in a coherent method through linking the words and phrases efficiently, pronounce the sounds clearly, by means of stress and intonation, i.e. doing every one of these quickly.

### Related study

Rajab (2013) investigated teacher instructional practices within EFL secondary school class-rooms in Syria. Despite official attempts to introduce a Communicative Language Teaching approach, detailed discourse analysis exposed a traditional textbook-directed, teacher-controlled transmission mode of teaching, focusing on rote learning and mechanical practice rather than meaningful interaction to improve language skills and understanding. Based on the analysis, the study highlighted the need to supply in teachers' professional development, mainly during the critical phase of curriculum innovation, to support communicative approaches in the Syrian educational system. Drawing on the results of the study regarding the interactional and discourse performs of Syrian secondary EFL teachers, the thesis investigated the training needs of teachers in the light of recent improvements to the English language curriculum.

Abd El-Razek (2010 ) examined the efficiency of a program based on reciprocal teaching in increasing instructional speaking skills of English department learners in Faculties of Education. The subjects in this study were twenty-two third year English Department pupils in Port-said Faculty of Education in the academic year 2009-2010. The results of the study exposed that there was a statistically significant difference between the mean scores of the pupils in the pre-post test of instructional speaking skills, in favor of the post test.

This pointed out the competence of the proposed program in improving the subjects' instructional speaking skills.

**Statement of the Problem:**

Based on the researcher's observations, literature review and the results of the pilot study, it was clear that second year preparatory stage pupils seem to have many speaking difficulties in using vocabulary, grammar, pronunciation and fluency. These difficulties could be due to the lack of the appropriate teaching strategies inside the classrooms. So there was a need for using some interactive teaching strategies that might enhance speaking skills.

**Questions:**

In the light of what has been mentioned above, the present study attempted to answer the following questions:

1. What are the interactive teaching strategies appropriate for improving the speaking skills for prep. Stage pupils?
2. What is the effectiveness of using some interactive teaching strategies in improving EFL speaking skills for second year prep.stage pupils? This question subdivided into four sub questions:
  - 2.1. How far does the use of some interactive teaching strategies improve the pupils' pronunciation?

- 2.2. To what extent does the use of interactive teaching strategies in EFL classes improve the pupils' grammar?
- 2.3 To what extent does the use of some interactive teaching strategies in EFL classes improve the pupils' vocabulary?
- 2.4 How far does the use of interactive teaching strategies in EFL classes improve the pupils' fluency?

**Purpose:**

The present study aimed at investigating the effectiveness of using some interactive teaching strategies in improving the EFL second year prep. stage pupils' speaking skills (fluency, pronunciation, grammar and vocabulary).

**Hypotheses:**

**This study verified the following hypotheses:**

1. There was not a statistically significant difference between the mean scores in the speaking test of the control group in the pre and post application of the speaking test.
2. There was a statistically significant difference between the mean scores of the pre test and the post test of the experimental group in the speaking test in favor of the post-test.
3. There was a statistically significant difference between the mean scores of the control group and those of the experimental group in the post application of the speaking test in favor of the experimental group.

***Methodology:******Participants and Settings:***

The participants of the study consisted of two second year classes from KoumBaniMeras preparatory school, Mansoura, Dakahlia governorate. One class of 35 pupils comprised the experimental group and received interactive teaching strategies. The other class of 35 pupils served as a control group and received only the traditional teaching methods. The decision to select second year preparatory stage pupils, arises from the fact that this is the age When pupils officially start their EFL speaking exercises at schools. Both groups are from the same region, of the same age and have the same teacher.

***Research Design***

This is a quasi-experimental study. A pre-post speaking test is administered on both control and experimental groups to measure their speaking skill. The experimental group was taught using some interactive teaching strategies to develop their speaking skills, while the other one represented the control group which was taught using the traditional methods.

***Instruments of the Study:***

*The present study employed the following:*

**1- A Questionnaire**

A questionnaire is prepared to determine the most important speaking skills needed at the second year preparatory stage.

## 2- A Pre/post Speaking Test

The test included three sections. The Pre/post speaking test was designed by the researcher to determine the level of second year preparatory stage pupils' speaking skills, mainly (pronunciation, vocabulary, fluency, and grammar).

### A Rubric

A rubric is developed to measure second year preparatory stage pupils' speaking skills.

### Significance of the Study:

The present study was significant in a number of ways:

1. Identifying the interactive teaching strategies that used by second year preparatory stage pupils.
2. Attempting to explore to what extent the preparatory stage pupils employ interactive teaching strategies for their speaking skills.
3. Bridged the gap between interactive teaching strategies and speaking skills of preparatory stage pupils since research conducted on exploring the effect of using some interactive teaching strategies on improving speaking skills was limited.
4. It was useful to enrich the field of research on interactive teaching strategies of the preparatory stage pupils.

5. Investigated the impact of interactive teaching strategies on academic speaking skills of preparatory stage pupils.

### **Definitions of Terms:**

The following key words are conceptually and operationally defined:

#### ***Interactive Teaching Strategies:***

" Interactive teaching is that kind of teaching where there is two way communication between the teacher and the pupils; pupil to pupil. The teacher always monitors and responds to pupils' thoughts as he/she continues teaching by regulating the flow and focus of the session in response to how pupils are thinking with the aim of letting pupils to dig deeper into meanings of the perceptions" (Moyles et al, 2003).

" Interactive teaching method contains Interactive teaching strategies for e.g. Group Discussions, role playing method, Question-answers etc. It is a method of having interactions in the class room for construction of knowledge" (Uplane&Rokade, 2014).

*The researcher defined interactive teaching strategies as those that engage the active participation of pupils in the learning process .It is a method of having interactions in the class room for production of knowledge throughout brainstorming, role playing and classroom discussion.*

### Speaking Skills:

According to Hybel& weaver (2001), " Speaking is any practice in which people share information, thoughts and feelings, it engages all of body language gesture and style-anything that includes meaning to a message"(p.45).

Egan &Kulman (1998), investigated it as " The ability of the person to carry out in suitable ways communicative tasks which are normally encountered where the language is natively spoken.

*The researcher defined speaking asa productive skill and it is the method of sharing with other humans, one's thoughts, interests, attitudes, opinions or ideas, so it is the capability of the human to carry out communicative tasks. It consists of pronunciation, fluency, grammar and vocabulary.*

### **Results and discussion**

#### *Testing the first hypothesis:*

There is not a statistically significant difference between the mean scores in the speaking test of the control group on the pre and post administration of the speaking test.

T. Test was used to test the first hypothesis which addressed the differences between the mean scores of the control group pre and post administration of the speaking test. Table (4) shows the results.



Table (4): Results of T. Test, Standard Deviation, Mean score of the control group on the pre - post administration of the speaking test

Group variables	pre cont		Post cont		T-Value	Sig
	Mean	Std. deviation	Mean	Std. deviation		
Vocabulary	4.42	2.0	4.34	2.30	0.168	No sig
Pronunciation	3.85	2.10	4.40	2.37	0.967	
Fluency	3.31	1.94	3.48	1.59	0.171	
Grammar	3.2	1.38	3.51	1.19	0.945	
Total	14.80	4.12	15.74	4.20	0.891	

Results in table 4 showed that there was not a statistically significant difference between the mean scores of the control group in the pre\_ post application of the speaking test in the total score and in the four sub skills (Vocabulary, Pronunciation, Fluency, Grammar). This leads the researcher to test the other hypotheses using T. Test to verify them.

*Testing the second hypothesis:*

There was a statistically significant difference between the mean scores of the pre test and the post test of the experimental group in the speaking test in favor of the post test.

The following table shows results concerning the second hypothesis which addressed the difference between the mean scores of the experimental group on the pre – post administration of the speaking test in the total score and in the four sub skills (Vocabulary, Pronunciation, Fluency, Grammar).

**Table (5): Results of T. Test, Standard Deviation, Mean score of the experimental group on the pre – post administration of the speaking test**

Group Variables	Exp. Pre		Exp. Post		T- value	Sig.
	Mean	Std. deviation	Mean	Std. deviation		
Vocabulary	3.85	1.52	9.05	0.87	18.74	0.001
Pronunciation	3.68	1.07	8.77	1.00	18.62	
Fluency	3.40	1.35	8.71	0.893	20.55	
Grammar	3.40	1.09	8.60	0.881	22.49	
Total	14.34	3.07	35.14	1.35	35.98	

Table 5 shows that the mean score of the experimental group on the post administration of the speaking test in the total score and in the four sub skills (Vocabulary, Pronunciation, Fluency, Grammar) is higher than the pre administration of the speaking test. The table illustrates that estimated T. Value is significant at .001 levels. This indicates that there is a statistically significant difference between the mean scores of the pre and post test in the speaking test in favor of the post test. In turn, these results answer the study questions.

Estimate the effect size ( $\eta^2$ ) To get the effect size of the application of the interactive teaching strategies on the post speaking test between the experimental and the control group, the square of eta ( $\eta^2$ ) was calculated. Table (6): illustrates value of ( $\eta^2$ ) and levels of effect size.

Table (6): Value of ( $\eta^2$ ) and Levels of Effect Size

Variables	T value	T value <sup>2</sup>	Degree free	Eta square	Sig.
Vocabulary	18.74	351.19	34	0.91	High
Pronunciation	18.62	346.70	34	0.91	
Fluency	20.55	408.85	34	0.92	
Grammar	22.49	505.80	34	0.94	
Total	35.98	1294.56	34	0.97	

It is clear from table 6 that there is a statistically significant difference between the main scores of the experimental group the pre and the post administration of the speaking test regarding each sub-skill of speaking and regarding the speaking skills as a whole:

- In vocabulary, the value of Eta square was (.91) which indicates a high effect, and it also reflects that 91% of the variance in pupils' vocabulary can be attributed to the experimental treatment.
- In pronunciation, the value of Eta square was (.91) which indicates a high effect, and it also reflects that 91% of the variance in pupils' vocabulary can be attributed to the experimental treatment.
- In fluency, the value of Eta square was (.92) which indicates a high effect, and it also reflects that 92% of the variance in pupils' vocabulary can be attributed to the experimental treatment.
- In grammar, the value of Eta square was (.94) which indicates a high effect, and it also reflects that 94% of the variance in pupils' vocabulary can be attributed to the experimental treatment.
- In the total of all the four speaking sub skills, the value of Eta square was .97 which indicates a high effect, and it also indicates that 97% of the variance in pupils' speaking skills can be attributed to the experimental treatment.

*Testing the third hypothesis:*

There is a statistically significant difference between the mean scores of the control group and those of the experimental group in the post application of the speaking test in favor of the experimental group.

T. Test was used to test the third hypothesis which handled the difference between the mean scores of the control group and those of the experimental group in the post application of the speaking test in the total score and in the four sub skills (Vocabulary, Pronunciation, Fluency, Grammar). Table (7) illustrates the results.

**Table (7): Results of T. Test, Standard Deviation, Mean score of the control and experimental group on the post administration of the speaking test**

Group Variables	Cont		Exp		T-value	Sig.
	Mean	Std. deviation	Mean	Std. deviation		
Vocabulary	4.34	2.30	9.05	0.87	11.33	0.001
Pronunciation	4.40	2.37	8.77	1.00	10.01	
Fluency	3.48	1.59	8.71	0.893	16.90	
Grammar	3.51	1.19	8.60	0.881	20.23	
Total	15.74	4.20	35.14	1.35	25.99	

In vocabulary, the statistical analysis in the table above shows that  $t$ -value equals 11.33 ( $t = 11.33$ ) and this value is significant at 0.001 level. This indicates that there is a statistically significant difference between the mean scores of the experimental and the control groups in vocabulary in favor of the experimental group on the post administration of the speaking skills test as the mean score of the control group was ( $M= 4.34$ ) and that of the experimental group was ( $M= 9.05$ ) which is remarkably higher.

In pronunciation, the statistical analysis in the table above shows that  $t$ -value equals 10.01 ( $t = 10.01$ ) and this value is significant at 0.001 level. This indicates that there is a statistically significant difference between the mean scores of the experimental and the control groups in pronunciation in favor of the experimental group on the post administration of the speaking skills test as the mean score of the control group was ( $M= 4.40$ ) and that of the experimental group was ( $M= 8.77$ ) which is remarkably higher.

In fluency, the table above shows that  $t$ -value equals 16.90 ( $t = 16.90$ ) and this value is significant at 0.001 level. This indicates that there is a statistically significant difference between the mean scores of the experimental and the control groups in fluency in favor of the experimental group on the post administration of the speaking test as the mean score of the control group was ( $M= 3.48$ ) and that of the experimental group was ( $M= 8.71$ ) which is remarkably higher.

In grammar, the table above shows that  $t$ -value equals 20.23 ( $t = 20.23$ ) and this value is significant at 0.001 level. This indicates that there is a statistically significant difference between the mean scores of the experimental and the control groups in grammar in favor of the experimental group on the post administration of the speaking skills test as the mean score of the control group was ( $M= 3.51$ ) and that of the experimental group was ( $M= 8.60$ ) which is remarkably higher.

The statistical analysis in the table above shows that  $t$ -value equals 25.99 ( $t = 25.99$ ) and this value is significant at 0.001 level. This indicates that there is a statistically significant difference between the mean scores of both groups in speaking skills as a whole in favor of the experimental group on the post-test, as the mean score of the control group was ( $M= 15.74$ ) and that of the experimental group was ( $M= 35.14$ ) which was remarkably higher.

Consequently, the results of table 7 revealed that there is a statistically significant difference between the mean scores of the control group and the experimental group in the post application of the speaking test in the total score and in the four sub skills (vocabulary, pronunciation, fluency and grammar) at 0.001 level in favor of the experimental group. This difference is due to the application of the interactive teaching strategies.

**Conclusions:**

With reference to the results of this study mentioned above, the following points were concluded:

1. The present study provided evidence to the effectiveness of using some interactive teaching strategies in improving the pupils' speaking skills. The results add to the validity of other studies investigating similar aspects such as that of Nassef(1999), Al-Ruhaily(2011), Mater(2013).
2. The current study highlighted the possibility of using some interactive teaching strategies ( brainstorming, role playing, classroom discussion) for improving the speaking skills (vocabulary, grammar, pronunciation, fluency) among second year preparatory school pupils.
3. Interactive teaching strategies integrate so many aspects that enhance active learning towards speaking skills.

**Recommendations:**

In the light of the results and conclusions of this study, the following recommendations are suggested:

- Curriculum designers, EFL teachers and school administrators should include more interactive teaching strategies as a useful tool to help students to improve their speaking skills



- Faculty of education should train in service teachers on the different strategies of interactive teaching strategies and its effects on speaking skills.
- Ministry of education should train EFL teachers with respect to the use of interactive teaching strategies in order to help their students to learn speaking skills.
- Course designers should consider the inclusion of interactive teaching strategies when developing EFL courses particularly at prep school level.
- Recent methodologies among them the interactive teaching strategies should be taken into consideration by EFL teachers.
- Students should be encouraged to speak the target language with their classmates.
- EFL researchers should focus on the speaking skill as it is at the heart of language learning and should conduct more research on new trends to the English language.

**References:**

1. Abd El-Razek,S. (2010).*The Effectiveness of a Program Based on Reciprocal Teaching in Developing Instructional Speaking Skills for English Department Students in Faculties of Education*. thesis (M. Sc.) . Faculty of Education.Port Said University.
2. Alegaonkar, P.M.(2007) Psychology of Learning and teaching. DiliprajPrakashan .Pvt Ltd. P 23.
3. AL- Ghussain, R. (2001)."*Factual Oral Communication Techniques in Teaching English for Gazan 10th Grade Students* ".Unpublished thesis.Faculty of Education, AL- Azhar University, Gaza.
4. Brown, D. (2000). Principles of language learning and teaching (4 th ed.). NewYork: Longman.
5. Brown, D. H.(2001). Principles of Language Learning and Teaching. San Francisco: Addison Wesley Longman, Inc..
6. Brown, H. D. (2004). Language Assessment: Principles and Classroom Practices. New York: Pearson Education.
7. Carter, R. &Nunan, D. (2001).*The Cambridge guide to teaching English to speakers of other language*. United Kingdom: Cambridge University Press.

8. Cunningham, F. M. (1999).English language learners' speaking skill. Eric Digest. Retrieved January, 15, 2009, from, <http://www.eric.ed.gov>
9. Dreu (2007).Bridging fault lines by valuing diversity: Diversity beliefs, information elaboration, and performance in diverse work groups. *Journal of Applied Psychology*, 92(5): 1189-1199.
10. Echevarria, J., Vogt, M.E. & Short, D.J. (2008).Making Content Comprehensible for English Learners: The Siop Model. New York: Pearson Education.
11. Ellis, R. (1999). Input-based approaches to teaching grammar: A review of classroom-oriented research. *Annual Review of Applied Linguistics*, 19: 64-80.
12. Eleni, P. (2011). *Effective Grammar Teaching: Lessons from Confident Grammar Teachers: TESOL in Context*, v.21, N.2, P.34-51.
13. Fauziati, E. (2002). Teaching English as foreign language (TEFL). Surakarta: Muhammadiyah University Press.
14. Florez, M.C. (June,1999). *Improving Adult English Language Learners' Speaking Skills*.National Center for ESL Literacy Education. Retrieved July 20, 2012 from <http://www.cal.org/ncl/digests/speak.htm>

15. Good, T. & Brophy, J. (2000). *Looking in classrooms*. (8th ed). New York, Longman.
16. Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education Limited.
17. Hess, D. (2009). *Controversy the Classroom: the Democratic Power of Discussion*. (1<sup>st</sup> ed.). New York: Taylor & Francis.
18. Homan, A.C., D. van Knippenberg, G.A. Van Kleef, & C.K.W. De
19. Lightbown, P. & Spada, N. (1999). *How languages are learned*. Oxford: Oxford University Press.
20. Hughes, R. (2002). *Teaching and Researching Speaking*. New York: Pearson Education.
21. Jarwan, F. (2005). *Teaching Thinking: Definition and applications*. Amman: Dar Al-fikr. Jordan.
22. Jondeya, R. (2011). *The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza Governorate Schools*. M.A. thesis. Faculty of Education. Al- Azhar University.
23. Ladousse, G. P. (2004) *Role Play*. Oxford: Oxford University Press.

24. Larsen-Freeman, D. (2001). *Techniques and Principles in Language Teaching*. (2nd ed.). New York, NY: Oxford University Press.
25. Lessard- Clouston, M. (1997). Language learning strategies: An overview for L2 teachers. *The Internet TESL Journal*, 3(12). [online] Available: [www.aitech.ac.jp/~iteslj/articles/lessard-cloustonstrategy.html](http://www.aitech.ac.jp/~iteslj/articles/lessard-cloustonstrategy.html).
26. Murdibjono. (2001). Conducting small group discussion. *BahasadanSeni*, 19(1), 139-150.
27. Peregoy, S. & Boyle, O. (2001). *Reading, writing & learning in ESL: A resource book for K-12 teachers*. (3rd ed). New York: Longman.
28. Rajab, T.(2013). Developing whole- class interactive teaching: meeting the training needs of Syrian EFL secondary school teachers. Ph.D. Department of Education. The University of York.
29. Richards, J and Renandya, W. (2005) .*Methodology in language teaching*, 6th ed. Cambridge University Press.
30. Robert, L.P., A.R. Dennis, & M.K. Ahuja (2008). Social Capital and Knowledge Integration in Digitally Enabled Teams, *Information Systems Research*, 19(3): 314-334.
31. Ur, P. (2006). *A Course in Language Teaching: Practice and theory*(13<sup>th</sup> Ed.).Cambridge: Cambridge University Press.

32. Widiastuti, R (2008). Teaching Speaking Through Dialogue of the Eleventh Year Students: A case Study at SMK Muhammadiyah 1 Jatinom, Muhammadiyah University of Surakarta.
33. Wu, B (1998), Towards an understanding of the dynamic process of L2 classroom interaction. *System*, 26(4), 525-540.