THE EFFECT OF ECLECTIC TEACHING STRATEGIES ON ENHANCING ENGLISH SPEAKING CONFIDENCE AMONG EFL PREPARATORY STAGE STUDENTS

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الملخـــص :

تهدف الدراسة الحالية إلى فحص فاعلية استخدام الإستراتيجيات التدريسية الانتقائية PAVES (وضع الجسم – الاتجاه – الصوت – التواصل بالعين – الابتسامة) ، Think-Pair-Share فكر - ناظر – شارك ، Mind Mapping الخرائط الذهنية في تنمية مهارة التحدث بثقة في اللغة الإنجليزية لدى طلاب الصف الثاني الإعدادي. تبنت الدراسة المنهج شبه التجريبي. وتمثلت عينة الدراسة في عدد (ثلاث وثلاثون) طالبة ي الإعدادية بدمياط ؛ تمّ اختيارهم عشوائياً كمجموعة تجريبية للبحث في الفصل الدراسي الأول للعام الدراسي ٢٠١٨/٢٠١٧ . وقد تمّ تصميم وتطبيق الأدوات البحثية الآتية: مقياس تقدير الثقة لدي المتعلمين أثناء التحدث ، وبطاقة ملاحظة لتقييم الثقة أثناء التحدث. تمّ تجميع البيانات ومعالجتها إحصائيا باستخدام البرنامج الإحصائي (SPSS) لقياس الفروق بين الأداء القبلي والأداء البعدي للمتعلمين باستخدام بطاقة ملاحظة الثقة أثناء التحدث. أوضحت نتائج الدراسة أنه يوجد فروق دالة إحصائيا بين مستوى الأداء القبلي والبعدي للمتعلمين لصالح الأداء البعدي.   الدراسة بفاعلية استخدام الإستراتيجيات التدريسية الانتقائية في تنمية مهارات التحدث بثقة لدى المتعلمينز

Abstract

This study aimed at investigating the effectiveness of using eclectic teaching strategies, namely (PAVES - Mind Mapping - Think-Pair-Share) on developing EFL speaking confidence of second year preparatory stage students. This study adopted the Quasi-experimental design. The participants of the study were (33) students enrolled in the second year preparatory stage at Moaaz El-kasapy preparatory school in Damietta. They were selected randomly and were assigned as the research experimental group. The treatment was carried out in the first semester of the academic year 2017/2018. Two instruments were designed and applied in this study, namely speaking confidence rubric to assess the students' improvements in their speaking confidence, and an observation sheet to describe the students' speaking confidence. The data were analyzed statistically by using SPSS to measure the difference between the performance of the participants in the pre and post measurement in the speaking confidence observation sheet. The results of the study indicated that there were significant differences in participants' performance before and after applying the eclectic teaching strategies in favor of the post-performance. The study recommended that teachers can use the eclectic teaching strategies PAVES, Think-Pair-Share, and Mind Mapping in EFL to develop their students' speaking confidence.

Key words: Speaking Confidence, Eclectic teaching strategies.

Introduction

Most learners have a frustrating feeling of not having the capacity to participate effectively in English language communication, despite spending a long time creating their knowledge of vocabulary and structure. (Jamshidnejad, 2011, p.3). According to most of EFL teachers and learners practicing more in vocabulary and structure is the ideal solution for most of oral communication problems; this is a simplified way to deal with such a complex and multi-dimensional task. The learners' speaking problems may be due to other factors besides lack of vocabulary or structure. Songsiri (2007, p.28), Kelly and Watson (1986, p. 3) asserted that in language learning, the learners' speaking confidence is a major component which affects their oral performance greatly. Gander (2006, pp. 13) contended that many individuals seem to be more satisfied and successful when they gain at least the advanced levels of proficiency, so they feel confident in

their work. Hence, students' speaking confidence, is one of the main factors that inspire students to reach their targets.

The present study is mainly concerned with studying the effect of some eclectic strategies (PAVES (Posture, Attitude, Voice, Eye Contact, Smile) - Think-Pair-Share -Mind Maps) on developing learners' English speaking confidence. It also attempts to shed light on the importance of establishing a relaxed and friendly environment as an attempt to get learners to use the language effectively and confidently.

Review of Literature

Speaking Confidence

Speaking with confidence is a fundamental requirement for all learners. It is the skill by which they can accomplish most of their learning tasks. Furthermore, they are judged according to their ability to speak fluently and confidently, and through which they can establish or destroy social relations in addition to achieving more professional progress (Bygate, 1987, vii).

Confidence as well as competence are the basic elements to produce a smart successful English language speaker. Patil (2008) affirmed that building up the learner's confidence to wipe out anxiety and fear of making errors is a necessity that the instructors ought to consider so as to make the learners feel more comfortable with their language usage. Utilizing the appropriate syllabus design, methods of

teaching, and sufficient tasks and materials can contribute to achieve this purpose as well. (Bailey, 2003, p.55 & Songsiri, 2007, p. 14). In addition, self-confidence essentially adds to the learner's willingness to communicate in English language. MacIntyre, Dornyei, Clement, and Noels (1998) and Xiaolu (2006, p. 11) found speaking confidence as an important aspect and an affective factor for more successful learning. Hence, developing speaking confidence tends to be a main priority among instructors and learners.

Factors affect English Speaking Confidence

Turula (2002) identified four categories of possible causes that inhibit students gaining confidence in speaking: academic, cognitive, social and personal. Songsiri (2007) added other causes like: (1) Students' negative attitudes towards language learning. (2) Students lacked opportunity to practice more inside and outside classes. (3) Cultural Barriers. According to teenagers, speaking is a stressful skill when they have to interact or do an oral presentation. Furthermore, many teachers in public schools cannot devote time and effort to develop the learners' speaking confidence, perhaps because it is not required in learners' current lives, while in first and second language contexts it does deserve more attention. Dornyei (2001a, p.89) proposed that the learners' confidence can be created and developed through providing them with experience of

success, encouraging the learners and reducing anxiety.

Juhana (2012, p. 100) in a study on psychological factors that inhibit learners from speaking in English class, uncovered that psychological variables such as dread of committing errors, shyness, anxiety, absence of confidence and lack of motivation hinder students from talking in English class. Lack of confidence is one of the problems that students usually face in language learning, especially speaking. Ni (2012, p. 1509) stated that learners who lack confidence were extremely fearful and tentative, hesitant to express their thoughts and also unable to speak with a complete meaningful sentence inside classroom.

Confidence can be learned and developed, it is not inherited and there are numerous outside factors which greatly affect the confidence like religion, the impact of the culture which shaped our attitudes and points of view, gender, and social class (Goel & Aggarwal, 2012, p. 90). Actually, this is a main and crucial point in this research, since confidence is learned then the lack of confidence is not enduring and there is a potentiality to be enhanced and developed through educational practices.

Teaching strategies can affect students' confidence positively or negatively. In accordance with this pattern, the present research tries to shed the light on some eclectic teaching strategies for developing speaking confidence.

PAVES Strategy (Posture – Attitude – Voice - Eye Contact - and Smile)

Posture, Attitude, Voice, Eye Contact, and Smile (PAVES) is a presentation strategy which provides learners with a mnemonic tool to follow a systematic plan for speaking presentation. Combes and Walker (2001) defined PAVES as a strategy developed to assist students in becoming successful and confident public speakers. Along these lines PAVES strategy may be useful for learners to develop their speaking confidence during oral presentations. PAVES strategy helps learners to learn specific skills in a very structured manner. Heratnor and Suhaimi (2011) in their study found that the project group performed significantly better for their Show and Tell assessment and also showed an increase in their perception of their confidence level. The strategy follows a number of steps by which the learner can develop his/her speaking performance. These steps are the following:

- **Step one:** Posture which describes the most suitable position of the body.
- **Step two:** Attitude refers to positive thoughts about learning English as a whole and speaking besides presentation in specific.
- **Step three:** Voice that requires to be obvious with a suitable tone and rate.

- **Step four:** Eye contact includes contacting through eyes and applying the 5-second spotting practice.
- **Step five:** Smile to express the speaker's confidence, enjoyment and interest during presentation.

Mind Mapping Strategy

Mind mapping strategy was developed by the British psychologist Tony Buzan in the late 60´s in order to assist learners in controlling their minds into the form of mapping words or concepts in a way that students order and structure their thinking to be able to remember and review their information rapidly and accurately. This strategy depends mainly on the brain's talent for visual recognition through using a combination of colours, images, and curving branches.

Buzan (2013) found that mind maps for presentation keep the mind constantly aware of the whole topic as it guarantee to cover all the major points. Additionally, it allows the presenter to add and subtract information according to the time of presentation, besides giving more freedom for the body and the mind. The eyes will be able to make much more contact with the audience. Mind mapping strategy is very important in scaffolding speaking confidence as the map serves as a tool for the learner to organize his/her thoughts and speech. The distinctive components of the map can be easily linked and cross-referenced enabling the learner to create a

different discourse each time the learner uses the map (Casco, 2009). A study by Al-Jarf (2009) confirmed that Mind Mapping offers a powerful approach for improving the ability of anyone to generate, visualize and organize ideas.

Think Pair share Strategy

Cooperative learning encourages learners to find solutions for special problems, which inspire them to discuss, form ideas and opinions and have to give feedback. Cooperative learning is effective in promoting academic achievement with learners of all ages (Hornby, 2009). TPS strategy involves three stages of learner action, with emphasis on what learners are to be doing at each of those stages (Rahvard, 2010). This strategy is a successful trial to develop speaking confidence. In addition, it was designed to help learners to participate and work individually, in pairs and in groups.

McTighe and Lyman (1988) illustrated the three stages of Think Pair Share strategy in details in order to understand how to use it and how it works:

a) **T (Think):** In this stage, the teacher provokes learners' thinking with a question, or observation. The learners should take a few moments (probably not minutes) just to think about the question.

b) **P (Pair):** learners then pairs with a collaborative group member or neighbor sitting nearby or desk mate. They compare their ideas or written

notes and identify the best answers, most convincing, or unique. It is important because students start to construct their knowledge in these discussions and to find out the right answer.

c) **S (Share):** After talking in pairs for a few moments, the teacher calls for pairs to share their thinking with the whole class. Think Pairs Share Technique gives all students the opportunity to share their ideas.

Numerous previous studies showed the necessity of developing speaking confidence and shed the lights on the eclectic teaching strategies used in the present study which revealed their importance in developing English language as a whole and speaking confidence in specific.

Siwi (2014) implemented role-play technique to improve class VIII D students' speaking confidence in SMP N 1 Merbau Mataram. The research results indicated that the students could improve their speaking confidence after the implementation of role-play technique.

Moreover, Doqaruni (2014) conducted an action research on increasing the EFL students' speaking confidence. Participants involved in this study were 16 Iranian male university students who had participated in a general English classroom in a private English language institute. The findings indicated that the students' confidence increased because of integration of additional speaking activities

into the classroom and encouraging them to collaborate with their peers.

Songsiri (2007) conducted an action research study for promoting students' confidence in speaking English. This study investigated students' attitudes towards language learning, especially speaking, at King Mongkut's Institute of Technology, North Bangkok, Thailand. The results of the research indicated that students' increased confidence in speaking English was influenced by teaching learning strategies, using authentic materials and presenting the activity in non-threatening terms. Student centered approaches including pair and group work, cooperative learning, giving the opportunity for practice, time to rehearse and promoting positive attitudes towards language learning also contributed to improve the outcomes.

Heratnor& Suhaimi (2011) conducted a study to find out whether explicit teaching of the mnemonic strategy, Posture, Attitude, Voice, Eye Contact, and Smile (PAVES) to Primary three students increases their confidence in a public speaking task, Show and Tell. This study involved two primary three classes of mixed ability students. The Project group (N=33) was explicitly taught the PAVES strategy prior to their Show and Tell assessment and shown the rubrics designed for this assessment. The comparison group (N=33) was just shown the assessment rubrics prior to the assessment. At the end of the study, it was found that the project

group performed significantly better for their Show and Tell assessment and also showed an increase in their perception of their confidence level. The pupils realized the importance of learning the strategies to improve their public speaking skills.

Permadi, Marhaeni and Nyoman (2013) in their study applied Think-Pair-Share strategy as cooperative learning in teaching speaking in experimental class. They investigated the effect of think pair share teaching strategy to students' self-confidence and students' speaking competency. This study was conducted towards students of the second grade in SMPN 6 Singaraja, in the academic year 2012/2013. The results indicated that there was significance effect of Think Pair Share on students' self-confidence and students' speaking competency.

Sampsel (2013) studied the effects of think-pair-share on students' confidence and participation. Pre and post-survey were used to measure the impact of the strategy on the students. The surveys' results indicated the positive effect of using think-pair-share strategy on the students' confidence in their abilities and their motivation to participate in discussions. In addition, the students' participation and long explanations increased and became more confident and comfort during discussions.

Cain (2002) explored how to improve children's learning and emotional development by using mind maps as a teaching and learning practice. This study

aims to :(1) improve children's confidence and develop a 'can-do' culture through the school (2) develop a visual and kinesthetic approach to teaching and learning (3) motivate pupils and teachers through a different approach to learning. The results of the study indicated that the learners were more self-reliant on their own resources. In addition, mind maps improved independence.

Definition of Terms:

For the purpose of the study, the following terms are defined:

- **Eclecticism**

  Kumar (2013) showed the eclectic approach as a holistic eclectic language teaching approach which involves a rich combination of multiple activities, participatory, communicative and situational approaches.

- **Speaking confidence:**

  Gander (2006) contended that many individuals appear most satisfied and successful when they have gained at least the independent or fluent levels of proficiency, where they feel confident in their work. Confidence influences students to speak out (Morley, 1998). They will not be afraid of making mistakes or being blamed.

- **PAVES Strategy:**

  Posture, Attitude, Voice, Eye Contact, Smile (PAVES) is a presentation strategy developed to assist students especially with disabilities in becoming

successful and confident public speakers (Combes & Walker, 2001).

- **Mind Mapping Strategy**

Buzan (2005) defined mind mapping strategy as an easy way to place information to brain and to take information out from it. It is a creative and effective strategy to map the mind in a simple way.

- **Think-Pair-Share strategy**

Rahvard (2010) defined Think-Pair-Share as a cooperative discussion strategy which includes three stages of student action, with emphasis on what students are to be doing at each of those stages.

Context of the Problem

The researcher administered a diagnostic speaking test to a sample of thirty EFL second year preparatory stage students at Moaz El kasaby preparatory school at Kafr Elbatekh, Damietta governorate in the academic year 2017/ 2018. Based on the researcher's observations, the students revealed a lack of confidence to speak and there was no desire to participate as they felt anxious about their speaking. Moreover, most of the students are found to be passive and unenthusiastic to speak even they have a good amount of vocabulary and grammatical rules which they can use better in written tasks than oral ones. Most of them were unwilling to speak English in class even when asked to do so by their teachers. This problem could be due to some factors like: the unsuitability of

teaching strategies inside classrooms or the lack of time to practice speaking.

Statement of the Problem:

Based on the review of literature, pilot study observations, and the researcher's experience, the problem of the study is reflected in learners' lack of confidence which affect their speaking badly. Therefore, the present study is an attempt to solve this problem through using a number of eclectic teaching strategies to develop English language speaking confidence of those students.

Questions of the Study:

The study problem was formulated in the following major question:

What is the effectiveness of using eclectic teaching strategies on developing English speaking confidence of EFL preparatory stage students?

- To what extent is the eclectic teaching strategies effective in improving the speaking confidence of experimental group students?

\Purpose of the Study:

The present study aimed at:

- Emphasizing the importance of speaking confidence in learning English as a foreign language.
- Identifying the speaking confidence obstacles for the second year preparatory stage EFL students.
- Implementing some suggested eclectic teaching strategies.

- Investigating the effectiveness of eclectic teaching strategies on enhancing the second year preparatory stage EFL students' English speaking confidence.

Significance of the study:

This study is significant in the following respects:

- It is a response to previous studies' recommendations which asserted the importance of speaking confidence.
- It targets EFL second year preparatory stage students' speaking confidence.
- It provides English language teachers and curriculum designers with eclectic teaching strategies that may be helpful and effective in enhancing English speaking confidence.
- It helps EFL students overcome the lack of English speaking confidence.

Delimitations of the Study:

The present study was limited to:

1- A sample of thirty-three EFL second year preparatory stage students at Moaz El kasaby preparatory school at Kafr Elbatekh, Damietta governorate in the academic year 2017/ 2018.
2- The following eclectic teaching Strategies:
   a- PAVES (Posture, Attitude, Voice, Eye Contact, and Smile),
   b- Think-Pair-Share, and
   c- Mind Mapping

3- The first term of the regular school course of English at the second year preparatory stage of the academic year 2017/2018

Hypothesis of the study:

The following hypothesis was tested:

- There is a statistically significant difference at ($\alpha \leq 0.0$°) between the pre and post administration of the speaking confidence observation sheet with regard to the total score in favor of the post administration.

Research Methodology

Participants

The research participants were selected from second year preparatory stage students in Moaz El kasaby preparatory school, Kafr Elbatekh, Damietta governorate in the academic year 2017/ 2018. There was one class of 33 female students and their age ranged between 13-14 years old. The participants have studied English for seven years (6 years in the primary school and 1 year in the preparatory school).

Design

The researcher adopted the quasi experimental design using one group (pre-post test). This design involved both descriptive analysis and experimentation to investigate the effectiveness of using eclectic teaching strategies on developing English speaking confidence for preparatory stage students.

Instrumentation of the study:

For meeting the purpose of the study and to answer the research questions, the following instruments were used by the researcher:

a. Speaking confidence rubric to assess the students' improvements in their speaking confidence. This rubric depends mainly on three steps identifying the performance criteria, setting the performance levels, and creating the performance descriptions.

b. An Observation Sheet: was employed to describe the students' speaking confidence.

Description of the study treatment

The main purpose of this research was to study the effect of using some eclectic teaching strategies on enhancing speaking confidence and to enable the second year preparatory stage to communicate effectively using English language. The implementation of the study was carried out at Moaz El kasaby preparatory school. The treatment was conducted during the first term of the academic year 2017-2018. The researcher followed a number of steps as procedures of the study as the following:

1. Plan

Firstly, the researcher asked for a permission letter to do the research and to apply the experiment and chose one class of the second year at Moaz El kasaby preparatory school for girls to represent the study sample. This class was chosen randomly to be the experimental group. The researcher made an agreement with the English teacher of the class so that the teacher could support the research. The researcher selected some teaching strategies to be well matched with the objects of the EFL lessons of the Ministry of Education's Textbook. These strategies were (Mind Mapping – PAVES – Think Pair Share). Moreover, the researcher arranged lesson plans, materials, and teaching media for the experimental group based on using some eclectic strategies.

The sessions were planned according to the following tasks:

- Learning Objectives
- Warm up
- Presentation
- Practice
- Production
- Evaluation

In addition, the researcher planned the study mainly to enhance EFL second year preparatory stage speaking confidence to improve their communication skills. The overall objectives of the treatment were planned as follows:

a. **Objectives of the study:**

The researcher planned the research according to the following main objectives:

- Improving speaking confidence of second year preparatory stage students.
- Determining how far the research can improve English speaking confidence of the students at the second year preparatory stage.

b. Implementation

After determining the main objectives of the study and arranging lesson plans and teaching media, the researcher started implementing what she had prepared. In the implementation step, the researcher used eclectic teaching strategies to enhance English speaking confidence.

▪ **Content:**

The researcher used the content of the second year preparatory school book to apply the eclectic strategies.

▪ **Activities:**

The objectives of using the strategies can be achieved through the following activities:

▪ Discussions between the students and the teacher and between themselves.

▪ Pair work (pairs of students work together to do a task)

▪ Authentic tasks (the teacher asks the pupils to do tasks such as making a presentation, drawing a mind map …etc.).

▪ Scaffolding (as the teacher provides help, encouragement and support at the time of need). It is a necessity to refer to the teacher and the student role in this research:

▪ **Teacher's role:**

- **Planner:** as the teacher decides on the pupils' needs, objectives, anticipated problems and anticipated outcomes of teaching each lesson in order to decide what is taught, how is taught and teaching aids which are needed.

- **Language model:** The teacher is considered as a model of spoken language who decides the language, activities and tasks need to be practiced.

- **Monitor:** the teacher control the learning process and the pupils' behaviour moving from one pupil to another helping at the time of need.

- **Advisor, prompter and motivator:** positive encouragement and advice is very essential to encourage learners speaking and communicating effectively and confidently.

- **Assessor:** The teacher observes, evaluates the pupils' progress and provides help and feedback at the time of need.

▪ **Student's role:**

The experimental group pupils are expected to do the following:

- Interact with the teachers and other peers during the lesson.

- Draw their own mind maps using colours, paper and pictures.

- Assess their performance themselves using preparation self-assessment checklist.

- Work in pairs or in small groups to do a task or to make a presentation.

c. Treatment Description:

The researcher met the experiment group for two periods (one hour and half)

twice a week for four weeks. During the first week, the researcher conducted the pre-test with the participants during the first half of the session using English speaking confidence observation sheet to assess the learners' English speaking confidence. In the second half, there was an introductory session in which the participants were informed about the research, its purpose, the content of the treatment and the strategies which they are going to use. They were told that their participation is voluntary and that it would not affect their final score in English.

The implementation of the strategies go through the following steps:

- **Brief explanation and training stage**

   The researcher introduces an explanation of using PAVES, mind mapping and Think Pair Share strategies through using the target language and briefly explains how to apply using them in what is called a mini-lesson (about 30 minutes).

- **Presentation stage**

   In this stage the researcher starts the lesson presentation using and applying the eclectic teaching strategies in teaching the intended vocabulary and structure.

- **Practice stage**

   Here, the pupils work in pairs (think to answer questions or to draw a mind map). For example, in one activity, the pupils were asked to talk about actions that they (must, can, can't or mustn't) do in the school. They started thinking in pairs to answer questions and to draw a mind map for these answers.

- **Production stage**

   This stage is divided into two parts. The first part is called (prepare to speak) in which the pupils are going to do the following:

   • Start drawing their own mind map using colours, paper and pictures.

   • Write sentences about the topics (in pairs).

   • Assess their performance themselves using preparation self-assessment checklist (which they have trained to use as the first step of PAVES strategy).

   • The second part is called (Give your talk) in which the pupils are going to do the following:

   • Take turns speaking about the topic using his/her mind map and applying the five steps of PAVES strategy.

Results and Discussion

The research hypothesis stated that "There is a statistically significant difference at ($\alpha \leq 0.0°$) between the pre and post administration of the speaking confidence observation sheet with regard to the total score in favor of the post administration" To verify the third hypothesis, the independent samples t-test was used to determine if there was any significant difference between the pre and post administration of the speaking confidence observation sheet. Table (1) shows results of the statistical analysis.

Table (1): Comparing the results of the pre and post measurement of the experimental group students on the speaking confidence observation sheet

| Confidence skills | Test | Mean | SD | T-test | | | Effect size Eta square (η^2) |
				T-value	DF	Sig.(P-value)	
Hesitation	Pre-test	1.73	0.72	9.94	32	0.001	0.76
	post-test	2.82	0.81				large
Eye Contact	Pre-test	1.85	0.97	7.74	32	0.001	0.65
	post-test	3.12	0.74				large
Body Language	Pre-test	1.82	0.77	8.50	32	0.001	0.69
	post-test	3.30	0.64				large
Voice	Pre-test	1.88	0.99	10.62	32	0.001	0.78
	post-test	3.58	0.61				large
Confusing ideas	Pre-test	1.67	0.82	8.47	32	0.001	0.69
	post-test	2.97	0.64				large
Stops	Pre-test	1.58	0.75	8.58	32	0.001	0.70
	post-test	2.97	0.81				large
Initiating Conversation	Pre-test	1.79	0.96	10.89	32	0.001	0.79
	post-test	3.21	0.82				large
Gestures	Pre-test	1.82	0.98	9.34	32	0.001	0.73
	post-test	3.39	0.61				large
Posture	Pre-test	1.67	0.74	7.56	32	0.001	0.64
	post-test	3.06	0.79				large
Speaking confidence observation sheet	**Pre-test**	**15.79**	**5.31**	**19.41**	**32**	**0.001**	**0.92**
	post-test	**28.42**	**3.98**				**large**

Results in table (1) revealed that, there was a statistically significant difference between the mean score of the pre and post measurement of the experimental group on the speaking confidence observation sheet in favor of the post measurement. The mean scores of the pre measurement was 15.79 and the mean scores of the post measurement was higher 28.42. The calculated *t* was 19.41 at the level of significance 0.001 in favor of the post measurement. As for each skill of speaking confidence, the calculated t indicated that there was a statistically significant difference between the pre and post measurement on the speaking confidence observation sheet in favor of the post measurement and the hypothesis was accepted. As for hesitation the t value was 9.94, eye contact was 7.74, body language was 8.50, voice 10.62, confusing ideas was 8.47, stops was 8.58, initiating conversation was 10.89, gestures was 9.34 and posture was 7.56.

Discussion of Results

Results illustrated above indicated that, there is a statistically significant difference between the mean score of the pre and post administration of the experimental group in favor of the post administration of the speaking test and English speaking confidence observation sheet. This improvement may be due to using the suggested treatment which was based on using three eclectic teaching strategies (PAVES, Mind mapping and Think-Pair-Share) in order to develop the students' English speaking confidence.

There is a consistency between the results of the present study and a number of previous studies. This was confirmed in a number of previous studies in the review of literature. For example: Permadi, Marhaeni & Nyoman (2013) indicated in their study that there was a significance effect of Think Pair Share on students' self-confidence and speaking competency. The aim of the study was to investigate the effect of think pair share teaching strategy to students' self-confidence and students' speaking competency. The study was conducted towards students of the second grade in SMPN 6 Singaraja, in the academic year 2012/2013. There were 121 students selected as sample put in experimental and control group. The study used a post-test only control group design.

In addition, the results of a study conducted by Sanjani (2015) indicated the same results of the present study which indicated the effectiveness of using Think-Pair-Share strategy in improving the students' speaking ability and giving the learners more chances to speak in English and to be familiar with English. Moreover, the learners became more confident to speak up English. They actively participated during the teaching and learning process.

Moreover, the reflection logs also showed that the students followed the instructions of the teacher enthusiastically and positively leading to the fact that the learning goal was highly achieved. Hence, the obvious and systematic procedures of the eclectic teaching strategies treatment made it easy for the students to follow the teacher's instructions and know exactly what they were supposed to do. Moreover, the eclectic teaching strategies used in this research seem to decrease the students' fear and anxiety, their mental barriers and internal resistance were minimized. It is recorded in the reflection logs that the learners spent most of the time working in pairs and all of them participated in the classroom activities. The participation of the students has been improved through the pair work activities.

Recommendations

The following recommendations are based on the results of the study:

Recommendations for Curriculum Designers and Decision Makers

- Ministry of Education must provide in service teachers with training on new strategies and methods for enhancing speaking confidence.
- Teacher's Guides should be enriched with more useful strategies and techniques as a tool to help teachers in enhancing speaking confidence.
- Confidence like other skills need to be developed. In this respect, head teachers and teacher training sessions should focus on these skills which enhance learners' learning.

Recommendations for English Teachers

- EFL teachers should be more creative in teaching English to make learning more effective and enjoyable through the use of effective strategies instead of traditional ones.

- Teachers should take into their consideration that learners have individual differences. Moreover, there are other factors that may prevent their learning like anxiety or lack of confidence. In this way, the teachers need to build a kind of positive connection between him/her and the learners to understand them effectively.

- Engaging learners in more varied attractive activities to encourage learners to speak in every possible way.

- Teachers should help learners to be self-learners (independent). For example: they can design their mind maps alone or in pairs. They also can think and share their answers with other pairs.

Suggestions for further research

This study may provide other researchers with a basis for further studies. In this way, the results also give rise to several points which should be taken into considerations:

- Conducting more studies to investigate the eclectic teaching strategies in developing other language skills such as writing, listening and reading.

- Administering the intervention at different stages (primary and secondary).

- Using new strategies which can help in enhancing speaking confidence such as using interactive teaching strategies.

- Replication of this study on wider population and for longer periods of time.

- Investigating the effect of using technological devices in developing speaking confidence such as using of digital mind maps instead of using handmade ones.

Conclusions

The main purpose of the study was to investigate the effectiveness of using eclectic teaching strategies in developing the second year preparatory stage students' speaking confidence. With reference to the results of the study, the following conclusions were drawn:

- Using the eclectic teaching strategies (PAVES – Mind mapping – Think-Pair-Share) was effective in enhancing the students' speaking confidence compared to traditional teaching.

- The present study results supported the validity of other studies investigating similar aspects mentioned before.

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