

USING ECLECTIC TEACHING STRATEGIES TO DEVELOP ENGLISH SPEAKING SKILLS AMONG EFL PREPARATORY STAGE STUDENTS

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Abstract

This study aimed at investigating the effectiveness of using eclectic teaching strategies, namely (PAVES - Mind Mapping - Think-Pair-Share) on developing the EFL speaking skills of second year preparatory stage students. The researcher 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. Three instruments were designed and applied in this study, namely a questionnaire to determine the appropriate speaking skills for the participants, a pre-post speaking test to measure the students' speaking skills, a rubric to score the students' performance in the speaking test. 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 test and to measure the differences in their performance in each speaking sub-skill at (pronunciation, vocabulary, grammar, and fluency). 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 skills effectively.

Key words: Speaking skills, Eclectic teaching strategies.

المخلص:

تهدف الدراسة الحالية إلى فحص فاعلية استخدام الإستراتيجيات التدريسية الانتقائية PAVES (وضع الجسم – الاتجاه – الصوت – التواصل بالعين – الابتسامه)، Think-Pair-Share فكر - ناظر – شارك، Mind Mapping الخرائط الذهنية في تنمية مهارات التحدث في اللغة الإنجليزية لدى طلاب الصف الثاني الإعدادي. تبنت الدراسة المنهج شبه التجريبي. وتمثلت عينة الدراسة في عدد (ثلاث وثلاثون) طالبة في الإعدادية بدمياط؛ تم اختيارهم عشوائياً كمجموعة تجريبية للبحث في الفصل الدراسي الأول للعام الدراسي ٢٠١٧/٢٠١٨. وقد تم تصميم وتطبيق ثلاث أدوات بحثية وهي: استبيان لتحديد مهارات التحدث اللازمة للمتعلمين، واختبار التحدث (قبلي – بعدي) لقياس مهارات التحدث لدى المتعلمين، ومقياس لتقدير الأداء في مهارات التحدث. تم تجميع البيانات ومعالجتها إحصائياً باستخدام البرنامج الإحصائي (SPSS) لقياس الفرق بين الأداء القبلي والأداء البعدي للمتعلمين في اختبار التحدث، وكذلك لقياس الفروق بين أداء المتعلمين قبلياً وبعدياً في كل مهارة فرعية من مهارات التحدث على حدة (النطق – المفردات – القواعد اللغوية – الطلاقة). أوضحت نتائج الدراسة أنه يوجد فروق دالة إحصائية بين مستوى الأداء القبلي والبعدي للمتعلمين لصالح الأداء البعدي. وأوصت الدراسة بفاعلية استخدام الإستراتيجيات التدريسية الانتقائية في تنمية مهارات التحدث لدى المتعلمين.

Introduction

In foreign language teaching and learning, capacity to speak is the most important skill because it is the basic element for interaction and communication. Achieving a high level in speaking is considered as the main target which most of learners want to achieve in language classes. Additionally, speaking

effectively is considered as a standard of achievement in learning foreign languages. That is why, learners of the foreign language are viewed successful if they can communicate and speak effectively in the target language. Speaking as a skill may be difficult for some foreign language learners. It's not an easy task to speak

since a number of factors influence this process. These factors are essential enough to be taken into consideration to avoid communication breakdown. Essa (2011) and Vilimec (2006, p.9) stated different factors like: oral production, the process of communication, number of participants, communication patterns, the content and amount of information processed, time span, teacher, learner, the environment, and conditions under which all these elements mutually interact.

The present study is mainly concerned with making use of some eclectic teaching strategies for developing learners' English speaking skills. 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. This study aims to investigate the effectiveness of the eclectic teaching strategies (PAVES (Posture, Attitude, Voice, Eye Contact, Smile) - Think-Pair-Share -Mind Maps) on improving second-year students' English speaking skills.

Review of Literature

Speaking is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Hedge (2000), Luoma (2004) and Liao (2009) showed speaking as the skill by which people are judged. They use their speech to create an image and form first impressions of themselves to others. Furthermore, building and sharing knowledge depend mainly on interaction and speaking. Moreover, the main purpose

of speaking English is to interact and communicate with other people all over the world. Speaking skills take the highest place as one of the most important skills to master. Most of recent researches and studies have considered oral speaking as an important factor in shaping and developing the learner's language. Because of that speaking seems to be a required skill for learners to master and develop. Speaking skills as productive skills typically result in more and stronger knowledge than receptive skills. Therefore, the individual's knowledge that he gains from receptive learning can be measured from his performance in his productive learning (Bright & McGregor, 1970. p.19).

Speaking sub-skills

It has always been a fundamental issue to understand that the nature of speaking is to analyze it in to competencies- underlying abilities- that characterize the speaking proficiency. It is generally assumed that such underlying abilities have some sort of structure and made up of different components with some sort of interaction and interrelationship between them. (Bachman, 1990, p.84).

Lackman (2010, p.3) illustrated a number of sub-skills underlying speaking like: (1) Fluency: by which learners speak with a logical flow without interruptions. (2) Accuracy: in using accurate vocabulary, structure and pronunciation. (3) Using Functions: like giving advice, apologizing, request, etc. (4) Appropriacy: means using appropriate vocabulary or grammar for a specific situation or a topic.

(5) Turn-taking skills: through which learners know how and when to interject, elicit or prevent an interjection. (6) Relevant length: practice speaking at an appropriate length in a situation or a presentation, (7) Responding and Initiating: by making responses, asking for a response or initiating a new topic or idea. (8) Repair and repetition: when the learners suspect that what was said was not understood. (9) Range of words and grammar – for speaking on a specific topic or task. (10) Discourse Markers: which organize and summarize the talk e.g. firstly, secondly, Furthermore, to conclude..etc.

From all these sub-skills, the present study aims at developing speaking sub-skills pronunciation, grammar, vocabulary and fluency using a number of eclectic teaching strategies (PAVES (Posture, Attitude, Voice, Eye Contact, Smile) - Think-Pair-Share -Mind Maps).

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 during oral presentations. PAVES strategy helps learners 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. 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 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. 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 teaching speaking skills 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 skills in specific.

Usman (2015) conducted a study to find out the impact of using Think-Pair-Share strategy designed in CAR on the students' English speaking ability. The study was implemented in two cycles. The results in cycle 1 was unsatisfactory and did not meet the criteria of success as the average scores was 74.18. That is why the implementing of the strategy continued for

cycle 2 in which the average scores raised and achieved 81.68 and met the criteria of success. Hence, think-pair-share strategy was effective in developing the students' speaking skills.

Nasution (2013) designed an action research to investigate the effectiveness of using mind-mapping strategy in developing speaking skills (pronunciation, grammar, vocabulary, fluency, and comprehension). The data of the study were collected through using observation checklists, field notes, interviews, and speaking tests. The sample of the study consisted of 44 students at grade X-1 Computer and Network Technic Program (TKJ) of SMKN 1 Panyabungan who have difficulties in speaking skill of descriptive texts. The research lasted for 10 meetings (2 cycles). The results of the study indicated that the use of mind mapping for descriptive texts improved the students speaking skill. In addition, other factors like using interesting teaching media and material, applying attractive classroom activities, and enjoyable classroom management support the results of the study.

Yanti (2017) also described how think-pair-share strategy is effective in improving students' speaking skill on the 11th grade students. The research was designed as action research with a sample of 28 students. The findings of the research asserted the effectiveness of think-pair-share strategy in developing students' speaking skill in each cycle of the study. In addition, the research reflected the

students' activeness in different speaking activities.

Definition of Terms:

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

- **Speaking Skill:**

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

- **Eclecticism**

The eclectic approach as Rivers (1981) defined is a means by which the language teachers can select the most important and effective of all the famous language teaching methods and use them as the most suitable in their classrooms.

- **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

Numerous studies indicated the significance of speaking skills. In research studies conducted by Dadour (1995), Essa (2011) and Beheery (2008), they found that EFL learners need to improve speaking skills in order to gain more knowledge and to express their thoughts and ideas effectively. These studies indicated that Egyptian students have serious problems in communicating orally and observable difficulties in speaking skill, as it was noticed in a pilot study, conducted by the researcher, that a large number of students at the second year preparatory stage in different educational institutions, general and Al-Azher Al-Sharif schools, revealed difficulties in their ability to produce oral outcomes in English

These results were supported by a group of field studies conducted by Kayi (2006), Jamshidnejad (2011) and Tsou (2005) which recommended that English language teachers have to pay more

attention for teaching speaking skill and provide the language learners with rich and comfortable environment where meaningful and effective communication can take place. It is worthy to mention that even speaking is at the heart of foreign language learning, it is greatly ignored in schools and universities in spite of its significance (Egan, 1999, p. 277).

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. The aim of the test was to identify the students' levels in speaking. The speaking test, consisted of three oral questions derived from the content of the student's book "Hello 2". The students' performance on the speaking test revealed that they had a low level in speaking skills, especially in pronunciation and fluency skills. The results of the pilot study is shown in the following table:

Table (1.1) Results of the pilot study

Speaking Skills	Maximum Score	Mean Score	Mean Percentage
Vocabulary	4	2.3	57.5%
Pronunciation	4	1.6	40%
Grammar	4	1.9	47.5%
Fluency	4	1.5	37.5%
Total	16	7.3	45.63%

Statement of the Problem

Based on the review of literature, pilot study results, and the researcher's experience, the problem of the study is reflected in the poor performance of the second year preparatory stage students' speaking skills at Damietta schools. Therefore, the present study is an attempt to solve this problem through using a number of eclectic teaching strategies (PAVES – Mind Mapping – Think-Pair-Share) to develop English language speaking skills (Pronunciation, grammar, vocabulary, and fluency).

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 skills of EFL preparatory stage students?

This main question is divided into the following sub-questions:

- What are the speaking sub-skills required for the second year preparatory school students?
- To what extent is the eclectic teaching strategies effective in developing the speaking skills of experimental group students?

Purpose of the Study:

The present study aimed at:

- Emphasizing the importance of speaking skill in learning English as a foreign language.

- Identifying the speaking skill problems for the second year preparatory stage EFL students.
- Implementing some suggested eclectic teaching strategies.
- Investigating the effectiveness of eclectic teaching strategies on developing the second year preparatory stage EFL students' English speaking skills.

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 skills.
- It targets EFL second year preparatory stage students' speaking skills.
- It provides English language teachers and curriculum designers with eclectic teaching strategies that may be helpful and effective in teaching speaking.
- It helps EFL students overcome the difficulties they face while speaking in English.

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- Four speaking sub-skills (vocabulary, grammar, pronunciation and fluency).
- 4- The first term of the regular school course of English at the second year preparatory stage of the academic year 2017/2018

Hypotheses of the study:

The following hypotheses were tested:

- There is a statistically significant difference at ($\alpha \leq 0.05$) between the pre and post administration of the speaking test with regard to the total score in favor of the post administration.
- There is a statistically significant difference at ($\alpha \leq 0.05$) between the pre and post administration of the speaking test regarding the individual components (Pronunciation, Vocabulary, Grammar and Fluency) respectively 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 skills 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. A questionnaire was prepared by the researcher to determine the most important speaking sub-skills needed at the second year preparatory stage.
- b. A pre-post speaking test to measure the learners' level of speaking skills in speaking English.
- c. A rubric to score the learners' speaking skills during the pre/post speaking test.

Description of the study treatment

The main purpose of this research was to study the effect of using some eclectic teaching strategies on developing speaking skills 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 skills and 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 English speaking skills of second year preparatory stage students.
- Determining how far the research can improve English speaking skills of the students at the second year preparatory stage.
- Simplifying teaching English speaking skills by using eclectic teaching strategies.

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 improve speaking skills.

• 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 students 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 role in this research and the pupil's as well
- **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. 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

Statistical technique

The analysis of data organized in such a way that: hypotheses are presented followed by findings and analysis of results. In testing each hypothesis, the following format was followed:

- Reporting the statistical test used
- Presenting the findings
- Rejecting or accepting the hypothesis at the 0.05 level of significance; and
- Comparing findings with other research findings.

Results

The results of the study are presented in terms of the study hypotheses as the following:

• **Verifying the first hypothesis**

The first hypothesis stated that "There is a statistically significant difference at ($\alpha \leq 0.05$) between the pre and post administration of the speaking test with regard to the total score in favor of the post administration. To verify the first hypothesis, the researcher used the independent samples t-test to determine if there was any significant difference between the pre and post administration of the speaking test. Table (1) shows results of the statistical analysis.

Table (1) :Comparing the experimental group performance on the pre-post speaking skills test

	The experimental group	N	Mean	Standard deviation	T-test			Significance	Effect size
					T-value	DF	Sig.(P-value)		
Total test score	The pre administration	33	32.36	9.38	14.86	32	0.001	Significant	0.87
	The post administration	33	49.33	9.37					Large

Table (1) shows that the mean score of the experimental group on the post administration of the speaking test in the total score is higher than the pre administration of the speaking test. The mean score increased from 32.36 to 49.33. The table illustrates that estimated *t*. value is significant at 0.001 levels. This indicates that there is a statistically significant difference between the mean score of the experimental group on the pre and post administration of the speaking test with regard to the total score in favor of the post administration. So, the first hypothesis was accepted. In turn, these results answer the study main question: to what extent is teaching using eclectic teaching strategies effective on developing the speaking skills of the second year preparatory students?

To get the effect size of the implementation of the eclectic teaching

strategies on the speaking skills test between the pre and post administration, the square of eta (η^2) was calculated. As for the total score of all the four speaking sub-skills, the value of Eta square was (0.87) which indicated a high effect and also indicated that 0.87% of the variance in students' speaking skills can be attributed to the experimental treatment

• **Verifying the second hypothesis**

The second hypothesis stated that "There is a statistically significant difference at ($\alpha \leq 0.05$) between the pre and post administration of the speaking test regarding the individual components (Pronunciation, Vocabulary, Grammar and Fluency) respectively in favor of the post administration". In order to verify this hypothesis, table (2) illustrates the following results:

Table (2) Comparing the experimental group performance on the individual items of the speaking skills test

The Speaking skills	The experimental group	N	Mean	Standard deviation	T-test			Significance	Effect Size
					T-value	DF	Sig.(P-value)		
Fluency	Pre-test	33	7.48	2.92	13.26	32	0.001	Significant	0.85
	Post-test	33	12.61	2.51					large
Pronunciation	Pre-test	33	6.12	2.50	12.69	32	0.001	Significant	0.83
	Post-test	33	11.06	2.82					large
Grammar	Pre-test	33	8.58	2.54	11.38	32	0.001	Significant	0.80
	Post-test	33	12.39	2.63					large
Vocabulary	Pre-test	33	10.18	1.94	9.91	32	0.001	Significant	0.75
	Post-test	33	13.27	2.34					large

Table (2) points out that:

The speaking sub-skills were developed at various levels. The most developed sub skill was fluency followed by pronunciation then grammar and finally vocabulary. It can be concluded that the use of the eclectic teaching strategies helped the students to significantly develop their speaking skills.

Results in table (2) reflect the effect size of the eclectic teaching strategies (PAVES, Mind Mapping and Think-Pair-Share) on the speaking achievement of the experimental group students in the post measurement in each sub skill of speaking. The table reflects a high effect size.

With regard to fluency, the value of eta square was (0.85) which indicates a high effect, and it also indicates that 0.85 of variance in the students' fluency can be attributed to the experimental treatment. As for pronunciation, the value of eta square was (0.83) which indicates a high effect, and it also indicates that 0.83 of variance in the students' pronunciation can be attributed to the experimental treatment. Concerning grammar, the value of eta square was (0.80) which indicates a high effect, and it also indicates that 0.80 of variance in the students' grammar can be attributed to the experimental treatment. According to vocabulary, the value of eta square was (0.75) which indicates a high effect, and it also indicates that 0.75 of

variance in the students' vocabulary can be attributed to the experimental treatment.

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. 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' speaking skills (Pronunciation, Fluency, Grammar and vocabulary).

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: those of Nasution (2013) which proved the effectiveness of mind mapping strategy in developing speaking skills. Both studies are similar in terms of design and administration. There are four fundamentals steps of the research; they are plan, action, observation and reflection. However, Nasution (2013) assessed the speaking performance during two cycle treatments in 10 meetings. Moreover, a study conducted by Kusmiatun (2008) shared the same results of the present study. In the meaning that the application of mind-mapping strategy greatly affected

and improved the students' ability to perform rhetorical speaking more fluently and their speaking skills were significantly developed. The study was conducted in two cycles and the data were gathered using intensive observations, questionnaires and interviews.

Furthermore, Buran and Filyukov study (2015) asserted the importance of mind-mapping strategy in helping about 90% of the students organize their tasks and prepare presentation in addition to improving their speaking skills and their abilities to solve problems, brainstorm creative ideas, remember new vocabulary, take notes and enhance their reading skills. Their study concludes that mind-mapping strategy is considered as up-to-date, creative, useful strategy which suits students, educators and researchers as well.

A study conducted by Mirza (2016) agreed with the results of the present study that using mind-mapping is very effective in developing speaking ability. It helped learners express their ideas. The researcher applied similar design and administration of the present study. The researcher adopted the quasi experimental research and gave pre-test and post-test, Based on the obtained data by using t-test.

Further, the results of a study conducted by Combes, Walker, Harrell and Tyler-Wood (2008) agreed with the results of the present study in developing speaking skills. The study aimed at determining the effectiveness of using PAVES strategy in

developing public speaking skills. The results showed that the PAVES strategy encompasses components that develop students' internal and external behaviors toward successful public speaking and presentations.

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, Hasanah, Andayani and Sudarsono (2013) asserted the effectiveness of using TPS strategy in teaching English speaking. The study showed the students' difficulties in speaking English. Classroom observation and the results of the study revealed that the students successfully could develop their speaking skills by using Think Pair Share strategy which facilitated their ideas constructing showing better English speaking performance. Depending on action research, a study by Oktaviani (2013) showed the students' English speaking skills improvement which covered the students' mastery of (1) vocabulary and pronunciation, (2) interest, motivation and participation in the educational process inside classrooms.

Actually, the previous studies used individual strategies where as in this study eclectic strategies were used in combination based to verify previous studies' contention of the effectiveness of each of these strategies in isolation.

Based on the analysis of the study results and the discussion above, it can be concluded that the using of the eclectic teaching strategies (PAVES, Mind mapping and Think-Pair-Share) inside the Egyptian classes has a good impact on developing EFL speaking skills for preparatory stage students.

...In this study, the reflection logs showed that when the researcher manage the class well, the students can understand the material better. Besides, the students were also serious to pay attention to their friends' performances and give them assessment. In other words, they were really engaged in using these strategies and rarely got bored or tired. 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. 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.

These eclectic strategies are considered successful since the main goal of the students was to communicate with others. It is worthy to mention that the interactional atmosphere and well managed and organized environment where comfortable seating, light and fans made the work more successful. In addition, the eclectic teaching strategies improved the students' participation and decreased the teacher's talking time. The students in the experimental group were gradually seen to become less dependent upon teacher in a way that teachers can save a great amount of time and energy. These strategies taught the students to be active not act as passive learners they taught to take more responsibilities of their own learning.

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 skills and confidence.
- Teacher's Guides should be enriched with more useful strategies and techniques as a tool to help teachers in teaching speaking that make it connected with productive skills.

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.
- 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.
- Studying the impact of the eclectic teaching strategies on developing the other speaking skills component such as accuracy, explanation, building arguments and presentation skills.
- Administering the intervention at different stages (primary and secondary).

- Replication of this study on wider population and for longer periods of time.
- Investigating the effect of using technological devices in developing speaking skills 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 skills. With reference to the results reported, the following conclusions were drawn:

- Using the eclectic teaching strategies (PAVES – Mind mapping – Think-Pair-Share) was effective in developing the students' speaking skills compared to traditional teaching.
- The present study results supported the validity of other studies investigating similar aspects mentioned before.

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