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## The Effect of 6T's Strategy on EFL Pupils' Achievement

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### Abstract

The current study aims at Assessing the average level of the 5th year preparatory school pupils' achievement in English, finding out whether there is any significant difference between the EFL pupils' achievement of the experimental group and that of the control group in the posttest and finding out whether there is any significant difference between the pupils' achievement of the experimental group on pretest and posttest. In order to achieve the aims of the study three hypothesis are set. First, there is a significant difference between pupils' general achievement and the theoretical mean at the (0.05) level of significance. Second, there is statistically significant difference between the mean scores of the experimental group's achievement, which is taught by the 6T's strategy for teaching, and the mean scores of the control group's achievement, which is taught by the conventional method in the posttest. Third, there is a statistically significant difference between the mean scores of the experimental groups' achievement in the pre and posttest. To attain the aims and verify the hypotheses, a sample of sixty pupils have been randomly derived from the fifth grade at Al-Masour School for Boys in Biji Salh Aldeen during the academic year 2021-2022. The sample is divided into two groups: the experimental group which is taught using the 6T's strategy, and control group which is taught according to the traditional method. Each group contains 30 pupils. There is a significant difference between the achievement of the two groups and in favour of the experimental group. The results also indicate that there are statistically significant

differences between the pupils' achievement in the experimental in the pre-test and their achievement in the post-test in favour of 6T's strategy.

**Keywords:** 6T's, effect, Strategy, EFL

### **Problem of the Study**

People live in an era characterized by rapid changes in all areas of life, perhaps the most important of which is the field of education, which has a great impact on society. Therefore, curricula in general and the educational process in particular must keep pace with these changes and new strategies in order to be able to achieve the desired learning outcomes. English is one of the languages that is required to be learned in this era, but learning English is not an easy task for pupils, especially within the limited capabilities of Iraqi schools, and it is known that there are many difficulties that affect their achievement in the English language, such as: lack of interest in language skills ( reading, writing, listening, speaking) sufficiently and applying them all; many teachers teach the texts of the book without the slightest involvement of the pupils to make them take part in the conversation; Failure to view the English language as a language of communication has created a problem in the way it is learned.(Obilișteanu& Niculescu,2016:466). Another problem is the absence of speaking from testing due to objective scoring issues and the time it takes to manage the speaking test(Leong & Ahmadi, 2017:34). In addition to the mentioned problems , the absence of the optimal use of modern techniques and strategies in the traditional classrooms affects pupils' achievement. Pupils cannot take their time to practice conversation and another emphasis on filling the day with multiple, shorter tasks that affect their achievement negatively. Factually, an effective strategy gives the teacher the authority to test his pupils at any time in any activity. As a result the researcher investigates the impact of 6T's strategy to meet all teaching problems and difficulties, focusing on the importance of purposeful authentic teaching to develop pupils' achievement. The 6Ts' (time , text, teaching, task, talk, testing)

must not be used in isolation because they overlap with each other to be particularly effective in developing skills proficiency (Allington & Johnston, 2001:4).

## **1.2 Aims of the Study**

The study aims at:

- 1- Assessing the average level of the 5<sup>th</sup> year preparatory school pupils' achievement in English.
- 2- Finding out whether there is any significant difference between the pupils' achievement of the experimental group and that of the control group in the posttest.

## **1.3 Hypotheses of the Study**

This study hypothesized that:

- 1- There is no statistically significant difference between the average level of the pupils' achievement and the theoretical level of the pupils' achievement in the post test.
- 2- There is no statistically significant difference between the mean scores of the experimental group's achievement, which is taught by S T'S strategy for teaching, and the mean scores of the control group's achievement, which is taught by the conventional method in the posttest.

## **1.4 Limits of the Study**

The current study is limited to fifth-year preparatory pupils, at the scientific branch, Al- Mansour School for Boys. Unit one, two and three of the 'English for Iraq's Textbook in the first semester of the study. The academic year 2021-2022. Applying "Allington's 6T's strategy " on pupils' achievement.

## **1.5 Value of the Study**

The present study is thought to be appropriate to:

- 1-EFL teachers to introduce better academic achievement to EFL pupils by using 6T's strategy. 6T's strategy is regarded as an opportunity for improving the quality of learning for both teachers and pupils .

## **1.6 Procedures of the Study**

The procedures followed in the present study include:

- 1- Randomly assigning two groups, experimental group and the other as control group.
- 2- Applying a written pre-test to the two groups for the sake of equalization in pupils' achievement in English subject-matter and to equalize the groups concerning mother's education, father's education and pupils' achievement at previous schooling year 2021-2022.
- 3- Applying the 6T's to the experimental group.
- 4- Exposing the two groups to a post-test in order to check the effect of 6T's strategy on their achievements in the educational process.
- 5- The data of results of the post-test are presented after doing the test and analyze it by using suitable statistical methods.
- 6- Conclusions, Recommendations, suggestions are set.

### **1.7 Definitions of basic terms**

**1.7.1. Effect** :Hornby( 2000: 97) point out that effect means a change which happens as a result of a cause.

**1.7.2.The 6T's strategy** :The 6T's strategy is a procedure for teaching reading and writing modeled by These procedures are (Time, Texts, Teach, Talk, Tasks, Test). 6T's represents a shorthand type of description of typical learning process and make learning easier . Allington (2002:15).

**1.2.3 Achievement:** Achievement is that knowledge acquired or skills developed in a school subject is usually determined by the test Scores or grades awarded through instruction Good (1973:7).

### **2.1The concept of 6T's Strategy**

The 6T's is a strategy of teaching reading and writing formed by Allington(2002:2) . 6T's presents a shorthand type of description of typical teaching in the learning process and make learning easier. This strategy is used to develop reading and writing skills. It is important to be applied to pupils' learning process to raise their achievements. Moreover, these procedures are

proven to be effective at developing pupils' achievement if pupils are given more time to read and write inside and outside the classroom. This procedure is based on six elements: (1) Time which is given to pupils to encourage them to read and write (2) Text that should be based on pupils' level and the scientific background of each stage of study, (3) Teaching which means any possible way to deliver the curriculum to pupils according to the time and educational materials that give priority to the needs of pupils, (4) Talk that means an interaction between the teacher and the pupils that means it is based on problem solving and discussions, (5) Task that is grounded in comprehension and designed for the purpose of developing reading and writing, (6) Test which is designed to assess pupils' succeeded level of achievement.

As it is mentioned earlier this strategy is modeled by Richard Allington as an American scholar and researcher for more than 30 years , In his early writing, he focused on ( time, teach, task, text ,talk, test ) and succeeded to design a model for improving reading and writing achievement, in addition to reflecting the reading instruction system of a good literacy teacher. Furthermore, it gives pupils more time in learning reading and writing inside and outside classroom that means it put pupils in the center of the learning process because 6 T's have important components that influence the teaching process. That gives pupils a variety of opportunities to learn different texts, interacting and studying in different environment whether in classroom and online or using rotation learning.( Permanasari,2019:100). Allington and his group made several studies and observation on exemplary teachers' ways of teaching over several months in schools. They found that the six factors (T's) are reflected on the exemplary teaching method of teachers. They concluded that it is more important for teachers to use these six principles than using any method or commercial program, in other words, they present good opportunities to effective reading( Allington ,2002: 1) . It can improve reading fluency increasing reading in corrective instruction , in such a case , The 6T's gives the teacher the role of assessing pupils' reading amount in a given context, that is to develop a better

readers . Thus, reading in daily context will give pupils the opportunity to practice reading. Particularly, teachers should not interrupt pupils during their reading try to collect data about the pupils' reading habits and the amount or number of words read in a context(Walbery, 2010:21). In other words the 6T's are really interlinked. It appears improbable to develop teaching that reflect any single T, for instance, if they are used correctly. they will oversimplify teaching process and improve pupils' achievement in skills. Accordingly, through reading and writing pupils will learn other skills like speaking and listening, in other words when they read they can listen and speak . At the same time, They can do other activities such as learning vocabulary, grammar and conversation. Meanwhile, the used programs of teaching failed to develop proficiency capacities of large number of pupils due to the limited time in classroom. The 6T's program is an integrated one in in which using all T's factors enhances proficiency as EFL learner.

### **2.1.1 Time**

time is an important commodity and one of the world's scare resources. It is an important element of success that depends on how the pupils manage it. So, managing and maximizing time is an important technique, instead of working hard, pupils can make work easier by learning how to manage time. Thus, tome management skill is an effective tool to achieve success in all the forms of education including academic achievement(Obiekwe,2019:2). Particularly, pupils are always too busy with stressful lives because they attend classes. do homework, and study for exams. Plus they have their daily routine and necessary lifestyles so it seems necessary to create a balance between academics and extracurricular activities, however, doing everything at one time seems to be challenging and confusing.

As an important factor, time management must be considered as one of the factors that can improve pupils' achievement(Al-Marri,2019:15). Time management is a variety of tasks and activities that will help people to mange their time effectively such as organization, making plans, planning, prioritization,

goal- setting ..etc.(Claessens & et al,2007:262). .Particularly, Allington have a great deal with maximizing instructions through thoughtful and careful use of time; presence of material organization activities or unexpected events, create classes actions and patterns constantly using the routine. Typically, it is known that who spends a lot of time studying will gain higher grades than pupils who have limited time to study. Recent survey shows that 34 percentage of pupils devotes at least six hours for reading and homework in their free time in each week, resulting in how long pupils spend time on studying the more they highly succeeded rather than on how well they memorize the material. Studies have shown the relation between time and pupils' achievement, in which many pupils are working while they are studying, leaving them with less time to study. Lack of time will cause low grades resulting in bad achievement(Ozyildirim, 2022:3).

### **2.1.2 Text**

The teaching process is based on a specific text and follows a three elements structure learning; the text , practicing writing and writing independent. Any text must be investigated and written down the required skills for successful outcomes, always determining the desired effect of the sample text before studying in detail other activities such as vocabulary, grammar and text structure . Being familiar with a text full potential means a better focus by teachers on the things which have an impact on the pupils' learning . In this study, a text refers to any educational text handled by pupils or teachers to develop their learning process. That is to say, A text is the main part of the educational process and it is aimed for all of pupils in different levels of learning. When pupils read a text must they must be able to identify its meaning and explain how the sentences are built through the text( Alexandrov,2015:2). Text means any written or spoken words that have meaning to communicate. In academic terms, a text is any written or spoken words that have meaning to those who deal with .Teachers and pupils spend much of their time interacting with text in all its forms , they observe the text ,explore it and conclude information from it(Isnaini,2014:11). Well



structured text is any text carries information and have deep meanings that can help readers to get different information from reading a text well. As for pupils, they have to read various types of text to enrich their knowledge regardless if it is a short assignment or an entire essay that will help pupils to write academically.

Understanding the text can help pupils identify the text meanings and understand the background in which the author writes the text. A text must be well structured text to enable reader become more proficient and independent at the same time to understand the text( Hermida,2009:24). Freebody and Luck(1990:17) mention four language learners roles that can pupils follow to understand any text well. Furthermore, this model identify the role of the reader in any text. It is regarded as the corner stone for curriculum reform. The four resources includes the four roles of readers:

1. Reader as a code breaker .
2. Reader as text participant .
3. Reader as text user.
4. Reader as text analysis.

By this , pupils will be equipped with a wide range of capabilities that are need to be read, write, listen and speak resulting in fluent reading, creative and accurate writing explicate spelling and correct pronunciation. So that, teachers must take into consideration these four resources model to make a good interaction between pupils and text.

### **2.1.3 Task**

Task refers to any activities that pupils are asked to do inside the classroom task among these activities are motivating the learners to be involved in a communicative activities using the target language such as: comprehension or production for the purpose of classroom interaction(Long2:016:5). Moreover, another pedagogical definition of task as an activity that needs learners to attain the required outcome from a giving information throughout some techniques that allow teachers to control and adjust that process. According to the mentioned

definitions readers can infer that pedagogical task has a great influence on building teachers' confidence to progress in their learning , In such a case , task can help learners to achieve a goals in learning a language. That is, learners use their skills according to their levels, resulting in developing their language through interaction inside the classroom. A good language task has many characteristics , First , task must have a sense of accomplishment , capable of becoming a format act of communication with a beginning , middle and end. Tasks are vary in their appropriateness for different learners' levels, so that , it is the teachers' responsibility to choose the perfect task for developing communicative competence are relatively deferent for different groups of learners , that is why teachers must choose tasks that meet specific language learning needs of learners. Therefore, task is regarded as one of the most important techniques for teachers to provide a rich learning environment for their learners(Xhaferi, 2013:46).

#### **2.1.4 Teaching**

Sequeira(2012:3) points out that teaching is series of events that occur outside the learners which are designed to support internal learning process. In Simple words, teaching is anything around learners that can motivate them to learn. Kumar ( 2017:2) terms teaching as the process of creating personal relationship between teachers and learners as a result of that the behavior of the latter is changed. Here the relationship plays the main role.

Balliu(2017:22) mentions that modern teaching requires application of strategies which is supported by the new curricular changes that depends on strong roles such as planning instructional time an choosing acceptable textbooks. However, the main focus will be on notions of active instructions, much of what, many teachers regard teaching as a little more than assignment and assessment. Obviously, active teaching express clarification, direct teaching process and mixing thinking with talking inside classroom. Exemplary teachers regularly provide a clear illustrations of knowledge that good teachers use when they teach. In simple words, they modeled the thinking ability that skilled learners engaged

in while trying to decode a word, self- monitoring of comprehension, summarizing while reading or editing when composing their ideas and explanation.

### **2.1.5 Talk**

Generally, talk plays an important role in humans life to communicate and build social relationship. Particularly, talk is an important means in learning any language. That means, pupils have to fully involved in the activities resulting in high- leveled development in pupils learning progression(Council,2009:3). Nowadays schools are judged by variety of criteria to determine success, but perhaps the most obvious indicator of learning – classroom talk – is chosen as a measure of successful learning(Harrison,2007). According to Ma'rufh,(2014) classroom talk is any language that is used in classroom situation for the purpose meaningful communication. A classroom talk must be managed by the teacher. Thus, teacher works on preparing well constructed classroom environment which can add a great effect on pupils behaviors and develop their achievement . Then teachers motivate pupils to work collaboratively in classroom situation.

Particularly, talk has a great role than literacy in development of learning process. This means , pupils who have the capacity to engage themselves through interactive activities- think and discuss ideas will have a good experience to deal with classroom talk. (Harrison, 2017) concluding that, effective classroom talk/ conversation plays a dominant role towards building teachers capacity and pupils self-efficacy in the knowledge subject and other authentic activities . In sum up , the main goal of teaching is to build pupils ability in speaking as well as writing, reading and listening. Providing them with appropriate environment in which pupils can participate in different kinds of activities based on his ability to talk correctly (Johnson, 2016).

### **2.1.6 Testing**

Ur (1996: 34) states that the test served as a means of motivating learners to study or review certain materials. During the test pupils do not depend on motivation and measurement pupils' abilities rather than on improving education in

classroom(Adom & et.al 2020:110) define test as a process of measuring single or multiple concepts, under a set of pre-determined conditions. It is used to measure pupils' learning levels Language test is that test which is designed by teachers with a specific skill and training in the test design, or by people who specialize in test design. Simply, to realize pupils' achievement, teachers must conduct an evaluation after the learning process takes place. Assessment can show if pupils are already Understand what is taught(putri,2015:10).

### 3.1 The Experimental Design

Experimental design is a plan to set experimental procedures to the level of treatment and related statistical analyses associated with plan to investigate the relationship between variables( Kirk, 1995:1).

| Groups             | Pre-test                       | Independent variable                      | Dependent Variable             | Post- test                            |
|--------------------|--------------------------------|---|--------------------------------|---------------------------------------|
| Experimental group | Pupils' achievement in English | 6 T' S strategy                           | Pupils' achievement in English | Pupils' achievement in 6T' S strategy |
| Control group      | Pupils' achievement in English | Current used method (traditional method ) | Pupils' achievement in English | Pupils' achievement in 6T' S strategy |

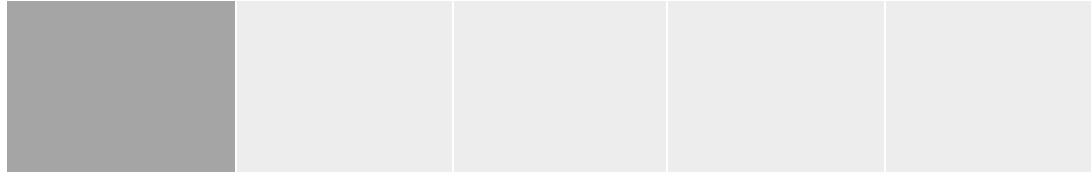


Table (1) The experimental design

### **3.2 The population**

population is all the selected individuals who have the same characteristics Creswell(2012:142). The population of the present research consists of EFL Iraqi preparatory pupils of fifth scientific (biological branch) preparatory in Beiji in Salah Al-den Government. The total n.

### **3.5 Test Construction**

test. Brown and Abeywickrama( 2012:9) state that a test is a measurement of what pupils have been learned within a classroom lesson, unit and materials covered in curriculum with specific questions at limited time. The essential role of test is typically to identify the objectives of the course that is achieved at the end of the period of instruction.

An achievement post test has been given to pupils in which there are ten questions; question one is a reading passage; pupils are asked to identify five items from the given passage, that is to measure their knowledge level, remember, understanding, comprehension, in such a literal question.

### **3.6 Validity**

Validity is the appropriateness, meaningfulness, accuracy and usefulness of any inferences that researches made depending on the data they collect(Fraenkel, et. al,2012:148).

#### **3.6.1 Face Validity**

The researcher submitted her test to the jury who are specialist in English language, and asked them to give their agreement, modification or an additional note concerning the test, The jury had 100% of agreement on the questions of the test.

#### **3.6.2 Content Validity**

According to Areta(2014,13) content validity is the degree at which representative sample of the subject matter content are measured by a test, taking into consideration the behavioral changes.

### **3.7 Reliability of the Posttest**

Reliability is a critical attribute of a well-designed test. A test is said to be dependable if its degree of accuracy is stable and consistent each time it is administered to the same sample of pupils under the same settings (Veram and Beard, 1981:860).

### **3.8 Pilot Study**

Pilot study is a small research project that is fully conducted before the final research. A sample of 15 pupils who are selected randomly from both groups ( experimental and control groups); Fifth grade at Al- Mansour School for Boys in Biji Salah Al-den on 28 January 2022. The pilot test is done under normal classroom condition.

### **3.9 Item Analysis**

Item analysis is the process which analyzes and examine the pupils answer to evaluate the difficulty and discrimination levels of items in the test. As follows:

#### **3.9.1 Difficulty Level**

Item difficulty refers to the extent to which an item appears to be complicated or facilitated for a given number of tests. It just reflects the percentage of learners who respond correctly to the object. The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown, 2010: 70-1).

#### **3.9.2 Discrimination Power**

Discrimination power means " calculating the degree to which a particular item's results correspond with the results of the entire test' (Alderson, 1995:80).

### **4.3 Discussion of Results**

This study is determined to investigate the effect of 6T'S strategy on EFL pupils' achievement. It also tries to show whether there is any differences between the two groups, the experimental and control group concerning pupils' achievement.

The pupils of the experimental group who have been exposed to the suggested strategy show obvious positive modification in pupils' achievement:

1. The Pupils of the experimental group who have been taught according to the suggested strategy achieve better scores than the control group who been taught according to the traditional strategy.
2. The 6T'S strategy enhance the pupils to reflect themselves and to communicate not only with the teacher but also with their classmates. It helps the pupils to use the language rather than read about it.
3. This strategy gives the pupils the ability to maximize their time in and out the classroom. This will prepare pupils to be ready and stay on task.
4. Pupils who have been exposed to the 6T'S strategy past their negative attempt to take their roles to participate in all the classroom activities. That is why the teacher is recommended to prepare pupils emotionally and mentally.

### **5.1 Conclusions**

In the light of the results obtained, it concludes that at using T's strategy is effective to develop EFL pupils' achievement. After analyzing and collecting data, The researcher concludes that:

1. There is an increase of pupils achievement being taught through The 6T's strategy. The 6T's strategy has a positive impact on pupils achievement. It gives pupils opportunities to practice all the skills in and outside the classroom.
2. As stated by the result, the six factors of the current strategy are easily reached by pupils. So, It allows pupils to be involved in reading a variety of rich text.
3. Using the 6T's strategy can build communication skills which is of great benefit for the EFL Pupils. Thus, to create independent learners who are practice all activities using the four skills successfully.

4. Applying the 6T's strategy on the learning process will help pupils to develop an accurate 'fluent comprehended reading that allows pupils to engage in long meaningful tasks.

5. The effect of using the 6T's strategy enables the teacher diagnose pupils' need, such as time and teaching programs. Thus, it can create an exemplary teachers who know how to spend the learning time giving instructions an directions.

## **5.2 Recommendations**

1. The strategy can be applied to all learners' academic levels of education such as primary , intermediate , secondary schools and college.
2. It is necessary for all English language , teachers as effective teachers to use the 6T'S strategy in their educational program.

## **5.3 Suggestions**

Since this study is concerned with the effect of six T's strategy on EFL pupils achievement, there are some aspects are suggested to be investigated by other researchers:

1. A study is recommended to investigate the role of 6T's strategy developing critical thinking skills in the high schools.
2. Upcoming research is needed to explore the impact of 6T's strategy on Students' writing achievement.
3. The effect of using 6T's strategy on students time management skills and performance in secondary schools.
4. The effect of 6T's strategy on pupils interactional achievement of meanings in classroom talk.
5. This strategy is appropriate to be applied in in the classroom to assess pupils' motivation.

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