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The effect of Modeled Talk strategy on improving EFL Preparatory Pupils' speaking skill

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Abstract

The purpose of this research is to determine whether or not the Modelled Talk strategy improved the speaking skills of EFL Preparatory Pupils as measured by post-test recognition and production scores, as well as whether or not there was a significant difference in the performance of the experimental group between pre- and post-tests. Hypotheses for this research include, there is no significant difference in post-test scores between the Modelled Talk and control groups and there is no significant difference in post-test scores between the Modelled Talk and Post-Test 1 and Post-Test 2 experimental groups. The present study sampled (60) sixth grade class of the al-shaheed ahmed Fattah primary school in Bayji town during academic year (2021-2022). There are two groups for research, A and B, each with 30 pupils, A serves as an experimental group and B serves as a control group. Both groups have been equalized in terms of educational of parents, testee's age and English achievement. Six weeks have passed since the beginning of the experiment in the first semester of the academic year 2021–2022. Multiple statistical methods, including the T-test, weighted mean, and percentile mean, have been used to examine data that was gathered from students' post-tests. These results show that utilizing a modelled conversation technique is more efficient than the conventional approach. The report wraps off with some last thoughts, comments, and recommendations.

Keywords: Modeled Talk strategy, EFL Preparatory, Pupils' speaking, skill

1.1 Statement of the Problem

Learners face many difficulties when speaking English because it is not the mother tongue and the learners are not native speakers. They also do not have the cultural background of this language. One of the reasons for students' weakness in English conversation is the lack of linguistic vocabulary and the number of words they memorize from the language, in addition to their weakness in the rules of this language and listening skill.

In which the methods of teaching English in our schools it focuses on grammar only, they do not develop the students' linguistic wealth with vocabulary, lesson time is not enough for the pupils to practice and memorize more vocabulary.

Learners memorize words and rules, but they do not practice them and do not include these words in their conversations, and this leads to poor speaking because any language needs practice. The learner gets a good grade in the exam, but they are very weak in conversation . As well as the students' lack of interest in the English language and the difficulty of it as a foreign language there are many common problems that students face when they learn English in general and speak English in particular. One of the most important of these problems grammar mistakes While Speaking English Language and lack of confidence Lack of vocabulary and Motivation in Students in Speaking English Language , Fear of Making Mistakes When Speaking English Language . indicators of the problem are as follow : the students need much time before they present . class; the students are nervous , shy , unconfident and afraid when they speak English . The impact of it , they speak slowly and long to compose utterance This research will focus the use of Modelled - Talk strategy in teaching speaking .

1.2. Aims of the Study

This study aims at:

1- Finding out effect of Modelled Talk strategy on improving EFL Preparatory Pupils' speaking skill in the post-test.

2- Finding out whether there is any significant difference between the experimental group's achievement at the recognition level, on the one hand, and their achievement at the production level, on the other hand.

1.3 Hypotheses

1- There is no statistically significant difference between the mean score of the experimental group which is taught by Modeled Talk strategy and the control group which is taught by the conventional strategy in the post-test.

1.4 Limits of the study

The current study is limited to sixth year of primary pupils In al-shaheed ahmed Fattah elementary co-educational y school in Bayji.The use of Modelled talk Strategy in teaching unit one,two and three of ' English for Iraq' .During academic year 2021-

1.5 value of the study

The current study is hoped to be beneficial to : 1- EFL teachers introduce new vocabulary to Iraqi primary pupils from the book

. 2- Curriculum designer who ought to include some knowledge on how to use Concept Sort strategy at different levels of textbooks to be implemented by the teachers .

1.6 Procedures of the Study

The following procedures are used by the researcher to fulfill this study as :

1- Assigning randomly two groups : one as experimental group and the other as a control group .

2- Applying written pre - test to the two groups for the sake of equalization in pupils ' interaction in English lesson and make a balance to the groups according to mother's and father's education and also pupils ' academic achievement .

3- The experimental group is the group in which pupils are exposed to concept sort strategy .

4- Two groups are exposed to a post - test to know the impact of concept modeled talk strategy on the pupils ' interaction in English language.

2.1 The concept of Modelled talk strategy

Models of Teaching is a book written by Bruce Joyce and Marsha Weil in which they discuss a variety of teaching strategies, including synectics, group learning, role acting, and more. The book was first released in 1972, and as of the year 2018, it is now in its ninth version. Emily Calhoun has been included on the list of contributors ever since the sixth edition was published in the year 2000.

Joyce Weil & Showers (1992) have developed more than 20 models of teaching by analyzing theories of learning over a period of 25 years or so. They have grouped their models in to 4 families - namely - information processing, personal, social & behavioral family. Modelled talk (Herrell, 1999), the concurrent verbal explanation and physical demonstration of directions or concepts, is one of the simplest and most powerful strategies to use with English language learners. It takes some planning and practice but can soon become a habit for effective teachers.

Modelled talk is the use of gestures, visuals, and demonstrations as explanations are made. Gestures and modelling provide examples for learners to follow and lower learners' anxiety since they know exactly what to do because they have seen the directions or content modelled. It is a strategy in which you physically demonstrate the directions or concepts involved in your lesson. It uses things like gestures, visuals, and demonstrations to communicate information and ideas in their lessons easily.

it gives students the confidence to engage in the learning process, such as connecting images to new vocabulary and completing other activities . It is an instructional strategy in which the students learn by observing Whenever a teacher demonstrates a concept for a students that teacher is modelling. Haston (2007).

Modelling", the teacher engages students by showing them how to perform a skill while describing each step with a rationale. This provides students with both a visual and verbal example of what they will be expected to do . The steps in implementing modelled talk are the following:

Identify the lesson and gather materials ,Identify the lesson to be taught and the materials to be used. Think about what you plan to say to explain the lesson and the directions to the students. Prepare the materials the students will use so that you have an example to show and, if necessary, examples in various stages of completion. Design gestures that will help students understand exactly what will be expected of them without having to rely solely on English vocabulary for understanding

Design a visual of directions ,Design a standard visual that will be used regularly if the lesson or directions require that students follow a sequence of instructions. This will help students become accustomed to looking for this visual for support in remembering the sequence. Simple numbered drawings work well for this. A set of standard drawings created and saved on the computer, printed, laminated, and placed in sequence on the chalkboard can be used again and again for different activities. A picture of a pair of scissors, for example, always reminds the students that the next step is to cut, while a picture of a crayon reminds them to color.

Practice your modeled talk ,Practice your talk in front of a mirror to determine if your instructions, modeling, and gestures convey the message you want the students to understand.

Review the steps to be taken, the steps the students are to take after you have delivered your modeled talk. Use the visuals you have created to reinforce the students' reference to them for support in remembering what to do. When the students are performing the activities you have explained, refer to the visuals whenever there is a question about what to do next so that the students practice the use of them .

2.2 Model of the study

Eva kov (2013) A connection was made between modelled speaking approach and Krashen's theory of learning a second language.

Contrasted with Acquiring Knowledge

-Students learn English by seeing how native speakers use words in context.

-Scaffolding is used in the strategy to help pupils develop their vocabulary of new terms.

- Encourages student interaction with the instructor via the use of model dialogue.

Affective filter

-Maintains students' interest in the material - Decreases students' worry about how to complete the assignment

-The use of models in conversation aids in activating the language acquisition apparatus

Freeman & Freeman(2004)

Although Krista (2017) defines Modelled Talk as a tactic in which you physically illustrate the instructions or ideas included in your lesson, I like to think of it as a way to communicate with students. Information is conveyed to recipients by a variety of means, including hand gestures, pictures, and demonstrations.

This technique enables students to see the expectations and material, rather than simply hear it, which is another reason why it was shown to represent the best practices for educating students who speak a language other than English. Utilizes hand motions, verbal cues, and visual signals all at the same time.

-Teaches pupils how to articulate their mental process in a way that is understandable to others

-It is not necessary for students to comprehend the whole of the spoken instruction in order for them to successfully perform the assignment. Increase confidence .

2.3 Advantages of model talk strategy

- Modelling can often make the unclear clearer .
- Some activities cannot be adequately expressed in words
- Using this type of instruction , teachers engage students in imitation of particular behaviors that encourage learning.
- . • Modelling can promote inclusion .
- Modelling can help teachers measure the difficulty or work load of their students

- Metacognitive modelling is particularly useful for exam groups .
- Stops students wasting time because they " can't think of anything .
- To make the students easier to understand the materials.
- . The student will be having good memory To make the students actively Making the students Interested to the lesson.
- Models of teaching provide well-developed ways of teaching that guide the development of learning experiences and the identification of structures that support learning.

All students will benefit from modeling, but for English language learners modeling is even more advantageous. ELLs have a number of barriers to overcome in the classroom.

if a teacher models the directions and gives examples, ELLs will experience less anxiety and confusion when working on the assignment .

- Making the students more focus to the subject
- Keeps students engaged
- Modeling helps lower students anxiety of how to do work.
- Modeled talk helps with opening the language acquisition device
- Students acquire the English language through modeling words
- Strategy uses scaffolding to build students knowledge on new words
- Promotes students to communicate to the teacher using modeled talk (Freeman & Freeman, 2004)

2.4The teacher and students ' role in the modelled - talk strategy

Teacher's role

At the first . The teacher is identifying the lesson and gathering material and also identify material , and provide clear example to make the students easy to understand about material . It will be using in learning process

Second . The teachers need practice before they use the modelling : instruction or gesture in front of the students to make sure that model . Beside designing a visual direction is much needed . Here the teachers prepare pictures to the students or

draw the modelled in whiteboard or blackboard . The last . The teachers review the steps will be taken in front of the class.

Student s ' role

The role of students is starting from the students hearing when the teacher explains the materials in front of class .And then the students writes in the paper or make a note by seeing the model ,instructions or gesture which give by the teacher beside following the clue given .when finishing in writing the students can revise the writing or note .so the students perform in front of the class orally.

3.1Methodology and procedures

There are many definitions and opinions of different scholars describe the experimental design in the research such as Van (1962:230) who says when the researcher wants to test the hypothesis of the study must use experimental design to measure the effect of independent variables on depends variables in the study. Cook (1967:106) describes the experimental design as important means to test the aims, procedures and hypothesis of the study by the researcher.

In addition, Goodman (1973:74) defines the experimental design as a plan to discover the effect of experimental treatments on experimental groups that are selected for testing the study.

The researcher of this study defines experimental design as an approach that needs a good understanding of the appropriate system to test the hypothesis and discover the results of the study. Concerning the current study, the use of aims and hypotheses demands the Non-Randomized experiment group pretest-posttest design. Consequently, the two groups of the six scientific primary school pupils are the sample of the study. The experimental design of the study is shown in table (3.1).

Table (3.1) The Experimental Design

Group	The Test	Independent variable (Treatment)	Dependent variable	The Test
Experimental	Pretest	Modeled Talk strategy	Improving speaking skill	Posttest
Control	Pretest	Traditional Strategy	Improving speaking skill	Posttest

3-2 Construction of the Study Instruments

In current study, a post test is the instrument which has been constructed and applied to achieve the aims of the study. The posttest is used to find out the results. Therefore, the researcher has constructed a posttest to assess if statistically meaningful variations occur between control and experimental group. This test includes (5) questions, each question is composed of various items.

3-3 Face Validity

Nevo (1985:288-290) suggests that face validity be understood through the scope of validity, describing face validity as the thoughts, behaviors, and views of testers, raters, or examinees against a test. So, test questions sent to a jury of specialists in the field of TEFL and linguistics in terms of the value of test validity and in order to ensure the face validity of the test.

3.4 Content Validity

Pennington (2003:37) claims that Content validity refers to the degree to which an assessment instrument is relevant to, and representative of, the targeted construct it is designed to measure represents all sides of a given concept.

3.5 Reliability

Reliability defines as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability. If the results of the study can be produced under a similar methodology, then the research instrument is considered to be reliable (Joppe , 2000). One of the necessary characteristics of a good test is reliability. Alpha-Cronbach formula is used to measure the reliability of the posttest. The coefficient is found to be (0.88), which consider acceptable.

3.6 Pilot Study

Richards and Schmidt (2010: 219) explain the pilot study is to assess suitability and function ability of the tools sample, and clarify directions, define the time required to answer the question, determine complexity and discriminatory power, measure the reliability of the test and making the final administration of the test items. The pilot test is very important and preferred for the research because it aims to discover discrimination power, difficulty level and the reliability of the test, so the researcher selects (22) pupils randomly from (A) and (B) sections (eleven) pupils from each section from Shaheed Ahmed Fattah primary mixed school. The pilot test is applying to the (22) pupils in a normal situation and classroom condition. After applying the pilot test, it is found out that the time needed is 45 minutes to answer the test items,

3.7 Analysis of the Test Items

The test items must be examined to distinguish two significant objects are level of difficulty and discrimination power. Marshall and Rossman (1999:150) say that item analysis is a process to understand and collect important information about the relationship among items of the test and make the decision depend on analyzing items of the test.

3.7.1 Difficulty Level

The difficulty level of the test items is important aim of the pilot study. The test will lack the balance if the questions of test will be very easy or difficult (Madsen, 1983: 180). The difficulty level is specified as the ratio of the pupils who replied correctly to each item (Rosas, 2000:3). 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). It was found that the current test items' difficulty level ranges from 0.27 to 0.69, as shown in table (12).

3.7.2 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). Also, Matlock-Hetzel (1997) shows that the discrimination power (DP) of a test item can be measured by comparing the number of persons with high test scores who replied correctly to that item with the number of people with low scores who responded correctly to the same item. This means that an object is deemed to have weak power of discrimination if it is correctly scored by high-skilled pupils as well as low-skilled pupils.

Item discrimination refers to the degree to which an object makes a difference between good and poor testers. An object has good power of discrimination if it collects the right answers from the good pupils and the wrong answers from the bad pupils. It is worth noting that the high power of discrimination will be close to 1.0, and no power of discrimination will be nil at all (Brown, 2010: 71). The results obtained indicate that the test item discrimination power ranges from 0.29-0.70

4.1 Analysis of Data and Discussion of Results

The First Hypothesis Comparison between the Mean Scores of the Experimental Group and that of the Control Group in the Posttest. All mean scores are obtained and compared to find out if there is any significant difference between the mean scores of the experimental group and those of the control group in the posttest. Statistics show that the mean scores of the experimental groups are (42.86) and that of the control group is (27.56).

By using the t-test formula for two independent variables, the calculated t-value is found to be (8.050), while the tabulated t-value is found to be (2.00) at the degree of freedom (58) and level of significance (0.05). This means indicates that there is a significant difference between the achievement of the two groups and in favour of the experimental group.

Thus, the first hypothesis, which states that there is not any significant difference between the mean scores of the experimental group and that of the control group in the first speaking posttest, is rejected,

Table (4.1) Means, Standard Deviation, and t-Values of the Two Groups in the Achievement Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	30	42.86	7.51	8.050	2.00	58	0.05
CG.	30	27.56	7.20				

4.2 Discussion of the Obtained Results

The obtained results of the current study show that students' achievement of the experimental group who has been taught by Using the Modeled Talk strategy is better than those of the control group who have been taught by using the traditional technique.

This means that Modeled Talk strategy proves to be more effective than the traditional technique, in teaching English speaking. The improvement of the students' achievement in English speaking by using Modeled Talk strategy could be attributed to the following factors:

1. Modeled Talk strategy helps pupils to understand information.
2. Modeled Talk strategy helps pupils to be more active participants in the classroom.
3. Modeled Talk strategy changes the role of the teacher from the direct instructor or to the shifter of information, then to the role of mentor and supervisor, resulting in the emergence of positive impact in the collection of students.
4. Modeled Talk strategy depends on procedures that have logical steps in organizing pupils' thinking to achieve their goals accurately.

5. Modeled Talk strategy with its three techniques motivates pupils to find out, think, and connect the ideas of the text. Therefore, it has been instrumental in developing pupils' abilities and strengthening their speaking skills.

5.1 Conclusions

Depending on the results and the analysis of data of the current study, the following conclusions are illustrated:

1. Modeled Talk strategy is one of the most effective teaching strategies that help pupils in improving speaking skills.
2. Modeled Talk strategy helps teachers and pupils to find out the solution for the problem that is faced in the learning process.
3. Modeled Talk strategy has an important role which increases pupil's interaction in the classroom and it is a new method for pupils and easy to use.
4. Modeled Talk strategy has clear steps which enable pupils to find out main ideas, thinking about the information, and connect the ideas of text with real life to understand and remember the information of the text.
5. The presentation of the lesson according to the Modeled Talk strategy techniques use previous knowledge and rebuild it in the brain with the new knowledge to comprehend.
6. The Modeled Talk strategy also increases the pupils' motivation and encourage them in the classroom.

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