The Effectiveness of Some Elicitation Techniques in Developing Secondary School Students' EFL Speaking Skills

By:

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Introduction

English teaching and learning in the classroom occurs through meaningful interaction that involves the teacher and students. The process of communication is important as the ultimate goal of language is to communicate. Communication is either spoken or written, formal or informal and one -way or two-way. EFL communication should be of the two-way type. Students should be encouraged to use the two-way communication. They should not only respond to teachers' questions, but they should also be encouraged to participate and initiate speech rather than become only respondents.

One of the important techniques employed by teachers to encourage students' participation is elicitation techniques (Sasmita, Jufri & Tiarina, 2013). Elicitation techniques refer to the techniques used by the teachers to elicit students' responses and to stimulate students to talk in the classroom (Setiawati, 2017).

Elicitation techniques help students to activate their communicative competence and use the English language to express their feelings and ideas in a natural and funy way. In addition, they help students to overcome their shyness and make them more enthusiastic and eager to

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speak up. Also, they create a comfortable situation in the classroom.

Darn (2008) stated that elicitation techniques help promote students' involvement in the lesson and enhance student-centered learning. They offer learners an environment with opportunities to participate and as a result they increase students talking time and at the same time decrease teacher talking time. Moreover, they make learning memorable as learners can link new and old information and produce dynamic and stimulating ideas. Besides ,they promote students' cognitive development (Putri , 2016).

Some of these elicitation techniques include role-play, questioning and discussion. They will be dealt with in the following section.

1-Role-play

Role-play is one of elicitation techniques that involves students taking on a role and carrying out a discussion with each other switching roles. In a role- play students pretend to be someone else and do what is set for them to do. The teacher can hand out the roles in a form of role- cards where each student reads the role which he/she will play (Nopiani, 2014).

Role play urges students to communicate in a specific context in which students have a role to act. Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while . Students are not only passive learners but also they become active learners since there are various activities that put them in an active process. (Arham, Yassi & Arafah, 2016)

Another advantage of role- playing is that learners are given a chance to pretend someone else. Such a technique may help timid students to overcome their shyness and fear of speaking. Reticent students often have difficulty talking about their experiences or about themselves. The fact that they are someone else makes them feel that their own personality is not implicated (Kusnierek, 2015).

There are two different types of role- play including real – plays and surreal – plays. A role-play activity which is a rehearsal for the real world is called real – play. Real – playing gives students the chance to practice typical activities they will probably perform in real life. These include ordering food in a restaurant, greetings, asking for directions, booking holidays at a travel agency, etc. Thanks to that kind of role – playing, learners have a possibility to rehearse these activities and then, in the future , they may have fewer problems because they have practiced in the classroom. In sharp contrast to real – play, surreal – play should encourage an imaginative self – expression of the inner world of each student's mind. While real – play seeks approval for believing that a classroom can become the real world, surreal- playing calls for promoting an expression of thoughts and feelings of each students' mind. Such an activity is also called imaginative role- playing (Kusnierek, 2015).

2- Questioning

Questioning is another technique used in English language teaching. The goal is to check if the students understand what they have been taught .It also enhances students' involvement and promotes students' creative thinking in classroom interaction. Questioning has been considered as one of the most essential and important techniques during instructional process since Socrates times. Questioning is a teaching technique through which

teachers check students' interaction , consolidate knowledge, and achieve teaching goals. It is usually used as one kind of mutual exchange between the teacher and students. It has been used widely in teaching up/till now. (Ma, 2008)

The use of questioning skills is essential to systematic investigation in any subject area. In such an investigation :1) questions are used to check students at the beginning of class i.e. one asks questions to identify the reason or reasons for the investigation: 2) questions are used to ask students during class i.e. questions are asked to direct the search for information and to synthesize what has been discovered; and 3) questions are used to ask students at the end of class. The conclusions resulting from investigations are evaluated via questions (Lewis, 2007).

He added that effective questions should be**:** purposeful (asked to achieve a specific purpose), clear(students understand what they mean)**,** brief (stated in as few words as possible), natural (stated simply, in conversational English) and thought provoking (they stimulate thought and response). They should also be limited in scope (only one or two points in chain of reasoning called for) and adapted to the level of the class (tailored to the kinds of students in the class).

There are different typologies and classifications of questions based on various taxonomies of learning. They can be placed on a continuum from questions that are structured, teacher- centered, and geared towards lower cognitive abilities to questions that are open – ended, student-centered , and focused on higher – level cognitive learning. (Kasprzak, nd)

Bloom's classification of educational objectives can be used to classify questions from the highest level "evaluation" to the lowest level "knowledge". If teachers

expect students to engage in more creative and stimulating thought processes, they must encourage their students by asking higher level questions (Lewis, 2007). Such questions would guide the students toward further investigation and a deeper understanding of the concepts being stressed. Good teachers use a variety of different types of questions to engage their students in a constructive and effective discussion such as evaluative , exploratory , challenging, relational, diagnostic , action, cause and effect, extension and hypothetical.

3- Discussion

Discussion proved to be a suitable technique for promoting speaking ability. Discussion is the process of talking about things among two or more persons, preferably face to face. It is a cooperative effort excreted by of a number of individuals who work together as a group, through the exchange of thought orally, to reach some objectives. (Aziz, 2013).

He added that a successful discussion demands the teacher to be well prepared. The teacher should plan the discussion through defining the objectives of the discussion, explaining the discussion format to the class defining terms and stating assumptions. Then, the teacher should generate discussion through asking questions and dividing the classroom into small groups. The teacher should maintain discussion through controlling excessive talkers. Finally , the teacher should conclude the discussion through providing students with a summary of the important points that have been covered.

Menggo, Ketut and Made (2013) pointed out that discussion is an active learning process, which is more likely to maintain students interest than a passive teacher-directed learning experience. Discussion is important as 1) it secures active involvement in learning which motivates

students, particularly when they can see that others value their contributions and respect their points of view. 2) It develops students' ability to analyze the lesson content and express ideas orally, thus enhancing their thinking and communication skills. 3) It can be an effective way of allowing students to share their knowledge and experience and an appropriate way to demonstrate to students the relevance of their background knowledge. 4) It can generate new ideas or produce original solutions to problems by stimulating divergent or lateral thinking. 5) It is better than the lecture as a method that helps students develop problem – solving and critical – thinking skills ; and it is a technique in which teachers show tolerance to students opinions and attitudes, which can help to develop rapport between instructors and students.

Kelly (2010) added that there are three basic logical reasons for why the discussion technique is very applicable in teaching speaking: 1) instructors maintain a greater control over what is being taught because they are able to steer the discussion; 2) the discussion technique is comfortable for the teacher because it is a modified form of lecture; and 3) students have a tendency to stay focused on the lesson because they might prepare to share their ideas.

Lewis (2007) stated that effective discussions should be : significant (concerned with something important) , purposeful (guided by a clear aim) ,socialized (characterized by considerable student participation) ,guided (helped by the teacher's questions and class management), open and honest (conducted so that students can reach their own conclusions). and ended with summary and conclusions (tied up at the end so that students understand what has been said , and why).

He added that students should be trained to speak up, give complete answers that include facts and reasoning ,

agree and disagree politely and wait to be recognized before speaking. Generally , the teacher should be creative to select the topic for the discussion and design the strategies that help make students relaxed and involved actively joining all classroom activities. So, the students will be enthusiastic during the teaching and learning process. The teacher must be able to select the proper technique that can involve all students actively, sustain students' enthusiasm, and enjoy learning. Every technique has its own strengths and the teacher has to adapt and use the eclectic approach that works best in teaching speaking.

Speaking is the verbal use of language to communicate with others (Fulcher, 2003). It is one of the foreign language skills without which language is reduced to a mere script. Students are supposed to speak correctly and fluently in order to communicate well. Any gap in communication results in misunderstanding and problems (Mellisha , 2013)

Teaching speaking improves students' communicative skills , help them express themselves and learn how to use the language.Students should try to avoid confusion in the message due to faculty of pronunciation, grammar or vocabulary, and to consider the social and cultural rules that apply in each communicative situation.

To achieve this goal, the teacher should improve students' speaking ability by providing them every opportunity to speak in the classroom. He/she should help them to realize their need for language , and encourage their confidence by giving them positive feedback. The teacher needs to make English a communicative language in the classroom by giving opportunities for students to share ideas in the target language and exposing them to various kinds of language such as video and audio tapes. (Putri, 2016)

Components of the speaking skill

Fulcher and Davidson (2006) stated that there are five components of speaking that can be dealt with as follows:

1-Pronunication

Pronunciation refers to the point and manner of articulation students speak with. It means that the students can communicate effectively when they have good pronunciation and intonation. Pronunciation refers to the traditional or customary utterance of words. It has many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

2-Grammar

Grammar refers to the set of rules that allow learners to combine words in language into larger units. Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Luoma (2004) pointed out that using grammar correctly in speech implies the ability to produce the distinctive grammatical structures of the language and to use them effectively in communication taking into consideration the characteristics of spoken grammar. For example, spoken clauses, rather than complete sentences, are often joined with coordinators like "and" or "but" , or not joined through conjunctions, but simply uttered next to each other, with possible a short pause between them.

3-Vocabulary

Vocabulary is the basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Vocabulary is essential for successful foreign language use because without an extensive vocabulary, learners will be unable to use the structure and the function they may have learnt for comprehensible communication.

4-Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to the process of expressing oral language freely without interruption. Konbercova (2006) states that in order to test fluency, the teacher must be concerned whether the fluency does not disturb the learners' performance or if the pauses are not too long.

5-Comprehension

Comprehension is the ability to perceive and process stretches of discourse and to formulate representations of the meaning of sentences. Comprehension refers to the understandability of what is said to the listeners in order to avoid misunderstanding information. In addition, its function is to make the listeners easily catch the information from the speakers.

Studies related to elicitation techniques and speaking

There are some studies that dealt with elicitation techniques and speaking :

Setiawati (2017) investigated the elicitation techniques teachers use to encourage students' talk in the classes. Participants of the study were 3 English teachers as the interviewee and the all of the three classes of the eight grades in SMP N1 Ayah. Setiawati used an observation checklist and semi – structured interviews to collect data. Results of the study showed that teacher used questions to elicit students talk and to become more active in the class. Setiawati concluded that the use of elicitation techniques helps improve students' speaking skill.

Putri (2016) investigated the use of elicitation techniques in enhancing students' speaking skills. The participants included two classes from the twelfth graders of Sma Ypiamir Hamzah Medan. One class represented experimental group and the other represented the control

one. The experimental group was taught using elicitation techniques, while the control group received regular instruction. The result of this study showed that elicitation techniques significantly affected the students' speaking skills.

Litawati (2014) investigated the effect of using elicitation techniques to teach speaking to grade five of elementary school students. The participants of the study were 56 students at an elementary school in Surabaya. The author used the quasi- experimental design with two randomly chosen grade – 5 classes where one acted as the experimental group and the other as a control group. The students in the experimental group were taught using elicitation techniques and the students in the control group were taught using drilling techniques. The study results confirmed that elicitation techniques improve the students' speaking ability more than conventional drilling techniques. Nurokmah (2009) examined the elicitation techniques used by teachers to encourage students' talk. The participants of the study were two English language teachers in SMA N3 Semarange. Nurokmah used an observation checklist to collect data. Results of the study showed that teachers used wh- questions. He concluded that elicitation techniques used by the teacher succeeded in encouraging students to talk. Teachers can use a combination of elicitations which then will affect students' responses.

Context of the problem

Many EFL supervisors and teachers complain that students have poor speaking skills i.e. insufficient vocabulary, poor fluency as well as wrong pronunciation. In most cases, they are passive, shy , quiet and they do not participate in communication activities in classroom. They do not like to speak up or to take risk for fear of being criticized or ridiculed by their friends. This is supported by

several studies some of which are Putri (2016) and Litawati (2014).

The former observed that many students can not speak English well. They are reluctant to express their ideas and to interact with their peer during the teaching-learning process. Also, they do not have self-confidence to speak because they are afraid of making mistakes. The latter confirmed that some students understand what the teacher says. However, they do not know how to reply it back because of lack of vocabulary and lack of practice that makes them lose confidence. They will only speak if the teacher asks them and will answer with just one or two words.

To document the problem, the researcher conducted a pilot study on 20 students from first year students enrolled in Itsa secondary school. The pilot study consisted of a speaking test where students were asked to describe a picture and to speak orally about some questions . Also, they were asked to role-play or conduct conversation (see appendix 1). The results of the pilot study revealed that the majority (7o%) have poor speaking skills and they lack the ability to speak fluently or accurately.

Statement of the problem

Although speaking is a very important skill learning, the majority of secondary school students lack several speaking skills that prevent them from expressing their ideas, thoughts and feelings orally. They are not fluent. They do not speak at the sentence level, but they speak word-for- word. That is why the present study attempts to help them develop their speaking skills through using some elicitation skills.

Questions of the study

The main question could be stated as follows:

- To what extent are elicitation techniques effective in developing secondary school students' speaking skills?

This main question can be divided into the following sub-questions:

1. To what extent are elicitation techniques effective in developing secondary school students' grammar component of the speaking skill?
2. To what extent are elicitation techniques effective in developing secondary school students' vocabulary component of the speaking skill?
3. To what extent are elicitation techniques effective in developing secondary school students' fluency ?
4. To what extent are elicitation techniques effective in developing secondary school students' pronunciation?
5. To what extent are elicitation techniques effective in developing secondary school students' comprehension component of the speaking skill?

Hypotheses of the study

To achieve the aim of the study, the following hypotheses were formulated:

1. There is a statistically significant difference between the study groups' mean scores in the overall speaking skills pre-post test in favor of the post test.
2. There is a statistically significant difference between the study groups' mean scores in the grammar component in the speaking skill pre-post test in favor of the post test.
3. There is a statistically significant difference between the study groups' mean scores in the vocabulary component in the speaking skill pre-post test in favor of the post test.
4. There is a statistically significant difference between the study groups' mean scores in the fluency component

in the speaking skill pre-post test in favor of the post test.

5. There is a statistically significant difference between the study groups' mean scores in the pronunciation component in the speaking skill pre-post test in favor of the post test.

6. There is a statistically significant difference between the study groups' mean scores in the comprehension component in the speaking skill pre-post test in favor of the post test.

Significance of the study

The present study helps secondary school students to participate more actively in classroom activities and to be less anxious to speak English. Also, it directs teachers to use elicitation techniques in teaching speaking. In addition, it might help researchers in finding avenues of research in the field of elicitation techniques.

Delimitation of the study

The present study is delimited to:

1- Some speaking skills :pronunciation, grammar, vocabulary, fluency and comprehension.

2- Some elicitation techniques including role-play, questioning and discussion.

3- 30 students enrolled in Itsa secondary school at Fayoum governorate.

4-First semester of the academic year 2017-2018.

Definition of terms:

Elicitation Techniques:

The term elicitation techniques is used in the present study to refer to the teaching behaviors used by the teacher to elicit and encourage students to produce words , phrases and sentences through questioning, discussion and role play.

Speaking:

The researcher adopted Fulcher's and Davidson's (2006) definition as" a skill in which the speaker produces utterances to express his / her ideas in order to exchange information. So, the listener understands what the speaker means".

Method:

A. Participants:

Participants of the current study consisted of thirty students (N = 30) . They were randomly selected from first year students enrolled in Itsa secondary school, Fayoum governorate, Egypt. They acted as one group.

B. Design

The researcher used the quasi experimental /pre-experimental design in which one group is used.

C. Instruments

To fulfill the aim of the current study, the following instruments were designed: an EFL speaking test and an EFL speaking rubric.

1-EFL Speaking Skills Pre-Post Test

After making the speaking skills checklist(see appendix 2) and validating it by a panel of jury members (N=5),the EFL speaking test was prepared.

1.1- The aim of the EFL Speaking Skills Pre-Post Test

The aim was to measure speaking skills among first year Itsa secondary school students. It was used as a pre-post test . As a pre test ,it was used to determine the participants' level in the speaking skill. As a post test, it was used to investigate the effectiveness of elicitation techniques in developing participants' speaking skill.

1.2- Description of the test

The speaking skill pre-post test consisted of three questions described as follows:

The first question requires students to speak orally about one of two topics: 1)- Nabawiya Musa 2)- Dr El – Baz .The second question is about a dialogue between Mohsin and Hassan who are talking about their memories. The third question requires students to describe a picture orally (see appendix 3).

1.3- Validity of the test

The EFL speaking test was submitted to a panel of jury members N=5 (see appendix 4). They were asked to determine the validity of the test in terms of clarity and suitability for the students' level . They indicated that the test instructions were clear and suitable for the students' levels (Face Validity). To ensure the content validity of the test, it was developed in the light of a systematic and accurate literature and previous studies. This accurate and systematic review determined the general form of the test, and how it should be graded and/or scored. Therefore, the content of the test was representative of the skills that were intended to be measured. Thus , the test was valid.

1.4- Reliability of the test

The reliability of the test was measured by using the test – retest method. The test was administered to (15) students enrolled in the first year Itsa secondary school, Egypt. Then, it was read ministered to the same group after two weeks. Pearson correlation between the two administrations was (0 .7) at the 0.01 level which reflected that it was reliable.

1.5-Piloting the test

Piloting the test aimed at determining clarity, reliability and estimating the time needed for taking the test. The test was piloted on (15) students other than those of the main treatment. The speaking test time was 30 minutes.

This took place by computing the time taken by each student divided by the number of the students(15). $\underline{450} = 30$
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2-A speaking scoring rubric
 The rubric was prepared to help in scoring the test in an objective manner. It contains 5 skills with 5 levels of performance from 5-0 (see appendix 5). The rubric was validated by a panel of jury members (N=5).

3- The teacher's guide

3.I Aim and objectives of the teacher's guide
 The guide aimed to help secondary school teachers help students develop their speaking skills through elicitation techniques (see appendix 6).

Objectives

By the end of the sessions, students would be able to:
-develop their use of grammar and structure.
-develop their vocabulary and use it in speech.
-develop their pronunciation of sounds accurately.
-produce oral sentences correctly in terms of grammar and pronunciation.
-use words and sentence stress appropriately.
-produce sentences and express themselves fluently.
-produce comprehensible sentences.
-tell someone some thing that is clear and understood.
-use certain language function appropriately.

3.2-Content
 The researcher adapted the English lessons of the first semester of the academic year 2017/2018 to be taught via elicitation techniques. The researcher asked students and elicited their speech through using the three elicitation techniques selected. The lessons were shown in the following table:

Table (1) Sessions of the teacher's guide

Lesson	Title
1	Famous Egyptians
2	Charles Dickens
3	The Power of Mind
4	City or Countryside
5	City or Countryside
6	Health and safety

These sessions were preceded by a session devoted to administration of the pre-test and followed by another session devoted to administration of the post-test. The total sessions were 8.

3.3-Activities and techniques

Various pair and group work activities were used. Each lesson contained activities that require pairs of students to role-play and confer with each other. Some other activities were group-based where groups of students were asked to confer and become involved in discussion and conversation. Individual and group students were encouraged to self - question and generate questions of their own. The various elicits were used with and by students simultaneously.

3.4-Evaluation

The researcher used the two types of evaluation; namely formative and summative evaluation. The formative evaluation was represented in the questions and exercises students were asked to carry out during the sessions whereas the summative evaluation was represented in the post test administered to the students at the end of the sessions.

Experimental procedures

1-Pre-testing

The pre-testing of the speaking skills test took place on 4th October 2017. This was done to recognize students entry level before the treatment.

2-Teaching the students sessions based on the elicitation techniques .There were 6 sessions devoted to enhance the study group's speaking skills. They took place on 8th October 2017and ended on 4th December 2017.

In the first session the researcher introduced the elicitation techniques to the students and explained to them what they are going to do. Then, she trained them in the new techniques and showed how they are important as elicits that encourage them to speak, e.g.

> The researcher asked two students to act as an interviewer and as interviewee in a TV program. The interviewee is Dr El-Baz and the interviewer will ask Dr El-Baz some questions. She gave them cards to play the assigned roles in front of their classmates. Students were encouraged to initiate, speak and interact actively Also, they

3-Post-testing

At the end of the treatment, the researcher evaluated students' speaking skills through administering the speaking post-test with the aim of investigating the effectiveness of such elicitation techniques in developing secondary school students' speaking skills.

Data were treated statistically and the results and discussion will be dealt with in the following section.

Findings of the study:

The findings of the present study are presented in the light of the hypotheses using the statistical package for social sciences (SPSS) version 22.

1-The first hypothesis

The first hypothesis states that " There are statistically significant differences between the study groups' mean scores in the overall EFL speaking skills pre/post test in favor of the post test".

Table (2)" t" value of the experimental group in the pre and post administration of overall EFL speaking skills.

Group	N	Mean	S.D	T-Value	D.F	Sig.
pre	30	54.10	4.04	49.78	29	0.0
post	30	87.90	1.50			

Table (2) shows that study group students' posttest scores are significantly higher than their pretest ones in writing skills. They attained a higher mean score in the posttest(87.90) than that of the pretest (54.10). T – value is (49.78) and this difference is significant at (.01) level .Thus, the first hypothesis of the study was supported.

2-The second hypothesis

The second hypothesis states that " There are statistically significant differences between the study groups' mean scores in the grammar component pre/post test in favor of the post test".

Table (3)" t" value of the experimental group in the pre and post administration of EFL grammar skills.

Group	N	Mean	S.D	T-Value	D.F	Sig.
pre	30	13.27	0.45	55.59	29	0.0
post	30	19.55	0.55			

Table (3) shows that study group students' posttest scores are significantly higher than their pretest ones in grammar component. They attained a higher mean score in the posttest(19.55) than that of the pretest (13.27). T – value is (55.59) and this difference is significant at (.01) level .Thus, the second hypothesis of the study was supported.

3-The third hypothesis

The third hypothesis states that " There are statistically significant differences between the study groups' mean scores in the vocabulary component pre/post test in favor of the post test".

Table (4)" t" value of the experimental group in the pre and post administration of EFL vocabulary skills.

Group	N	Mean	S.D	T-Value	D.F	Sig.
pre	30	13.36	0.48	52.14	29	0.0
post	30	19.45	0.55			

Table (4) shows that study group students' posttest scores are significantly higher than their pretest ones in vocabulary. They attained a higher mean score in the posttest(19.45) than that of the pretest (13.36). T – value is (52.14) and this difference is significant at (.01) level .Thus, the third hypothesis of the study was supported.

4-The fourth hypothesis

The fourth hypothesis states that " There are statistically significant differences between the study groups' mean scores in the fluency component pre/post test in favor of the post test".

Table (5)" t" value of the experimental group in the pre and post administration of EFL fluency skills.

Group	N	Mean	S.D	T-Value	D.F	Sig.
pre	30	2.90	0.38	18.03	29	0.0
post	30	4.65	0.48			

Table (5) shows that study group students' posttest scores are significantly higher than their pretest ones in fluency. They attained a higher mean score in the posttest(4.65) than that of the pretest (2.90). T – value is (18.03) and this difference is significant at (.01) level .Thus, the fourth hypothesis of the study was supported.

5-The fifth hypothesis

The fifth hypothesis states that " There are statistically significant differences between the study groups' mean

scores in the pronunciation component pre/post test in favor of the post test".
Table (6)" t" value of the experimental group in the pre and post administration of EFL pronunciation skills.

Group	N	Mean	S.D	T-Value	D.F	Sig.
pre	30	2.60	0.50	21.72	29	0.01
post	30	4.80	0.41			

Table (6) shows that study group students' posttest scores are significantly higher than their pretest ones in pronunciation component. They attained a higher mean score in the posttest(4.80) than that of the pretest (2.60). T – value is (21.72) and this difference is significant at (.01) level .Thus, the fifth hypothesis of the study was supported.

6-The sixth hypothesis

The sixth hypothesis states that " There are statistically significant differences between the study groups' mean scores in the comprehension component pre/post test in favor of the post test".
Table (7)" t" value of the experimental group in the pre and post administration of EFL comprehension skills.

Group	N	Mean	S.D	T-Value	D.F	Sig.
pre	30	3.25	0.44	11.36	29	0.0
post	30	4.45	0.50			

Table (7) shows that study group students' posttest scores are significantly higher than their pretest ones in comprehension component. They attained a higher mean score in the posttest(4.45) than that of the pretest (3.25). T – value is (11.36) and this difference is significant at (.01) level .Thus, the sixth hypothesis of the study was supported.

Discussion of the Results

The aim of the present study is to develop speaking skills among first year secondary school students using elicitation techniques. The results of the study revealed that elicitation

techniques proved to be effective in developing students' overall speaking skills. These results are in line with the studies of Purti (2016) and Litawati(2014). Purti (2016) aimed at investigating the use of elicitation techniques in enhancing students' speaking skills. Findings of the study showed that elicitation techniques significantly affected the students' speaking skills. Litawati (2014) aimed at investigating the effect of using elicitation techniques to teach speaking to grade five of elementary school students. Findings of the study confirmed that elicitation techniques improve the students' speaking ability more than conventional drilling techniques. This reflects that the present study are in agreement with those of Purti and Litawati.

Using these techniques in the speaking class, it was found that elicitation techniques create a comfortable learning environment in EFL classroom. They help students to overcome their shyness , make them more enthusiastic, confident and eager to speak up and enable them to exchange information and thoughts without the fear of being criticized by their classmates.

In addition, these techniques help reduce teacher talking time because they encourage / increase students' participation in different speaking activities. Thus, teachers should use a variety of elicitation techniques to provide their students with real opportunities to be active, interactive and extrovert learners using English as a communicative language in classroom.

Conclusion

The results of the study showed that first year secondary school students' speaking skills were improved after the use of elicitation techniques. Therefore, the significant differences found in favour of the post

administration of the speaking skills test can be ascribed to the implementation of the treatment based on the use of elicitation techniques. The study groups improvement in the speaking skill was not only in the overall speaking skills, but also in each speaking skill/component of the speaking skills.

Recommendations of the study

In the light of previous results, the following recommendations could be presented:

1- Curriculum designers should make use of elicitation techniques when designing English courses.

2- Elicitation techniques should be emphasized in different educational stages.

3- Training students on elicitation techniques helps them to develop other language skills.

4-Teachers should encourage students to participate actively, initiate and interact. Students should not only act as receivers or recipients of knowledge.

5- There should be movement or shift from teacher/fronted classroom to student-centered classroom.

Suggestions for further research

Based on the findings of the current study the following suggestions are presented.

1-Investigating the effect of elicitation techniques on developing other language skills such as reading.

2-The effect of using elicitation techniques on learners' self– confidence and motivation

3- Using elicitation techniques to develop college students higher order thinking skills.

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