



Regular Article

Using Fishbowl Strategy to Improve Primary Stage Pupils' EFL Speaking Skills

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Abstract

This research was conducted to investigate “the effect of using fishbowl strategy to improve primary stage pupils' EFL speaking skills”. The quasi experimental design was adopted as there were 60 participants in grade five. They were randomly divided into two groups; the treatment group (N= 30) and the non-treatment group (N=30). The treatment was conducted during the first term of the scholastic year 2019 / 2020 in one of the primary schools at Beni Suef Governorate. The treatment group participants were taught using fishbowl strategy whereas the non-treatment group pupils received the same course through the traditional methods. The results revealed that there was a statistically significant difference between the mean scores of the treatment group and non-treatment group in the post administration of the speaking test in favor of the treatment group. In addition, it was concluded that the fishbowl is effective in improving the primary stage pupils' speaking skills.

Key Words: Fishbowl strategy - EFL Speaking Skills - Primary Stage Pupils

مستخلص الدراسة

هدفت البحث الحالي الى التحقق من اثر استخدام استراتيجيه حوض السمك لتحسين مهارات التحدث باللغة الإنجليزية لدى تلاميذ المرحلة الابتدائية. تبنت الدراسة الحالية التصميم شبه التجريبي، حيث تضمنت العينة ٦٠ تلميذاً في الصف الخامس الابتدائي، وتم تقسيمهم عشوائياً الى مجموعتين: المجموعة التجريبية وعددها ٣٠ تلميذاً والمجموعة الضابطة ٣٠ تلميذاً ايضاً. تم تطبيق التجربة خلال الفصل الدراسي الأول من العام الدراسي ٢٠١٩ / ٢٠٢٠ في إحدى المدارس الابتدائية بمحافظة بني سويف. تم تدريس التلاميذ المشاركين في مجموعة التجريبية باستخدام استراتيجيه حوض السمك، بينما تم تعليم تلاميذ المجموعة الضابطة نفس المقرر من خلال طرائق التدريس المعتادة. أوضحت النتائج وجود فرق دل إحصائياً بين متوسطى درجات المجموعة التجريبية ومجموعة الضابطة في التطبيق البعدي لاختبار التحدث لصالح المجموعة التجريبية.

الكلمات المفتاحية: استراتيجيه حوض السمك – مهارات التحدث باللغة الانجليزية – تلاميذ المرحلة الابتدائية

Introduction

English is an international language and it is one of the most common languages all over the world. That is why, it is the most commonly used language among foreign language speakers. Therefore, it is the language of the international communication, conferences, scientific research and the formal agreements among countries and foundations. Consequently, all people around the world are learning English because of its importance in various fields such as education, economy, medicine, commerce, industry and the media. As well as learning English has become an important requirement to deal with the modern technology.

Communication is the main purpose of learning a foreign language and speaking is one of the most common ways to communicate with others. Speaking is a two-way process involving a true communication of ideas, information or feelings (Howarth, 2001), and it is also an interactive process of constructing meaning that involves producing, receiving and processing information (Luoma, 2004, p. 2). So, it is important for teachers to pay more attention to speaking skills and engage the pupils to discuss, describe and talk about what they are learning in a fun-loaded atmosphere.

In spite of the importance of speaking, it has been somewhat ignored in teaching and testing for a number of logistical reasons (Egan, 1999, p. 277). Consequently, it is advisable to teach and train the pupils on how to express themselves and speak freely through an attractive and organized discussion because that may develop their speaking skills and enrich their vocabulary.

On the other hand, fishbowl is one of the active learning strategies that helps learners practice being contributors and listeners in a discussion (Spargo, Orr, & Chang, 2010, p. 3). In addition, Taylor & Wood (2007, p. 54) mentioned that the

fishbowl takes its name from the way of organizing the seats into two circles; an inner circle and outer circle. If the classroom arrangements do not allow creating two circles, the available seats and tables can be arranged and organized in similar patterns with a table or chairs in the middle of the room. Barkley, Cross, & Major (2005, p. 145) stated that the fishbowl is an outer circle of pupils sit around a smaller inner circle of pupils. In addition, fishbowl is not only a good strategy to organize a medium to large group discussion of pupils to boost their engagement and participation, but it also can be used to help the pupils do activities, read, play games, role play conversations in the inner circle while the other pupils in the outer circle are listening and taking notes to share ideas during the feedback after each switch and to be ready for participating in the discussion in the fishbowl circle.

Kong (2002) found that the fishbowl is an effective strategy to foster students' engagement in discussions. Thus, fishbowl is an effective strategy that can consolidate the observational and experiential learning. During the fishbowl strategy, the teacher selects pupils to be leaders or representatives for each group discussion to help the teacher manage the class successfully. The pupils in the inner circle are allowed to ask questions, give opinions, and share information during the discussion, whereas the pupils of the outer circle listen carefully to the ideas presented, write down notes and pay attention to the discussion.

Context of the Problem

The researcher noticed during teaching English in the primary stage that most of the pupils have difficulties in speaking skills because most of the primary school teachers of English use traditional methods and they focus mainly on how to pass the exams and they also totally ignore the speaking skills.

After the researcher had reviewed some of the previous literature and studies, he became sure that most of primary pupils have difficulties in most of speaking skills as it is reinforced in many studies like Ibrahim (2016), Mohammad (2018), Morsi (2019), Elbahnasy (2019) that agreed the pupils have difficulties in English speaking in the primary stage. After that, the researcher conducted a pilot study to make sure of the problem in the field. A speaking diagnostic test was prepared and after it was submitted to the jury members, it was administered to 20 pupils in the fifth grade at Beni-Suef Governorate. That diagnostic test was conducted to determine the speaking skills that need to be developed for the fifth-year primary pupils. The test involves 25 questions and the total score was 100. In addition, a speaking rubric was used while the pupils were answering the questions orally. There were inter-raters to help the researcher assess the pupils' answers during administering the test to avoid the bias.

Table (1): Total Statistical Description of the Study Sample in the Diagnostic Test

Mean	Median	SD	VARIANCE	Low Score	High Score	Failed	Passed
21.85	14.897	18.00	221.924	5	54	17	3

Table (2): Statistical Description of Each Sub-skill of the Study Sample in the Diagnostic Test

	Comprehension	Pronunciation	Vocabulary	Fluency	Grammar	Total
Mean	5.90	3.75	5.10	3.60	3.50	21.85
Std. Deviation	3.582	2.789	4.553	2.703	2.911	14.897
Median	6.00	3.00	3.00	2.50	3.00	18.00
Variance	12.832	7.776	20.726	7.305	8.474	221.924
Maximum	13	9	16	9	10	54
Minimum	1	1	1	1	1	5

The results of the diagnostic test showed that the primary fifth pupils have difficulties in speaking skills as 85% of the pupils failed in the diagnostic test whereas only 15% of the pupils could pass the test.

Table (3): Percentage of Speaking Sub skills Difficulties According to the Results of Diagnostic test

Speaking Skills	Percentage of Difficulty
Comprehension	70.5 %
Pronunciation	81.25 %
Vocabulary	74.5 %
Fluency	82 %
Grammar	82.5 %

Based on the above results, it can be concluded that the primary staged pupils are in need of improving their speaking skills through using new techniques and strategies. Since the primary fifth pupils have difficulties in speaking skills, this research tries to investigate the effect of using fishbowl strategy to develop primary stage pupils' EFL speaking skills.

Statement of the Problem:

The problem of the research can be identified in the pupils' difficulties of the necessary EFL speaking skills that should be improved in the primary stage. That might be attributed to the traditional methods of teaching English used by most EFL primary stage teachers. Therefore, the current research tried to improve the necessary speaking skills for fifth year primary pupils through using fishbowl strategy.

Questions of the Research

The researcher attempted to answer the following main question:

What is the effect using fishbowl strategy to improve primary stage pupils' EFL speaking skills?

Objective of the Research

- Detecting the effect of using fishbowl strategy to improve primary fifth pupils' EFL speaking skills.

Significance

This research seems to be significant for:

A- Pupils

- 1- Know how to practise English speaking effectively.
- 2- Recognize how to convey messages using appropriate vocabulary items, grammatical rules and acceptable pronunciation.

B- Teachers and Supervisors

- 1- Providing English language teachers and supervisors with a list of necessary speaking skills for primary stage pupils to be taken into consideration in planning and preparing suitable speaking activities.
- 2- Detecting how to assess the pupils' speaking skills in the primary stage.

C- Course Designers

- 1- Contributing to a rethinking and modification of the teaching methods currently adopted to develop speaking skills in the Egyptian primary schools.
- 2- Designing speaking tests suitable for the primary school pupils.

Research Hypothesis

The current research tried to verify the following hypothesis:

- There is a statistically significant difference between the mean scores of the treatment group and the non-treatment group in the speaking pre-posttest in favor of the treatment group after the treatment.

Population

The population of the research included pupils from the fifth grade of a primary school at Beni Suef Governorate, whose ages ranged from 10 to 11 years old. Directorate enrolled in the first term of the academic year (2019-2020).

Participants

Sixty 5th grade primary school pupils at Beni Suef Governorate were randomly divided into two groups; the treatment group (N=30), and the non-treatment (N=30) pupils. The researcher took into consideration that the two groups were equal in some variables such as the age and socioeconomic level to control for these variables so as they may not interfere with the findings of the research.

Method

The researcher adopted the Quasi-experimental Design. There were two groups; The treatment group participants who were taught by using fishbowl strategy whereas the non-treatment group pupils who received the same course at the same duration by the usual methods.

Definitions of Terms

1- Fishbowl Strategy

Fayadh (2019, p. 798) defined fishbowl strategy as it is a teaching strategy used to teach the students by forming a small group of students in the form of a circle within a larger group and the task of listening to what you say in the light of questions posed by the large group on the small group on a physical subject or specific issue.

Al-Fatly (2015, p. 302) defined fishbowl strategy as it is one of the active learning strategies that helps students participate effectively in reading, writing, discussing, and performing the things that link them to the educational material, allows group discussion among students, and it depends on group training and providing direct experience of the group process for students.

Yabarmase (2013, p. 139) defined the fishbowl as it is a teaching strategy that helps students practice being contributors and listeners in a discussion. Students ask questions, present opinions, and share information when they sit in the “fishbowl” circle, while students on the outside of the circle listen carefully to the ideas presented and pay attention to the process.

Barkley, Cross, & Major (2005, p. 145) stated that the fishbowl is an outer circle of students around a smaller, inner circle of students and it is a way to organize a medium-to large-group discussion that promotes student engagement and it can be used to model small-group activities and discussions.

Keck-McNulty (2004) defined the fishbowl strategy as it is a teaching strategy based on the principles of active learning that allows group discussion among students and is based on group training and provides direct experience of the collective process of students by observing student groups.

The Operational Definition of Fishbowl Strategy

Fishbowl strategy is defined operationally in this research as a teaching strategy used to teach the primary fifth grade pupils in which there are two circles; the inner one (participants) and the outer one (observers), through it the pupils of the inner circle can discuss, ask questions, do activities, role play a conversation or express opinions

whereas the pupils of the outer circle listen and take notes to prepare themselves for the discussion in the fishbowl circle.

2- Speaking

Torky (2006, p. 33) defined speaking as the production of auditory signals designed to produce differential verbal responses in a listener.

Luoma (2004, p. 2) defined it as an interactive process of constructing meaning that involves producing, receiving and processing information.

Howarth (2001) defined it as a two-way process involving a true communication of ideas, information or feelings.

The Operational Definition of Speaking

Speaking is defined operationally in this research as it is the ability to articulate words and sentences for specific purposes to convey clear messages in order to communicate verbally and meaningfully.

Review of literature

2.1.1. Speaking Process

The speaking process takes place between a sender and a receiver using verbal and non-verbal messages. The message should be clear to be easily understood. Also, the process of speaking refers to the psychological process that the speaker produces one utterance and the hearer understands it (Liu & Fan, 2014), so the learners should know how to produce the linguistic competence for example grammar, pronunciation, and vocabulary, they also need to understand the sociolinguistic competence, which includes the answers to different kinds of questions (Martinez & Devera, 2019, p. 292). To get a better speaking practice, it is essential to do the practice with a partner, in order to know about the response of our partner's feeling regarding to our speaking. On the other hand, most of the primary pupils find it so difficult to speak English well as they lack vocabulary, knowledge and they don't feel self-confidence, and these reasons make them feel hesitant. So, improving the primary pupils' speaking skills requires the teachers to do the following:

- Creating a stress-free atmosphere for the pupils to feel self-confidence and help them get rid of shyness.
- Making sure that the classrooms are equipped with all facilities for EFL learners.
- Encouraging the pupils to practise speaking through various activities as practice makes perfect.
- Giving all the pupils equal opportunities to participate in the discussion or the activities.

- Using different strategies such as telling stories and role-playing conversations to overcome the individual differences.
- Focusing on the acceptable pronunciation and creating situations to help the pupils practise speaking.
- Encouraging the group work as the pupils can imitate the excellent ones.
- Using songs and rhymes to show the pupils how to utter the words and sentences in different intonations and paces.

2.1.2. Speaking Sub-skills

2.1.2.1. Comprehension

Without understanding the message, it will be impossible to continue speaking with others for example if the teacher asks a pupil a question like (Where were you born?) and the pupils cannot understand that question, the speaking process will stop. So, recognizing and realizing the conveyed message is the first step that helps the speaker to choose and produce the proper vocabulary and context to replay that message. So, it is recommended for teachers to pay more attention and consideration to the speaking comprehension while teaching English as developing the speaking comprehension is the first step of improving the speaking skills. Also, speaking comprehension is not only the ability to understand the produced message during the speaking process, but it is also the ability to interact with the hearer. According to Levelt (2008) the first step of the production of speech is the generation of preverbal message and the biggest communicative intention of speaker is to have the hearer understand his intention. Brown (1994, p. 271) stated that speaking in an interactive process of constructing meaning that involves producing and receiving and processing information. Brown (2004, p.140) defines speaking as a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Furthermore, the teachers should prepare enrichment activities and tasks in order to train the pupils on developing the speaking comprehension.

2.1.2.2. Vocabulary

Vocabulary is the body of words used in the language. In addition, teaching language focuses mainly on learning vocabulary. This is because vocabulary is the basis of the speaking process. On the other hand, it is not enough to collect and parrot thousands of vocabulary items, but it is also essential to know how, when, where to use these vocabulary items. Consequently, the goal of vocabulary development is to help students become independent learners to infer or learn meanings of unknown

words (Cooper, Kiger, Robinson & Slansky, 2011, p. 228). Therefore, the pupils should recognize the parts of speech and the meaning of words and how to choose the proper words to convey the message according to the situation, for example the word “book”, the pupils should know its meaning, what part of speech it is, and how to use it in a sentence like “This is my book.” and questions like “Whose book is it? Furthermore, pupils should recognize how to pronounce and utter the words correctly and that needs a lot of drills and activities.

2.1.2.3. Pronunciation

Pronunciation is the process in which words and sentence are articulated. It is also the student’s ability to produce comprehensible utterances to fulfill the task requirements Thornbury (2005). Furthermore, Uttering sounds and words correctly is important to convey a clear message to the hearer. Wrong pronunciation may cause misunderstanding or frustration (Celce-Murcia, 1995), for example the word “tiny” if it is pronounced as /tini/, it will be wrong and the hearer cannot understand, but the hearer can get it if it is pronounced properly /taini/. So, it is necessary to train students on how to pronounce a second language in such a way like the native speaker to avoid the bias of the first language as the poor pronunciation that will make the conversation frustrating and unpleasant for both the speakers and their listeners as well (Trouvain & Gut, 2007, p. 53).

2.1.2.4. Fluency

Fluency is the ability to speak the language through easy, smooth flow of speech, within a reasonable amount of time. The learners of a language need to be able to speak with confidence (Bygate, 2003). According to (González ,2008) fluency was defined as one of a variety of terms used to characterize or measure a person's language ability, often used in conjunction with accuracy and complexity. Tumova (2002) stated that fluency means speaking the language freely to express ideas in real-life situations regardless of making mistakes. Also, Thornbury (2005) defined fluency as the ability to converse or to express a sequence of ideas fluently. In other words, fluency is often described as the ability to produce language on demand and be understood. According to Nakano (2001), there are some factors that the teachers should develop for the students in order to develop their fluency; these factors are:

- The total number of words spoken in a fixed time.
- The number of silent pauses for thinking.
- The number of repetition of words, phrases or clauses.
- The number of repair or reformulation for correction.
- Mean length of utterance.

2.1.2.5. Grammar

Grammar is the rules and structures of building the language in general. Misusing of grammar rules lead to confusion in meaning. Parsons (2004, p. 8) defines grammar as a system of rules governing the structure and arrangement of language. Therefore, students should know how to use these rules and structures to make the sentences meaningful while speaking or writing. Also, students should be trained on how to make the correct word order and sentence structures in the target language. In other words, they need to know how to employ the grammatical rules and structures in order to be able to speak and write properly. Furthermore, Salazar (2006) mentioned that children have to learn linguistic grammar at school. Thus, students need to practise on how to use appropriate structure while speaking to convey the message

2.2. Fishbowl Strategy

The fishbowl strategy is one of the active learning strategies that makes pupils the core of the learning process and it lets pupils do activities, discuss, express opinions, role play conversations, ask questions not only that but it also develops their critical thinking skills. On the other hand, it gives equal opportunities to all the pupils, and it encourages cooperative learning and the ability to solve problems (Miller, Benz, & Wysocki ,2002). Furthermore Kaliya (2006) stated that the Fish Bowl is a good way to support dialogue in a community about critical issues. Thus, it focuses on social skills among learners, and the role of the teacher is to guide, and motivate the pupil's express ideas during the discussion. (Qatami, 2013, p. 621)

2.2.1. Types of Fishbowl Strategy

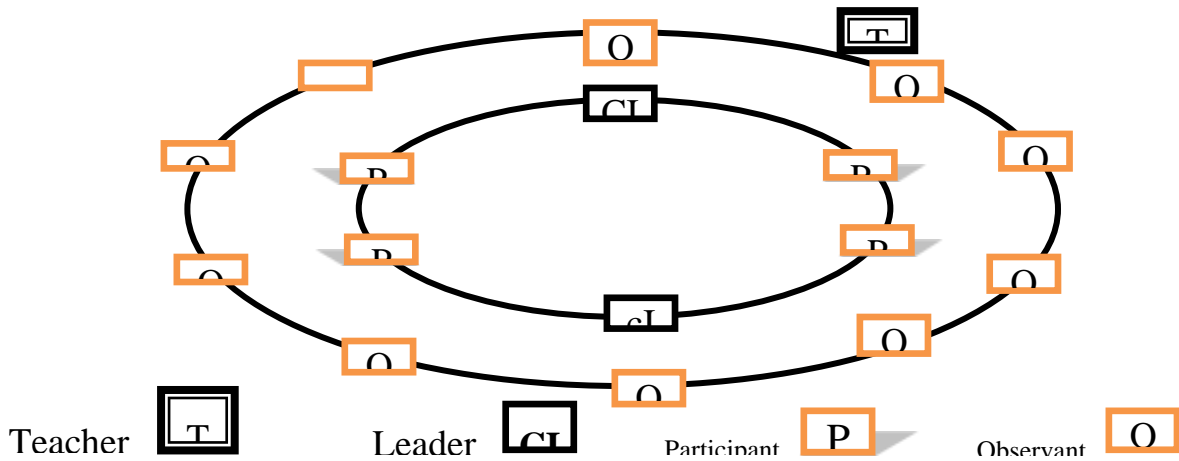
There are two types of fishbowl strategy

1- Closed Fishbowl

In this type, the chairs or desks are arranged in two circles; the inner circle (participants) and the outer circle (listeners). Some of the participants are chosen to fill the fishbowl circle (inner circle), while the others sit on the chairs outside the fishbowl circle. Pupils who sit inside the fishbowl circle are called participants (P) led by one or two pupils (Cl), while the pupils who sit outside the fishbowl circle are called the observers (O) under the guidance of the teacher (T) (Qatamy ,2013, p. 621). In this research the pupils who sit in the fishbowl circle are going to do some enrichment activities and discuss for 5-10 minutes and then the teacher says “switch,” at which point another group enters the fishbowl and the speakers become the audience. Before starting a new discussion, the teacher should thank the pupils who participated and give a short feedback. On the other hand, the teacher should utter the proper pronunciation of the difficult words and show the right structure of the wrong sentences. It is allowed that the teacher can determine the number of the pupils in the

fishbowl or even the discussion time according to the nature of the presented activities and the number of the pupils. Smulders, Vander Lugt, & Smulders (2004) shows the following figure of the closed fishbowl.

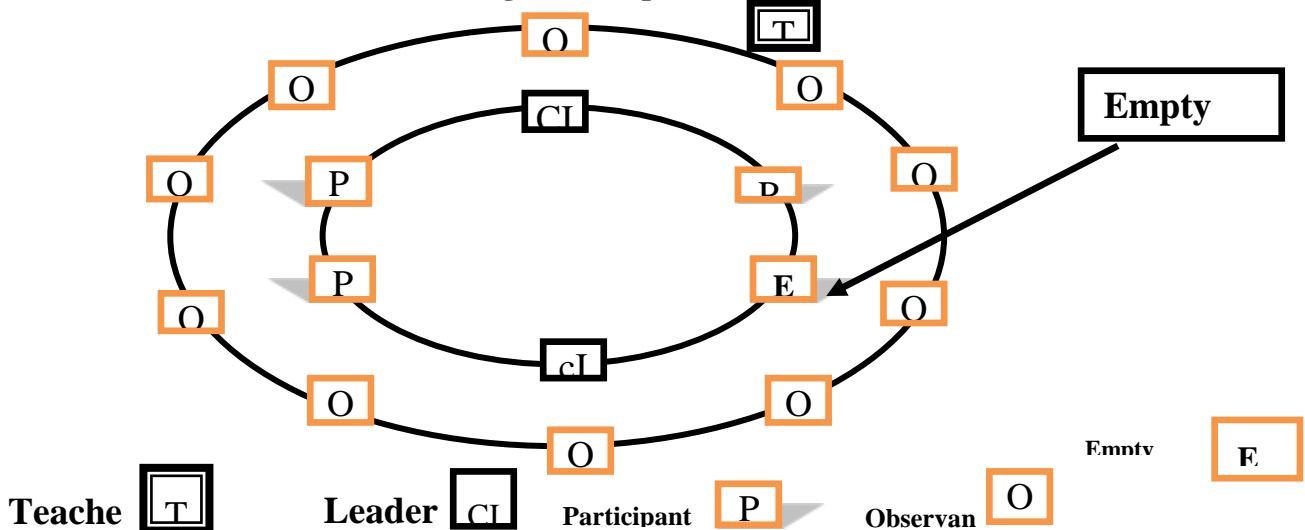
Figure 1: (Closed fishbowl)



2- Open Fishbowl

In the open fishbowl, the teacher leaves an empty chair in the inner circle to let one of the observers of the outer circle to join the discussion and participate only at a certain point or ask a question, and then return to his chair. He or she should move to the empty chair and join the discussion until someone else from outer circle wants to join. That person then taps the first person on the shoulder, and they quietly switch places. The following figure shows open fishbowl.

Figure 2: (Open fishbowl)



2.2.2. Implementing Fishbowl Strategy

Step one: Selecting a topic

Choose an engaging topic before convening the fishbowl. The best topics are compelling for the pupils and broad enough to have conversations about Arivananthan (2015, p. 2). Almost any topic is suitable for a fishbowl discussion. The

most effective prompts (question or text) do not have one right answer, but rather allow for multiple perspectives and opinions. In this research the pupils are asked to do various enrichment activities based on the subject matter they are learning and discuss about them during being in the inner circle. The teacher should follow the prepared teacher's guide steps carefully to achieve the best results.

Step two: Setting up the room

Organize the chairs or desks into two circles; one is for the small group (participants circle) and the other is for the rest of the pupils, an empty chair should be available during the open fishbowl. While making outer circle of chairs around the small group for the remaining participants, enough space for movement should be left. For best results, the teacher should remain standing in order to be clearly seen by all pupils, and to move around the classroom to remind participants of the "rules" or encourage them to join or leave the inner circle Arivananthan (2015,p. 3).

Step three: Preparation

The fishbowl discussions will be effective when pupils are given a few minutes to prepare ideas and questions before the discussion about the topic of discussion or the presents activities.

Step four: Discussion

The teacher should tell the pupils about the rules and the enrichment activities they are going to do and discuss in the fishbowl circle. Also, he/she should clarify the role of each group and the time allowed for the discussion.

Step five: Feedback of the fishbowl discussion

After the discussion, the teacher should motivate pupils to express their opinions about the discussion and what they benefited from it. Pupils can also talk about their performances as participants as listeners. This feedback can be in writing, or can be organized as a group discussion.

2.2.3. Advantages of Fishbowl

There are some advantages of using fishbowl as follows:

- Miller, Benz, & Wysocki (2002) stated that the fishbowl strategy encourages the cooperative learning and the ability to solve problems. Furthermore, it has the following advantages:
- it does not need many requirements
- It gives all students equal opportunities to participate and practise what they are leaning as it does not focus on enthusiastic students only.
- It works well with larger groups.

- Fishbowl makes the students active in class and reduces the students' boredom.
- It helps the teachers manage the discussion successfully.
- Switching between the outer and the inner circles attracts the pupils' attention and creates an interactive atmosphere.
- It helps the students get rid of some psychological problem such as shyness and being afraid of doing errors.

Therefore, many studies and researches proved effectiveness of using fishbowl strategy such as the research of Yabarmase (2013) which focused on implementing fishbowl strategy to improve speaking ability of 30 students from first grade of SMA Xaverius Ambon. The research methodology was a classroom action research. After implementing the fishbowl strategy, the questionnaire was given to know students' perception toward the use of fishbowl strategy. Based on the research findings, there were 26, 6% successful students at the pre-test. After conducting fishbowl, 100% of students in the classroom had improvement in their speaking skills because all the students were given more chances to speak up something related to the specific topics.

The research of Hamod (2014) aimed at investigating the impact of open and closed fishbowl strategy in developing the written expression of the second intermediate stage students. To achieve the research's aim, (109) students were selected and divided into three groups; two experimental and one control. The first experimental group (a) N = 35 which studied through the closed fishbowl strategy. The second experimental group N= 35 studied through open fishbowl. The control group N = 35 studied through traditional methods. The results showed that the positive impact of using the fishbowl strategy as the mean scores of the two experimental groups were higher than the control group.

In the same context, the study of AL-Masuodi & AL-Shinawa (2015) aimed at finding out the effect of fishbowl strategy on fourth grade literary secondary students, achievement and retention in the material of history. The researchers deliberately chose the sample of the study from Jumana secondary school for girls in Karbalaa. The researchers prepared an achievement test of fifty items. The first forty-three items were multiple choice whereas the other seven were an essay question. The results showed that there was a statistically significant difference between the mean scores of the experiment group students and the control group in favor of the experimental group.

Instruments

The instruments and materials used for the current research were a speaking pre-posttest and a speaking rubric which were prepared and submitted to the jury members. The necessary modifications were made.

The Objective of the Speaking pre-posttest

The test was designed to measure the actual level of speaking for the treatment group and the non-treatment group before and after the treatment.

Constructing the Speaking pre-posttest

To construct the test, the researcher referred to the directives of the Ministry of Education particularly speaking section of primary stage and reviewed literature and related studies regarding speaking skills.

Test Specifications Table

3.6.1. The Aim of the Test Specification Table

The researcher designed this table to determine the type of questions and the items which he wanted to assess by these questions.

3.6.2. Constructing the Test Specification Table

To construct the table, the researcher determined the types of questions which he would use in the speaking test. He constructed five types of questions as follows:

• Types of questions:

1. Respond to the following questions orally. (20 marks)
2. Look at the pictures. Describe each picture in two sentences. You may answer these two questions. (20 marks)
3. Look at the picture. Talk about your visit to the zoo in five sentences. You may complete the following sentences. (20 marks)
4. Look to the picture. Describe what each character is doing in one sentence. (20 marks)
5. Look at each picture and form a question or an answer as requested. (20 marks)

There were five main questions. Each one is divided into five points.

• Speaking items:

- A- Comprehension
- B- Pronunciation
- C- Vocabulary
- D- Fluency
- E- Grammar

Speaking pre-posttest Validity and Reliability

Test Validity: To check content validity of the pre-post speaking test, it was submitted to jury members in the field of TEFL to achieve validity and to assess what the test is designed

for. The researcher also calculated the Pearson Correlation Coefficient in order to check validity of the internal consistency of the pre-posttest (See Table 3)

Table (3): Pearson correlation coefficients between each question and the total score of each axis (Internal consistency validity)

Axis	Question	Pearson correlation coefficient	P-Value (Sig)	Pearson correlation coefficient	P-Value (Sig)
First Comprehension	١	.729**	.000	.792**	.000
	٢	.735**	.000		
	٣	.942**	.000		
	٤	.892**	.000		
	٥	.862**	.000		
Second Pronunciation	١	.762**	.000	.870**	.000
	٢	.542**	.002		
	٣	.486**	.006		
	٤	.825**	.000		
	٥	.802**	.000		
Third Vocabulary	١	.615**	.000	.793**	.000
	٢	.733**	.000		
	٣	.564**	.001		
	٤	.759**	.000		
	٥	.849**	.000		
Fourth Fluency	١	.695**	.000	.877**	.000
	٢	.761**	.000		
	٣	.839**	.000		
	٤	.841**	.000		
	٥	.776**	.000		
Fifth Grammar	١	.284	.000	.797**	.000
	٢	.143	.000		
	٣	.528**	.000		
	٤	.389*	.000		
	٥	.344	.000		

Note: (**) means significant at the 0.01 level of significance or less

Note: (*) means significant at the 0.05 level of significance or less

Testing Hypothesis

The hypothesis predicted “There is a statistically significant difference between the mean scores of the treatment group and the non-treatment group in the speaking pre-posttest of in favor of the treatment group after the treatment.”

After the treatment, the speaking pre-posttest was administered to the two groups, the results are shown in table (4).

Table (4): t- Test results of the speaking pre-posttest after the treatment

No	Skills	Groups	N	Mean	Mean Difference	Std. Deviation	T value	Sig.	Effect size
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1	Comprehension	Non-treatment	30	7.367	9.1000	2.3851	13.515	.000	.759
		Treatment		16.467		2.8129			
2	Pronunciation	Non-treatment	30	5.667	10.2667	1.0613	19.607	.000	.869
		Treatment		15.933		2.6644			
3	Vocabulary	Non-treatment	30	8.233	8.8667	1.0400	20.295	.000	.877
		Treatment		17.100		2.1552			
4	Fluency	Non-treatment	30	6.000	8.6667	1.9476	13.137	.000	.748
		Treatment		14.667		3.0437			
5	Grammar	Non-treatment	30	6.800	9.0667	1.5625	17.398	.000	.839
		Treatment		15.867		2.3887			
Total		Non-treatment	30	34.067	45.9667	4.5557	21.430	.000	.888
		Treatment		80.033		10.8293			

The results presented in table (4) proved that the hypothesis is verified as there is a statistically significant difference at the level of (0.01) between the mean scores and the standard deviation of the treatment group and the non-treatment group in the post administration of speaking test in favor of the treatment group as follows:

- In the first skill (comprehension), it is shown that the mean of non-treatment group is (7.367), whereas, the mean of the treatment group is (16.467) which mean the scores of the treatment group pupils were higher than the non-treatment group pupils. Dealing with standard deviation, the non-treatment group, it is (2.3851), while the treatment group, it is (2.8129). The effect size of this skill is (.759)
- In the second skill (pronunciation), the mean of control group is (5.667), whereas, the mean of the treatment group is (15.933) which means the scores of the treatment group pupils were higher than the non-treatment group pupils. Dealing with standard deviation, the non-treatment group, it is (1.0613), while the treatment group, it is (2.6644). The effect size of the second skill is .869
- In the third skill (vocabulary), the mean of non-treatment group is (8.233), whereas, the mean of the treatment group is (17.100) which means the scores of the treatment group pupils were higher than the non- treatment group pupils. Dealing with standard deviation, the non- treatment group, it is (1.0400), while the treatment group, it is (2.1552). The effect size of the second skill is (.869)
- In the fourth skill (fluency), the mean of non- treatment group is 6.000, whereas, the mean of the treatment group is (14.667) which means the scores of the treatment group pupils were higher than the non- treatment group pupils. Dealing

with standard deviation, the non- treatment group, it is 1.9476, while the treatment group, it is (3.0437). The effect size of the fourth skill is (.748)

- In the fifth skill (grammar), the mean of non- treatment group is (6.800), whereas, the mean of the experimental group is (15.867) which means the scores of the treatment group pupils were higher than the control group pupils. Dealing with standard deviation, the non- treatment group, it is (1.5625), while the treatment group, it is 2.3887. The effect size of the fifth skill is (.839)
- The total mean of the treatment group is (80.033) versus the total the mean of the non- treatment group is (34.067) and the total effect size (.888).

Conclusions

Based on the present research results, the following conclusions have been drawn:

- 1- The present research provides evidence that using fishbowl strategy has a large effect on developing primary stage pupils' EFL speaking skills.
- 2- Using activities through open and closed fishbowl types provides an enjoyable experience to teach EFL speaking skills for primary stage pupils as well as that increases pupil's motivation and positive attitudes towards learning to EFL speaking.
- 3- Doing activities through fishbowl strategy appears to enhance the pupils' confidence in learning English and it helps pupils to do activities through an organize way.
- 4- There is an indication that introducing activities through the two types of fishbowl strategy can foster pupils' speaking proficiency.
- 5- Working together to do some activities through fishbowl strategy boosted pupils' spirit of co-operation.

Recommendations

Based on the findings of this research, the following recommendations are made:

- 1- Teachers of English Language are recommended to motivate the pupils to communicate and interact with each other to practise the speaking activities through an organized strategy such as the fishbowl.
- 2- The teachers should train the pupils on how to use English to express their ideas, feelings, opinions and so on.
- 3- In addition, the teachers are advised to provide a free-stress atmosphere for pupils to practise English and pay more attention to speaking skills especially in the primary stage.

- 4- Curriculum developers should put into consideration the active learning strategies in general and the fishbowl strategy in particular and design a speaking lesson in each unit that shows pupils how to use English in real-life situations.

Suggestions for Further Research

The following suggestions are addressed in future research as an extension of the current research:

1. Researchers may investigate effect of using the fishbowl strategy on developing the critical thinking of the primary stage pupils.
2. Research may investigate the effectiveness of a program based on using intensive activities via fishbowl strategy in enhancing the speaking skills of the English language teachers.
3. Researchers may investigate the effect of using enrichment activities through fishbowl strategy on developing the listening skills and creative thinking.
4. A new study is needed to investigate the effect of using the fishbowl strategy on reading skills.

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