



Mansoura University  
Faculty of Tourism and Hotels

# **The Impact of Collaborative Strategic Reading Strategy on developing EFL Speaking Skills of Tourism and Hospitality Students**

*By*

**Abdel Rahim Mahmoud Amer**

Lecturer in TEFL,  
Higher Institute of Specific Studies  
Heliopolis, Cairo.

**Abla Ismail Mohamad El  
Hareedy**

Lecturer in TEFL,  
Higher Institute of Specific Studies  
Heliopolis, Cairo.

**RESEARCH JOURNAL OF THE FACULTY OF TOURISM AND HOTELS  
MANSOURA UNIVERSITY  
ISSUE NO. 11 (PART 6), JUNE. 2022**

---

**The Impact of Collaborative Strategic Reading  
Strategy on developing EFL Speaking Skills of  
Tourism and Hospitality Students**

---

## **Abstract**

The main concern of this research was to probe the impact of using Collaborative Strategic Reading Strategy (CSRS) on developing EFL Speaking Skills of Tourism and Hospitality Students. Participants of the present study consisted of (126) of tourism and hospitality students (boys and girls) at the higher institute for specific studies-Heliopolis, Cairo. They were divided into four groups (No.= 32) for the experimental group 1 (tourism students), (No.= 30) for the control group 1 (tourism students), (No.= 33) for the experimental group 2 (hospitality students) and (No.= 31) for the control group 2 (hospitality students). The pre-post quasi experimental design was used. The two experimental groups were taught according to the procedures of (CSRS) while the control groups were taught using the regular method. Instruments included an EFL speaking test and a rubric for assessing students' speaking skills. The study lasted for 10 weeks, a session a week for each group, in addition to the pre-and posttest sessions. T-test results revealed that the experimental groups 1&2 (tourism and hospitality students) outperformed those of the

control groups 1&2 2 (tourism and hospitality students) on the EFL speaking skills as a result of the (CSRS). It was concluded that (CSRS) had a great impact on speaking skills of tourism and hospitality students.

**Keywords:** Collaborative Strategic Reading Strategy (CSRS), EFL Speaking Skills, Reading Comprehension strategies, Oral Skills.

أثر استخدام استراتيجية القراءة التعاونية الإستراتيجية  
على تنمية مهارات التحدث باللغة الإنجليزية كلغة أجنبية  
لدى طلاب شعبتى السياحة والضيافة

المستخلص باللغة العربية

هدف البحث الى تنمية مهارات التحدث باللغة الإنجليزية كلغة أجنبية لدى طلاب شعبتى السياحة والضيافة عن طريق استخدام استراتيجية القراءة التعاونية الاستراتيجية . وقد تكونت عينة الدراسة من 126 طالباً وطالبة من شعبتى السياحة و الضيافة بالمعهد العالى للدراسات النوعية – مصر الجديدة ، وتم تقسيم عينة البحث الى أربعة مجموعات: تجريبية اولى سياحة (32) وضابطة أولى سياحة ( 30) ، تجريبية ثانية ضيافة (33) وضابطة ثانية ضيافة(31) وقد تم التدريس للمجموعتين التجريبيتين وفقاً

لإجراءات استراتيجية القراءة التعاونية الإستراتيجية بينما تلقت المجموعتين الضابطين تدريساً تقليدياً ، وتم استخدام التصميم التجريبي ذو المجموعتين التجريبية والضابطة ، واشتملت أدوات البحث على إختبار فى التحدث باللغة الانجليزية كلغة أجنبية إضافة الى روبرك لتقييم مهارات الطلاب فى التحدث، وقد استمرت الدراسة لمدة 10 اسابيع بمعدل جلسة كل اسبوع لكل مجموعة إضافة الى جلستين للإختبار القبلى والبعدى. وقد أشارت نتائج البحث الى تفوق طلاب وطالبات المجموعتين التجريبيتين على طلاب وطالبات المجموعتين الضابطين فى الإختبار البعدى لمهارات التحدث باللغة الانجليزية كلغة أجنبية وقد خلصت النتائج الى أن استخدام استراتيجية القراءة التعاونية الاستراتيجية له أثر كبير فى تنمية مهارات التحدث لدى طلاب وطالبات شعبتى السياحة والضيافة.

#### كلمات رئيسية

استراتيجية القراءة التعاونية الاستراتيجية - مهارات التحدث باللغة الانجليزية كلغة أجنبية - استراتيجيات الفهم القرائى -المهارات الشفهية

## **Introduction**

EFL speaking skill is considered one of the most difficult skills that gives challenges to the EFL students because of its fundamental aspects in communicating and learning the language (Alaraj, 2017). Luoma (2004) explains the heart of foreign language learning is students able to speak and use it. The students can personalize, make self-image, know the world's knowledge, give reasons and show their thoughts. The students can give their performance orally about their ability in foreign language.

Developing students' speaking skill is not easy and it takes time to work with the speaking competence. There are many things that the students need to know such as; English phonology, the use of vocabularies appropriately, and fluently translate the words in English from their first language.

To develop speaking, the teacher has to develop the oral interaction inside the classrooms. Nunan (1991) states: "Speaking is the same as oral interaction which are conventional ways of presenting information, expressing our idea and thought have in our mind" (p.40).

Therefore, using the target language to share ideas and feelings, to express an opinion, to be understood by others, and to respond to what already has been said by others in classroom is much more important than knowing about it and its rules (Lamara, 2015). Though speaking skills contribute greatly on how students learn, EFL students often show difficulty in using English appropriately in interactions (Malmir & Shoorcheh, 2012; Gilles & Boyle, 2010).

By the same token, Thornbury (2005) adds in speaking the students must be interactive and they have to co-operate with their speaking partner by using speaking turn management. Speaking is done in real situation and time where we have limited time to work with the detail. In this case, to make the students fluent in speaking, they need to memorize the lexical. It cannot be denied that the students face obstacles in learning speaking skill. Speaking skill is a complex skill and this skill needs other skills and other supported knowledge.

Empirical studies in speaking also found that the students face speaking obstacles such as; lack of

vocabulary, grammar mistake or error, not fluent in speaking, incorrect pronunciation, listening problem, shy to speak in front of public, afraid to express their opinion, low self-confidence, make hesitation, have problems in other skills, afraid in making mistake, less effort, and less practice (Ansari, 2015), unacceptable thought or desire, limited background knowledge of certain topics, passive in participating, and mother tongue influence their speaking (Tuan & Mai, 2015), and it can be classified into two factors (internal and external). Internal factors are some things which come from the inner side of the students when they learn English such as; how old, attitude and behaviour, willingness, knowledge, perception, and mother tongue. External factors are some things which come from the outer side of the students such as; syllabus, civilization or society, state, and enthusiasm (Rico, 2014). With the limited access to native English speakers both inside and outside EFL classrooms, teachers should create opportunities for developing speaking skills through using appropriate teaching strategies that provoke oral interaction (Erten and Altay, 2009).

The researcher, as a lecturer of EFL, noticed that EFL tourism and hospitality students at the higher institute of specific studies-Heliopolis, encountered many problems in speaking and using the target language as a means of communication during lectures. This notice was confirmed by some studies investigated developing speaking skills among EFL learners (e.g., Amer, 2013; Abdel-Haq and Aly, 2013; El-Sakka, 2016 and Amer, 2019). Those studies revealed that EFL university students face many difficulties in their speaking skills such as using the target language to share ideas and feelings, expressing opinions, being understood by others, and responding to what already has been said by others in classroom.

By the same token, Amer (2013) reached that students are weak in their oral ability. Every time when they are asked to speak in class, so many of them find their minds blank and their tongues tied. They also do not have any knowledge about strategies that may aid them to cope with the oral situations. This is considered a source of very serious frustration of many of EFL learners Learning to speak a foreign language requires more than knowing its

grammatical and semantic rules. It is the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. So, it is necessary to examine the factors affecting learners' oral communication, components underlying speaking proficiency, and specific skills or strategies required during communication. With this in mind, the researcher suggests using CSRS to develop the speaking skills of EFL students as it combines reciprocal teaching and cooperative learning together, and gives the group members' the chance to speak about their expectations concerning the reading text.

### **Literature Review**

Research works in the field of second /foreign language acquisition have focused on learning strategies. They are broadly defined as “the techniques or devices which a learner may use to acquire knowledge” (Rubin, 1975:43). The significance of language learning strategies includes facilitating learning and teaching of simple or complex tasks, gaining command over a foreign language skill, and making language learning more effective. Language strategies are used by good language learners “to assist in

improving required language skills. (Naiman, Frothlich, Stern and Todesco, 1978).

Collaborative Strategic Reading (CSR) is a strategy which its purpose is improving students reading comprehension by working in groups. Its strategies include previewing the text, click and clunk, getting the gist and wrapping up. CSR is originally designed by Klingner and Vaughn in 1996 that combines modified reciprocal teaching and cooperative learning. CSR strategy consists of 4 steps that the students apply before, during, and after reading in small group, in one group there are 5 students. The steps in the strategy: Preview (before reading), Click and Clunk (during reading), Get the Gist (during reading) and Wrap Up (after reading) (Anwer,2020).

Elkaumy (2004) in Abidin and Riswanto (2012) explains the concept of CSR as the following: The concept of this strategy is engaging students to work in small cooperative groups (3-5) and apply four reading strategies: Preview, Click & Clunk, Get the Gist and Wrap Up. Preview allows students to generate interest and activate background knowledge in order to predict what they would

learn (Ross, 2020; Jannah, 2020). Click & Clunk are self-monitoring strategy which controls their understanding about words, concepts and ideas that they understand or do not understand or need to know more about (Sembiring, 2020; Purnawan, 2019). Get the Gist. Students identify the main ideas from reading to confirm their understanding of the information. Wrap Up provides students with an opportunity to apply metacognitive strategies (plan, monitor and evaluate) for further extend comprehension. Khonamri and **Karimabadi** (2015) argues that wrap up is a strategy that teach learners to generate questions and ideas for review the main idea in the text the have read. By applying Collaborative strategic reading as reading strategy, the students are hoped to have improvement in not only reading skill but also speaking one.

### **The problem of the study**

EFL university students in Egypt lack speaking skills required for successful communication and are in a dire to develop them (see e.g., Hamid, 2003; Attia, 2005; Desouky, 2012; Amer 2013; El-Sakka, 2017). Therefore, the present study attempts to investigate the impact of collaborative

strategic reading strategy on developing EFL speaking skills of tourism and hospitality Students on the basis that some studies (see, Akbar, 2014; Al-ttamimi and Attamimi 2014; Kosbar and Bedir, 2014; El-Sakka, 2017; Hilferty, 2020) pointed out that collaborative strategic reading strategy may help students overcome communication problems they encounter when involving in oral tasks. More specifically, the present study tries to answer the following question.

### **Questions of the study**

What is the impact of using collaborative strategic reading strategy on the speaking skills of tourism and hospitality students at the higher institute of specific studies-Heliopolis? The following sub-questions are highlighted;

- 1- What are the EFL speaking skills required for tourism and hospitality students?
- 2- What is the impact of collaborative strategic reading strategy on developing speaking skills of tourism students at the higher institute of specific studies-Heliopolis?

3- What is the impact of collaborative strategic reading strategy on developing speaking skills of hospitality students at the higher institute of specific studies- Heliopolis?

### **Significance of the Study**

The significance of the present study lies in the following points:

- It will highlight the impact of collaborative strategic reading strategy on EFL students' speaking skills.
- The findings of this study may help EFL instructors make the classroom environment more enjoyable and interesting, and in the same time less stressful.
- This study also shows the positive effect of collaborative reading in enhancing speaking skills.

### **Methodology**

#### **Hypotheses of the study**

1-There are no statistically significant differences at .01 level between the mean scores attained by the experimental group (1) and the control group (1) students in the pretest of speaking skills.

2-There are no statistically significant differences at .01 level between the mean scores attained by the experimental group (2) and the control group (2) students in the pretest of speaking skills.

3-There are statistically significant differences at .01 level between the mean scores attained by the experimental group (1) and the control group (1) students in the posttest of speaking skills in favour of the experimental group (1).

4-There are statistically significant differences at .01 level between the mean scores attained by the experimental group (2) and the control group (2) students in the posttest of speaking skills in favour of the experimental group.

### **Participants**

The participants of the research were 126 of third year tourism and hospitality students at the higher institute of specific studies – Heliopolis. They were divided into four groups (No.= 32) for the experimental group 1 (tourism students), (No.= 30) for the control group 1 (tourism students), (No.= 33) for the experimental group 2 (hospitality students) and (No.= 31) for the control group 2 (hospitality students).

### **Research Design**

The type of the research was experimental research. The experimental design used was pretest-posttest control group design as the research had four groups; the two experimental groups and the control ones. All groups were administered a pretest, and each group received a different treatment. The two experimental groups (1&2) learned the assigned treatment material according to the procedures of collaborative strategic reading strategy followed by exercises while the control group was treated by carrying out the content and the exercises using the traditional teaching. All groups were post tested at the end of the study. Posttest scores of the two experimental groups were compared to those of the control ones to determine the effect of the treatment.

### **Instruments**

The researcher prepared the following instruments.

❖ **The EFL speaking test** aimed at assessing students' ability to express their ideas in English and collaborate in the creation of interaction by taking their interlocutor's contributions into account and making use of

them in the discussion. The test comprised four components in each of which students did different tasks. Each component represented a criterion of speaking assessment criteria. The four criteria reflected the EFL speaking skills as follows:

- **Syntax which comprises the skills of Grammar and Vocabulary.**
- **Discourse management which comprised the skills of content, fluency and semantics.**
- **Interactive communication which comprised the skills of Pragmatics.**
- **Pronunciation**
- ❖ **A rubric for analyzing students' oral performance.** It consisted of seven parts which reflected the EFL speaking skills. Each had four items, ranging from high to low, according to which students' oral performance was assessed. These items were superior, adequate, minimal and inadequate. The first part of the rubric was devoted to **pronunciation**, part two dealt with **grammar**, three with **vocabulary**, four with “**content**”, five with

**fluency** “, six with **semantics** and seven with **pragmatics**.

Students were given marks according to the four items of each part of the rubric as follows:

- 4 marks for vocabulary
- 4 marks for grammar
- 4 marks for content
- 4 marks for fluency
- 4 marks for semantics
- 8 marks for pragmatics
- 8 marks for pronunciation

For vocabulary, grammar, content, fluency and semantics, superior = 4, adequate =3, minimal =2 and inadequate =1 while for semantics and pronunciation, superior = 8, adequate =6, minimal =4 and inadequate =2

The total mark of the EFL speaking test is 36. Reliability alpha of the test was 0.85.

### **Treatment Material**

The treatment material comprised eight sessions about the CER strategy. In each session, activities on the strategy being trained were practiced and students’ worksheets were distributed.

## **Procedures**

The main focus of the experimental teaching was improving learners' speaking skills. A pre-test was applied to experimental and control groups without a prior announcement. For a period of eight weeks (a session a week), students of the experimental groups (1&2) received training on how to implement the CSR strategy during learning the assigned material in each session in addition to two sessions for the pretest and the posttest. Before starting the instructional sessions, the learners received two intensive orientation sessions on explaining the necessary information about CSR, as well as the four sub strategies of the CSR (preview, click and clunk, get the gist, and finally wrap up). The researcher used the direct method of explanation and modeling. After explaining the steps of how to implement the CSR, the researcher modeled it by giving examples and thinking aloud. Then, Students practiced the strategies under the guidance of the researcher who provided feedback, where necessary. After the orientation sessions, the researcher started the treatment.

Steps of implementing CSR were carried out as the following:

- The teacher divides students into groups.
- The teacher divides the roles in each group member
- The teacher divides reading material and worksheets in the form of learning logs on each group
- The teacher asks students to read according to the stage of CSR. Namely preview, click and clunk, get the gist and wrap up
- The teacher guides students in carrying out the CSR stages up to all stages exceeded.
- The teacher asks each group to send one representative from the group to read the results of their learning log in front of the class
- The teacher corrects the learning log of students if there are errors.
- The teacher together with students make conclusions about the reading that has been they learned today.

## **Data analysis**

T-test was used to find out the differences between experimental group (1) and control group (1), and experimental group (2) and control group (2) students in the EFL speaking posttest. T-test was also used to find out the differences between experimental group (1) and control group (1), and experimental group (2) and control group (2) students in the EFL speaking pre-test.

## **Findings**

The results of the present study were presented and interpreted in the light of its hypotheses, theoretical framework and related studies. As stated earlier, the main purpose of this research was to investigate the impact of collaborative strategic reading strategy on developing EFL speaking skills of tourism and hospitality students. Therefore, to achieve this purpose, the following hypotheses were tested.

### **Hypothesis (1)**

1-There are no statistically significant differences at .01 level between the mean scores attained by the experimental

group (1) and the control group (1) students in the pretest of speaking skills.

**Table (1): The Results of 't-test' Comparing the Experimental Group (1) and the Control Group (1) in the pre-test of speaking skills.**

Groups	No.	M	S. D	T-value	D.F	Sig. (2-tailed)
Experimental (1)	32	15.415.41	.911	2.524	60	.014
Control (1)	30	14.83	.874			

**Significant at 0.01 level.**

Table (1) shows that there are no statistically significant differences at 0.01 level between the mean scores attained by the experimental group (1) and those of the control group (1) in the pre-test of speaking skills where t-value (2.524) which is not significant. Consequently, the first null hypothesis of the current research was verified. This result may be interpreted that there was a homogeneity between both groups and there were not any significant differences

between students in the experimental group (1) and those in the control group (1) in the pre-test of speaking skills.

### Hypothesis (2)

2-There are no statistically significant differences at .01 level between the mean scores attained by the experimental group (2) and the control group (2) students in the pretest of speaking skills.

**Table (2): The Results of 't-test' Comparing the Experimental Group (2) and the Control Group (2) in the pre-test of speaking skills.**

Groups	No.	M	S.D	T-value	D.F	Sig. (2-tailed)
Experimental (2)	33	16.03	1.425	2.378	62	.020
Control (2)	31	15.32	.871			

**Significant at 0.01 level.**

Table (1) shows that there are no statistically significant differences at 0.01 level between the mean scores attained by the experimental group (2) and those of the control group(2) in the pre-test of speaking skills where t-value

(2.378) which is not significant. Consequently, the second null hypothesis of the current research was verified. This result may be interpreted that there was a homogeneity between both groups and there were not any significant differences between students in the experimental group (2) and those in the control group (2) in the pre-test of speaking skills.

### **Hypothesis (3)**

3-There are statistically significant differences at .01 level between the mean scores attained by the experimental group (1) and the control group (1) students in the posttest of speaking skills in favour of the experimental group (1).

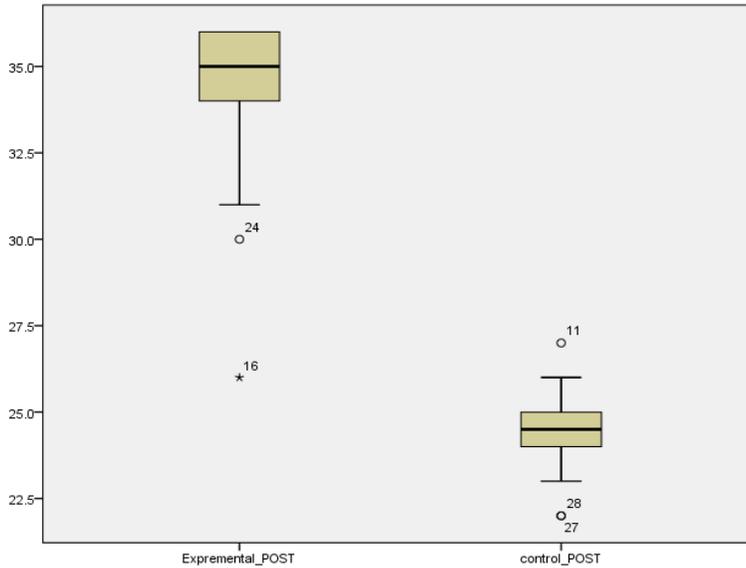
**Table (3): The Results of 't-test' Comparing the Experimental Group (1) and the Control Group (1) in the posttest of speaking skills.**

Groups	No.	M	S.D	T- value	D.F	Sig. (2- tailed)
Experimental (1)	32	34.16	2.216	21.468-	60	.036*
Control (1)	30	24.37	1.189			

\* Significant at 0.01 level.

Table (2) shows that there are statistically significant differences at 0.01 level between the mean scores attained by the experimental group (1) and those of the control group (1) in the posttest of speaking skills in favour of the experimental group where t-value (21.468) which is significant. Consequently, the third statistical hypothesis of the current research was verified. This means that students of the experimental group (1) outperformed those of the control group (1) due to training on the use of collaborative strategic reading strategy. In other words, comparing the means of the two groups indicated the out performance of the (CSR) group. The following figure (1), shows the results of table (2) as graph:

**Figure (1): Comparison of Experimental Group (1) and Control Group (1) in the posttest of speaking skills.**



- Experimental\_post = the experimental group (1) in the post test.
- Control\_post = the control group (1) in the post test.

#### **Hypothesis (4)**

4-There are statistically significant differences at .01 level between the mean scores attained by the experimental group (2) and the control group (2) students in the posttest of speaking skills in favour of the experimental group.

**Table (4): The Results of 't-test' Comparing the Experimental Group (2) and the Control Group (2) in the posttest of speaking skills.**

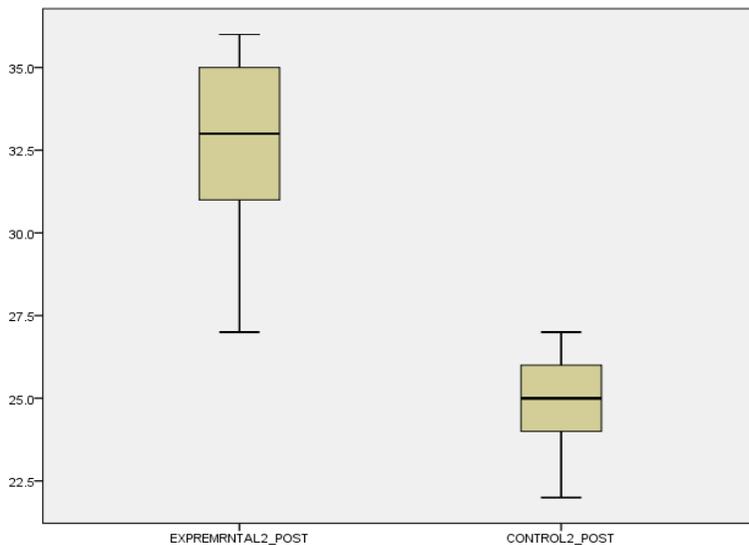
Groups	No.	M	S.D	T-value	D.F	Sig. (2-tailed)
Experimental (2)	33	32.82	2.800	14.574	62	.000*
Control (2)	31	24.84	1.241			

**\* Significant at 0.01 level.**

Table (2) shows that there are statistically significant differences at 0.01 level between the mean scores attained by the experimental group (2) and those of the control group (2) in the posttest of speaking skills in favour of the experimental group where t-value (14.574) which is significant. Consequently, the fourth statistical hypothesis of the current research was verified. This means that students of the experimental group (2) outperformed those of the control group (2) due to training on the use of collaborative strategic reading strategy. In other words, comparing the means of the two groups indicated the out

performance of the (CSR) group. The following figure (1), shows the results of table (2) as graph:

**Figure (2): Comparison of Experimental Group (2) and Control Group (2) in the posttest of speaking skills.**



- Experimental 2\_post = the experimental group (2) in the post test
- Control 2\_post = the control group (2) in the post test

Several interpretations could be given for the superiority of students (tourism and hospitality) of the experimental

groups (1 and 2) to those of the control ones in the EFL speaking posttest. An interpretation might lie in the fact the non-threatening atmosphere provided by (CRS) gave students a chance to speak freely without any language constrains. It improved students' social relationships and interactions in the classroom. Thus, students speaking skills were enhanced accordingly. In line with Sofyan, Yunisrina and Rini (2016), CSR has positive outcomes with regard to their social relationships and interactions in the classroom. CSR was seen as capable of producing positive outcomes with regard to society, attitude, and increasing the academic performance of the students. This technique is believed to offer chances for students to be involved in discussion, to augment their courage, to develop critical thinking and to extend their willingness to take responsibility for their own learning.

Another interpretation to the superiority of the experimental groups to the control ones could be attributed to the collaborative nature (CSR) provides during teaching that encourages students to participate effectively in discussions. It also increased students' self-confidence

which in turn helps them to express their ideas and negotiate with others freely. This interpretation was supported by the views of Klingner et al. (2012) indicating that working in groups can increase the students' self-confidence as each of them can take on important roles in their discussion. They feel that they have made important contributions during the learning process.

Integrating reading and speaking skills might be an explanation for the outperformance of the experimental groups to that of the control groups. Through CSR, the participants applied the information they have read into authentic speaking practice that improved their speaking fluency and accuracy (Akbar, 2014; Mart, 2012).

A final interpretation to the superiority of the experimental group students to those of the control ones may be attributed to the fact CSR students' motivation and even encourages reluctant students to interact with others. During the "Get the Gist" strategy, students have chances to negotiate with others to get the main ideas of the passage. It is considered the free production stage though which students can express their ideas freely in a less

stressful environment. This interpretation is in line with the views of Lamara (2015) believing that collaboration encourages reluctant learners to interact with others and express their points of views. It also helps the teacher observe his/her learners and evaluate their progress in the target language. Additionally, it gives learners the chance to practice their spoken language in an effective way and at the same time, gives the teacher feed-back about the learners' speaking proficiency.

### **Conclusions and Implications**

The overall findings of the research have specific and broader implications which may contribute to the pedagogical and methodological implications for future research. The following implications are highlighted:

- The findings obtained in this research have added to the growing body of research on developing EFL speaking skills for university students through the use of collaborative strategic reading strategy.
- The use of collaborative strategic reading strategy is effective in enhancing EFL speaking skills. Thus, EFL learners should be explicitly trained on the use of

collaborative strategic reading strategy as a means that provokes oral participation among learners at its maximum level.

- Working in pairs or in small groups to carry out the activities as the collaborative strategic reading strategy requires, is a fertile ground to promote speaking.
- Collaborative strategic reading strategy provides chances for interactive dialogues among students and between teachers and students as well as well-constructed conversations about the content of text. Collaboration also helps learners manage speech elements such as turn-taking, rephrasing, and providing feedback. Thus, creating an atmosphere of interaction among learners about what is being learned leads necessary to promoting speaking.
- The findings of this study are supportive the idea of learner-centered learning with the teacher acting as a facilitator. By doing so, the classroom environment becomes less stressful for the students to improve their speaking skills.

### **Limitations of the Research**

- The duration of data collection for the study (10 weeks) was probably not enough for verifying the effect of collaborative strategic reading strategy on developing speaking skills.
- Each of the experimental groups and the control ones comprised male and female students and it was not categorized them into groups according to their gender which might have affected the findings regarding the effect of gender in education.
- Another methodological limitation in this research was the non-random selection of sample, which has an impact on the external validity (i.e., generalizability) of the findings. In other words, the non-random selection of sample limits the generalization of the findings to only higher institutes similar in nature to that used in the study.

### **Recommendations for Further Research**

- EFL lecturers and professors should be trained on how to develop their students EFL speaking skills especially via collaborative strategic reading strategy.

- Those who are responsible for planning and preparing EFL curricula should consider incorporating learning strategies particularly the ones for speaking in their curricula as effective ways that have considerable potentials for developing speaking skills.
- To investigate the effect of using collaborative strategic reading strategy for enhancing speaking skills on a larger sample and for a longer period is required research to support the results of the present study.
- Further research is needed to investigate the use of collaborative strategic reading strategy on students' attitudes towards language learning.
- It seems necessary for future research to investigate the relationship between students' speaking ability and their use of collaborative strategic reading strategy.
- As the present study showed that collaborative strategic reading strategy have a considerable potential for promoting EFL speaking skills, further research studies might make comparisons between the use of collaborative strategic reading strategy and other instructional strategies on other group samples and contexts.

## References

- **Abidin, M. J. and Riswanto. R. (2012).** Collaborative Strategic Reading within cognitive and metacognitive strategies perspective. *European Journal of Business and Management*, 4, 61-69.
- **Akbar. (2014).** The role of reading in improving speaking skill in the context of teaching English as a foreign language. *International Journal of English Language & Translation Studies*, 2(4), 92-98.
- **Alaraj, M. M. (2017).** EFL Speaking Acquisition: Identifying Problems, Suggesting Learning Strategies and Examining Their Effect on Students' Speaking Fluency. *The International Journal of Social Sciences and Humanities Invention*, 4(1),3215– 3221. <http://doi.org/10.18535/ijsshi/v4i1.05>.
- **Al-Tamimi, N. & Attamimi, R. (2014).** Effectiveness of cooperative learning in enhancing speaking skills and attitudes towards learning English. *International Journal of Linguistics*, 6 (4),27-45.
- **Amer, A. (2013).** The Effect of a Suggested Training Programme Based on Oral Communication Strategies on

Developing Speaking Skills for the Third Year English Majors. An unpublished PhD. Dissertation in Education, faculty of education, Al Azhar University.

- **Amer, A.** (2019). The Effect of Oral Communication Strategy Training on Developing EFL Speaking Skills of Second Year Secondary School Students. *Journal of Scientific Research in Education*, No. 20, pp.1183-1208.

- **Ansari, M. S. (2015)**. Speaking Anxiety in ESL / EFL Classrooms: A Holistic Approach and Practical Study. *International Journal of Educational Investigations*, 2(4), 38–46.

- **Anwar, A., (2020)**. The Effect of Collaborative Strategic Reading Toward Students' Reading Skill. *Attractive Journal*, 1(1). p.21-28, Available on the internet at <https://www.attractivejournal.com/index.php/anglophile/>.

- **Azzubeir, A. (2015)**. Effect of reading as a receptive skill in enhancing Sudanese EFL secondary school students' oral communication (Unpublished Ph.D.). Sudan University of Science and Technology, Sudan.

- **El-Sakka, S. (2017).** Developing Speaking Skills of EFL Students through Collaborative Strategic Reading Strategy. Journal of Faculty of Education No (110) April Part (1), pp. 1-26.
- **El-Sakka, S. (2016).** Self-regulated strategy instruction for developing speaking proficiency and reducing speaking anxiety of Egyptian university students. English Language Teaching, 9 (12), 22-33. DOI: 10.5539/elt.v9n12p22.
- **Erten, I. & Altay, M. (2009).** The effects of task-based group activities on students ‘collaborative behaviours in EFL speaking classes. Journal of Theory and Practice in Education, 5 (1), 33-52.
- **Gani S.A, et al. (2016)** Progressive outcomes of collaborative strategic reading to EFL learners. Kasetsart Journal of Social Sciences, 37, pp. 144-149. -
- **Gillies, R.M., & Boyle, M. (2010).** Teachers’ reflections on cooperative learning: Issues of implementation. Teaching and Teacher Education, 26, 933-940.
- **Hilferty, A. (2000).** The relationship between reading and speaking. National center for the study of adult learning and

listening, 4 (A). Retrieved Sep.14<sup>th</sup> 2016 from [http://www.ncsall.net/index.Html @id = 328.html](http://www.ncsall.net/index.Html@id=328.html).

- **Jannah, S. N. (2020)**. Collaborative Strategic Reading (CSR) and Reading Comprehension across Reading Motivation. *Language-Edu*, 9(1). Google Scholar.

- **Klingner, J. K., Vaughn, S., Boardman, A., & Swanson, E. (2012)**. Now we get it! Boosting comprehension with collaborative strategic reading. San Francisco, CA: Jossey Bass.

**Khonamri, F., & Karimabadi, M. (2015)**. Collaborative strategic reading and critical reading ability of intermediate Iranian learners. *Theory and Practice in Language Studies*, 5(7), 1375-1382. <http://dx.doi.org/10.17507/tpls.0507.09>

- **Kosar, G. & Bedir, H. (2014)**. Strategies-based instruction: A means of improving adult EFL learner's speaking skills. *International Journal of Language Academy*, 2 (3), 12-26.

- **Lamara, A. (2015)**. The impact of cooperative group work in overcoming EFL students' speaking difficulties. (Unpublished Master thesis). Mohamed Kheider University of Biskra.

- **Luoma, S. (2004).** Assessing Speaking. UK: Cambridge University Press.
- **Malmir, A., & Shoorcheh, S. (2012).** An investigation of the impact of teaching critical thinking on the Iranian EFL learners' speaking skill. *Journal of Language Teaching and Research*, 3 (4), 608-617.
- **Mart, C. (2012).** Developing speaking skills through reading. *International Journal of English Linguistics*, 2 (6), 91-96. Doi:10.5539/ijel.v2.n6.p91.
- **Naiman, N. & et al (1978).** *The Good Language Learner*. Toronto: Ontario Institute for Studies in Education.
- **Nunan, D. (1991).** *Language Teaching Methodology*. London: Prentice-Hall.
- **Purnawan, L. N. (2019).** The Influence of Using Collaborative Strategic Reading (CSR) Technique on the Students' Reading Skill in Drawing Conclusion at The Eleventh Grade of Smk Ganesha Sekampung in The Academic Year of 2019/2020 (Doctoral dissertation, IAIN Metro).

- **Rico, L. J. A. (2014).** Identifying Factors Causing Difficulties to Productive Skills among Foreign Language Learners. *Open Writing Doors Journal*, 11(1), 65–86.
- **Ross, M. J. (2020).** Exploring the Effectiveness of Collaborative Strategic Reading for K-12 Students through an Integrative Review (Doctoral dissertation, Regent University).
- **Rubin, J. (1975).** What the "good language learner" can teach us? *TESOL Quarterly*, 9, PP.41- 51.
- **Sembiring, L. T. A. B. (2020).** The impact of collaborative strategic reading and questioning the author on students 'reading comprehension with different ability grouping and self- efficacy in universitas dehasen bengkulu (Doctoral dissertation, Universitas Negeri Semarang).
- **Thornbury, S. (2005).** *How to Teach Speaking*. UK: Pearson, Longman.
- **Tuan, N. H., & Mai, T. N. (2015).** Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8–23.

### List of tables

No.	Title	page
1	<b>The Results of 't-test' Comparing the Experimental Group (1) and the Control Group (1) in the pre-test of speaking skills.</b>	10
2	<b>The Results of 't-test' Comparing the Experimental Group (2) and the Control Group (2) in the pre-test of speaking skills.</b>	10
3	<b>The Results of 't-test' Comparing the Experimental Group (1) and the Control Group (1) in the posttest of speaking skills.</b>	11
4	<b>Results of 't-test' Comparing the Experimental Group (2) and Control Group (2) in the posttest of speaking skills</b>	12

### List of figures

No.	Title	Page
1	<b>Comparison of Experimental Group (1) and Control Group (1) in the posttest of speaking skills.</b>	11
2	<b>Comparison of Experimental Group (2) and Control Group (2) in the posttest of speaking skills.</b>	12