

Efficiency of using Two kinds of Kagan Structures on the acquisition of Speaking Skill in English Language by Fifth Class Primary Pupils

Asst. Dalia Faraj Aziz

Abstract:

The current research aims at investigating the efficiency of using two kinds of kagan structures on the acquisition of speaking skill in English language by fifth class primary pupils. The sample of the research consists of (54) male and female pupils divided into two groups, experimental 1 and experimental 2 with (27) pupils in each, which presented the fifth class primary pupils at Al-Athraa Two primary school for displaced in Erbil city for the academic year (2022-2023). The experimental group 1 was taught by Numbered heads together structure, while the experimental group 2 was taught by Fan-N-pick structure. The design of the experiment was preposttest and post-test equivalent groups design. The researcher prepared the oral test of speaking skill which made out of (10) items. The reliability factor had been calculated by using Person correlation coefficient formula. After using T-test for correlated and independent samples, the results showed the experimental group 1 and experimental group 2 performances was enhanced in speaking skill through comparing the mean scores of pre-test with the mean scores of the post-test. In addition, the results indicated the superiority of the experimental group 1 over the experimental group 2 in the post-test of speaking skill.

Key words: Kagan Structures, Speaking Skill والمعنف اللغة الإنكليزية المتخدام نوعين من تراكيب كيجان في اكتساب مهارة التحدث في اللغة الإنكليزية لدى تلاميذ الصف الخامس الابتدائي

م. داليا فرج عزيز جامعة الموصل / كلية التربية الاساسية daliaagrawi@uomosul.edu.ig

الملخص:

يهدف البحث الحالي الى التعرف على فاعلية نوعين من تراكيب كيجان في اكتساب مهارة التحدث في اللغة الانكليزية لدى تلاميذ الصف الخامس الابتدائيز تكونت عينة البحث من (54) تلميذ وتلميذة مقسمة الى مجموعتين تجريبية اولى وتجريبية ثانية اذ شملت كل منهما (27) تلميذا والتي تمثل تلاميذ الصف الخامس الابتدائي في مدرسة العنزاء الثانية للنازحين في مدينة اربيل للعام الدراسي (2022–2023). درست المجموعة التجريبية الاولى بتركيبة الرؤوس المرقمة معا, بينما درست المجموعة التجريبية الثانية بتركيبة اختر بطاقة. تصميم التجربة هو تصميم الاختبار القبلي—البعدي والاختبار البعدي للمجموعات المتكافئة. أعدت الباحثة الاختبار الشفهي لمهارة التحدث والمكون من الاختبار التائي لعينتين مترابطتين ولعينتين مستقلتين, اظهرت النتائج تحسن اداء الاختبار التائي لعينتين مترابطتين ولعينتين مستقلتين, اظهرت النتائج تحسن اداء المجموعة التجريبية الثانية في مهارة التحدث من خلال مقارنة درجة الوسط الحسابي للاختبار البعدي. اضافة الى ذلك, اشارت النتائج الى تفوق المجموعة التجريبية الأولى على المجموعة التجريبية الأانية في الاختبار البعدي لمهارة التحدث.

الكلمات المفتاحية: تراكيب كيجان ، مهارة التحدث

1. Introduction:

In this modern world, communication skills play a vital role to get success in many fields. So, speaking skill is one of the four macro skills in English language learning and it is an important part of any young learners' English Second Language and English Foreign Language classroom, also it is often considered that focal point of instruction (Lines & Nunan, 2005:52). In addition, speaking is a vital skill that enables language learners to communicate effectively in giving responses (Soleimani & Khosravi, 2018:20).

According to Richards and Rodgers (2003, 39) "language teaching begins with the spoken language. Material is taught orally

before it is presented in written form. As well as, new language points are introduced and practiced situationally". Linse & Nunan (2005, 52) add that "when teaching speaking, it is especially essential to select activities and strategies which match the objectives of the lesson".

A successful strategy or method to traditional speaking instruction is cooperative learning, which revealed a great effect on acquiring and developing learners' speaking skill (Soleimani & Khosravi, 2018: 21). In language teaching cooperative learning provides chances for naturalistic foreign language acquisition through using group activities, which can help learners' interact with each other and achieve successful learning (Richard and Rodgers, 2003: 193). One of the cooperative learning strategies is Kagan's structures that are rich in steps supported by many mental skills, which the learners perform during the learning process in fun and entertainment ways, therefore, kagan's structures are described as educational game strategies due to their lightness and ease of their structures (Westerfeld, 2005) cited in (Hasab, 2022: 65).

Moreover, these structures promote cooperation and communication in the class that may enable learners' through playing and working together to learn easily, effectively and engaged in their learning, as well as, achieve the aims of the lesson.

2. The research problem:

"A lot of students are very unwilling to speak English in the classroom because they're shy, or worried about making mistakes, others use mother tongue instead of English" (Ur & Thornbury, 2016:85).

In our schools, many pupils face difficulty when trying to speak English, this may be due to the small number of vocabulary, in addition to their weakness in listening skill, and also the teachers' focus on reading and writing skills. Furthermore, the methods used to teach English are traditional, which do not keep pace with modern teaching methods or strategies that arouse pupils' interest in learning and acquiring the language, this make pupils' feel bored and not active during the lesson.

So, the researcher has formulated the research problem to the following question: 'What is the efficiency of using two kinds of kagan structures on the acquisition of speaking skill in English language by fifth class primary pupils?'

3. Significant of the research:

The value of the research is formulated in the following points:

- 1. It presents two kinds of Kagan structures that may facilitate and encourage fifth primary pupils to speak English in an easy and interesting way,
- 2. It can promote cooperation and communication among pupils in the class,
- 3. The findings of the current research could be useful for both pupils and teachers to achieve the aims of the lessons,
- 4. It can help researchers to conduct kagan structures in further studies with other English language skills.

4. The research aim:

The aim of the present research is to investigate 'the efficiency of using two kinds of kagan structures on the acquisition of speaking skill in English language by fifth class primary pupils'.

5. The hypotheses:

To achieve the aim of the research, the researcher attempts to test the following:

- 1."There is no statistically significant difference between the mean scores of the experimental group 1 in the pre-test and post-test of the speaking skill test".
- 2. "There is no statistically significant difference between the mean scores of the experimental group2 in the pre-test and post-test of the speaking skill test".
- 3. "There is no statistically significant difference between the mean scores of the experimental group 1 and experimental group 2 in the post-test of the speaking skill test".

6. Scope of the research:

The current research is limited to fifth grade primary pupils from displaced schools in Erbil Governorate; namely in Al-Athraa 2 primary school, during the second term of the academic year (2022-

2023). The teaching material is limited to units (5, 6, and 7) of English for Iraq 5th Primary Pupil's Book.

7. Definition of Basic Terms:

7.1 Kagan structures:

- 1. Kagan (1994) cited in (Singay, 2020:22) defined his structures as "a teaching arrangement in which small, heterogeneous groups of students work together to achieve a common goal".
- 2. Smith (2018, 5) stated that "Kagan structures are a set of practices for teachers to use in their classrooms that influence classroom success".

In the current research, kagan structures are instructional strategies that create positive energy for fifth primary pupils to communicate orally in English during the lesson in small cooperative groups in order to acquire speaking skill in an easy way.

7.2 Speaking skill:

- 1. Luoma (2004) cited in (Soleimani & Khosravi, 2018:20) defined speaking skill as "a strategic process involving speakers in using language for the purpose of achieving a certain goal in particular speaking task".
- 2. Harmer (2007, 283) said that "speaking as skill describes activities where students are practicing real speaking events rather than just using speaking to practice specific language points".

In the present research, speaking skill is an ability of fifth primary pupils to speak English correctly, and the scores which fifth pupils obtain on the speaking skill test.

8. Kagan Structures (Theoretical Survey):

Since 1980 Kagan created and modified many structures (over 150) to improve cooperative learning for the classroom, which include a set of practices for teachers to use throughout their lessons, these structures work to control the way students interact with others by working together in groups or teams(Smith, 2018:6). Kalgan's strategies are associated with fun and entertainment, in terms of the ease of their composition and pleasure of applying them. The educational process, according to kagan's structures, is

not centered on the teacher, but rather centered on the learner, so the teacher will play new roles in terms of guidance, stimulating motivation towards learning, and preparing for activities that develop the different needs of students (Akbar, 2022: 163-164).

Al-Deeb (2012, 37) adds that, kagan's strategies constitute the basic structure of each lesson and are not just activities, and through the interaction between a structure and the content of the subject matter, the activity is formed and thus the desired educational goal is achieved. Singay (2020, 23) states that these structures characterized by four basic principles, which are, "positive interdependence, individual accountability, equal participation, and simultaneous interaction".

The teacher, through these structures uses teambuilding to establish trust and give support among students' teammates (Kagan, 2021:2).

9. Speaking skill:

Foreign language teaching and learning, speaking has always been considered as the most important skill to be mastered, because learners are mostly interested in learning to communicate orally (Ur, 2012:117). Therefore, pupils "need good spoken language before they can move on to becoming successful readers and writers" (Brien, 2012:29).

Savignon (1988:131) states that in an elementary school, pupils begin to speak when they have acquired sufficient foreign language through exposure to a rich and varied language classroom environment that focused on providing pupils with successful experiences, practices in communication and give them more opportunity to work with each other in pairs or groups to build cooperative skills in order to enhance their speaking skill. Dilobar (2022:38-39) adds that this will reduce pupils' anxiety and boosts up their self-confidence when they get the opportunity to speak. So, the English teacher has to introduce a variety of techniques and strategies that may facilitate learning speaking skill and create more interest among pupils.

10. Literature Review:

10.1 Al-Kiki's study (2015)

This study tried to find out the impact of using some Kagan structures on fifth year primary pupils' achievement in and retention of English language. The sample included (54) pupils, the experimental group was (26) which taught by using kagan structures, while the control group was (28) was taught by the traditional method. After achieving co-equivalence between the two groups, the researcher prepared an achievement test (oral and written) made out of (52) items, (14) items were set for oral test and (38) items for written test. At the end of the experiment, the tools were applied on both groups. The results appeared that there was a statistically significant difference at level (0.05) between the two groups in achievement and retention written and oral tests and in favor of the experimental group (Al-Kiki, 2015:2-80).

10.2 Soleimani and Khosravi study (2018)

The study attempted to investigate the effect of kagan's cooperative structures on speaking skill of Iranian EFL learners. The sample of the study consisted of (48) adult female EFL learners studying at ideal language institute, they were divided into two groups (24) as the experimental group and (24) as the control group, before the experiment a pre-test was administered to both groups. The experimental group was divided into six groups to work together according to cooperative structures, while the control group learnt by the conventional and common practice in a speaking classroom environment. A post-test was assigned for both groups at the end of the experiment, independent-sample t-test between the post-tests of the two groups was calculated and it showed that the participants of the experimental group outperformed the subjects of the control group. In addition, paired samples t-test between the pretest and post-test of the experimental group was calculated and it was shown that they progressed from the pre-test to the post-test (Soleimani and Khosravi, 2018:20-31).

10.3 Singay's study (2020)

The purpose of this study was to determine the effects of the Kagan Cooperative Learning model on the English oral

communication ability of Bhutanese students. The participants of the study were (45) seventh grade students of Tsheyang higher secondary school. The experimental group included (23) students was taught by Kagan CL, whereas the control group (22) students was taught using the conventional method. The treatment consisted of seven lesson plans concentrated on the kagan CL model, and the data collection instruments included an English oral communication ability pre-test and post-test. The results showed that the mean scores of the students in the experimental group were significantly higher than the control group. This means that students' English oral communication ability was enhanced after implementing kagan cooperative learning in the classroom (Singay, 2020: 20-47).

11. The Experimental Design:

The researcher used the pre-posttest and post-test equivalent groups design.

11.1 Population and sample of the research:

The population of the present research consisted of fifth year pupils in the primary displaced schools in Erbil city, the total number of male &female pupils were (7997) for the academic year (2022-2023). The researcher deliberately selected Al-Athraa 2 primary school because the administration and English language teacher were ready to cooperate with the researcher. The total number of pupils was (60) and after excluded the repeaters, the sample included (54) male and female pupils divided into two groups experimental 1 and experimental 2, each group consisted of (27) pupils.

11.2 Equivalence of the groups:

The researcher conducted equivalence between the groups in the following variables:

11.2.1 Pupils' Age:

The researcher used t-test of independent samples to find out the significant difference between groups in the variable of age measured by months. The results showed that, no statistically significant difference was found at (0.05) level of significance,

where the calculated t-value was (0.087) which is less than the tabulated t-value which was (2.008) with (52) degree of freedom, as shown in table (1) below:

Table (1) T-test Results of Pupils' Age

Groups	No.	Mean	S.D.	T.Value		
				Calculated	Tabulated	
Experimental 1	27	131.037	7.871	0.087	2.008	
Experimental 2	27	130.851	7.772			

11.2.2 Intelligence Test:

After applying t-test of independent samples, the results indicated that there was no statistically difference between the two groups. The calculated t-value was (0.659) which is lower than the tabulated t-value (2.008) at level (0.05) and (52) degree of freedom as appear in table (2).

Table (2) T-test Results of pupils' Intelligence

Groups	No.	Mean	S.D	T-Value		
				Calculated	Tabulated	
Experimental 1	27	33.333	8.867	0.659	2.008	
Experimental 2	27	31.962	6.188			

11.2.3 Pre-test for Pupils' Speaking Skill:

In this variable no statistically significant difference at (0.05) level was found between two groups in speaking skill test. The tabulated t-value (2.008) which was higher than the calculated t-value (0.977) with (52) degree of freedom as shown below in table (3).

Table (3) Results for pre-test of pupils' speaking skill

Groups	No.	Mean	S.D.	T-Value		
				Calculated	Tabulated	
Experimental 1	27	19.259	5.802	0.977	2.008	
Experimental 2	27	16.296	6.950			

11.3 Lesson Planning:

The researcher prepared daily lesson plans for the two groups according to the two kinds of Kagan Structures, i.e. Numbered Heads Together for the experimental group 1 and Fan-N-Pick for the experimental group 2. The plans introduced to a number of experts in methodology and English language, they accepted them and the researcher took some notes into consideration from the experts to improve the plans. The following two kinds of kagan structures were used with their steps:

1. Numbered Head Together:

- a. Pupils count off numbers in their groups,
- b. Teacher asks a question and gives think time (Example: there are many shops in the city, what are they?) pupils privately write own answers (solo time),
- c. Pupils stand up, put heads together (huddle up), show answers, discuss and coach if necessary,
- d. Pupils sit down when everyone knows the answer or has something to share,
- e. Teacher calls a number; that numbered pupil from each group stands and simultaneously answers the teacher's question,
- f. Teammates praise (celebrate) pupils who responded.

2. Fan-N-Pick:

Each team receives a set of question cards:

- a. Pupil 1 holds question cards in a fan and says: pick a card, any card.
- b. Pupil 2 picks a card, reads the question aloud and allows 5 seconds of
- 'Think time',
- c. Pupil 3 answers the question,
- d. Pupil 4 paraphrases (says in own words) and praise or coach,
- e. Pupils rotate roles one person clockwise for each new round. (Kagan & Kagan, 1989: 3-5).

11.4 The research tool:

The researcher prepared oral (speaking skill) test, which was the same in pre and posttests for three units to measure pupils' progress in the acquisition of speaking skill for two groups. The test consisted of ten items, five of them questions need to answers; while another five questions their answers associated with pictures to describe it. The pupil's assessment criterion depended on accuracy in grammar, vocabulary and pronunciation. Each item has three scores.

11.5 Validity:

In the present research, the researcher gave a test to a group of experts to judge the validity of items; they suggested some notes to improve the items. An agreement of 80% among experts was an indicator of the items validity.

11.6 Reliability:

The researcher used the test and re-test method. The test was applied on a pilot sample of twelve fifth primary pupils, who were not part of the experiment. The time spent on answering was (10) minutes. After calculating correlation coefficient between the first application degrees and the second by using Person Correlation Coefficient, the reliability was (0.77) which is good and acceptable.

11.7 Statistical Means:

The following statistical means were used:

- 1. Paired samples t-test was used to find out the difference between the pre-and posttest for the experimental group 1 and for the experimental group 2 of speaking skill (Allam, 2010:215).
- 2. Two samples t-test of the tailed type for independent samples to test the difference between two groups for the purpose of equivalence, and to check if there was any significant difference in scores between two groups in post-test of speaking skill (Allam, 2010:202).

12. Presentation and Discussion of Results:

In order to test the first hypothesis, the researcher used paired samples T-test. The results showed a statistically significant

difference between the mean scores of pre-test and post-test for the experimental group 1 in benefit of the post-test, the calculated t-value was (4.770) higher than the tabulated t-value (2.056) at level (0.05), and (26) degree of freedom. Thus, the first null hypothesis was rejected as shown in table (4) below:

Table (4) Results of T-test for the Experimental group 1 in Pre and Post-test of Speaking Skill

Group	No	Mean			S.D	T-V	alue
	•	Pre-	Post-	Differen		Calculat	Tabulate
		test	test	ce		ed	d
Experimen	27	19.25	25.9	5.963	6.49	4.770	2.056
tal 1		9	63		5		

To verify the second hypothesis, paired samples t-test was used. The calculated T-value was (4.254) which was more than the tabulated t-value (2.056) at level (0.05) with freedom degree (26). This means that there is a statistically difference between the mean scores of pre-post tests for the experimental group 2 in favor of the post-test. So, the second null hypothesis was rejected, see table (5)

Table (5) Results of T-test for the Group 2 in the pre-posttest of speaking skill

Group	No	Mean			S.D	T-va	alue
	•	Pre- Post- Differenc			Calculate	Tabulate	
		test	test	e		d	d
Experiment	27	16.29	20.81	4.518	5.51	4.254	2.056
al 2		6	4		9		

Based on the above results, Kagan's structures had a positive efficiency on the pupils' speaking skill in two groups; this may returns to the procedures of the two structures that followed by fifth class pupils with supervision and interaction of the teacher and cooperation among pupils in small teams/groups which encouraged them to speak without afraid or shy of making mistakes and made them be active participators in the English lesson.

To test the third hypothesis, the researcher computed the difference in the mean scores between two groups in terms of their

speaking skill and applied t-test for two independent samples, as shown below in table (6).

Table (6) T-test Results for the two groups in post-test of speaking skill

Groups	No.	Mean	S.D	T-Value		
				Calculated	Tabulated	
Experimental 1	27	25.222	6.705	2.029	2.008	
Experimental 2	27	20.814	9.092			

It's clear from table (6) that calculated t-value (2.029) was higher than tabulated (2.008) at (0.05) level of significance under (52) degree of freedom. The results indicated that there was a statistically significant difference between the mean scores of the two groups in favor of the experimental group 1. Therefore, the null hypothesis was rejected. This result may be due to the opportunity provided by Numbered Heads Together Structure for pupils in experimental group 1 to discuss, share their thoughts together and give feedback for each other about their answers before they respond to teacher's questions, so they became more confident and willing to speak correctly without hesitation.

13. Conclusions:

- 1. The results indicated that after implementing Kalgan's Structures for two groups in general, which had positive efficiency on acquiring of speaking skill by fifth primary pupils' and enhanced their participation and communication in English lesson collectively and individually.
- 2. Numbered heads together structure increased chances for pupils to produce and comprehend the English language and to obtain feedback from their classmates in the team as well as their teacher, which was reflected positively on the results of the experimental group 1.

3. Kagan structures created a climate of positive competition among pupils.

14. Recommendation:

- 1. Encouraging English language teachers in primary schools to use modern learning strategies, including cooperative learning in their lessons.
- 2. Using kagan structures in teaching other English language skills because they have proven their effectiveness on pupils' learning and achievement.
- 3. Paying attention to involving pupils and integrating them into learning situations.

15. Suggestions:

- 1. Carrying out another study on the effect of kagan structures on development of reading and writing skills for primary pupils.
- 2. The effect of using kagan structures namely numbered heads together to enhance oral communication skills for intermediate students.
- 3. Conducting a study to identify the impact of these structures on other variables, like social interaction among pupils, motivation towards learning English, increasing of self-confidence.

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