Promoting EFL fluency and Accuracy Skills of Secondary School Students Using Genre- Based Approach

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Abstract

The current study aimed at developing some EFL speaking skills (fluency and accuracy) for second year secondary school students through the use of genre – based approach. The study adopted the pre/post experimental one group design. Participants in the present study were 30 students comprising one intact classe 2/12 from 2nd year secondary school students at Nasr Abd Elghafore School, Menouf , Al – Menofia Governorate during the second term of the school year 2019 – 2020 . Instruments of this study were an EFL a pre and a post tests and rubric for scoring it .By the end of the experiment, a pre/post EFL speaking skills test were administered to the groups to identify the effectiveness of genre – based approach in developing the participants' EFL speaking skills (fluency and accuracy). It was found out that genre – based approach was effective in developing EFL speaking skills (fluency and accuracy).

Keywords: genre-based approach, speaking skills, fluency, accuracy.

تعزيز مهارات الطلاقة والدقة باللغة الأنجليزية كلغة أجنبية لدى طلاب المدرسة الثانوية باستخدام المدخل القائم على نوع النص

الملخص

هدفت الدراســـة الحالية إلى تعزيز بعض مهارات التحدث باللغة الإنجليزية (الطلاقة والدقة) لدى طلاب الصـف الثانى الثانوى من خلال اسـتخدام المدخل القائم على نوع النص . اعتمدت الدراسـة على تصـميم المجموعة الواحدة التجريبية ذات الأختبارالقبلى و البعدى . تمثلت عينة الدراســة فى ٣٠ طالبا يمثلون فصــلا واحدا(٢/١٢) من طلاب الصـف الثانى الثانوى بمدرسة نصر عبد الغفور بمنوف – محافظة المنوفية خلال الفصل الفصل الدراسى الثانى من العام الدراسـى ٢٠١٩–٢٠٢٠ . تضـمنت أدوات الدراسـة اختبار قبلى وبعدى لمهارتى الطلاقة والدقة ومقياس التصـــحيح تم تطبيقها قبل وبعد المعالجة التى ضـــمت برنامجا لتنمية مهارتى الطلاقة والدقة باســتخدام المدخل القائم على نوع النص . وفى نهاية التطبيق ؛ تم مقارنة نتائج الأختبار القبلى والبعدى للمجموعة التجربية لتحديد فعالية المدخل القائم على نوع النص فى تطوير مهارتى الطلاقة والدقة باللغة الإنجليزية كلغة أجنبية. وقد وجد أن المدخل القائم على نوع النص كان فعالا فى تطوير مهارتى الطلاقة والدقة باللغة الإنجليزية كلغة أجنبية – وانتهى البحث بتقديم مجموعة من التوصيات والتضمينات التربوية .

الكلمات المفتاحية : المدخل القائم على نوع النص – مهارات التحدث – الطلاقة – التحدث – اللغة الانجليزية كلغة أجنبية .

Introduction:

Speaking is considered the most complex skill of the four language skills. It needs the speaker to know how to select suitable words, grammar, intonation, rhythem and when he can use formal and informal expressions. The speaker must know more about body language such as facial expressions and gestures to convey the correct meaning.

   Speaking as skill involves the distinction between knowledge and skill in speaking. Knowledge in speaking consists of knowledge of grammar, vocabulary, pronunciation, intonation, etc. It is not enough but the skill to use this knowledge to communicate successfully is very important (Bygate, 2010). Knowledge that is related to speaking can be classified either as knowledge of features of language (linguistic knowledge) or knowledge that is independent of language (extralinguistic knowledge) . Extralinguistic knowledge includes such things as topic and cultural knowledge, knowledge of the context, and familiarity with the other speakers. The speakers share considerable background knowledge at all these levels, and this is reflected in the assumptions they are able to make. Linguistic knowledge includes vocabulary, word structure, grammar and discourse (Thornbury ,2005).

         The teacher helps the learners organize their thoughts and knowledge to use their knowledge to express themselves. Since speaking is considered a productive language skill, Roa (2018) classified speaking into five types: imitative, intensive, responsive, interactive and extensive .Imitative speaking is the learners' ability to repeat the speech as a word, a phrase or a sentence .This type of repetition includes grammar and lexis which are useful to convey the meaning. Intensive speaking is the product of short discourses where the learners have to complete the tasks like completing sentences and dialogue. Responsive speaking includes two persons in short conversations to make them authentic .Interactive speaking includes transactional language and interpersonal language. Transactional language is meant for exchanging information whereas interpersonal language for social relationships. Extensive speaking is more formal for extensive tasks and it includes speeches, oral presentation and story – telling.

Brown (2001) explained the importance of speaking as follows: It helps learners to take account of the needs of listeners and to talk to large audience; It helps the learners to use different styles and forms of language appropriate to particular situations, such as telling jokes, participating in a debate or giving reasons and step – by – step explanations. In addition, it helps the learners to acquire and use a more extensive repertoire of words; and to be able to organize what is said; it helps the learners to communicate thoughts, feelings and ideas.

Ariyanti (2016) explained three important elements that students need to have good English speaking:

Structural view: a language which is related to how meaning is closely transferred. This element is also concerned with how a language becomes acceptable so that the utterances of a speaker can be comprehended by other people in terms of the pronunciation, grammatical, and lexical aspects.

Functional view: a language is concerned with how the form of language is used in a communicative way. The structural view is still concerned with the functional view because the language which has a structural element inside should be able to transform the speaker's intended meaning or play the role of language function.

Relating forms to meanings: a language should have balance between the structural and functional views. A problem appears when the teacher focuses on grammatical items. In this case, the students produce their speaking in an awkward way.

Nguyen (2015) explained two principles for teaching speaking. The first principle is to make sure that teaching takes place in an intended way and creates a high level of motivation. In order to make students feel satisfied, teachers shall do the following things: first, the teachers use the instinct or experience, depending on the teachers' qualification, to select interesting topics in order to draw students' attention and make inspiration. Second, the teacher creates interest in the topic by talking about it. Additionally, teachers can ask several guiding questions and provide necessary information to create stronger motivation. Third, motivation is raised by creating a relaxed, non- anxious atmosphere. Fourth, teachers should give appropriate level of difficulty .And finally; the teacher employs meaningful learning with meaningful activities. The second principle is that teachers should give students the opportunities to practice

the target language in meaningful contexts and situations which help to facilitate acquisition for all learners.

Teaching speaking is not easy; so it is important for the teacher to help students in learning speaking by giving students practice with both fluency and accuracy, providing opportunities for students to talk by using group work or pair work, and limited teacher talk. In additions,the teacher should be careful about participation of the students in the class, and design class activities that include guidance and practice in both transactional and intersectional speaking (Zyoud, 2016).

Fluency and accuracy are essential speaking skills. According to **Ryczek**(2005:32) fluency is defined as "the ability of the speaker to speak smoothly with minimal pauses or hesitations in the target language and accurately enough for the listener to understand".Richards (2009:14) views fluencyas "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence".

Fluency is considered the ability to speak fast. Speed is an important factor but pausing is equally important. Proficient speakers need to stop from time to time to allow the formulation of an utterance to catch up with its conceptualization .But frequent pausing is a sign of a struggling speaker. Another significant factor is the length of run. The longer the runs, the more fluent the speaker sounds .The factors of fluency can be summarized as follows:

- Pauses may be long but not frequent,
- Pauses are usually filled,
- Pauses occur at meaningful transition points, and
- There are long runs of the syllables and words between pauses (Thornbury ,2005).

There are threenotions of fluency: cognitive fluency, utterance fluency, and perceived fluency. The first notion of fluency is cognitive fluency that characterizes a speaker and has to do with the speaker's abilities to efficiently plan and execute his speech. The second notion of fluency is utterancefluency that can be measured in a sample of speech. Utterance fluency is a construct with several aspects such as breakdown fluency, speed fluency, and repair fluency. Breakdown fluency has to do with the ongoing flow of speech and can be measured by counting the number and length of filled and unfilled pauses. Speed fluency has to do

with the speed with which speech is delivered and can be measured by calculating speech rate such as number of syllables per second. Repair fluency has to do with how often speakers use false starts, make corrections, or produce repetitions. The third notion of fluency is perceived fluency, which can be defined as the impression that listeners have of the fluency of a certain speech sample(Jong,Steineland Schoonen 2012).

According to (Gakuin , 2009) , there are seven principles to consider when designing and doing fluency building activities:

1. Incorporate repetition: This does not mean simply repeating what the teacher says.It is important to change the audience or purpose when an activity is repeated.

2. Increase speaking time:a great way to increase talk time is to put students in pairs or small groups. There are innumerable ways to do this, such as interviews, information gaps, role plays, and group discussions.

3. Prepare before speaking: Low and intermediate level students especially need time to prepare what they are going to say .

4. Use familiar and motivating topics: When focusing on fluency development in class, choose topics that are relevant and interesting to the learners, such as describing recent events and activities.

5. Ensure appropriate level: Fluency promotion activities should be at an appropriate level of difficulty in order to reduce the necessity of over-thinking while speaking.

6. Impose time limits: it may be helpful to introduce a bit of intensity by setting time limits on conversation activities. This forces students to speak faster and pause less.

7. Teach formulaic sequences: It is important for fluency building that learners are taught chunks, collocations, and formulaic sequences**.**

In order to have more effective communication, meaningful and understandable by others,accuracy is also important. When the speaker cannot choose suitable words, grammar and correct pronunciation, the hearer cannot understand the message. So, speaking accuracy lies on acceptable pronunciation, correct grammar and appropriate word choice.

  In pronunciation, speakers need knowledge about the phonological system of English on two levels: the **segmental level** (micro-level) that is concerned with individual vowels and consonants and their combinations, and the **suprasegmental level** (macro-level) that goes beyond the individual word and deals with stress, rhythm and intonation. Stress and

intonation depend on the message a speaker wants to convey. These suprasegmental features are important with regard to the intelligibility of a speaker's message. Intelligibility is the degree to which a speaker's utterance can be understood by a listener. Consequently, learners who teach stress, rhythm and intonation directly impact on communicative success. So, the learners should practice pronunciation by incorporating segmental and suprasemental features ((Surkamp and Viebrock , 2018).

There are two types of vocabulary: active and passive vocabulary. Active vocabulary refers to lexical items people use while the passive one refers to words which they understand, but do not themselves use. On the other hand,grammar is the study of the way words and their component parts combine to form sentences. Grammar is classified into two types: competence and performance grammar. Competence grammar defines the total set of roles possessed by a speaker; it is the grammar of the speaker's competence. Performance grammar is capable of accounting for only the sentences actually used (as found in a sample of output) (Firman, 2012).

The speaking process includes three distinct stages: before speaking, during speaking and after speaking. In familiar speaking situations, speakers will go through these stages automatically, but in less familiar (or unknown) situations, speakers need to consciously control the strategies that they use. It is important to provide students with the understandings and appropriate scaffolds for each stage of this process. These stages include the following:-**Before speaking:** The speaker decides what they are going to say, how they will say it and who will be listening.

-During speaking:The speaker has to consider various factors, such as being understood, tone of voice, using suitable vocabulary, non-verbal actions, managing listeners' reactions and responses, being able to recognize and repair any misunderstandings or communication breakdown.

-After speaking: The speaker might have to answer questions, clarify ideas, make adjustments, repair misunderstandings and explain any concepts not understood. They end by reviewing the process to clarify and confirm their own understanding (Edwards and Thomas, 2013).

Correcting speaking errors is a very important issue due to the nature of speaking. The teacher must ask the same questions before beginning correction error such as how to correct errors, when to correct errors, and

why to correct errors. Amara (2015) explained several ways of correction that can be used in the classroom:

Self-correction: The teacher gives students suitable time to find mistakes and correct themselves. Self correction is the best technique, because the student will remember it better.

Peer correction: Sometimes the student can not correct the mistake; in this case the teacher asks peers to correct the mistake and returns to the student who made the mistake to say it correctly.

Teacher correction: when the learner and peers cannot correct the mistake, the teacher begins to explain and repeat the problematic item of language. He is going back to the student to repeat the correct answer.

There are many different approaches to teaching speaking skills such as the explicit approach and the scaffolding approach. Salkind(2008) explains that explicit teaching refers to a method of instruction in which the teacher, who becomes as a provider of knowledge, introduces skills and concepts in a clear, systematic, and direct way that helps students' mastery. According to Mehri and Amerian (2014) scaffolding usually comes with terms such as help, assistance, and guidance. Scaffolding happens in the zone of proximal development. The zone is defined as an opportunity or space between the actual level and the potential level of development for learners. The scaffolding is to continuously move the learner toward next steps of development; therefore, this continuous, dynamic, and gradual move toward higher levels of mental functioning requires another jointed mind to move the learner to higher levels for independent functioning of the task in hand.

Due to the importance of speaking, some researchers attempted to develop speaking skill such as Masuram and Sripada(2020), Mohamed (2019) , Garni and Almuhammadi (2019) ,Zuhriyah (2017) , Haq , Khurram and Bangash (2017) .

Masuram and Sripada(2020) examined how far task –based language teaching would enhance the speaking skills of the learners at the undergraduate level in Hyderabad. The instruments of the study included questionnaire, classroom observation checklist, interview protocol, pre-test and post test and learners' diary .The results provided the improvement of spoken fluency when compared to the existing level of the learners' fluency in English.

Mohamed (2019) determined the effectiveness of dogma in developing the student teachers' speaking skills. The participants consisted of (N=44)

freshmen students English majors at the faculty of education in BeniSuef . The instruments and materials of the study represented in a pre – post speaking test, a checklist of speaking skills, a rubric and ELT dogme .The results revealed that dogme ELT enhanced students' speaking skills.

Garni and Almuhammadi (2019) examined the effect of using communicative language teaching activities on EFL students' speaking skills .The participants were two classes of 21 female EFL students at the English Language Institute of the University of Jeddah.The instrument was a pre –post speaking test .Results showed that the experimental group scored higher than the control groups in EFL speaking skills.

Zuhriyah (2017) applied storytelling in the speaking class to improve the students' speaking skill .The participants were 23 students enrolled in the second semester of Intensive English Program of HasyimAsy'ari University .The instruments were observation and the speaking test. Results showed that storytelling improved students' comprehension, fluency, vocabulary, grammar, and pronunciation.

Haq ,Khurram and Bangash (2017) developed the speaking skills through activity based learning . The participants were selected randomly from two sections at the elementary level. The instruments were pre –post speaking tests. Results explained that activity based learning was an effective way to enhance students' speaking skills.

Genre- based approach can be used to improve speaking fluency as well as accuracy. Genre is a concept that is related to several areas and disciplines, such as applied linguistics, literature, art and media, whether in first language or second language contexts.Genre- based approach is the most popular and it is a hot issue to language teaching and learning particularly writing and speaking skills.

Genre is an alien term, difficult to pronounce and define. Genreis derived from French, meaning "kind," "category," "sort," or "gender," and from the Latin genus, meaning "descent, family, type, or gender." Genre and its close relative formare challenging terms because they are abstractions (Eadie ,2009) .

Despite the numerous publications dealing with genres of spoken and written discourse which have appeared in the last two decades, finding a specific definition for genre is not easy. Genre is defined from different prospective theories. In English for Specific Purposes, genre is considered the communicative purpose of an activity (Swales, 1990). Whereas, systemic functional language defines genre as a staged activity with a

specific goal where learners engage in activity as members of a certain group (Hyon , 1996), Millar (1984) explained the concept of genre in new rhetoric as typified rhetorical actions based on recurrent situations.

Principles of the genre-based approach are divided into three principles. The first principle deals with theories of Vygotsky and teaching learning cycle, The second principle is explicit teaching, The third principle is called apprenticeship (Fridaus , 2016). The first principles depend on learning theories of Vygotsky that are first outline, before the notion of teaching learning cycle deriving from them is introduced. Vygotksy illustrates the notion of Zones of Proximal Development (ZPD), Zones between what he calls actual development (what the learners can do independently) and potential development (what the learner can do in the future, with the help of others now). In ZPD should consider three aspects: First, Students learn language. Second, Students learn about language .Third, Students learn through language (Lin, 2006) and (Ramos, 2019).

Teaching learning cycle **is a pedagogic framework that aims to help all learners to access the genres. There were a number of different models of the teaching learning cycle one of them have included four stages.** First, building the field (in this stage learners **find out what they know and begin to build a shared context in preparation for working with the genre).** Second, modelling or deconstruction of the genre (teachers introduce students to focus on **the function of the genre, its staging and phasing and some of the relevant language features).** Third, joint construction (the **teacher helps the students in collaboratively writing a text in the focus genre and related to the curriculum topic). Fourth, independent construction (students write their own texts using the focus genre, paying attention to processes of drafting, editing and publishing**) (Jones and Derewianka ,2016)

The second principle is that becomes effectively when teaching is explicit. Explicit teaching is referred to a method of instruction in which the teacher, presents skills and concepts in a clear, systematic, and direct way that promotes student mastery .Explicit teaching is appropriate when the student must do a high level of mastery of a task –specific strategy,

when the student has no background knowledge of concepts, or when the complexity of the task is reduced by breaking the procedure into smaller steps (Salkind, 2008) .

The third principle is called apprenticeship.In apprenticeship, the expert explains the apprentice how to do a task, watches as the apprentice practices portions of the task, and then turns over more and more responsibility until the apprentice is proficient enough to do the task independently. That is the basic notion of apprenticeship: explaining the apprentice how to do a task and helping the apprentice to do it. There are four important aspects of apprenticeship: modeling (the apprentice observes the master demonstrating how to do different parts of the task), scaffolding (is the support the master gives apprentices in carrying out a task), fading, (is the notion of slowly removing the support, giving the apprentice more and more responsibility), and coaching (is the thread running through the entire apprenticeship experience) (Collins,Brown&Holum,1991).

The types of genre can be categories based on the function, which can be classified into two genres; story and factual. The story genres involve narrative, news story, exemplum, anecdote, and recount, whereas the factual genres include procedure, explanation, report, exposition, and discussion. Genre is consisted of three elements: social functions, language features, and generic structure (Luardini and Asi, 2014). Matan (2008) illustrated that there were different types of genre such as recount, narrative , procedure, descriptive , news item , spoof , report , analytical (exposition) , hortatory (exposition), explanation , discussion , and review .

  Teaching language without attention to genre and purpose created student texts that were indiscriminate mixed genres without a clear purpose. Teaching the purpose, the stages, and language improved the quality of student texts .The use of joint construction and teaching more language features for each genre could have enhanced students' ability to use language to construct meaning (Sliva, Oliveira , 2016).

 According to Millar (2011) teacher should use a range of genre awareness activities in class. Genre awareness activities ask students to notice how language works in relation to the context. Activities focus on three levels such as follows: (1) Genre and context: ask students to focus communication and the people involved; (2) Genre and discourse: focus on how genre are structured in different ways, using different moves to

achieve the communicative purpose. Schick (2015) explained the effects of discourse genre on English language. Students produced the most complex English language during the interview, as measured by the use of embedded clauses, conjunctions, and modals; (3) Genre and language: focus on the ways different lexico-grammatical structures and patterns are used in different genres.

Hartatik (2013) and Raslina(2011) explained the benefits of genre-based approach .It supports the ability and motivates the students to speak , listen , read , and write the English text . It also creates an interesting comforting atmosphere in classroom so that students don't feel boring to join the learning activity.

A great part of our everyday communication is shaped by genres like small talk and conversational storytelling. Learning not just useful chunks of language in isolation, but also gaining insights into the pragmatic function of a genre, helps learners to successfully engage with their partners in communication (Surkamp and Viebrock , 2018) . There is the relationship between speaking and genre. It is appeared in the principles of genre such as explicit instruction. Explicit instruction is used as principle of genre and developed speaking skills. Teaching learning cycle is also used in teaching genre and speaking. Speaking activities are suitable to the nature of genre.

So, it's important for students who learn speaking skills to learn genres which relate to English culture, including how to talk in English. Genre also involves linguistic implication in which Students Communicative competencies help students to speak and write in appropriate way. The concept of communicative competence developed under the views of language as context, language as interaction, and language as negotiation. Communicative competence includes several elements of language knowledge as follows:

 - Knowing how to use language for a range of different purposes and function.

 - Knowing how to vary use of language to the setting and the participant.

- Knowing how to produce and understand different types of texts (e.g. narratives, report , interviews , conversation).

- knowing the vocabulary relevant to the situation.

- knowing the syntax for producing basic clauses in the language.

- Knowing how to use language.
- Provide the opportunity of using the language for specific purpose (Hack and Helwa , 2016).

Lin (2006) explained that many of the principles used by the Genre theorists are also valid for its oral counterpart, speaking. The traditionalspeaking activities are used during the English language classes most commonly take the form of guided or free compositions or free role-plays, simulations, discussions, etc. Even in the case of the creative communication activities, the scenario is generally used by the teacher, and the focus is on the linguistic content. The problem is that the language production involved in such activities does not make a full contribution to the students' communicative competence. As an alternative to this type of activities, the genre-based approach introduces an opportunity for purposeful speaking, explaining clear links to the students' purposes for using the language outside the classroom.

A particularity presented by the teaching of the speaking skills is that the genre Approach is useful at two different, but inter-related stages of the instructional process: a) speaking stage, when students analyze texts belonging to a particular genre, in order to get familiarized with various socio-cultural and linguistic aspects regarding its use, and b) *the* production stage, when students use the acquired generic knowledge in order to produce their own texts (Cozma, 2014).

There are two stages are explained the manner in which the three elements (i.e., situational considerations of the genre-texts, organizational structure, and linguistic features) can be exploited. First stage, It is developed the students' exposure to different genres. It's called pre-speaking stage or modeling the genre, students work on examples of oral texts belonging to a particular genre: e.g. recipes, public notices, advertisements, weather reports, etc .Teachers should draw their students' attention to the structural organization which is specific to the genre in which they are working, stressing the fact that the producers of texts belonging to a particular genre tend to be fairly consistent in the way they organize the overall message. After the students have considered the nature and purpose of the genre, the teacher could discuss with them the way in which it is structured and why it is structured in this way. Later on, the class might explore some of the language features of the genre (Derewianka, 2003).

Second stage, it is helped the students' construction of various genre texts. After the students become aware of the main communicative purpose determining a particular genre, of the socio-cultural context in which it is normally encountered, and of the conventions which govern the structure and the linguistic makeup of its representative texts, students can go on to create their own oral (e.g. role play, announcement, news item, advertisement, etc.) texts in that genre. At this stage, the teacher's main role is that of helping the students use the language appropriately, in accordance with the genre purpose. Such activities are meant to make students aware of the cultural specificity presented by certain linguistic structures and forms, and, in this way, make an important contribution to their intercultural competence. (Cozma, 2014).

Due to the importance of genre- based approach in teaching speaking, some researchers develop speaking skills through genre- based approach such as Wilkins (2018),Nahid ,Suseno, Pujiati and Juanda(2018) ,Hapsari (2017),and Firdaus (2016).

Wilkins (2018) reflected the importance of planning and integrating different forms of assessment into a syllabus that aims to improve students' speaking abilities. The participants in this study were low proficiency, and the vast majority was Japanese students, which has implications for the generalizability of the research. The collection of data might also have benefited from the inclusion of questionnaires and interviews that aimed to focus more deeply on some of the findings garnered from reflective journals and classroom documents. Findings of this study suggest that the genre-based approach provides a framework for addressing students' speaking skills in a principled and logical manner, allowing students to improve their skills in casual conversation, lengthening their spoken utterances, and reducing feelings of anxiety and frustration in speaking.

Nahid , Suseno, Pujiati and Juanda(2018) aimed to examine the effectiveness of Genre Based Approach in teaching students' speaking of descriptive text and to investigate the improvement, if any, of junior high school students in their speaking of descriptive genre. To achieve those purposes, both quantitative and qualitative research were utilized. Specifically, one post-test only quasi-experimental design was chosen to achieve the first aim, while case study was utilized to answer the second research purpose. To collect the data, non-participant observations and students' speaking test were conducted. The result

reveals that GBA is effective to develop students' speaking descriptive text and the improvement of students is seen from the social function, text organization and linguistic features of the text. Additionally, this study suggests that EFL teachers use GBA to teach other types of text.

Hapsari (2017) aimed at (1) describing the materials used in teaching speaking by using Genre Based Approach in SMP Muhammadiyah 4 Surakarta (2) the procedures used in teaching speaking using GBA (3) problems faced by the teacher in using GBA. The methods of collecting data are observation, interview and documentation. The subject of the study is eight grade students at SMP Muhammadiyah 4 Surakarta in academic 2015/2016. The result of the analysis shows that the material used by the students in the classroom is a handbook of the students. The procedures are building knowledge of field, modeling of text, joint construction of text, and independent construction of text. The problems faced by the teacher in using GBA are the students' lack of mastering vocabulary, different capability of the students.

Firdaus (2016) aimed at finding out techniques that are applicable in teaching speaking through GBA and investigating how the students' speaking ability is improved through GBA.Pparticipants in this study are consisted of eighth graders and an English teacher.The instruments are administered namely observation, interview, and questionnaire.

There are four stages to implement genre-based approach in teaching speaking skills such as follows: 1) Building knowledge of the field: in this stage teachers and students build culture context, share experiences, discuss vocabulary, and grammatical pattern .all of these are geared around the types of spoken texts and topics; 2) Modelling of text: Students listen to statements of recount texts, These are geared around certain communicative purpose. For example, if students are expected to produce procedural texts, are developed with one main communicative purpose, that is giving instruction or direction. In short, at the second stage, students listen and respond to various texts with similar communicative purposes; 3) Joint construction of text: At this stage, students try to develop recount texts with their peers and with the help from the teachers; 4)Independent Construction of the Text. : At this stage, students are excited to be able to speak what they have talked about (Rahayuningsih, 2013).

2. Context of the problem

Teaching speaking is one of the main goals of teaching English at the secondary stage in Egypt .Learning objectives of the second secondary year in terms of speaking skills, as determined by Ministry of Education directives are as follows:

- Initiate exchanges, responding appropriately.

- Express a range of functions to satisfy social and future needs.

- Form a range of questions.

- Present full autobiographical details.

- Seek such details from others.

- Retell events in temporal sequence.

- Construct novel utterance from grammatical knowledge.

- Give a short presentation on familiar topics.

- Express ideas on everyday topics.

- Reformulate in different linguistic forms.

In spite of the importance of the speaking skill at secondary stage, students suffer weaknesses in their speaking performance. This problem can be attributed to several factors. One of these factors is students' low motivation towards speaking. Students most of the time are rarely required to say more than a few words in response to some display questions raised by the teacher. Speaking, also, is not given enough time or attention while teaching English to second year secondary stage students. This may be due to the evaluation system adopted that focuses mainly reading and writing.

There were many studies which concentrated on difficulties and weakness of EFL speaking skills such as El-Nagar and Awad (2019) who confirmed that EFL students in the secondary stage schools as well as university students in Egypt face a lot of difficulties while speaking. Mohamed (2019) proved that EFL speaking skills are ignored in language classes in the first year English majors, faculty of Education, BeniSuef University. El – Sakka (2016) explained that the level of speaking proficiency is low among EFL university students at Suez Faculty of Education and they experience high levels of foreign language anxiety

while speaking. Other studies confirmed the lack of speaking skills in the EFL classes such as Diyab (2013), Al Sadek (2011), Ebraheem (2011) and Torky (2006).

Student's lack of speaking skills revealed itself through the pilot study on some secondary school students (N=25) at Hosni Mubarak School at the second term of the academic year 2017/ 2018. The researcher adopted Sheta (2013) EFL speaking test and a rubric to score it.

The results of the speaking test indicated the weakness in students' fluency and accuracy skills as most of the students cannot achieve 30% of the total score of the test.

3. Statement of the problem

In spite of the importance of EFL speaking skills especially fluency and accuracy, there is a lack of these skills among second year secondary school students. This study is an attempt to use genre- based approach for promoting EFL fluency and accuracy skills.

4. Questions of the study

To investigate such a problem, the present study was an attempt to answer the following questions:

(a)   What's the effectiveness of using genre- based approach in promoting EFLspeaking fluency skill?

(b) What's the effectiveness of using genre- based approach in promoting EFL speaking accuracy skill?

5. Purposes of the study

The present study was designed for developing EFL speaking fluency and accuracy skills among second year secondary school students.

6. Delimitation of the study

The present study was delimited to the following:

1- Thirty second year secondary stage students enrolled at the Nasr Abd Elgafore School at the second semester of the academic year 2019 /2020.

2- Developing EFL fluency and accuracy skills required for second year secondary school students as determine by the jury members.

3- The genres used report, recount, narrative, explanation, exposition and expository .

7. Participations of the study

Participants in the present study were 30 students comprising one intact classe 2/12 from 2nd year secondary school students at Nasr Abd Elghafore School, Menouf , Al – Menofia Governorate during the second term of the school year 2019 – 2020 .

8. Instruments and materials of the study

1- The EFLfluency and accuracy skills checklist required for second year secondary school students.

2- A pre – post EFL speaking skills test to measure speaking skills (fluency and accuracy) of the experimental groups before and after the treatment and a scoring rubric for scoring the test.

3- A program based on genre – based approach.

(1) The EFL fluency and accuracy skills checklist

The aim of the EFL speaking skills checklist was to determine the EFL speaking skills that were suitable and required to second year secondary school students. The checklist included nine sub- skills. The EFL fluency and accuracy skills checklist was submitted to jury members of EFL specialists in curricula and methods of teaching English (n = 9) and English language supervisors (n= 5)**.** The jury members showed that the EFL speaking skills checklist is valid.

(2)A pre – post EFL fluency and accuracy test

Two equivalent forms of the EFL fluency and accuracy test were prepared. Each one consisted of main items for measuring EFL fluency and skill. The test covered two main skills: accuracy and fluency. The total number of items was 19. The initial version of the EFL speaking skills tests (pre –post) was submitted to a panel of jury members of EFL specialists in faculties of education (n = 9) and experts in the field of teaching and supervisors (n = 5) . All of the jury members accepted the test as it was.

(3) A program based on genre – based approach

The program was designed to developing EFL fluency and accuracy skills among secondary school students. The program was implemented in the second semester of the academic year 2019/ 2020. It lasted for 5 weeks. It started from 8 / 2/ 2019 to 15 / 3 / 2020. The time of each session was 50 minutes. The program was implemented using four phases in cyclical instruction. These four phases are:

- Building knowledge of the field,
- Modeling of text,
- Joint construction of a text, and
- Independent construction of the text.

The program was a cyclical process in which learning and teaching are implemented through:
- A variety of genres – texts.
- A variety of task-based activities / selection of and sequencing of the activities and tasks that are related to starting point of text or type of text.

The program used two methods for instruction. These methods are explicit instruction and scaffolding.

9. Hypotheses of the study

- The first hypothesis states that there is a statistically significant difference between the mean score of the study sample in pre – post test in the EFL fluency skills.

-The second hypothesis states that there is a statistically significant difference between the mean score of the study sample in pre – post test in the EFL accuracy skills.

11. Findings of the study

The study revealed the following results:

Table (1) presents the results of the t- test between pre-post testin the EFL fluency and accuracy skills

Skills	Test	No.	Mean	Std. Deviation	t-value	DF	A Sig	η2
Accuracy	Pre	30	7.37	1.09				
	Post	30	31.53	1.33	70.52	29	0.01	0.994
Fluency	Pre	30	4.83	1.12				
	Post	30	15.5	1.11	38.53	29	0.01	0.981

Table (1) show that there is a statistically significant difference between the mean scores of the participants in the pre and post EFL fluency and accuracy skills test in favor of the post test.This outperformance be due to the idea that in the joint construction phase of genre – based approach ,

the teacher and the students collaborated to co – construct a similar text on the same topic in the target genre .

12. Conclusion

Based on the results of the study , it can be concluded that the study participants' EFL speaking fluency and accuracy were developed as a result of using genre – based approach .This means that using genre – based approach proved to be an approach for teaching fluency and accuracy .

13. Recommendations of the study

Based on the results of the study, the following are some recommendations:

- The teacher should depend on explicit instruction for teaching fluency and accuracy.
- The teacher should use various genres (report, narrative, exposition, recount, explanation and expository) when teaching the speaking skills in order to help students learn the language and structures suitable for them.
- The teacher should help students to do various tasks for different pedagogy purposes.

14. Suggestions for further research

- Investigating the effect of raising awareness activities to improve EFL speaking skills at preparatory school students.
- Identifying the effectiveness of authentic texts to improve writing skill among secondary school students.
- Using teaching – learning cycle to improve EFL speaking skills among primary school students.
- Using the genre – based approach for developing other speaking skills using the genre – based approach.
- Utilizing the genre – based approach for enhancing the speaking skills of students at different educational stages: primary, prep or university.
- Developing other EFL skills (listening, reading or writing using the genre – based approach.

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