The Impact of Some Innovative Strategies on developing EFL Speaking Skills of Hospitality Students

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Abstract:

The main concern of this research was to probe the impact of using some innovative strategies: information Gap Activity, Think Pair Share, and Role-Plays, on developing EFL Speaking Skills of Hospitality Students. Participants of the present study consisted of (83) of hospitality students (boys and girls) at the higher institute for specific studies-Heliopolis, Cairo. They were divided into two groups (No.= 42) for the experimental group and (No.= 41) for the control group. The pre-post quasi experimental design was used. The experimental group was taught according to the procedures of the innovative assigned strategies while the control group was 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 group students outperformed those of the control group ones on the EFL speaking skills as a result of the innovative strategies the instructor used with them. It was concluded that the application of innovative strategies for improving speaking skills had a very positive impact on hospitality students

Keywords: Innovative Strategies, EFL Speaking Skills, Information Gab, Think Pair Share, Role-Plays

Introduction

Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community (Boonkit, 2010).

While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Of all the four macro-English skills, speaking seems to be the most important skill

required for communication (Zaremba, 2006). The importance of speaking skills has recently been considered, and the development of such pivotal skills started to attract the attention of EFL researchers and curricula designers. Theorists of foreign language teaching and learn0ing have stressed the importance of giving learners the tools needed in order to communicate successfully (Dobao and Martinez,2007; Akpinar, 2009, Nakatani,2010). This led to increasing emphasis on preparing learners to use the language smoothly and fluently in order to express their ideas appropriately.

Zaremba (2006) also pointed out a study indicating that speaking skills or communication skills were usually placed ahead of work experience, motivation, and academic credentials as criteria for new recruitment for employment. Students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom (Zhang, 2009) and also limited exposure to English speakers or members of the international community. This might be one reason for instructors to provide more situations and activities for students to strengthen their speaking competence.

Speaking is one of the difficult skills in EFL/ESL language teaching and learning process. Teaching speaking is a productive skill that is generally considered to be difficult to learn, as it needs rigorous practice and strong determination to achieve high proficiency. During an interaction, a speaker has to pay attention to planning, editing, re-correcting and simplifying the utterances so as to achieve the speaking ability. Speaking also involves pronunciation, intonation; stress patterns and mastering these prosodic features can be a difficult task for non-native speakers of English (Jyothi Masuram, 2020). According to Nunan (2004:48) speaking involves producing systematic verbal utterances to convey meaning. In spoken language, speaking must have ability to be listened by others. It has temporary and immediate reception. It has intermediate feedback from the listener during the conversation with others.

By the same token, Kuśnierek (2015:3) asserts that "speaking is one of the most difficult skills students may possess since it requires first and foremost a great deal of practice and also exposure to the target language. In addition, it may be perceived as a complicated process in which fluency is identified as the most desirable ability when talking smoothly with a native speaker in the target language. Accordingly, to communicate successfully in a foreign language, learners need not only practicing but also understanding some linguistic elements which are important for verbal interaction and communication".

Based on researcher's experience while teaching English for specific purpose (ESP) to hospitality Students at Higher Institute of specific Studies – Heliopolis, hospitality students have problems in describing thing such as color, size, shape, material made from and many others. Beside that the students are not confident to speak in public because of their limited vocabulary and spelling words. Moreover, they are afraid of making mistakes especially when they are asked to speak in public, they usually get nervous when they speak in front of many people so it makes the students forget or lose their ideas and they do not know what they want to say when they come to the front of class. Furthermore, they shy to speak in public and have less motivation to practice. To make students able to speak, teacher must be creative enough to use certain way or technique so that the students are actively involved in the interaction.

The researcher noticed that EFL hospitality students encountered many problems in speaking and using the target language as a means of communication

during lectures. The researcher found some problems that make some students had low score in speaking skill. The first problem was related to the students. There were many students that are not confident to use English because of their limited vocabulary and spelling words. Moreover, they are afraid of making mistakes especially when they are asked to speak in public, they usually get nervous when they speak in front of many people so it makes the students forget or lose their ideas and they do not know what they want to say when they come to the front of class. Furthermore, they shy to speak in public and have less motivation to practice. To make students able to speak, lecturers must be creative enough to use certain ways or techniques so that the students are actively involved in the interaction. The second problem is related to the material, the students rarely practice speaking, because the lecturer did not teach speaking in the same portion as the other language skills. There are not enough speaking materials which are ready for classroom use. These notices were confirmed by some studies investigated developing speaking skills among EFL learners (e.g., Amer, 2013; El-Sakka, 2017 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.

The present study is an attempt to study the needs of the students to use English as the medium of communication and explore the ways of helping the students to speak fluently and confidently which is useful for them in seeking employment and achieve success in their career.

Literature review

Davis, (2008) argues that classroom is a very specific context for communication. A student faces the same atmosphere daily. There are four walls of a room with a black board or a white board. Same teacher comes to teach them English and he sits among same class fellows. If a teacher really desires for real communication to take place in his/her class, s/he needs to exploit: Events and changes in the class room, events in the world outside, potentially useful or amusing roleplays and simulations. According to Davis, without the use of imagination and other resources the limitations of the class room can greatly restrict the communication. Davis continues that it is extremely difficult for many people to speak in front of large groups of people. It is especially true in case when people speak a foreign language. They have their fears that they will commit many mistakes when they speak the foreign language. Secondly, they are very much conscious about their pronunciation that it will not be intelligible to the people. In order to provide help to the students a teacher must ensure to create a relaxed atmosphere in the class room and to do as many speaking activities as possible in pairs and groups. Davis contends that speaking ability, like the listening ability should partly be the natural result of using English as a main medium of communication in the class room. A teacher must simplify his/her speech in order to make the students understand with the help of gestures and mime. When the students are responding, a teacher should encourage them even if what they say is far from perfect. According to Davis, if a teacher wants his/her learners to converse in English, s/he needs to make the classroom a conversational place. If the students are not able to talk naturally in the class, it is hardly surprising when they can still hardly speak at all after hundreds of hours and several years of English classes. Davis suggests some more activities that teachers can practice for the improvement of speaking skill of his/her students. These activities include: Unscripted role-

plays, Problem-solving/decision taking activities, Discussions and Debates, group projects, and Warm- ups and fillers.

Additionally, Lourdunathan and Menon (2004:1) pointed out that the inability of students to play an effective part in the group discussion is due not only to a lack of vocabulary but also a lack of effective interaction strategies. In order to play an active role in group discussion, students first of all need to know how to interact and this requires interactive strategy training.

By the same token, Celce Muricia (2001:104) maintained the importance of strategy training on promoting speaking skills by stating that: "Training learners to use strategies and encouraging strategy use is another prominent feature of today's oral skills classroom. While the utility of teaching "communication Strategies" is a debated theoretical issue, it is clear that language learners must become competent at using strategies, such as circumlocution, hesitation devices and appeals for help, and that oral skills teacher should at least advocate and model their use".

Lyman, (1981) suggests that speaking skills of the learners can greatly be improved through the activities like information Gap Activity, Think Pair Share, and Role-Plays. Information gap activities are generally used in Second Language classrooms. These activities are designed in such a way that one student has to get information from his/her partner. Assignments are completed in this way and all the time students speak in the target language. Opportunities are provided in the information Gap activities for the students to ask each other question (http://www2.education.). Some examples of information gap activities are: 20 Questions, Guess the Card, and Word on Back. Think-Pair-Share (TPS) is a strategy in which students work in a group for the solution of a problem and more often answer a question which is assigned to them by their teacher. In this technique students are required to think about a topic individually or share ideas with his/her classmates. The sharing of the ideas with the classmates builds the oral communication skill among the students. This strategy is used before a teacher starts reading a lesson. Activity in TPS is performed in small groups. Role- play is speaking activity when you either perform someone else's role, or you find yourself in an imaginary situation. In role-play, students play the role of an imaginary character; say for example king, prince, a shop keeper etc. A teacher plays the role of a facilitator by giving instructions, providing suitable words when s/he thinks that students are stuck for words or phrases and correcting the mistakes of the students. Role-play can also be performed on topics included in the course book.

The problem of the study

It was remarkable that hospitality students of Higher Institute of specific Studies – Future Academy, are unable to communicate or organize their speech to express their knowledge using the English language. This weakness in their speaking performance is due to their little exposure to the target language. Moreover, they are not involved to practice the language in authentic situations or linguistic tasks inside classrooms. Therefore, the present study attempts to investigate the impact of some innovative strategies (Information Gab, Think Pair Share, Role-Plays) on developing EFL speaking skills of hospitality Students on the basis that some studies (see, Deby, 2018: Mona Abdel Hadi, 2019 and Ihsan. et.al, 2021) pointed out that those innovative strategies 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 some Innovative strategies (Information Gab, Think Pair Share and Role-Plays) on the speaking skills of 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 hospitality students?
2-   What is the impact of Innovative strategies on developing EFL 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 some Innovative strategies 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 Innovative strategies 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 and the control group students in the pretest of speaking skills.
2- There are statistically significant differences at .01 level between the mean scores of the pre-test and posttest speaking skills attained by the experimental group   in favour of the posttest.
3- There are statistically significant differences at .01 level between the mean scores attained by the experimental group and the control group students in the posttest of speaking skills in favour of the experimental group.

Sample of the study

The participants of the research were (83) of second year hospitality students (boys and girls) at the higher institute of specific studies – Heliopolis. They were divided into two groups (No.= 42) for the experimental group and (No.= 41) for the control group.

Research Design

The type of the research is experimental research. The experimental design used was pretest-posttest control group design as the research had two groups; an experimental group and a control one. All groups were administered a pretest, and each group received a different treatment. The experimental group learned the assigned treatment material according to the procedures of some innovative strategies 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 experimental group were compared to those of the control one 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:
- Accuracy which comprises the skills of Grammar and Vocabulary.
- Fluency
- Interactive communication
- Pronunciation

❖ A rubric for analyzing students' oral performance. It consisted of five 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 "fluency and five with interactive communication. Students were given marks according to the four items of each part of the rubric as the following:
- 4 marks for vocabulary
- 4 marks for grammar
- 8 marks for fluency
- 8 marks interactive communication
- 8 marks for pronunciation

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

The total mark of the EFL speaking test is 32. Reliability alpha of the test was 0.85.

Treatment Material

The treatment material comprised ten sessions about the innovative strategies. In each session, activities on the strategies 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 ten weeks (a session a week), students of the experimental group received training on how to implement the innovative strategies 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 the assigned innovative strategies. The researcher used the direct

method of explanation and modeling. After explaining the steps of how to implement the innovative strategies, 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.

<u>Steps of implementing the assigned innovative strategies were carried out as the following:</u>

1- Information Gap:
Information gap activities require students to speak and to practice teamwork, working with their classmates to acquire the missing information. Once they've learned the information from their classmates, they can fill the "gap" and complete the task or activity.

The procedures are as the following:

- Lecturer – Students
  The lecturer assigns a text or a reading passage with some missing or phrases in.

- Students – Students
  Students work in pairs or in small groups and start discussion about the missing words or phrases. All the time, students speak in the target language. Once students get the information messed, they can complete the text.

2- Think -Pair- Share
Think-Pair-Share (TPS) is a cooperative learning activity that can work in varied size classrooms and in any subject. Instructors pose a question, students first THINK to themselves prior to being instructed to discuss their response with a person sitting near them (PAIR). Finally, the groups SHARE out what they discussed with their partner to the entire class and discussion continues. Students get time to think critically, creating a learning environment that encourages high quality responses (Rowe, 1972). TPS provides an opportunity for students to work in groups toward a common goal, increasing their own and others' understanding in a safe environment to make mistakes (Johnson & Johnson, 1999).

The procedures are as the following:

- Lecturer – Students
  The lecturer describes TPS to his students, why they are doing it (how it helps learning) and acknowledges that it may be out of a student's comfort zone to participate. Then, the lecturer gets students to work in small groups of four or five students in each one.

- Lecturer – Students
  The lecturer poses a question or a problem to be answered or solved by students.

- Students – Students
Students think individually about the answer to the question or the solution to the problem before discussing their responses with persons sitting near to them. Finally, students can share the ideas with the entire class by reporting out on "behalf" of their

group. Summary could include differences in thought process and whether or not the group was in agreement.

- Lecturer – students
  Lecturer starts a reading lesson with students relevant to the question or the problem raised before.

3- Role-Plays

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation! Imaginary character -The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, a pop star etc. The choice is endless! Students can also take on the opinions of someone else. 'For and against' debates can be used and the class can be split into those who are expressing views in favour and those who are against the theme.

Imaginary situations - Functional language for a multitude of scenarios can be activated and practiced through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.

The procedures are as the following:

- Lecturer – students

Before the role-play session, the lecturer gathers students and introduces a hypothetical issue they may encounter during their life or an imaginary situation. Then, the lecturer gets students to work in pars or in small groups of four or five students in each one.

- Lecturer – students

The lecturer assigns roles to students for the various fictional characters involved in the situation selected. For instance, some characters may be employees who'll handle the situation, such as salespeople. Other students may represent supporting characters, such as customers. Some participants may also watch the performance and offer feedback.

- Lecturer – students

Ask some students to act out the situation and create different strategies for resolving it. For example, if the goal of your role-play activity is to have employees practice giving a sales pitch, students might develop different ways to present a product to prospective customers.

The roles of the teacher while implementing the procedures are as the following:

-Facilitator - students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.
　　-Spectator - The teacher watches the activities and offers comments and advice at the end.
　　-Participant - It is sometimes appropriate to get involved and take part in the activities carried out by students.

Data analysis

T-test was used to find out the differences between the experimental group students and the control ones in the EFL speaking posttest. T-test was also used to find out

the differences between experimental group and control group students in the EFL speaking pre-test.

Findings

The results of the present study were presented and interpreted in the light of its hypotheses, and theoretical framework and related studies referred to in the introduction above. As stated earlier, the main purpose of this research was to investigate the impact of some innovative strategies on developing EFL speaking skills of 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 and the control group students in the pretest of speaking skills.

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

Groups	No.	M	S. D	T- value	D.F	Sig. (2-tailed)
Experimental	42	414.80	2.77	.613-	81	541
Control	41	14.45	**2.45**			

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 and those of the control group in the pre-test of speaking skills where t-value (.541) which is not significant. Consequently, the first null hypothesis of the current research was accepted. This result may be interpreted that there was homogeneity between both groups and there were not any significant differences between students in the experimental group and those in the control group in the pre-test of speaking skills.

Hypothesis (2)

2-There are statistically significant differences at .01 level between the mean scores of the pre-test and the posttest speaking skills attained by the experimental group in favour of the posttest.

Table (2): The Results of 't-test' Comparing scores of the Experimental Group in the pre-test and posttest of speaking skills.
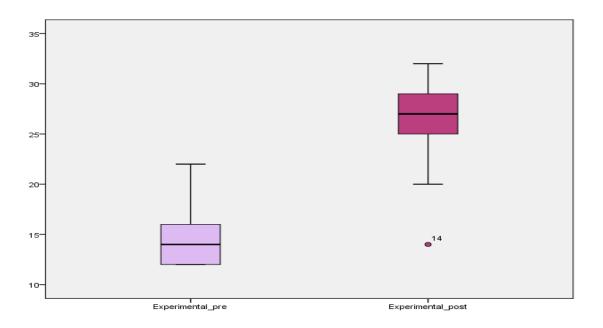
Experimental	No.	M	S. D	T- value	D.F	Sig. (2-tailed)
Pre-test	42	14.45	2.769	31.320	41	.000
Posttest	42	26.86	3.049			

Significant at 0.01 level.

Table (2) shows that there are statistically significant differences at 0.01 level between the mean scores of the pre-test and posttest speaking skills attained by the experimental group in favour of the posttest where t-value (31.320) which is significant. Consequently, the second statistical hypothesis of the current research was accepted. This result may be interpreted that there was a significant difference at 0.01 level between the mean scores of the pre-test and posttest speaking skills attained by the experimental group in favour of the posttest. The results can also be shown in the following figure:

Figure (1): Comparison of the scores attained by students of the Experimental Group in the pre-test and posttest of speaking skills.

- **Experimental_pre = the experimental group in the pre-test.**
- **Experimental_post = the experimental group in the post test.**
Hypothesis (3)

3-There are statistically significant differences at .01 level between the mean scores attained by the experimental group and the control group students in the posttest of speaking skills in favour of the experimental group.
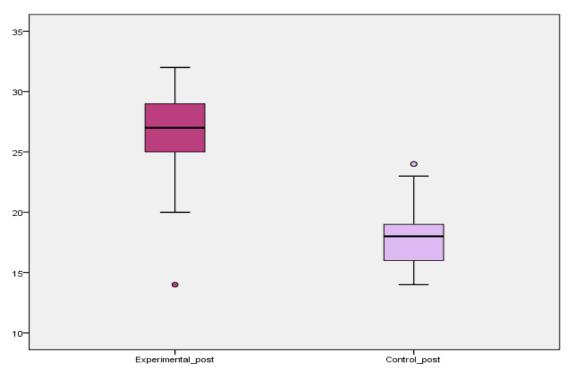
Table (3): The Results of 't-test' Comparing the Experimental Group and the Control Group in the pre-test of speaking skills.

Groups	No.	M	S.D	T- value	D.F	Sig. (2-tailed)
Experimental	42	26.86	3.08	14.519	81	.000
Control	41	17.85	2.574			

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 and those of the control group in the pre-test of speaking skills where t-value (14.519) which is significant. Consequently, the third statistical hypothesis of the current research was accepted. This result may be interpreted that there was 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.

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

- **Experimental_post = the experimental group in the post test.**
- **Control_post = the control group in the post test.**

Discussion and results interpretation

Several interpretations could be given for the superiority students of the experimental group to those of the control one in the EFL speaking posttest. An interpretation might lie in the fact that materials developed for developing the speaking skills of the students gave a positive response for students as they work in pairs and in small groups which enhance lively discussion, exchanging ideas and

bringing confidence in them. These materials pave a way for effective communication by developing fluency, accuracy, pronunciation of the students.

Another interpretation might lie in the fact the non-threating atmosphere provided through implementing the assigned innovative strategies gave students a chance to speak freely without any language constrains. It improved students' social relationships and interactions in the classroom. Therefore, building up confidence in speaking to an audience was mainly reported as a factor that strengthened speaking performance. Thus, students speaking skills were enhanced accordingly. 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.

A final interpretation to the results obtained may be attributed to the fact that the procedures attained in each strategy helped students to actively participate in the discussion process and speak more fluently. In addition, students could learn more vocabulary through negotiation. They can share ideas with their peers and it makes them more confident in asking questions with each other. This interpretation was supported by the views of Robertson (2006) who asserted that TPS aims at engaging the students in their learning, with a focus of thinking about the answers prior to discussing them with their peers, is an active teaching-learning strategy. Ledlow (2001) also affirmed that using TPS when asking questions during a lecture is a great way to get students actively engaged in thinking about their learning, to check for understanding, and to get students to apply new knowledge while CT can be nurtured with this type of active learning. Think-Pair-Share is a low-risk strategy to get many students actively involved in the thinking process related to their learning

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 innovation strategies assigned in this research.
- The use of innovation strategies is effective in enhancing EFL speaking skills. Thus, EFL hospitality students should be explicitly trained on the use of innovation strategies as a means that provokes oral participation among them at its maximum level.
- Working in pairs or in small groups to carry out the activities as the innovation strategies require, is a fertile ground to promote speaking.
- The assigned innovation strategies (Information Gab, Think Pair Share, Role-Plays) provide chances for interactive dialogues among students and between teachers and students as well as well-constructed conversations about topics interested to students. Thus, creating an atmosphere of interaction among students 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 group and the control one 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 the assigned innovation strategies.
- 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 the assigned innovation strategies 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 the assigned innovation strategies on students' attitudes towards language learning.
- As the present study showed that innovation strategies have a considerable potential for promoting EFL speaking skills, further research studies might make comparisons between training on the use of innovation strategies (Information Gab, Think Pair Share, Role-Plays) and other instructional strategies on other group samples and contexts.

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أثر استخدام الإستراتيجيات التعليمية الإبتكارية على تنمية مهارات التحدث باللغة الإنجليزية كلغة أجنبية لطلاب شعبة الضيافة

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المستخلص باللغة العربية

هدف البحث الى تنمية مهارات التحدث باللغة الإنجليزية كلغة أجنبية لدى طلاب شعبة الضيافة عن طريق التدريب على استخدام بعض الإستراتيجيات التعليمية الإبتكارية وهى (فجوة المعلومات- مشاركة أزواج التفكير – لعب الأدوار). وقد تكونت عينة الدراسة من ٨٣ طالباً وطالبة بالفرقة الثانية , شعبة إدارة الضيافة بالمعهد العالى للدراسات النوعية – مصر الجديدة , وتم تقسيم عينة البحث الى مجموعتين إحداها تجريبية (٤٢) والأخرى ضابطة (٤١) وقد تم تدريس المحتوى للمجموعة التجريبية وفقاً لإجراءات تنفيذ استراتيجيات الإبتكار المحددة فى البحث بينما تلقت المجموعتين الضابطتين 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 ١٠ اسابيع بمعدل جلسة كل اسبوع لكل مجموعة إضافة الى جلستين للإختبار القبلى والبعدى. وقد أشارت نتائج إختبار (t-test) الى تفوق طلاب وطالبات المجموعة التجريبية على طلاب وطالبات المجموعة الضابطة فى الإختبار البعدى لمهارات التحدث باللغة الانجليزية . وقد خلصت النتائج الى أن استخدام الإستراتيجيات الإبتكارية المحددة له أثر كبير فى تنمية مهارات التحدث باللغة الإنجليزية كلغة أجنبية لدى طلاب وطالبات شعبة الضيافة. كما أوصت بضرورة تدريب أساتذة اللغة الإنجليزية على كيفية تنمية مهارات التحدث باللغة الإنجليزية لدى الطلاب خاصة باستخدام إستراتيجيات التعلم الابتكاريية المحددة .

كلمات الدالة : إستراتيجيات تعليمية إبتكارية- مهارات التحدث باللغة الإنجليزية – شعبة إدارة الضيافة .