ARTICLE

The Effect of Using the CoRT Program on Jordanian EFL Ninth-Grade Students' Speaking Skills

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ABSTRACT

This study aimed at exploring the effect of using the CoRT Program on Jordanian EFL ninth-grade students' speaking skills. The participants of study were 68 female students from Maysaloun Basic School for Girls, which is part of the Directorate of Education in Jordan who were distributed randomly and equally into two groups; experimental and control. This study followed a quasi-experimental design. Data were collected through a pre-/post-test for both control and experimental groups. To achieve the purpose of the study, the experimental group was taught though the CoRT Program and the control group was taught using a conventional teaching method. The results showed that showed that there were statistically significant differences at (α= 0.05) in the subscales (Accuracy, Fluency) due to instruction (the CoRT program vs. conventional instruction) in favor of the experiments group. In light of the findings of the study, the study recommends to use the CoRT Program in different EFL skills and different levels of students.

Keywords: CoRT program; EFL Jordanian students; Speaking skills

1 Introduction

Language learning is driven by the need to communicate. These days, written or verbal communication seems to be vital given how quickly the world is expanding. A person who can express ideas, thoughts, and a range of concepts clearly is a good communicator. For most language learners who want to study a foreign language, the general path is to be able to understand others and eventually be understood by them. As the globe has gotten more interconnected, being able to communicate in English has become more crucial for travel, business, and even personal relationships. For these reasons, teaching English today is more challenging than it was in the

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past. Language teachers must therefore modify their teaching methods. Those methods need to be enhanced to better meet the requirements and interests of the students.

Language is a tool for communication, most of which happens verbally. Speaking is crucial because it enables one to communicate to others their own ideas, thoughts, and feelings. To communicate with one another, people must also be able to speak (Richards, 2008). It is truly necessary to speak fluently in a foreign language in order to comprehend meaning and communicate effectively. While teaching students the speaking skill, it is essential to give them real-world, pertinent possibilities for successful communication in a foreign language (Nematovna, 2016).

It was highlighted that speaking is an essential component of communication (Brown, 2001). It was also described as a process of creating meaning through participation that included information creation, reception, and processing. Speaking is also an essential skill that English language learners must develop, particularly since their ability to communicate verbally is a common standard by which they are judged (Leong & Ahmadi, 2017). It has been stated that speaking is an important yet challenging skill that needs several interrelated components to create and deliver meaningful messages. In order to effectively communicate, students must familiarize themselves with a variety of capabilities (Thornbury, 2005).

Speaking the language correctly and fluently is one of the most important objectives of teaching and learning a foreign language (Brown, 2000). For many people, speaking fluently and accurately is a precondition to learning a foreign language (Burns & Hill, 2013; Srivastava, 2014). More specifically, the development of foreign language speakers who speak the language fluently and with fewer grammar, vocabulary, cohesion, and coherence problems is necessary to reach speaking proficiency (Brown, 2000; Kumar, 2013). For students to function at an exceptional level when speaking, they must possess both accuracy and fluency. Regretfully, few learners

of foreign languages will succeed in achieving this objective (Nishanthi, 2018).

The importance of speaking proficiency for other language skills cannot be overstated (Gass & Varonis, 1994). Reading (Garner, 2000), writing (Trachsel & Severino, 2004), and listening can all benefit from improved speaking skills. Efrizal (2012) underlined the significance of speech in casual social encounters, in which people communicate constantly and everywhere. Speaking also helps students improve their grammar and vocabulary, which in turn makes their writing better. Promoting language use in everyday contexts and involving students in the process are essential to encouraging them to communicate in English. Students may express their ideas and emotions, tell stories, make requests, engage in discussions, and use a range of language skills. Speaking is vital both inside and outside of the classroom. As a result, a greater variety of companies and organizations are able to employ qualified speakers. These statements have been supported by Baker and Westrup (2003), who observed that students with strong English proficiency can benefit from increased opportunities for postsecondary education, employment, and career advancement.

Generally speaking, several researchers noted how difficult communication is. Due to their speech difficulties, language learners face considerable obstacles while trying to communicate in a foreign language. Communication difficulties arose when language learners failed to correctly express their concepts or understand the structures and definitions of foreign words and phrases (Bahrani & Soltani, 2012; Kayi, 2006; Nation & Newton, 2009).

Teachers must purposefully devise strategies to provide EFL students with opportunities to practice speaking in pertinent and authentic contexts if they are to teach speaking skills to them effectively (Nematovna, 2016). Teachers should think about fostering a fun and cooperative learning environment in order to support students' oral performance in a formal setting (Leong & Ahmadi, 2017). "When teachers create autonomy-supportive climates in their schools, students can motivate themselves and

internalize their learning goals, and so they become intrinsically motivated to learn English" (Dincer, Yesilyurt, & Takkac, 2012:104) Therefore, learners may be able to overcome difficulties when speaking a foreign language as long as they are studying in an authentic and relevant environment that also permits their enjoyment and interests.

One way to help students become better speakers and participate more in speaking classes is to use communicative activities in foreign language classrooms (Oradee, 2012). As a result, role-playing, simulation, collaborative tasks, games, and other communicative exercises could aid language learners in producing accurate and fluent speech (Kayi, 2006; Klippel, 1984). Batiha, Noor, and Mustaffa (2016) advise offering EFL students with as many opportunities as possible to speak English in a welcoming environment by using motivating techniques like project work and indirect feedback. One way to promote meaningful interactions among EFL learners and improve their speaking skills is to encourage students to have meaningful conversations on interesting issues, as stated by Oradee (2012).

Speaking more accurately and fluently could be greatly enhanced by practice (Brown, 2000). For EFL students to become more proficient speakers, they must engage in explicit activities. Therefore, language learners need plenty of opportunities to develop spoken language in a range of circumstances in addition to utilizing a foreign language. Put another way, learning a language is not likely to improve a person's communication skills on its own. Foreign language learners need to be able to converse in a range of contexts (Bygate, 1987).

Edward De Bono created the CoRT educational program, which teaches thinking skills directly to students. It was first published in 1973 and developed in 2004. The Cognitive Research Trust, which De Bono founded at Cambridge, is known by the acronym (CoRT). CoRT is divided into six sections, with ten lessons in each. Each lesson presents a novel way of thinking. A mix of teacher-led instruction, group work, student-led discussions, individual work, and homework assignments are used to deliver

CoRT lessons. In general, the CoRT program seem more appropriate for circumstances involving informal reasoning and decision-making in humanistic, social, and design contexts. They are directly and easily applicable to the kinds of problems that arise in day-to-day living (De Bono, 2007).

Offering students a range of methods and instruments that can help them use a variety of thinking skills is the aim of the CoRT program. Each instrument serves a certain function and is used in a particular manner. A great teacher knows when to use them to achieve the desired outcome(s). The CoRT program provides teachers with a handbook that includes sample lesson plans, test materials, and projects for students to do in order to practice applying these strategies (Mousa, 2022).

The CoRT program is one of the few that assists students in developing their critical thinking skills across a variety of topic areas, claim Al-Faoury and Khwaileh (2014). Participants in this program should be able to use sophisticated stimuli and cognitive processes, as well as put answers or concepts together in fresh ways. The CoRT program assists students in developing lifelong cognitive skills that will deepen and expand their awareness in every situation by utilizing each tool to meet specific demands. Since they will be more confident in their own mental processes and self-aware, students will have a foundation for organizing activities in the classroom. After considering the point of view of everyone involved in the process, the students will concentrate on the goal of the lesson by organizing the discussion.

The CoRT program consists of sixty lessons distributed in six parts, each of which contains ten lessons. Each of the six parts covers a distinct aspect of thinking, and the titles of each section point toward an objective that needs to be achieved by the end of that section (De Bono, 1998). These parts are: breadth, organization, interaction, creativity, information, and action. Interaction (CoRT 3) focuses on encouraging the process of debate and negotiation among students so that they may assess and control their knowledge. At this level of study, some of the topics covered include verifying the parties, evidence

types and values, disagreement, agreement and lack of relationship, being right or incorrect, and the outcome (Alshurman, 2017).

2 Statement of the Problem

Many Jordanian EFL students have been observed to find it difficult to communicate and handle spoken English in the classroom (Bataineh, Rabadi & Smadi, 2013; Al-Garaibeh & AL-Jamal, 2016). The researcher has seen a widespread deficiency in the students' communication skills when speaking English in class, based on her experience teaching English as a foreign language. Furthermore, EFL students typically avoid these types of communicative activities or end the talks when they encounter unfamiliar English language. Oral interactions among EFL learners might fall down for a variety of reasons. These elements could have to do with the EFL students, the atmosphere, the curriculum, or the teaching strategies. Consequently, it's critical that Jordanian EFL students comprehend the advantages of using English for communication (Rababa'h, 2003).

There may be fewer opportunities to speak English in a foreign language situation like Jordan because the official classroom is practically the sole setting where the language is used for practice. Furthermore, it seems that Jordanian English language learners face difficulties while communicating in oral English (Bani-Abdo & Bereen, 2010; Bataineh, Al-Bzour & Baniabdelrahman 2017; Yaseen, 2018). Therefore, it would be especially crucial to take into account communicative activities in the Jordanian context that give EFL learners real and significant opportunities to enhance their speaking accuracy and fluency.

As a result, providing CoRT-based activities (such as the researcher's instructional program) may offer an opportunity to improve speaking skills because it calls for group collaboration and oral presentations of student work in an engaging setting reinforced by the intentional application of the CoRT program. For instance, in the CoRT program, students applied their critical thinking, creativity, teamwork, commu-

nication, and oral presenting skills in a real-world environment.

Purpose of the Study

The purpose of the current study is to examine the effect of CoRT program (Interaction unit) on Jordanian EFL ninth-grade female students' speaking skills.

Question of the Study

The study seeks to answer the following research question:
- Are there any statistically significant differences ($\alpha=0.05$) in the Jordanian EFL ninth-grade students' speaking skills which can be attributed to instruction (the CoRT program vs. conventional instruction)?

Significance of the Study

To the best of the researcher's knowledge, the current study is one of the first in Jordan on the impact of the CoRT program on ninth-grade EFL students' speaking skills, therefore it may be important. The study may be significant to EFL teachers, curriculum designers, supervisors, and trainers who could modify textbooks and instructional practices to incorporate the CoRT program as a means of promoting successful learning. It encourages language teachers in Jordan to employ cutting-edge speaking instruction methods that close the knowledge gap between theory and practice. The findings of this study may potentially prompt further investigation into the possible impact of the CoRT program on language proficiency in other areas, such as critical reading, especially in Jordan.

Operational Definition of Terms

Below is a list of the important terms in this study and their potential definitions:

CoRT Program Which stands for Cognitive Research Trust is "a collection of simple powerful tools developed by de Bono that allow the students to get

rid of the patterns of traditional thinking through seeing things clearly and more comprehensive which can help thinking, problem solving, and decision-making" (De Bono, 2007:12). In this study, the CoRT program is a set of procedures and practices that are planned in advance by the researcher which aim at developing the speaking skills.

Interaction Unit helps students observe thinking involved in discussions, how a point of view is presented or defended, and the value and types of evidence (Salih, 2016).

Speaking is the act of expressing ideas, feelings, and thoughts into words. It is also known as oral communication. Furthermore, speaking proficiency is a skill that encompasses many other components and subcategories, such as fluency, grammar, pronunciation, vocabulary, and comprehension (Brown, 2001). In this study, "speaking skill" refers to students' ability to speak English accurately and fluently. Additionally, the speaking rubric will assess speaking skills based on the entirety of a set of criteria that align with Jordanian norms for teaching English to ninth-graders.

Accuracy is the extent to which students' speech corresponds with what real people say when they use the target language (Bailey, 2005). Additionally, it implies that students must practice pronouncing phrases correctly and utilizing word structures (Lackman, 2010).

Fluency is the extent to which speakers utilize the language with confidence and speed, exhibiting no hesitation or artificial pauses, false stars, or word searches (Bailey, 2005). According to Lackman (2010), fluency is also the ability that allows students to practice speaking intelligibly and spontaneously without prior preparation or practice.

The speaking pre-/post-test, which was designed by the researcher to assess the students' competency with grammar and vocabulary, was used in this study to measure speaking fluency and accuracy among female EFL students from Jordan. Here, correctness is defined as employing proper grammar and vocabulary, and fluency as speaking the language in a natural flow. Using Harris's (1977) rubric (see Ap-

pendix), students were graded based on their vocabulary, grammar accuracy, and speaking fluency.

Limitations of the Study

The generalizability of the results of this study may be limited due to the following factors:

1. The study concentrated on ninth-grade students at the public Maysaloun Basic School for Girls in Irbid during the second semester of the 2022–2023 school year. The results might have been more widely relevant if the study had concentrated on different grades and schools.

2. The duration of treatment could only last for eight weeks. Different outcomes could have been obtained with a longer time frame.

3. The textbook used in Jordanian public schools is Action Pack 9 (modules 4, 5, and 6). Different materials and texts might yield different results.

4. The study was limited to the interaction unit, or one section of the CoRT Program.

3 Review of Related Literature

Following a review of previous studies on education, the researcher gathered studies pertinent to this study.

Byrnes and Wasik (2005) investigated how well a group of seventh-grade students' critical thinking abilities were improved by CoRT-based instruction. An assessment of critical thinking was used to gather data. As students who received CoRT-based instruction outperformed those who did not, indicating the program's potential efficacy in growing teenagers' cognitive skills, this study adds to our understanding of how a CoRT program might increase critical thinking. The findings demonstrated that there are statistically significant variations in seventh-grade students' critical thinking with respect to the methods of instruction and the CoRT-based curriculum.

Kim and Park (2010) looked into how a CoRT program affected a sample of Korean high school students' ability to solve problems. Data were gath-

ered using a pre- and post-test. Findings demonstrated that students who underwent CoRT training significantly improved their problem-solving abilities, underscoring the usefulness of the curriculum designed to address learning difficulties and enhance cognitive abilities.

Al-Edwan (2011) investigated how well a CoRT-based training program developed students' critical thinking in the seventh grade. A training program based on CoRT program was created in order to accomplish this goal. 163 male and female seventh-grade students from Amman participated. An assessment of critical thinking was used to gather data. The findings demonstrated statistical variations in seventh-grade students' critical thinking in relation to the training program's approach, which is based on CoRT program techniques, and the teaching style.

Al-Faoury and Khwaileh (2014) looked into how teaching the CoRT Program affected the creative writing skills of gifted students. Thirty-six students from the Ein El-Basha Center for Gifted students participated. For both groups, a pre- and post-test measuring originality, adaptability, and fluency was given. The findings demonstrated that the experimental group's mean score on fluency, flexibility, and originality was significantly higher than the control group's mean score. This suggests that the CoRT Program No. 4, "Creativity," fostered the gifted learners' creative writing skills in English short stories.

Kumari and Gupta (2014) explored the relationship between De Bono's CoRT thinking program and concept map performance in ninth and tenth-grade students, taking into account their intelligence level. There were two identical groups, each with 51 responders. The CoRT Thinking Program significantly affects concept map performance, according to the results. It has also been discovered that IQ significantly influences a few idea map performance components.

Hmeadat (2016) looked into how the CoRT program's thinking skills development affected the English language proficiency of Jordanians studying the language. There were eighty-six seventh-grade

Zarqa students present. Four groups of participants were formed. Thirty-four male students, divided into two experimental groups, were taught two curriculum units (Aim High1) via the CoRT program. Thirty-four male students from the other two control groups received the same instruction using the traditional method. Information was gathered via an accomplishment test. Results revealed that there were statistically significant differences between the mean scores of the participants of the experimental groups who studied through the CoRT as a new instructional model and the control group who studied through the conventional method in favor of the experimental groups.

Rahman and Khan (2016) investigated how a CoRT program affected Bangladeshi students' capacity for making decisions. Students showed that their decision-making abilities have improved by using the program's resources. In line with the overarching objective of enhancing cognitive abilities and effective communication, this study places a strong emphasis on the real-world application of CoRT concepts to enhance decision-making abilities.

Salih (2016) looked at how the CoRT program affected Iraqi college students' performance in English reading comprehension. There were fifty-one first-year students involved. An achievement test in reading comprehension was used to gather data. The results showed that the experimental group, which is receiving instruction via the CoRT program, has a statistically significant advantage over the other group in terms of mean score.

Alshurman (2017) looked into how the CoRT program for teaching thinking affected the growth of communication abilities. 36 university students from various specializations and academic levels participated (20 girls and 16 males). The researcher created a communication skills measure and a training program. Data were gathered using a pre- and post-test. The experimental group, which is taught via the CoRT program, benefited from the considerable differences between the experimental and control groups, according to the results.

El-Sherbeny (2019) investigated how the CoRT

program affected high school students' growth as creative writers. Data from a pre- and post-test were gathered. Although it takes time, practice, experience, and instructor guidance, the curriculum is effective in boosting creative writing skills, as demonstrated by the large difference in the experimental group's outcomes.

Hassan and Othman (2019) looked into how a CoRT program affected Malaysian primary school students' capacity for creative thought. The outcome showed that kids who engaged in CoRT-based activities significantly improved their creativity scores, demonstrating the program's capacity to foster creative thinking and its applicability to young learners.

Mousa (2022) investigated the role of the CoRT program for the development of thinking skills on the achievement of Iraqi English language learners (ELLs). Sixty female students from Iraq's Al-Maysaloon school participated. While the control group's students are taught using traditional methods, the experimental group's students are taught using the CoRT program. Data were gathered using a pre- and post-test. The experimental group, which is taught via the CoRT program, benefited from the considerable differences between the experimental and control groups, according to the results.

4 Concluding Remarks

The conclusion that the CoRT Program is effective was reinforced by an examination of related literature on the subject of teaching speaking skills using the CoRT Program. It inspired students to learn more effectively, but the researcher saw that, as far as she knew, no research had been done on the topic in Jordan. The literature review assisted in clearing the path and establishing the groundwork for the researcher's goals with this work.

In terms of this study's theoretical significance, other researchers looking into this subject could find it useful. The lack of research in Jordan could be a barrier to the advancement of teacher preparation programs and English curriculum, given the ongoing and rapid changes in teaching and learning.

Numerous research has been conducted to look at

how the CoRT Program affects EFL learners. Nevertheless, not much research has been done on Arab students of English. There haven't been any studies done to look at how the CoRT Program has affected the speaking skills of Jordanian students. This study is distinct from others since it looked at how the CoRT Program affected the speaking skills of female ninth-grade students at a public school. This study hopes to fill the gap in related literature.

Method and Procedures

Design and Variables of the Study

The design of the current study was quasi-experimental. The independent variable is the teaching strategies: CoRT program vs conventional instruction. The students' performance on the speaking post-test is the dependent variable.

Participants of the Study

Students in the ninth grade from Maysaloun Basic School for Girls, which is a part of Jordan's Directorate of Education, participated in the study. The current study was conducted during the first semester of the 2023–2024 school year. The researcher randomly allocated two intact sections of ninth-grade students out of three sections from the school. Thirty people made up each of the experimental and control groups. The experimental group received instruction in the Action Pack 9 speaking skills through the CoRT program (interaction unit), whereas the control group followed the instructions in the teacher's book.

Research Instrument

The speaking pre-/post-test was designed with the study's goals in mind. The following is the instrument's description:

The Pre-/Post-test for Speaking Skills

The ninth-grade students' speaking fluency and vocabulary and grammar accuracy were to be evaluated using a speaking test. The researcher prepared the speaking test based on the speaking activities of

the Modules of Action Pack 9 understudy (Viz. 4, 5, and 6), to make sure the content could be understood by the participants. There were three sections to the test, and a final score of 25 was assigned.

Part One: *Asking and answering questions lasted for 5 minutes (10 points)*
Part Two: *Talking about Money lasted for 3 minutes (8 points)*
Part Three: *Giving opinions lasted for 2 minutes (7points)*

The pre-/post-test was administered using the same test. The purpose of the pre-test is to gauge the participants' speaking skills prior to the treatment, and the post-test assesses how well the CoRT-based instructional program has affected the participants' speaking fluency and vocabulary and grammar accuracy. Each student tested alone in order to avoid any distractions.

The Speaking Test Rubric

The five-point analytical rubric known as the Rubric Score of the Speaking Test, proposed by Harris (1977), was used by the researcher to gauge the degree of progress made in speaking vocabulary, grammar, and fluency. Every criterion has a grading system with five points: 1 for poor, 2 for fair, 3 for good, 4 for very good, and 5 for excellent. This rubric was used to rectify the participants' responses, and the test's three speaking skills were added to determine the final grade.

Validity of the Speaking Test

The test was initially submitted to the same jury that approved the educational program in order to guarantee its authenticity. The jury members were requested to provide feedback regarding the test's appropriateness, clarity, and question content in relation to the participants' skill levels. Suggestions about the instruments included, for example, paying close attention to the speaking test's content and ensuring that it aligns with the program's subject and goals. The researcher made the changes in accordance with the jury's recommendations. Regarding

the rubric, the jury suggested that it be appropriate for the educational setting in Jordan. As a result, the researcher used it to accomplish the study's goals.

Reliability of the Speaking Test

Using the test-retest procedure, which involved administering the test to a pilot sample of twenty students chosen from the original sample and the same population again after a two-week interval, the test's reliability was confirmed. Pearson Correlation was calculated between their scores on the test which was (0.89). Additionally, the Kuder Richardson-20 Coefficient (0.85) for internal consistency reliabilities was determined. It should be highlighted that these values are suitable for achieving the study's goals.

Instructional Program

To achieve the goals of the study, the researcher created a CoRT-based instructional program to help participants become more proficient speakers. Additionally, when the researcher revised the speaking tasks in modules (4, 5 & 6), the participants in the experimental group participated in a CoRT program throughout their speaking sessions.

The Instructional Material

The Student's Book of Action Pack 9's speaking exercises from modules 4, 5, and 6 serve as the foundation for the instructional materials utilized. The researcher modified these exercises in accordance with the CoRT program (interaction unit) to instruct the experimental group participants in speaking skills.

Validity of the Instructional Program

To verify the program's validity, the researcher brought it before a panel of eleven English curriculum and teaching experts. Regarding the accessible program, the jury was requested to assess the programs and offer any comments or suggestions to the researcher. The researcher made the recommended adjustments and did as directed.

Teaching Methods for the Two Study Groups

Teaching the Experimental Group (Using the CoRT Program):

1. Preparation:

- Select relevant CoRT unit (interaction) that match with the curriculum and learning outcomes.

- Prepare pre-speaking activities to activate prior knowledge and introduce key vocabulary related to the CoRT unit.

2. Introduction to the CoRT Program: Explain the purpose of using the CoRT program in the speaking activities and how they can enhance language learning.

3. During- Speaking Tasks:

Introduce during-speaking activities, such as note-taking or answering comprehension questions while presenting the CoRT program.

Encourage students to engage actively with the content and take notes on important points.

4. Post-Speaking Activities:

Conduct post-speaking discussions, where students share their reflections on the CoRT program's content and main points of presentations.

Organize speaking activities based on the CoRT program, such as debates, idea management, role plays, or group discussions, to encourage students to practice speaking communication skills.

5. Assessment:

Evaluate students' speaking skills through various activities and assignments related to the CoRT program.

Use rubrics to assess their fluency, and accuracy in grammar and vocabulary to express ideas effectively.

Teaching the Control Group

1. Preparation:

- Follow the guidelines provided by the Ministry of Education for teaching speaking skills.

- Prepare relevant speaking activities and materials based on the prescribed curriculum.

2. Introduction to Speaking Activities: Explain the purpose of the speaking activities and how they match with the language learning outcomes.

3. During-Speaking Activities:

- Engage students in pair work or group discussions to practice speaking.

- Provide prompts or discussion topics based on the curriculum guidelines.

4. Post-Speaking Activities: Organize post-speaking activities, such as presentations or debates, to further develop speaking skills.

5. Assessment: Assess students' speaking skills through observations during speaking activities and formal assessments, such as oral exams or presentations.

5 Results

In order to answer the question of the study, that is: "Are there any statistically significant differences (α=0.05) in the Jordanian EFL ninth-grade students' speaking skills which can be attributed to instruction (the CoRT program vs. conventional instruction)?", ANCOVA and MANCOVA test was used, to implement ANCOVA and MANCOVA tests, multiple assumptions needed to be checked including linearity. In fact, there is a linear relationship between the outcome (post-test results) and the covariate (pre-test results). The researcher conducted a test of normality and the Table below shows significant value of normality in Kolmogorov-Smirnov normality test.

Table 1: Normality Test for Pre and Post Speaking Tests

	Experimental		Control	
	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
Accuracy pre	.980	.292	.824	.505
Fluency pre	.825	.504	.767	.599
Pre-test	.730	.660	.496	.967
Accuracy post	1.098	.179	.895	.399
Fluency post	1.224	.100	.797	.548
Post-test	1.162	.134	.482	.975

A final assumption which needed to be checked before conducting ANCOVA and MANCOVA was the assumption of homogeneity of variance. The researcher calculated the Levene's Test of Equality of Error Variances of the means of both groups, results showed homogeneity of variance (p=0.901 > 0.05), hence the assumption of homogeneity has not been violated.

Table 2: Levene's Test of Equality of Error Variances

	F	df1	df2	Sig.
Accuracy	.694	1	58	.408
Fluency	.309	1	58	.581
Total score	.016	1	58	.901

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a Design: Intercept+a1+a2+group

As the assumptions of ANCOVA MANCOVA were met, the researcher conducted the test and concluded the following results.

Means and standard deviations and estimated marginal means of Jordanian EFL ninth-grade students' speaking skills, due to instruction (the CoRT program vs. conventional instruction) are shown in Table below.

Table 3 shows a slight variance in the means of the control group and the experimental group in the post-test due to instruction (the CoRT program vs. conventional instruction), to find out whether there are statistically significant differences in these means, one way ANCOVA was conducted and the results are shown in Tables 4.

Table 3: Means, Standard Deviations and Estimated Marginal Means of Jordanian EFL Ninth-Grade Students' Speaking Skills due to Instruction (the CoRT Program vs. Conventional Instruction)

Group	N	Pre		Post		Estimated Marginal Means	Std. Error
		Mean	Std. Deviation	Mean	Std. Deviation		
CoRT program	30	10.00	2.983	19.33	2.339	19.282	.365
conventional	30	9.83	3.405	11.13	3.181	11.184	.365

Table 4: One Way ANOCVA Results of Jordanian EFL Ninth-Grade Students' Speaking Skills in the Post Test Related to Instruction (the CoRT Program vs. Conventional Instruction)

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test (covariate)	223.812	1	223.812	55.874	.000	.495
instruction	982.904	1	982.904	245.380	.000	.811
Error	228.321	57	4.006			
Corrected Total	1460.733	59				

Table 4 shows there are statistically significant differences at (α= 0.05) in Jordanian EFL ninth-grade students' speaking skills due to instruction (the CoRT program vs. conventional instruction) in favor of Experimental group (CoRT program).

Means and standard deviations and estimated marginal means of speaking skills (sub scales) that are attributed to the instruction (the CoRT program vs. conventional instruction) are shown in Table below:

Table 5 shows a slight variance in the means of speaking skills (subscales) attributed to instruction (the CoRT program vs. conventional instruction), to find out whether there are statistically significant differences in these means, one way MANCOVA was conducted and the results are shown in Table 6.

Table 6 shows there are statistically significant differences at (α= 0.05) in the subscales (Accuracy, Fluency) due to instruction (the CoRT program vs. conventional instruction) in favor of the CoRT program.

Table 5: Means, Standard Deviations and Estimated Marginal Means of Speaking Skills (subscales) Attributed to Instruction (the CoRT Program vs. Conventional Instruction)

	Group	N	Pre Mean	Std. Deviation	Post Mean	Std. Deviation	Estimated Marginal Means	Std. Error
Accuracy	Experimental	30	4.07	1.258	7.70	1.179	7.675	.161
	Control	30	3.93	1.552	4.43	1.305	4.458	.161
Fluency	Experimental	30	5.93	1.964	11.63	1.608	11.628	.257
	Control	30	5.90	2.023	6.70	1.968	6.705	.257

Table 6: One Way MANCOVA Results of (sub scales) Scores Related to the CoRT Program

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
PRE Accuracy (COVARIATE)	Accuracy post	4.551	1	4.551	5.830	.019	.094
PRE Fluency (COVARIATE)	Fluency post	37.377	1	37.377	18.866	.000	.252
GROUP Hotelling's Trace= 4.630 P=.000	Accuracy post	154.636	1	154.636	198.087	.000	.780
	Fluency post	362.133	1	362.133	182.784	.000	.765
Error	Accuracy post	43.716	56	.781			
	Fluency post	110.948	56	1.981			
Corrected Total	Accuracy post	249.733	59				
	Fluency post	552.333	59				

6 Discussion

The results showed that there are statistically significant differences at (α= 0.05) in the subscales (Accuracy, Fluency) due to instruction (the CoRT program vs. conventional instruction) in favor of the CoRT program. Hence, the CoRT program can be used as an instructional model for students to develop their speaking skills especially in term of fluency and accuracy.

The improvement seen in the experimental group could have numerous explanation. One of them may have to do with the structure of the CoRT-based instructional program, which was designed to be adaptable enough to meet the needs and demands of various student levels. The way that students engaged with one another was significantly improved by this teaching model. The instructional program was composed of a set of deliberate and exact stages based on learning objectives. Thus, the major goal of each speaking exercise in the curriculum was to improve speaking skills by promoting the exchange of ideas on a variety of topics. The evaluation of the students' verbal skills, which pointed out their strong and weak points and offered suggestions for improvement, was also shared with the participants. As a result, the teacher advised the students to focus on their objective and give a speech that was appropriate with all of their might.

A further explanation for the students' improved speaking skills could be found in the way the curriculum prioritized collaboration. As a result of cooperating to achieve an objective that symbolized their combined efforts, the students gained practice communicating with intention and meaning. Empirical studies have consistently shown that gaining foreign language ability requires meaningful participation and teamwork.

The fact that the program was created with learner-centered activities in mind could be a further explanation for the students' enhanced communication skills. As a result, the students had the opportunity to think critically about their own performances, make oral presentations, participate in group decision-making, and explore the topics in their own terms. Consequently, a plethora of options were pre-

sented to maximize the duration allocated for student speech in comparison to instructor speech, perhaps positively influencing students' inclination to employ more oral language in the classroom.

The curriculum's self-learning exercises could lead students closer to self-directed learning, which could improve their speaking skills as well. For example, students are required to acquire the concepts taught in the curriculum themselves. Students were also encouraged to participate by offering their opinions on topics covered in the program, which helped to increase their confidence in speaking about topics they had independently witnessed and comprehended. Through the incorporation, motivation, and integration of a range of speaking tasks, the CoRT program seeks to assist students in refining their speaking abilities. Furthermore, the researcher employed an assortment of tasks and assignments to elicit responses from the pupils, either singly or collectively.

7 Conclusion

Given that the CoRT program helped students learn language, it could be said that utilizing it to teach speaking skills was a useful and successful model. Furthermore, by using this educational model, students can gain real-world language experience, enhance their speaking skills, and become more motivated and involved. Following the use of the CoRT program, the teaching-learning process for the students' speaking skills improved somewhat.

Recommendations

Based on the results, the following recommendations are presented for EFL teachers, EFL supervisors, EFL textbook writers and policy makers, MoE, and other researchers.
- The CoRT program is an extremely effective teaching model that facilitates students' participation in the teaching-learning process and helps them speak more clearly. It is therefore suggested that EFL teachers make use of it.
- EFL teachers are urged to adapt this instruc-

tional model for use in speaking exercises and examine if the content can be changed to better fit their students' language competence.
- EFL supervisors should educate themselves on the advantages of using the CoRT program in the classroom and the importance of incorporating its protocols into speaking activities. The application of this model may improve the students' involvement, comprehension of the subject matter, and participation.
- It is recommended that writers of EFL textbooks and policymakers clearly integrate the CoRT program steps into the Teachers' Book and the Students' Book by providing a variety of speaking-skills-oriented teaching and learning activities. Incorporating the CoRT program into EFL lessons is a good way to develop speaking skills.
- It is recommended that the Ministry of Education establish training courses to provide EFL teachers with methods and role models for teaching speaking that fill in any gaps in textbooks and cater to the needs and preferences of the learners.
- It is recommended that future researchers conduct more research on how the CoRT program affects other English language proficiency areas.

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Appendix

A Scoring Rubric Proposed by Harris (1977)

Fluency	Accuracy of Grammar	Accuracy of Vocabulary	Points
Speech as fluent and efforts less as that of native speaker.	Make few (if any) noticeable errors of grammar and word order.	Use of vocabulary and idioms is virtually that of native speaker.	5
Speed of speech seems to be slightly affected by language problem.	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.	4
Speed and fluency are rather strongly affected by language problem.	Make frequent errors of grammar and word order, which occasionally obscure meaning.	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.	3
Usually hesitant, often forced into silence by language limitation.	Grammar and word order errors make comprehension difficult, must often rephrases sentence.	Misuse of words and very limited vocabulary makes comprehension quite difficult.	2
Speech is so halting and fragmentary as to make conversation virtually impossible.	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.	Vocabulary limitation so extreme as to make conversation virtually impossible.	1