

**Deanship of graduate studies
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**The Impact of Using Role-Play Strategy on Improving
Listening and Speaking Skills in English Language among
Eighth Graders in Palestine**

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Eighth Graders in Palestine**

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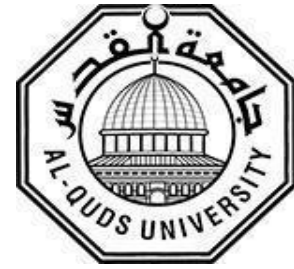
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Teaching Methods Program



Thesis approval




The Impact of Using Role-Play Strategy on improving Listening and speaking Skills in English Language Among Eighth Graders in Palestine

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Dedication

I would like to dedicate my work to :

To my beloved family who have been my unwavering support and encouragement throughout this journey. Their patience and constant motivation helped me to achieve my goals. This thesis is a result of their profound impact on my life.


To my parents who have been the epitome of a supporting family.

To my husband (Mohammad) , for his encouragement and endless patience .

And my son (Hussein).

Declaration

I certify that this thesis submitted for the degree of Master, is the result of my research, except were otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed: 

Name: Rana Ali Abdelkareem Albadareen

Date: 12 /08 / 2023

Acknowledgment

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Abstract

The purpose of this study was to identify the effect of role-play strategy on improving listening and speaking skills in English language subject among Eighth graders in Palestine. To achieve the study's purposes, the researcher adopted the quasi-experimental approach based on the design of two groups (experimental/control). The study population consisted of all Eighth graders in south of Hebron, during the second semester of 2022/2023 which is (2202) male students. In the purposive sampling , two divisions consisting of (62) students were selected at Jafar Ibn Abi Talib Primary School in Samou' and divided into two groups (experimental/control). Results of the study showed differences between Eighth graders' scores in English listening skills test, due to the teaching method in favor of the experimental group (role-play strategy), while it revealed differences attributed to the teaching method and the level of education interaction for the low and middle levels of the experimental group. The study also found differences between Eighth graders' scores in the English-speaking skills test, depending on the teaching method for the experimental group (role-play strategy), while it revealed differences attributed to the teaching method and the level of education interaction for all the three levels of the experimental group. In the light of the study's findings, the researcher recommends: Encouraging teachers to use the role-play strategy in teaching students the branches of English language. This is because of its clear impact on facilitating the understanding process, developing communication and thinking skills, and students' interaction and response to its steps, Including such a strategy in curricula, textbooks and teachers' guides.

Keywords: Role-Play strategy, listening and speaking skills, eighth graders.

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Chapter One

Background of the study

1.1.Introduction

Talking is what human do, but there are different ways of doing it and some ways are more impactful and sociable than others. This master's thesis explores ways to improve school students' abilities to communicate more effectively. The task becomes even more challenging, especially when the medium of communication is not native to the communicator. This is particularly the case when students are expected to verbalize their thoughts in a foreign language such as English. While acknowledging these challenges, it is important to develop, enhance and adapt existing new pedagogical methods of teaching English as second language to our context in the Palestinian schools and society.

Effective listening and speaking is essential for inclusive social and professional life. It improves personal self-satisfaction, identity and social standing and impact in their community. It is also indispensable in the society in which we live. Indeed, lack of adequate communication usually triggers conflicts, misunderstandings and lower educational and professional achievements.

Proficiency in English language has become a required skill in many fields. Although colonialism enabled the spread and dominance of English in many parts of the world, English is now an international medium of communication .

For anyone aspires to participate actively in contemporary world affairs his or her knowledge in English to large extent determines his or her possibility. Inability to speak English usually implies exclusion, which often causes a sense of inferiority and dissatisfaction, as well as loss of opportunities (Gupta, 2021).

For this reason the Palestinian Ministry of Education included English as a foreign language in teaching plan of all schools and at all level. The aim here is to enhance the students' ability to communicate effectively and exchange information and ideas

with people from other cultures and countries and contribute to intellectual, personal and professional and societal development. This is done by enabling students to use the English language both verbally and in writing, developing their abilities to present information in an organized manner using appropriate and grammatically correct forms. Using language correctly and fluently often correlates with better self-confidence and self-esteem. Learning a new language goes beyond the linguistic dimension; it develops and cultivates other skills such learning strategies, cooperation, teamwork and communicative competence (Ministry of Education, 2015).

Listening and speaking is defined as a two-way process between the speaker and the listener that involves the ability to speak and understand what is heard, both in mundane conversations and professional settings such as group discussions, interviews and presentations. Thus, developing students' abilities in listening and speaking requires improving their speaking and listening skills. It is a set of skills that enables an individual to understand information, analyze and engage with it efficiently and communicate clearly in a specific situation (Singay, 2020). Therefore, by mastering listening and speaking skills, students can actively participate in managing the conversation as well as exchanging information with others (Rohmah, 2012). Thus, interaction among students in a meaningful way helps improve their listening and speaking skills.

Role play is one of the most important active learning strategies for improving students' intellectual, emotional and physical use (Yaacob et al., 2019). Through active learning environments, students may be able to hone their communication, thinking and problem-solving skills, as well as their teamwork skills (Creekmore& Deaton, 2015). Active learning environments enable students to experience activities themselves, and this allows them to understand the learning process more easily and attract their attention and interests. (Hamalik, 2009).

Role play teaching strategy keeps students active and makes teaching and learning easier because it makes the situation collaborative, engaging, fun and interesting (Putri&Hariyati, 2016). It also promotes creative learning, and improves students' confidence in expressing their thoughts and feelings in English (Castro & Villafuerte, 2019). It provides an opportunity to improve listening and speaking (Idham et al., 2022; Tipmontree&Tasanameelarp, 2018) and a relatively safe and sequence-free

space in which students can develop certain aspects of themselves (Lynne, 2010). In my capacity as a teacher of English as a second language at Eighth Class in Jafar Bin Abi Taleb Primary Boys School, I have employed role-play method and I found it interesting and this motivated me to conduct further research on this topic for my master's thesis .

1.2.Statement of the Problem

Based on the researcher's work experience as a teacher of English as a second language for class eight in Jafar Bin AbiTaleb Primary Boys School, students find it challenging to communicate in English. The researcher found that fear of communication, lack of training, weak grammar and monotonous educational tools and methods are the most critical factors contributing to this shortcoming. For these reasons, the researcher reveals a strategy that can be used to overcome barriers and difficulties that face students' when learning English as a second language at schools .

Alrowayeh's (2017) study indicated that the classroom environment, anxiety arising from making mistakes, difficulties in speaking English, high focus on grammar in teaching English, and limited exposure to the language (hearing) usually have negative effect on students' ability to engage in listening and speaking in English. Furthermore, Abu Alyan (2013) revealed that incorrect pronunciation, limited vocabulary, inability to organize ideas and meanings and lack of self-confidence are among the most fundamental problems facing students when practicing listening and speaking in English. The study of Ashebo (2020) suggested that these problems are due to teachers' and students' negative attitude toward speaking and listening to English during the lessons. Students' lack of motivation for learning these skills and ineffective teaching methods may discourage students practicing and talking freely .

By reviewing several studies such as: (Rao, 2019; Heng, 2017; Guangying, 2014; Alam& Bashir Uddin, 2013; Huang, 2010; Khameis, 2007), the researcher concluded that the role play teaching strategy is one of the most important strategies that may help in developing students' listening and speaking skills. Against this backdrop, the researcher may examine how the role play teaching strategy can be applied and its potential to improve listening and speaking skills (listening and speaking) among class eight students in Palestine.

1.2.Purpose of the Study

This study aims to identifying the effect of role-play strategy in teaching English as a second language and its potential for improving students' listening and speaking skills.

- Identifying the effect of the use of a role-play strategy on improving listening skills in English for Eighth graders in Palestine.
- Identifying the effect of the use of a role-play strategy on improving speaking skills in English for Eighth graders in Palestine.

1.4Research Questions

The current study aims at answering the following questions:

The First Question: What is the impact of the use of role-play strategy on improving listening skills in English for Eighth graders in Palestine? And, does this impact differs due to the teaching method, student's level of education and interaction between them?

The second Question: What is the impact of the use of a role-playing strategy on improving speaking skills in English for Eighth graders in Palestine? And, does this impact differs due to the teaching method, student's level of education and interaction between them?

1.5 Hypotheses of the Study

In order to address the research questions, the following hypotheses may be tested:

The First null hypothesis: There are no statistically significant differences in the level of statistical significance ($\alpha \leq 0.05$) in English listening skills for Eighth graders due to the (teaching method, student's level of education and interaction between them) .

The second null hypothesis: There are no statistically significant differences in the level of statistical significance ($\alpha \leq 0.05$) in English speaking skills for Eighth graders due to the (teaching method, student's level of education and interaction between them) .

1.6 Significance of the Study

The importance of the current study lies in the following:

- Drawing teachers' attention to the extent of using non-usual strategies in teaching English, especially listening and speaking skills.
- The study results may benefit English language teachers in knowing the importance of understanding all that is heard and its role on improving listening and speaking among students.
- The study is expected to benefit eighth-grade students by trying a new strategy (role-play) during the study's application period. On the one hand, this experience meets part of their educational needs; on the other hand, it provides them with an enjoyable and attractive environment to develop their language skills.

This study may be helpful to the developers of the English language curriculum in identifying the speaking and listening skills that should be available in English language curriculum for the eighth grade.

1.7 limitations of the Study

The study was conducted according to the following limitations:

Locational limitation: The study covered Jafar Bin Abi Taleb Primary Boys School in Palestine in Samou' of the academic year (2022-2023).

Human limitation: The sample of the study consisted of (62) students who were intentionally selected from the classrooms of Jafar Bin Abi Taleb Primary Boys School.

Temporal limitation: The study was carried out in the second semester of the academic year (2022/2023).

Topical limitation: The study was limited to Speaking and listening skills in the student's book of "English for Palestine 8B" – units: 10 and 11.

1.8 Definitions of Key Terms

Role-play strategy:

It is an educational method that provides students with the opportunity to interact with materials in a unique way within the classroom environment. Role-play in the classroom can involve students reading pre-designed texts, acting out characters described in role cards, or acting out characters of their own creation (Piscitelli, 2020).

Listening and speaking:

"Listening and speaking is defined as a two-way process between speakers and listeners and involves the ability to speak and understand"(Singay, 2020, p.26).

Listening and speaking skills:

"Are the set of skills that enables an individual to be a confident and competent speaker". "It helps students to efficiently comprehend, criticize and analyze information, and communicate clearly in a given situation". "Listening and speaking encompasses speaking and listening"(Singay, 2020, p.27).Speaking and listening skills to be improved for Grade 8 students in “English for Palestine 8B” – Units: 10and 11.

- **Speaking skills:** These include (fluency - vocabulary range - vocabulary selection).
- **Listening skills:** These include (Phonology - Vocabulary - General Comprehension).

Eighth graders:

Eighth graders are students aged between (12-13) years old and who are enrolled in public Primary schools.

Chapter Two

Literature Review and Related Studies

English is one of the most widely spoken languages worldwide, and learning it has become increasingly necessary in today's interconnected world. It is the language of science, technology, medicine and business, and it may likely maintain this status in the foreseeable future. Besides, it is a common language for communication between people from different cultures and countries (Crystal, 2012).

Learning English provides individuals with various benefits, including better job opportunities, improved communication skills, better access to information and enhanced cognitive abilities and communication skills (Graddol, 2006). Moreover, command of English can positively affect learners' personal and social development through increased cultural awareness and sensitivity (Byram, 2020).

Teaching English as a second language in our schools helps future generations acquire the skills and knowledge necessary to use this language effectively in different contexts. It includes teaching students the four language skills: reading, writing, speaking and listening, in addition to grammar and vocabulary (Nunan, 2015). Effective English language teaching requires various teaching strategies and methods (Richards & Rodgers, 2014), such as communicative language teaching, task-based learning and role-play. These strategies focus on developing learners' communication competencies, enabling them to use English effectively in different situations (Baek, 2010). In this chapter, the researcher may, first, discuss the concept and importance of listening and speaking skills (speaking, listening), second, explain the framework of the role-play strategy and its importance on improving listening and speaking skills, and finally, highlight the relevant literature.

Literature Review

2.1 Listening and speaking Concept

It is necessary to be acquainted with different perspectives to understand and interpret the concept of listening and speaking. Listening and speaking is the process by which information, ideas, feelings, opinions and goals are exchanged between people, which includes many linguistic patterns such as dialogues, conversations, discussions, presentations, discourses, oral instructions, meetings, conferences, group dialogues and others (Dannells& Palmerton, 2016). Fisher and Frey (2014, p.17) define listening and speaking as: “the process of exchanging information, ideas, and feelings through spoken language.” Similarly, Gupta (2020, p.118) defines it as “the transmission of messages and ideas using speech, which can involve one-on-one conversations, group discussions, or public speaking.”

"Listening and speaking is a two-way process between speakers and listeners and involves the ability to speak and understand." "Listening and speaking encompasses speaking and listening" (Singay, 2020, p.26).

According to Rahayu (2015), "Listening and speaking takes place when someone uses sentences to perform a variety of different acts of essential." (P.63). Thus, the ability to communicate orally means “The ability to use the language orally and appropriately in any circumstances as well as shared sociocultural or pragmatic suppositions” (Sakulprasertsri, 2014, p. 23) .

Based on these definitions, the researcher concludes that the ability to communicate verbally refers to individuals’ ability to accurately and appropriately express themselves in a specific situation.

2.2 Listening and speaking skills

Listening and speaking is an integral part of language learning. It is essential for learners of English as a foreign language to develop oral skills to be able to communicate effectively with others in English. Appropriate listening and speaking skills enable learners to express their ideas clearly and coherently, engage in social interactions, negotiate with others and participate in academic and professional

contexts. Moreover, these skills enhance learners' confidence, fluency and accuracy in speaking, which are essential for successful communication (Kochem et al., 2020).

Developing listening and speaking skills is particularly important for social interactions and relationships, friendships and building a sense of belonging. Teachers help students to develop their oral skills directly through interactive linguistic engagement and by creating an environment rich in learning stimuli (Mousena&Sidiropoulou, 2018).

Gutierrez-Ang (2009) and Hargie (2011) point out the importance of having listening and speaking skills for learners of English as a foreign language. Many scholars have shown that listening and speaking skills help learners to express their ideas and opinions efficiently and improve their educational and social abilities (Flormata-Ballesteros, 2003; Kearns, 2012; Zare& Othman, 2015; AlSaleem, 2018). These skills also improve the level of confidence and self-reliance among students (Hargie, 2021), and improves students' behavior within and beyond the school's environment (McCroskey, 2015). Moreover, it develops their comprehension and critical thinking capabilities, which makes them more effective in learning and achieving academic success (Beebe & Masterson, 2014). Thus, they can enjoy better chances of integrating into educational and professional environments and achieving success in their personal life (Hargie, 2016).

Against this backdrop, it can be concluded that possessing listening and speaking skills in English is essential on improving learners' educational and social abilities. It enables them to integrate into the educational and professional environments more easily and achieve success in their personal and professional lives. Therefore, it is an asset for learners to develop and practice these skills continuously.

"Communication involves an exchange of meaning and understanding what is conveyed. It occurs through linguistic sounds and words as well as the symbols and gestures that follow" (Dinsa et al., 2022, p.13). Additionally, communication is an interactive process that includes the parties involved in the communication process, the sender and the receiver, who exert a mutual influence on each other through response (Rahman, 2010).

"Listening and speaking skills promotes students' confidence to efficiently comprehend and engage with information and reflect on it "(Singay, 2020, p.27).

Thus, to encourage effective listening and speaking, specific skills such as the ability to listen effectively, speak clearly and fluently, express ideas logically and orderly, understand body language and nonverbal gestures, evaluate responses, and deal with challenges have to be promoted and developed in schools (Dannells& Palmerton, 2016). Further, effective communication involves paying attention to the choice of words, tones, colors and accents of voice (Çalapkulu, 2019). The remainder of this section may explain these skills in more details.

2.2.1 Speaking skill

Speaking a language is particularly challenging for foreign learners because listening and speaking requires the ability to use language appropriately in social interactions. Diversity in interaction includes verbal communication and linguistic elements of speech, such as tone, intonation and rhythm. In addition, linear elements such as gestures, body language or facial expressions may accompany speech. Notably, there is an excellent variation between cultures and languages in determining interpretations of gestures and body language, which affects the quality of communication in a foreign language. Therefore, learners of English as a foreign language, in general, may find it difficult to communicate in English, particularly because of their restricted language fluency, mastery of idioms and understanding of cultural pragmatics. It is worth noting that those who can achieve natural competence in listening and speaking are very few (Richards &Renandya, 2002).

Learning the speaking skill is an important goal, as it provides students with competences which they can use for the rest of their lives. Speaking is a communication style often used to express opinions, make arguments, provide explanations, convey information and create impressions of others. Developing a good command of spoken English often results in positive impact students' personal life, particularly in terms of future work opportunity and social interactions (Rahman, 2010).

Speaking is more than just forming grammatically correct sentences. It covers broad areas of Mechanics, Functions, and Pragmatics. Accordingly, any foreign language teaching method used in the classroom should aim to develop ways in order to improve learners' competence in these areas (Kürüm, 2016).

Speaking requires the simultaneous use of several different abilities, such as pronunciation, grammar, vocabulary, fluency and comprehension (Harris, 2002). The oral interview is a realistic way to assess all oral skills (pronunciation, grammar, vocabulary, fluency and comprehension) in a natural speech situation (Yassi, 2018). The researcher explains each capability in order.

First, correct pronunciation is key for proactive communication. As Maxom (2012) notes, “There’s nothing worse than studying a language for years only to find that nobody can understand a word you say. You write with ease but when you open your mouth, you’re met with blank stares. This is the experience of many students whose teachers underestimated pronunciation skills.”

Teaching pronunciation is a key factor in foreign language teaching because sound plays an important role in communication. Obviously, communication is an interrelationship between speakers and listeners and this means that one must understand what is heard and must accurately produce the sounds of the language. EFL teachers should give attention to teaching pronunciation in their classrooms because its great importance for successful listening and speaking (Hişmanoğlu, 2006).

EFL teachers should therefore focus on integrating pronunciation into oral skills and viewing it as more than the correct production of individual sounds or isolated words. It should also be seen as an essential and integral part of communication that must be incorporated into classroom activities. Teachers should continually encourage students to monitor their pronunciation and practice speaking skills in and out of classroom, as changing speech habits is hard work and requires time and effort from students (Gilakjani, 2011). Articulation includes basic elements such as stress, rhythm, pitch and intonation (Bouaziz, 2015). In this sense, learners and teachers should be aware that the development of articulation skills is a gradual process of acquisition (Pennington & Rogerson-Revell, 2019).

Second, to make sense, what is said needs to be ordered according the specific grammar of spoken language. Grammar refers to the rules and systematic relationships used to organize language and its meaning. These grammatical rules are used to create meaning while reading, writing, speaking, listening, and watching. It includes knowledge of the sounds of language (or phonology), knowledge of

individual words (or lexicon), word order in speech (or grammar), and the general structure of the spoken text (discourse) (Chen & Yan, 2013). Accordingly, the concept of grammar is central to all generative grammar, descriptive grammar, theories of first language acquisition, and ESL (Miller, J. E., & Miller, J. 2011).

Grammar in spoken language must be treated differently than grammar in written language. This is because written language is stable and can be revised over and over again; While speech is mostly fleeting and highly dependent on the context in which it occurs, most speech is automatic (Biber&Reppen, 2015). It is important that students are not judged on their use of the grammar of spoken language in the same way that they are judged on writing, as the grammar of spoken and written language are similar only in formal planned speeches (Giannini et al., 2010).

Most students have already acquired the basic grammatical, semantic and pragmatic elements of language earlier through the use of spoken language in and outside the classroom. Therefore, in order for students to build on their understanding and use of grammar, it is important that teachers do the following: (1) appreciate the language each student owns, (2) help them to become proficient users of English, (3) know when it is required, (4) help them to develop knowledge to meet the requirements of different language functions, and finally (5) it is important to link the teaching of grammar with the functions of language and the needs of students. This can be done by engaging students in meaningful speaking and listening for social and academic purposes and making sure they understand the role of speaking in community life (First Steps, 2013).

Third capability is development of a wide range of vocabulary . Riofrio-Pellegrin (2019, p.14) define vocabulary as “the words in a language, including single items and phrases or chunks of several words which convey a particular meaning”. "Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation". "Vocabulary is the main tool for the students in their attempt to use English effectively"(Ulashevna&Bakhtiyorovna, 2022, p.1029).

According to Bouaziz (2015) vocabulary range is knowledge of a wide range of words and their meanings. Vocabulary selection, on the other hand, is the appropriate

use of words according to the nature of the topic, the audience, and the context in which the speech takes place. Johnson (2008) indicates that a good speaker is able to speak the language accurately and with sufficient vocabulary to engage effectively in most formal and informal conversations on practical, social, and professional topics. This means that they are able to overcome the issue of being able to speak on any topic without hindrance.

Students learn vocabulary directly and indirectly. This is done through discussions and conversations, listening to literature, read aloud, listening to radio programs or by simply listening to and watching television and movies. Providing students with meaningful first-hand experiences may help them develop and use new vocabulary. For example, different mechanisms can be used to help students develop their access to vocabulary, such as (1) engaging them in inquiry-based learning situations that require searching for vocabulary needed to explain new ideas, (2) discussions that require expressing and justifying opinions, (3) providing opportunities for students to follow up and discuss topics of interest to them, and (4) providing opportunities for students to engage in conversations with a caring adult (First Steps, 2013).

Fourth, the ability to speak with fluency. "Fluency in a language means the ability to speak easily, reasonably, quickly and without having to stop and pause in order to speak communicatively"(Riofrio-Pellegrin, 2019, p.15). "It is the cap skill to use the language spontaneously and confidently and without undue pauses and hesitation"(Rahayu, 2015, p.64). "EFL learners find it very hard to have both fluent and accurate oral English"(Wang, 2014, p.115).

According to De Jong (2016) if something is said and the next thing to be said is not planned, stuttering occurs and this can cause speech to pause, slow down or various speech errors to occur. For this reason, spontaneity is so important in speaking (Thornbury, 2012).

There are many reasons why a person may not speak fluently, including: a conversation with a stranger, a difference in age or gender, thinking a lot about what may be said, having difficulty saying something and resorting to working memory to control what he says. This causes the person to be unable to plan what to say next and to fill the conversation with fillers and pauses. Thus, these cases of jamming and

interruption lead to the listener not hearing or understanding the message (Bilge & Kalenderoğlu, 2022).

Wang (2014) suggests that activities in English lessons should be implemented through four phases: (1) Pre-speaking: Learners should be adequately assisted with knowledge, vocabulary, and strategies to reduce their anxiety and pressure. (2) While Speaking: Learners need time and space to develop their fluency primarily, with full attention to expressing their meaning. (3) Post-Speaking: Learners should be given opportunities to observe the correct use of language in order to improve their speaking accuracy. (4) Counseling practice: It is important to enhance learners' use of language, as repetition of tasks helps learners to develop fluent and accurate spoken English.

The fifth capability is comprehension, which means that “when we communicate, we not only speak but we need the comprehension of what we are talking about” (Rahayu, 2015, p.63).

Understanding precise sentences requires complex psycholinguistic processing skills. Efforts to measure the ability to decode the phonological, grammatical and semantic features of a sentence and to recognize its meaning are constrained by the need to use observed behavior as an indicator of basic linguistic competence. Attempts to disentangle psychological, linguistic and phonological influences on sentence comprehension are further complicated by the fact that comprehension strategies seem to change with the age of the learner, at least in the early stages of language acquisition (Nelson, 1976).

Through the researcher's review of the previous literature, it was noted that there was no agreement on the abilities included in the speaking skill. For example, the study of IkhwanurRomadhoni (2022) focused on: content, pronunciation, vocabulary, grammar and fluency. RiofrioPellegrin's (2019) study focused on: grammar, vocabulary, pronunciation and fluency. As for the study of Rahayu (2015), it focused on: pronunciation, grammar, vocabulary, fluency and understanding of the subject. Moreover, Bouaziz's (2015) study addressed: fluency, accuracy (pronunciation - grammar), vocabulary range and vocabulary choice.

Accordingly, the researcher adopted the skills mentioned in the study (Bouaziz, 2015) because they are comprehensive and compatible with the speaking skills included in the English textbook for the eighth grade in Palestine.

2.3 Methods and techniques to improve speaking skills

According to Kumari (2014), a variety of strategies can be used to develop students' abilities in speaking skill, which include dialogue, role play, opinion/ideas, problems, surveys and interviews visual Comprehension, dreams or ambitions, rhymes and tongue twisters. Hussain(2017) explains the concept of each of these strategies as follows:

Dialogue: "Is a classroom technique used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, asking information etc." (p.15).

Role play: "Is a popular technique used in the classes to practice speaking skills in the class. There are three types of role plays – with clues, totally guided and free type" (p.16).

Opinion/Ideas: "When we ask for opinions on controversial topics or situations, a lot of discussion can be generated. The learners may be divided into groups who discuss and come out with their opinions. Here, students have a lot of language to communicate their ideas."

Problems (group work): "Problems are good sources for making the learners speak. While engaged in gripping the problem, they have to use the language to solve it."

Surveys and Interviews: "This is also an interesting function-based technique in which an interviewer or surveyor try to find out a person's test, preferences, attitudes, information etc."

Visual Comprehension: "The learners may be provided a picture. After a careful observation they have to answer the questions asked by the teacher" (p.17).

Dreams or ambitions: "Each learner has her own dreams and ambitions of life". "This can be used as a good breeding point for interaction. The activity is open ended which leads to a lot of speaking. Students would be asked to some pictures and answer specific questions" (p.18).

Rhymes and Tongue Twisters: “This is a play way method to acculturate English. We can teach learners through recitation of rhymes in an enjoyable manner” (p.19).

2.2.2 Listening skill

"The importance of paying systematic attention to listening development, in comparison with reading and writing, or even speaking, has often been overlooked in language teaching"(Vandergrift &Goh, 2012, p.4).

"Listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening"(Lynch & Mendelsohn, 2013, p.190).

There is a difference between simply listening and understanding what is heard. The listener must understand what the speaker is thinking or feeling or what the message means. To achieve this, it is necessary to actively participate in the communication process by paying attention and focusing on details and sharing interests, feelings and gestures. This is due to the fact that the deepest sources of human understanding do not lie in external information or information processing, but lie in feelings, emotions, attributes, patterns of physical perception, movement, images and emotions (Burkitt, 2014).

"Listening is more than just perception of sounds, although perception is the foundation. Listening also includes comprehension of the meaning of words, phrases, clauses, sentences and connected discourse" (Wallace, 1998, p.244). Newton (2016, p.431) reminds that “skilled listening is of course, more than successfully segmenting the speech stream.”

The listening skill is defined as “ the process by which the language user decodes auditory input, i.e., speech. listening skill is often called (listening comprehension), which is the complex of processes that transform an auditory stimulus to a mental reconstruction on the part of the listener of the speaker’s intention” (Poelmans, 2003, p.9). “Listening is a dynamic process with contributions from multiple cognitive operations.” (Rost, 2015, p.1)

Accordingly, Listening is a basic skill that develops faster than speaking, and has a vital role in developing reading and writing abilities in learning a new language

(Oxford, 1993). This is because the learner receives input by listening to instructions or explanations before responding verbally or in writing.

It is worth noting that listening is a skill that is not easy to acquire, as it requires listeners to form meaning from the oral inputs by drawing on their basic knowledge about the world using the second language and then producing the information in their long-term memory and making their own interpretations from the spoken paragraphs (Young, 1997).

Vandergrift (2003) notes that listening is a complex process, as listeners try to match what they hear to their prior knowledge. This process is further complicated for second/foreign language learners who have limited memory capacity for the target language (Richards, 1983).

Successful listening involves skillful integration of bottom-up processes involving attention to the smaller components of what is heard (sounds, words, sentences) and top-down processes including activation and recall of prior knowledge about the contextual features that characterize the listening event (its subject, type, participants, register). It seems that what distinguishes successful listeners is their ability to apply both top-down and bottom-up strategies depending on the listening demands. (Burns & Siegel, 2017).

According to Hamada (1990) successful listening involves mastering the following four abilities: phonemic recognition, grammar, vocabulary, and general comprehension. The researcher has previously provided a sufficient explanation regarding (Grammar, Vocabulary, and Comprehension). Therefore, Phonology may be discussed below.

Phonological awareness is the understanding that words are made up of individual sounds, which are referred to as phonemes. There are about 44 phonemes in English, many of which are difficult for students to understand. Therefore, mastering phonological awareness is an essential listening skill. Yet, it is often overlooked or under-reinforced within the classroom, and this may lie in a misunderstanding of the importance of phonological awareness. Children learn these skills through a variety of contexts. Teachers also need to provide multiple opportunities for students to discover phonological awareness by participating in activities and games and employing means

through which students' language skills can be stimulated and put on the path to become good listeners (Carruth&Bustos, 2019).

Phonological awareness is an important aspect of listening skill, as it relates to an individual's ability to distinguish between different sounds and syllables in words (Stanovich, 2017). It contributes to improving language comprehension and understanding of different meanings, which in turn enhances listening skill (Adams, 1994). Most importantly, it is fundamental to develop reading and writing skills and an essential underpinning for second/foreign language learning (Gillon, 2017). When learning a new language, phonemic awareness helps students absorb and distinguish new sounds and analyze words more effectively (Troia, 2004).

Phonological awareness in foreign language listening skill can be taught through employing a range of activities and various strategies aimed at enhancing students' ability to distinguish, disassemble and manipulate sounds and syllables (Ehri et al., 2001). Teaching Phonological awareness includes activities such as phonemic segmentation, where students learn how to distinguish individual sounds in words and break them down into syllables (Goswami& Bryant, 2016). In addition, phonics activities can be applied to enable students learn how to combine sounds in order to form new words (Yopp&Yopp, 2000). Rhyme and repetition games can also enhance phonemic awareness in foreign language listening (McBride-Chang &Kail, 2002). By doing these activities, students learn to focus on similar sounds and analyze words based on their sound similarities. The activities used in teaching phonological awareness should preferably be progressive in difficulty, varied, and interactive to ensure maximum progress and success for students (Hulme et al., 2002).

The researcher adopted the listening abilities mentioned in (Hamada,1990) with the exception of grammar because it was not included in the selected units 10 and 11 of the eighth-grade English textbook in Palestine.

2.4 Techniques and methods of developing listening skill

Learners of English as a foreign language get more exposure to the written language than to the oral language because the English language curriculum is usually heavily biased towards literacy rather than oral skills. As Stephens (2011) pointed out,

English Foreign Learners (EFL) “typically demonstrate literacy skills that are superior to their oral skills” (p.312).

EFL learners encounter a number of difficulties, including those related to the unscientific treatment of language properties of spoken text (such as sound and sound blending, word boundaries in speech and complex grammatical structures) and others related to failure to make relevant connections within and between spoken words to understand the intended message from the text (Goh, 2000). Researchers have no consensus about which of these two types of problems contributes more to foreign language learners' inability to understand the spoken text. However, (Zeng 2007; Wang, 2010; Wang & Renandya, 2012) emphasize that failure to comprehend is often associated with lower-level processing problems.

“Listening comprehension plays a pivotal role in effective communication in spoken language”. “Comprehending English speech is not an easy task for EFL learners” (Chao, 2013, p.71).

EFL teachers understand that the ultimate goal of listening is to understand the original texts for effective communication. Vandergrift (2007) suggests that learning to listen in another language involves the skillful coordination of metacognitive and cognitive strategies. Metacognitive strategies involve thinking about how listening processes and skills are managed through planning, monitoring comprehension, paying focused and selective attention to particular linguistic features, and evaluating and examining interpretations, while cognitive strategies are directed toward reasoning that includes prediction, inference, contextualization, elaboration, translation, transfer and summarization. (Vandergrift & Goh, 2012).

The study of Wang and Renandya (2012) indicated that learners need structured support to deal with the rapid rate of speech. It also found that slowing down the speed enabled students to hear individual words more clearly. Repeated listening is a way to help students get used to listening to complex sentences in speech. Besides, the study showed that students viewing the text before listening to a text spoken at a normal rate is useful for overcoming difficulties associated with speech rate and other listening problems such as word recognition and vocal changes.

Field (2008) recommends a diagnostic approach that includes prior listening, listening and post-listening. Intensive partial listening activities that focus on bottom-up

processing are delivered to fill gaps in learners' understanding of the information they hear. Other studies emphasize that listening should be taught in different ways so that learners can be both listeners and participants (Lynch & Mendelsohn, 2010; Richards & Burns, 2012; Rost & Wilson, 2013). Furthermore, listening classes should include both pedagogical tasks (dictation, comprehension responses and dictogloss) and authentic tasks (interviewing, improvising, extensive listening) as well as a variety of (listening, cross-cultural, social, affective, contextualized, strategic, inter-textual and critical) (Flowerdew & Miller, 2005).

Burns and Siegel (2017) emphasized the importance of teaching listening as a process rather than a product. In other words, learners should be encouraged not only to listen and answer comprehension questions, but instead to understand what is involved in listening, to reflect on difficulties and to think of solutions to discuss the application of knowledge from their own listening experiences to future listening events.

"Although comprehension of spoken language is ordinarily conducted without apparent effort, it is among the most complex of human activities" (Wingfield & Tun, 2007, p.548).

Seeing listening as understanding has served useful pedagogical purposes. There is a need to look at listening from a different perspective, which is listening as an acquisition. A foreign language learner's oral competence is only as good as his listening ability. In order to facilitate students' language acquisition processes, teachers can design listening activities that promote the observation of features of the language, particularly those subtle linguistic features (tenses, plurals, non-count nouns) that students would normally not pay attention to unless these are brought to light during lessons. Then, students can be encouraged to use the language elements just observed in their speaking and/or writing activities (Richards, 2009).

In light of the above, active listening to a foreign language is an indispensable linguistic skill for effective communication and mutual understanding. In fact, it is a skill that requires the design of ingenious pedagogical ideas and methods. Teachers must clearly understand the difficulties that students face in acquiring listening skills. Accordingly, they organize appropriate learning activities to solve these problems and engage the students in intensive listening activities inside and outside the classroom.

2.5 Evaluation of proficiency level in listening and speaking skills:

Several scales are used to determine the English language proficiency level to help determine the educational needs to improve an individual's English. This section may explore these scales below.

The first scale is Common European Framework of Reference for Languages (CEFR), which is an international standard for determining linguistic fluency in foreign languages. The CEFR has six main levels ranging from A1 (lower level) to C2 (higher level) and is used worldwide to determine the level of English and other languages. This standard is based on a comprehensive classification system that accurately describes the language level in each domain, which helps individuals determine their language level and identify the necessary steps to improve their language skills .

The CEFR comprehensively describes the language skills required for each level, including listening, speaking, reading, and writing. The student's level in each field is evaluated based on the criteria specified for each level. Besides, CEFR aims to define common standards for language communication and education worldwide, helping individuals determine their language level and identify the steps needed to improve their language skills (Council of Europe et al., 2001).

The second scale is English Language Proficiency Standards (ELPS), which involves a set of criteria developed to assess the English language proficiency level of students who speak a language other than English as a first language. It aims to determine the English language level of students and the most appropriate educational plans for them. These standards cover a range of basic English language skills, including listening, speaking, reading, and writing.

Teachers and schools use these criteria to determine if a student has sufficient language skills to communicate and interact with others in English and if they need additional support to improve their level of English. The ELP standards consist of five levels, including beginner, intermediate and advanced. Students are ranked on their ability to listen, speak, read and write in English.

The first level is known as the basic level and includes students who have limited language skills, while the second and third levels include students who speak and

understand English better and can read and write basic sentences in English. However, the fourth and fifth levels include students who speak and understand English well and have strong reading, writing, and speaking skills in English. Students are classified into these levels based on their English language proficiency and linguistic skills (CCSSO, 2014).

The third is International English Language Testing System (IELTS). This scale is an exam that measures the English language skills of individuals who speak a language other than English. This test is used as an international certificate for admission of students to universities, colleges, and higher educational institutions in English-speaking countries. IELTS is also used as a requirement for visas to work or study in English-speaking countries. The exam consists of four parts: reading, writing, listening, and speaking. Scores range from 0 to 9; a score of 9 indicates the most professional level of English (IELTS, n.d.).

Finally, Test of English as a Foreign Language (TOEFL), is also a test-based measure that assesses the ability of non-native speakers of English to use and understand English as it is used in an academic setting. TOEFL is a popular and internationally recognized test in most educational institutions in English-speaking countries. The four skills (reading, writing, listening, and speaking) are assessed through various tasks and questions. Scores are given on a scale between 0 and 30 for each skill, and these totals are added to make a final TOEFL score between 0 and 120 (ETS, n.d.).

In this study, the researcher relied on the (ELP Standards) scale to determine the level of proficiency of eighth-grade students in speaking and listening skills because it provides clear levels ranging from beginner to advanced. These levels help teachers determine students' skills and progress and determine the appropriate support they need. In addition, it provides clear guidance to teachers on assessing students' skills.

2.6 Challenges of listening and speaking in English

Many previous studies revealed that learners of English as a foreign language find it difficult to master the ability to communicate verbally in English. For example, Abu Alyan (2013) stated that incorrect pronunciation, limited vocabulary, inability to organize thoughts and meanings, and lack of self-confidence are among the most

essential problems students face when practicing listening and speaking. Rahayu (2015) indicated that anxiety and fear of making mistakes, in addition to their poor skills in using some subtle components, such as pronunciation, grammar, vocabulary, and fluency, lead to a lack of self-confidence among learners, which hinders their ability to communicate effectively in English. Alrowayeh (2017) indicated that classroom atmosphere, difficulty in speaking English, great focus on grammar in teaching English, and limited listening training are some of the most common challenges facing learners in listening and speaking. Ashebo (2020) showed that these problems are caused by the negative attitude of teachers and students toward speaking and listening skills and the student's lack of motivation to learn these skills. Tuyen (2021) attributed these problems to a lack of training and diversity in using educational tools and methods in English language classes. Jalleh et al. (2021) found that anxiety when communicating in English is due to the learners' culture, educational background, attitudes toward the role of English in their society, and lack of opportunities to practice speaking English. Sasum & Weeks (2018) finds that although teachers and students are equally responsible for poor listening and speaking ability, teachers have a greater responsibility by having professional knowledge and skills.

2.7 Improving the ability of listening and speaking

To improve the ability of listening and speaking, more emphasis should be placed on the quality of books at the basic level and on teachers teaching the subject of English. Dinsa et al. (2022) recommended training learners and supporting them to employ different strategies to develop their listening and speaking skills. Besides, strategies that can be used to improve learners' listening and speaking skills include role-play strategy, task-based learning, and communicative language teaching (Richards & Rodgers, 2014). The role-play strategy allows students to practice the language in various contexts, developing problem-solving skills, empathy, and active listening (Rashid & Qaisar, 2017). In addition, task-based learning focuses on real-life tasks, helping learners develop listening and speaking skills in authentic contexts (Dave & Jane, 2007); however, communicative language teaching promotes the use of language for different purposes and in different situations, which enhances fluency and confidence (Brown, 2007).). In this study, the researcher may focus on the role-play strategy and its use on improving listening and speaking skills.

2.8 Role-play strategy

Teaching students to become effective speakers and listeners cannot be simplified because speaking and listening and the behaviors that accompany them are involved in almost everything students and teachers do. To teach speaking and listening effectively, teachers need to provide meaningful opportunities for students to speak for a range of purposes. The ability to provide skilled instruction that balances the teaching of explicit skills within authentic, context-based activities is a characteristic of effective teachers (Hall, 2017). That is, effective teachers are experts at seizing the teachable moment and using it effectively, rather than sticking to the planned lesson (Richards, 2013). Teachers who are effective at speaking and listening tend to be experts in differentiation as a result of their in-depth knowledge of their students, not just as students but also as people from particular families and communities. These teachers know how to build on their students' personal and cultural backgrounds. They emphasize creativity and self-expression. These effective teachers embed knowledge and skills in their social and functional contexts and do not separate the cognitive and emotional aspects of learning. Most importantly, they have high expectations for all of their students (Hall, 2004).

Role play can help students overcome personal problems, as it helps them be spontaneous by releasing creative energy. Moreover, it is a simple and concise style of organization, and it is also very flexible, allowing for the exercise of individual diversity, initiative, imagination and simulation as well. Role play involves students taking a role and having a discussion with each person playing their part. Students may be shy the first time when they have to perform in front of others (colleagues and teacher), but the more roles they play the more competent and confident they become (Rahayu, 2015).

“Role-play is an effective communicative activity that can be implemented in the foreign language classroom to increase enjoyment and success for EFL and ESL learners”(White, 2012, p.34). Role play can be used when students are confronted with new or challenging speaking and listening situations (First Steps, 2013). “Role plays as a learning activity are mostly designed for students’ acquisition of skills in target language listening and speaking” (Tarnopolsky, 2012, p.31)

Role play strategy is an educational method that provides students with the opportunity to interact with materials in a unique way within a classroom environment. Role-play in the classroom can involve students reading pre-designed texts, acting out characters described in role cards, or acting out characters of their own creation (Piscitelli, 2020). The role-play strategy keeps students active and makes learning easier because it keeps the situation fun and interesting (Putri&Hariyati, 2016), promotes collaborative and creative learning in students, and improves their confidence in expressing their thoughts and feelings using English (Castro & Villafuerte, 2019).

2.8.1 Steps to implement role play in class

Role-play in the classroom works best when trying to follow a specific sequence of steps. The sequence described below allows for the logical arrangement and development of a role-play session so that it has been successfully tested by educators (Chesler& Fox, 1966).

- 1) Preparation and guidance: The teacher identifies a problem or issue to be worked on, explains the importance of the problem to the whole class, then explains in detail the role that each of them may play and defines the roles of the audience. Students who are not role-play can either observe the interaction of the actors or have them watch specific actors or events.
- 2) Action and discussion: Sufficient time should be allowed during improvisation for the students to become fully immersed in the problem situation, so that they can make full use of the situation to discover and practice alternative ways of behaving. After ending the drama, the class should be returned to daily reality to separate the actors from the role they played. This is important so that other students can focus on the behavior of the role, and not on the actions of the actors or their person. The post-role-play discussion may take many forms: multiple students or different groups of students. An important final focus of this learning experience should be the student's ability to apply the examples and lessons of this new role behavior to their own personal experiences.
- 3) Evaluation: In this stage, the teacher and the students review the successes and failures of the role-play experiment. The purposes, procedures and effects of this learning experience must be analyzed so that the teacher and pupils can make

decisions about the need for additional role-play or re-enactment of the scene. The teacher also has to further evaluate the experience in light of his goals. Besides, thinking about the verbal and behavioral evidence that shows that students have learned from experience .

White (2012) points out several important steps before starting any role-play exercise that the educator should consider. The first step is to build a positive classroom environment through various techniques such as the use of humor, pair and group activities, and to demonstrate that the teacher truly cares about the students and their success. Since building a positive environment takes time, it may be wise to wait a bit before attempting to start a role-play activity. Once the teacher has taken steps to build the positive environment, the next step is to create interest in the subject. There are many strategies that can generate interest in a particular topic, such as showing a comic movie or television clips depicting a role-play scenario, or reading current news articles related to the topic. One strategy for gauging students' interest in a topic is to have an informal class discussion to ask for thoughts and feelings about that topic.

2.8.2 Advantages of role play strategy

According to Moreno (1987) role-play has its origin in psychological dramas that explore the real world through dramatic acting. In this regard, role-play is the most widely used method of psychodrama in the educational field in which the learner acquires knowledge naturally and meaningfully. Where the learner feels that he is a dynamic member of the knowledge acquisition process (Rojas & Villafuerte, 2018). Bray (2010) notes that role-play can "change the classroom atmosphere" leading to increased motivation and reduced anxiety in students and teachers alike.

It was found (Jannah et al., 2020) that implementing the role-play method not only improves students' ability to speak but also improves the level of students' active participation in the teaching and learning process. Rojas & Villafuerte (2018) also found that role play is an effective way to improve fluency by enabling students to interact in class and increasing their motivation to learn. The results of Djaguna et al.(2021) indicated that role-play helps in child development, including language development, specifically in enhancing vocabulary. Role-play enhances enjoyment and interest in speaking and learning activities. Moreover, Al-Sh'ayebat (2018)

confirmed the effectiveness of role-play in developing the listening and speaking skills in English for fifth grade students.

White (2012) says "role-play can be a valuable component of any EFL or ESL classroom if the teacher believes in the activity". "Success may not come immediately, but through creative planning, practice, patience, and perseverance role-play can become an integral piece of any foreign language teacher's repertoire of class activities".

Based on the above, it can be concluded that the role-play strategy is an effective method for improving listening and speaking skills in English as a foreign language. The field study may reveal whether the role-play strategy positively affects the listening and speaking skills (speaking and listening) of the eighth-grade students in Palestine.

2.2 Previous studies

This section presents a review of previous studies conducted locally, regionally and internationally with the aim of identifying the effect of role-play strategy on improving listening and speaking skills. The researcher made sure to review the latest literature that shed light on the topic of this study.

Romadhoni (2022) described how role-play technique can enhance the speaking skills of eleventh grade students at SMK Al Qodiri in Indonesia. The study utilized the experimental method (CAR) and selected a purposive sample of 21 students who faced speaking difficulties such as limited vocabulary, poor pronunciation and shyness when speaking in front of the class. Besides, Data was obtained through observation and speaking tests. The results have shown a significant improvement in the students' speaking skills in terms of content, fluency, grammar, vocabulary and pronunciation due to the role-play technique.

Al-Yousef (2022) aimed to examine the effectiveness of a training program based on the story and role-play strategies in developing listening and speaking skills among fifth grade students during remote learning in the context of the Covid-19 pandemic. The quasi-experimental method was used; the study was conducted on a random sample of 53 students who were distributed into control and experimental groups. A behavior observation card was used to assess the listening and speaking skills of the

study sample before and after the intervention. The study results showed statistically significant differences between the mean performance of the experimental and control groups in the post-test in favor of the experimental group. There were no statistically significant differences in the mean scores of the post-test performance of the experimental group, which could be attributed to gender or the interaction between the method and gender.

Thuyet's (2020) study was designed with the aim of improving the listening and speaking performance of non-English major freshmen/women at Van Lang University in Vietnam using a role-play strategy and experimental method. The study was conducted on a random sample of 30 students – divided into control and experimental groups. Role-play exercises were conducted for 14 weeks, and the students' performance was evaluated before and after the training. The results showed that the students who had role-play training demonstrated significant improvement in their listening and speaking performance in English compared to the control group.

Toukhy and Ali's (2020) study aimed to investigate the effect of interactive activities such as role-play on developing English speaking skills among preparatory school students in Al Gharbia Governorate in Oman using the experimental method. The study was conducted on a random sample of 60 seventh grade students who were divided into two groups (experimental and control). Students' performance was evaluated before and after teaching with the role-play strategy. The results showed a significant improvement in speaking skills in favor of the experimental group among preparatory school students.

AL-Garni and Almuhammadi's (2019) study examined the effect of using communicative language teaching (CLT) activities on the speaking skills of female EFL students at the English Language Institute (ELI) of the University of Jeddah (UJ). The study employed a quasi-experimental design, and was conducted on a random sample of 21 female students who were divided into experimental and control groups. The experimental group was taught using three communicative activities/interviews, problem-solving and role-play. The results showed that the experimental group scored higher than the control group on the post-test.

Riofrio (2019) aimed to demonstrate that using role-play as an activity in the classroom helps improve speaking skills among primary school students. A quasi-

experimental design was used. The study was conducted on a purposive sample of 50 students, divided into two groups (experimental and control). A standardized test was applied to assess their English language communication competence before and after the intervention. It was found that using role-play helps students improve their speaking skills and promotes positive change in their learning process.

Kostikova et al. (2019) aimed to demonstrate the effectiveness of role-play when applied in legal English classes using an experimental method. The study was conducted on 240 first-year students at Yaroslav Mudryi National Law University in Ukraine. They were divided into two groups (experimental and control), and their speaking and listening skills in English were observed and tested before and after the intervention. The results showed a significant difference between the experimental and control groups in the post-test in favor of the experimental group.

Rahman and Maarof (2018) examined the effect of role-play and simulation strategies on listening and speaking skills in English as a second language among Malaysian polytechnic engineering students. The study used an experimental design, and a random sample of 100 students was divided into three groups: role-play group, simulation group and control group. Students' performance was evaluated before and after the training. The results showed that the students in the role-play and simulation groups performed better in the post-test than the pre-test after being trained with role-play and simulation strategies in listening and speaking skills courses in English as a second language.

Al-Sh'ayebat (2018) aimed to determine the impact of role-play on developing listening and speaking skills in the English language among fifth-grade students in schools in the Zarqa governorate in Jordan. The quasi-experimental method was used. The study was conducted on a purposive sample of 84 fifth-grade students, who were divided into experimental and control groups. An achievement test was administered to the students before and after teaching, using a role-play strategy. The results showed statistically significant differences in the mean total score in the listening and speaking skills on the scale between the experimental and control groups in favor of the experimental group. This indicates the effectiveness of the program in developing listening and speaking skills in the English language.

In Velasco's (2017) study revealed the effect of role-play on the oral fluency of beginner English as a foreign language learner at a school in Popayan in Colombia. It utilized a quasi-experimental methodology, and the performance of a random sample of 31 ninth-grade students was observed. The results showed that implementing role-play did not significantly improve the oral fluency of the study sample, but it enhanced their vocabulary knowledge and accuracy in language use.

Mqabla and Batah (2017) revealed the impact of role-play strategy on improving some speaking skills of ninth-grade students. A quasi-experimental design was used where a pre- and post-test was administered to a random sample of 46 ninth-grade students, divided into two groups (experimental and control). The results showed statistically significant differences between the mean scores of the study participants in all speaking test skills, attributed to the teaching method used in favor of the experimental group.

Juma (2016) investigates the effect of using a role-play strategy on the achievement and motivation of eight-grade students to speak English in public schools in the Bethlehem Governorate. Using experimental method, the study was conducted on a purposive sample of 125 male and female eighth-grade students from Al-Mahd Primary School for Boys and Al-Awda Secondary School for Girls, divided into two groups (experimental and control). A pre- and post-test as well as a questionnaire to measure motivation were administered to the study sample. The results showed statistically significant differences in the students' achievement level and ability to speaking English. The results can be attributed to the interaction between method and gender. Statistically significant differences were also recorded in the students' achievement level that can be attributed to the method in favor of the experimental group. Additionally, statistically significant differences may be attributed to gender in favor of females.

Sukatri (2016) aimed to improve the speaking skills of eleventh-grade students in the tourism and travel program at a high school in Indonesia. An experimental method was used by selecting a sample of 30 students. They were observed before and after the program. The results showed that role-play method has improved the students' speaking skills, with a significant improvement in vocabulary pronunciation, fluency, accuracy and confidence.

Rahayu (2015) sought to enhance the speaking skills of second-level students in the English Language Education program at PasirPengaraian University in Indonesia using a role-play strategy. The experimental method of Classroom Action Research (CAR) was used, and data were collected through observation and speaking tests. The results showed a significant improvement in the students' speaking skills (accent, grammar, vocabulary, fluency and comprehension), indicating that the role-playing strategy effectively improved students' ability to speak English.

Nassar (2011) explored the effect of using a role-play strategy on improving speaking skills among eighth-grade female students in schools in Ramallah and Al-Bireh Governorate. The experimental method was used; the study was conducted on a purposive sample of 66 students, who were divided into two groups (experimental and control). An achievement test was administered to the students before and after teaching using the role-play strategy. The results showed significant statistical differences in achievement between the experimental and control groups in favor of the experimental group.

General commentary on previous studies:

The above literature indicates an agreement with the current study's objective to identify the effect of using the role-play strategy on improving listening and speaking skills among school students. Most of these previous studies focused on one of these skills (listening and speaking).

The previous conclusion highlights the difference in age groups that previous studies have focused on, and the scarcity of studies that have addressed improving listening and speaking skills using local and regional role-play strategies compared to foreign studies. Moreover, more than two-thirds (73%) of previous studies were found to focus on developing speaking skills, which may be due to the ease of teaching speaking skills compared to listening skills, as mentioned in the Alzamil study (2021). Despite the importance of listening skills, they are difficult to teach. It's also difficult to design educational materials and listening activities that suit all students, as well as evaluating their listening skills.

Regarding the research methodology, the current study agrees with previous studies in using the experimental method, except for two studies (Romadhoni, 2022; Rahayu, 2015) that used the experimental method (CAR). The current study also agrees with

review studies in using an instrument (Listening skill test) to measure listening skills and two instruments (interview, observation) to measure speaking skills.

As for the study sample, previous studies varied in that regard, with some using random selection methods such as (Al-Yousef, 2022; Toukhy & Ali, 2020), and others using purposive selection methods such as (Romadhoni, 2022; Riofrio, 2019).

Taking stock from the view literature, the current study utilizes purposive selection method and to investigate the impact of using a role-play strategy on improving listening and speaking skills in English among eighth-grade students in Palestine. To the knowledge of the researcher, no previous studies on this issue were conducted in Palestine. The role-play strategy was implemented to enhance speaking and listening skills in a purposive sample of eighth-grade students from Jafar Bin Abi Taleb Primary Boys School, using the students' book entitled English for Palestine 8B, particularly unit 10 and 11. Therefore, the current study differs from most previous studies both thematically, by focusing on improving speaking and listening skills, and geographically, by being conducted on students from Jafar Bin Abi Taleb Primary Boys School, located in the southern part of Hebron city.

The researcher benefited from previous studies in determining the appropriate methodology and data collection and analysis methods, giving a clear idea of the research gap for the current study topic. Additionally, these studies offer a theoretical guidance and helped build the theoretical framework. They were useful also to identify the sub-communicative skills that this study relies on. They were employed in planning the experimental group lessons using a role-play strategy. Moreover, they proved to be useful in discussing and comparing the results achieved.

Chapter Three

Method and Procedures

In this chapter, the researcher presents a detailed explanation of the study methodology and the procedures followed in implementing the field study.

3.1. Methodology

The researcher adopted the quasi-experimental design carried on two groups (experimental/control) where she divided the study sample students into two groups, one of which was experimental which was taught modules 10 and 11 in English book for the second semester of the academic year (2022/2023) using the role-play strategy, and the control group was taught in the usual way. The two groups were tested before and after teaching the two units.

3.2 Population of the Study:

The study population consists of all Eighth male graders in south of Hebron which was (2202) during the second semester of the academic year (2022/2023).

3.3 Sample of the Study:

School of Jafar Ibn Abi Talib primary school in the town of Samou' was chosen as a purposive sample, and two divisions of the school were selected (Group A, Group B), by simple random method. The sample of the study consisted of 62 students at the eighth class, and the number of members of the experimental group taught by the role-play strategy was(29), while the number of students of the control group studied in the usual method was(33).

3.4 Instruments of the Study:

The following instruments have been developed to answer the study's questions:

First: listening skills test

The researcher prepared a test aimed at measuring the English listening skills of students at the eighth class in Units 10-11. This was scheduled for students in the

second semester of 2022/2023. In order to prepare for the test, the researcher followed these steps:

1. Identification of listening skills:

The researcher reviewed the related literature that deals with English listening skills, methods for measuring students' abilities and previous studies on the development and measurement of listening skills, including three basic English listening skills: Phonemic, vocabulary and General comprehension. The list of listening skills include eight sub-skills.

2. Formulate test questions:

After identifying the main and subsidiary listening skills, the researcher formulated test questions using multiple selection style, correctness and error, written questions, and the number of questions reached 20 Questions, spread over the three skills, linguistic accuracy has been taken into account in the formulating of test questions that questions are specific, clear and far from ambiguity and confusion, suit eighth-primary grade students level, and represent the students' listening skills to be developed. Students' scores on questions (right, wrong) have been rated, thereby varying from 0 to 20 degrees.

3. Test validity:

The test was presented in its preliminary form to the curriculum, English teaching methods professors, and English supervisors at the higher primary school, to ensure that the questions were correctly formulated, belonged to the main skills and sub-skills, and suited to eighth graders. Some modifications were conducted to the formulating of some questions, and the test remained after arbitration as consisting of (20) paragraphs.

The researcher calculated the correlation coefficient degree of each field with the overall degree of testing. The table shows the results:

Table (3.1) : Correlation coefficient between the testing fields of listening skills and the overall degree of testing

Skills	Correlation coefficient
Phonemic	0.962**
Vocabulary	0.898**
General comprehension	0.928**

* **correlation coefficients statistically significant at(0.01)

*** *correlation coefficients statistically significant at(0.05)**

As shown in table (3.1) that the correlation coefficient between each main skill and the overall degree of testing are positive and statistically significant at a significance level (0.01) and (0.05), which indicates an internal consistency of the test, and that it measures what has been developed to measure.

4. Reliability

The reliability of the test was verified by (Split-Half), where the consistency coefficient between the twofold of the test reached (0.824), the consistency coefficient after adjusting the correlation coefficient using an equation reached (0.903), which indicates that there is a high-test reliability.

5. Determination of test time:

The researcher calculated the mean scores for the first and last (5) students finished answering the test of listening skills, taking into account reading the test instructions, and the time allocated to take the test was (30) minutes.

6. Analysis of test paragraphs:

Test items were analyzed to ascertain the level of difficulty and distinguish test paragraphs and a difficulty coefficient means the percentage of students who answered the question wrongly. The researcher calculated the degree of difficulty of each of the test paragraphs and accepts the difficulty coefficient if it ranged from 0.20 to 0.80. The paragraph is intended to distinguish the extent to which it is able to distinguish between high and low achievers in the same test and accepts the discrimination coefficient if it amounts to (0.30) or more. (Kubiszyn, T. & Borich, 20). The table below shows the values of the difficulty coefficients of the listening skills test paragraphs.

Table (3.2): Difficulty coefficients of the listening skills test items.

No.	Difficulty	Discrimination	No.	Difficulty	discrimination
1	0.30	0.40	11	0.27	0.30
2	0.27	0.70	12	0.27	0.30
3	0.27	0.50	13	0.33	0.70
4	0.40	0.30	14	0.47	0.70
5	0.23	0.30	15	0.33	0.70
6	0.43	0.50	16	0.33	0.60
7	0.23	0.40	17	0.40	0.50
8	0.27	0.30	18	0.43	0.70
9	0.27	0.80	19	0.30	0.70
10	0.30	0.80	20	0.40	0.50

As shown in table (3.2) the difficulty coefficient of the test paragraphs ranges from (0.23 - 0.47), all of these values are educationally acceptable, and the discrimination coefficients of the test paragraphs range from (0.30 - 0.80), all of these values are within the educational acceptable limit, thus characterizing the test paragraphs with an educational acceptable level of difficulty and discrimination.

7. Final form of the test:

The final form of the test consisted of (20) paragraphs divided into three main skills (Phonemic, vocabulary, and General comprehension), and the student's overall degree on the test ranges from 0 to 20 degrees. The table shows the final form of the listening skills test:

Table (3.3): Final form of Listening Skills Test

Listening skills		Number of questions	Question numbers	Total marks	Relative weight
Phonemic	Distinguishing between English language sounds.	2	QA (2)	2	10%
	Distinguishing sounds in individual words.		QB (3)		
Vocabulary	Recognizing the meanings of words.	7	QA (3,4,8)	7	35%
	Guessing unknown words and phrases.		QB (1,5)		
	Identifying key words.		QC (1,4)		
General comprehension	Identifying the speaker's emotions through verbal expressions.	11	QA (1,5,6,7,9,10)	11	55%
	Distinguishing between main ideas and supporting ideas.		QB (2,4)		
	Remembering facts and ideas.		QC (2,3,5)		
Total	8	20	20	20	100

Secondly: Speaking skills test

The researcher prepared a test aimed at measuring the English speaking skills of eighth -primary graders in Units (10-11) scheduled for students in the second semester of 2022/2023. In order to prepare the test, the researcher followed these steps:

Identification of speaking skills:

After reviewing to related literature that deals with English-speaking skills, methods for measuring students' abilities, and previous studies on the development and measurement of speaking skills, including four basic English-speaking skills: Fluency, Accuracy, Vocabulary range, and Vocabulary selection. The list of speaking skills includes (12) sub-skills, in fact three skills for each skill.

1. Formulating test questions:

After identifying the main and subsidiary speaking skills, the researcher formulated test questions, consisting of two sections: (Personal Information, the conversation they listened to), the first section consisted of (4) questions, and the second section consisted of (6) questions. Linguistic accuracy has been taken into account in formulating test questions. Questions are specific, clear and far from ambiguity and confusion, suit eighth graders' level, and represent the students' speaking skills to be developed . The preliminary form of the test is 10 questions. The students' grades were rated on the four main skills according to a five-step grading (Proficient, Advanced, Intermediate, Elementary, Beginner), which is quantitatively offset by the grades (5, 4, 3, 2 and 1), thus varying the student's overall degree on the speaking skills test from 4 to 20 degrees.

2. Test validity

The test was presented in its preliminary form to a group of curricula makers, English teaching methods professors, and English supervisors at the upper primary school to ensure that the questions were correctly formulated, belonged to the main skills and sub-skills, and suited to eighth graders. Some modifications were conducted to formulate some questions, and the test remained after arbitration as consisting of (10) questions.

The researcher calculated the correlation coefficient degree of each field with the overall degree of testing. The table shows the results.

Table (3.4): Correlation coefficients between the testing fields of speaking skills and the overall degree of testing

Skills	Correlation coefficient
Fluency	0.887**
Accuracy	0.933**
Vocabulary range	0.820**
Vocabulary selection	0.934**

* **correlation coefficients statistically significant at (0.01)**

****correlation coefficients statistically significant at (0.05)**

As shown in table (3.4) correlation coefficients between each main skill and the overall degree of testing are positive and statistically significant at a significance level (0.01) and (0.05), which indicates an internal consistency of the test, and that it measures what has been developed to measure .

3. Reliability

The reliability of the test was verified by (Cronbach's alpha), where the reliability coefficient reached (0.913), which is a high reliability coefficient, it indicates that there is high test reliability in testing English speaking skills.

4. **Determination of test time:** Calculated the means cores for the first and last (5) students who finished answering the test of speaking skills, taking into account the reading of the test instructions and the time allocated to handle the test was (15) minutes.

5. Final form of the test

The final form of the test consisted of (10) speaking questions, divided into four main skills (Fluency, Accuracy, Vocabulary range, and Vocabulary selection) , and the student's overall degree on the test ranges from 4 to 20 degrees.

3.4 Variable of the study

Independent Variables :

- Teaching strategy (Role – Play)
- Students level of education.

Dependent variables :

- Development of listening and speaking skills (listening-speaking)

3.5 Design of the Study

The design is represented by the following diagram:

Experimental Group:	O1		O2
		X	
Control Group:	O1		O2

Where:

O1: Scoring in the study group's Pre – test for listening and speaking skills, in control and experimental group.

X: Appreciation about the use of the Role Play strategy to develop the English-speaking skill language.

O2: Scoring in the study group's post-test for listening and speaking skills , in control and experimental group.

3.6 Data Collection Procedures

The study was implemented in the second semester of the academic year 2022-2023, at Jafar Bin Abi Taleb Boys' School in Samou'.

To implement this study, These steps were carried out :

1. The researcher reviewed many references related to the impact of using Role Paly on the development of students' listening and speaking skills (speaking and listening).
2. The researcher reviewed the Palestinian English Curriculum for the Eighth Grade (English for Palestine -B-) to pick up the units that deals with implementing the study .
3. The researcher analyzed the chosen units (10 -11)
4. The researcher build a teacher`s guide to help her in implementing the study (see appendix1).
5. The researcher used two instruments (speaking test with a scoring rubric and a listening skills test) .
6. The researcher ensured the validity and reliability of the instruments.
7. The researcher started to implement the study by herself .

3.5 Statistical processing:

To achieve the objectives of the study, the researcher used mean scores and standard deviations, and Analysis of covariance-ANCOVA., the Consistency coefficient (Split-Half, Cronbach's Alpha), and difficulty and discrimination coefficient and SPSS.

Chapter 4

Results of the Study

4.1 Results related to the first question:

What is the impact of the use of a role-play strategy on improving listening skills in English for Eighth graders in Palestine? and, does this effect differ due to (teaching method, student's level of education and interaction between them)?

To answer this question, the researcher calculated mean scores and standard deviations to test listening skills depending on the teaching method and level of education. The table shows statistical mean scores for testing listening skills according to the teaching method variable and the level of education variable.

Table (4.1): Mean Scores and standard deviations of students' results to listening skills test depending on the variable teaching method and level of education

Teaching method	Level of education	Statistical	Pre-test	Post-test
Role play strategy	Low	Mean	8.500	16.063
		SD	3.055	2.351
		No.	16	16
	Middle	Mean	13.167	19.000
		SD	1.835	1.673
		No.	6	6
	High	Mean	15.429	18.286
		SD	2.370	1.254
		No.	7	7
Usual strategy	Low	Mean	8.647	10.001
		SD	3.258	3.536
		No.	17	17
	Middle	Mean	11.500	13.300

Teaching method	Level of education	Statistical	Pre-test	Post-test
		SD	1.080	2.830
		No.	10	10
	High	Mean	12.333	16.333
		SD	1.366	3.266
		No.	6	6

The table shows that there are apparent differences between the means arithmetic of students' scores in the listening skills test attributed to the variable method of teaching (role-play strategy, usual strategy), the variable level of education (low, medium, high). To examine the statistically significant of these differences, the researcher tested the validity of the following null hypothesis: "There are no statistically significant differences in the level of statistical significance ($\alpha \leq 0.05$) in English listening skills for Eighth graders due to the teaching method, level of education and interaction between them".

To test the validity of the previous null hypothesis, the researcher used an analysis of covariance test (ANCOVA), and the table (4.2) shows the results obtained by the researcher:

Table (4.2): Results of the ANCOVA test for students' grades in the listening skills test depending on the teaching method and level of education variables

Source	Type III Sum of Squares	d.f	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	138.481	1	138.481	25.967	0.001	0.321
Teaching method	158.542	1	158.542	29.728	0.001	0.351
Level of education	7.705	2	3.853	0.722	0.490	0.026
T. method * A. Level	80.625	2	40.312	7.559	0.001	0.216
Error	293.318	55	5.333			
Total	14136.0	62				

- **Results related to teaching method:**

Table (4.2) shows that the value of the statistically significant was (0.001) differences between students' scores depending on the variable teaching method (Role-play strategy, regular method) in listening skills test, which is less than the level of the

significance (0.05). Thus, it is clear that there are statistically significant differences at a significant level ($\alpha \leq 0.05$) between students' means in the posttest of the listening skills depending on the teaching method.

Thus, the null hypothesis is rejected, "There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in English listening skills for Eighth graders depending on the teaching method".

To reveal the trend of differences, the researcher calculated the estimated mean scores and standard error to listening skills test, and the table (4.3) shows the results obtained by the researcher.

Table (4.3) Marginal estimated means and standard error to posttest listening skills for teaching method

Teaching method	Mean	Std. Error
Role playing strategy	16.735	0.513
Usual strategy	13.092	0.440

Table (4.3) shows that the marginal estimated means for teaching method (role-play strategy) after isolating the effect of pretest was (16.735), while the marginal estimated means of usual teaching method after isolating the effect of pretest was (13.092), indicating that the difference is in favor of the experimental group who studied by using the role-play strategy.

The results shown in the table (4.2) also indicate that the scale of impact of the teaching method (role-play strategy) is (0.351), which is higher than the upper limit of impact by criterion-referenced (0.14), and therefore the role-play strategy has a significant impact on the development of English listening skills with eighth graders.

Results related to the level of education:

Table (4.2) shows that the value of the statistically significant differences between students' mean scores depending on the variable of level of education (low, medium, high) in listening skills test was (0.490), which is higher than the level of the significance ($\alpha \leq 0.05$). Thus, it is clear that there are no statistically significant differences at a significant level ($\alpha \leq 0.05$) between students' means in the posttest of the listening skills depending on the level of education. thus, the null-null hypothesis is accepted: "There are no statistically significant differences in the level of statistical

significance ($\alpha \leq 0.5$) in English listening skills for Eighth graders depending according to the level of education variable".

Results related to teaching method and the level of education interaction:

Table (4.2) shows that the value of the statistically significant was (0.001) for listening skills test depending on the variable of teaching method and the level of education interaction , which is less than the level of the significance ($\alpha \leq 0.05$). Thus, that there are statistically significant differences at a significant level ($\alpha \leq 0.05$) attributed to teaching method and the level of education interaction.

Thus, the null hypothesis is rejected. "There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in English listening skills for Eighth graders depending on the variable of teaching method , the level of education and interaction between them".

To reveal the trend of differences, the researcher calculated the marginal estimated means and standard error to listening skills test, and the table (4.4) shows the results obtained by the researcher:

Table (4.4):Marginal estimated means and standard errors to posttest listening skills for teaching method and the level of education

Teaching method	Level of education	Mean	Std. Error
Role play strategy	Low	17.347	0.630
	Middle	17.469	0.990
	High	15.389	1.042
Usual strategy	Low	11.196	0.607
	Middle	12.774	0.738
	High	15.305	0.964

Table (4.4) shows that the marginal estimated means for the low level of study in the experimental group was (17,347), while in the control group (11,196), the estimated means for the middle level of education was (17,469) and in the control group (12,774), which means that the lower and middle levels of the experimental group achieved better results than students at the same levels in the control group. There were no statistically significant differences between high-level students in the experimental and control groups.

The results shown in the table also indicate that the scale of impact of the teaching method and level of education interaction is (0.216), which is higher than the upper limit of impact by criterion-referenced (0.14), and therefore the teaching method and the level of education interaction have a significant impact on the development of English listening skills with Eighth graders.

Results related to the second question:

What is the impact of the use of a role-play strategy on improving speaking skills in English for Eighth graders in Palestine? And, Does this effect differ due to teaching method, level of education and interaction between them?

To answer this question, the researcher calculated mean scores and standard deviations to test speaking skills depending on the teaching method and level of education. The table (4.5) shows statistical means for testing speaking skills according to the teaching method and the level of education variables.

Table (4.5): Mean scores and standard deviations of students' results to speaking skills test depending on the variables teaching method and level of education

Teaching method	Level of education	Statistical	Pre-test	Post-test
Role play strategy	Low	Mean	4.750	11.438
		SD	1.000	1.263
		No.	16	16
	Middle	Mean	11.333	14.667
		SD	2.251	2.422
		No.	6	6
	High	Mean	15.857	19.000
		SD	2.035	1.155
		No.	7	7
Usual strategy	Low	Mean	6.353	7.471
		SD	2.370	2.601
		No.	17	17
	Middle	Mean	11.200	11.500

Teaching method	Level of education	Statistical	Pre-test	Post-test
		SD	1.229	0.972
		No.	10	10
	High	Mean	14.000	12.667
		SD	2.280	1.633
		No.	6	6

The table shows that there are an apparent differences between the arithmetic scores of students in the speaking skills test attributed to the variable method of teaching (role-play strategy, usual strategy) and level of education (low, medium, high). To examine the statistically significant of these differences, the researcher tested the validity of the following null hypothesis:

"There are no statistically significant differences in the level of statistical significance ($\alpha \leq 0.05$) in English speaking skills for Eighth graders due to the teaching method, level of education and interaction between them".

To test the validity of the previous null hypothesis, the researcher used an analysis of covariance test (ANCOVA), and the table (4.6) shows the results obtained by the researcher:

Table (4.6): Results of the ANCOVA test for students' grades in the speaking skills test depending on the teaching method, level of education and interaction between them

Source	Type III Sum of Squares	d.f	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	97.250	1	97.250	56.847	0.001	0.508
Teaching method	249.261	1	249.261	145.705	0.001	0.726
Level of education	0.880	2	0.440	0.257	0.774	0.009
T. method * A. Level	11.268	2	5.634	3.293	0.045	0.107
Error	94.090	55	1.711			
Total	9336.0	62				

Results related to teaching method:

Table (4.6) shows that the value of the statistically significant for differences between students' mean scores depending on the variable teaching method (Role-play strategy, usual method) in speaking skills test was (0.001) , which is less than the level of the significance ($\alpha \leq 0.05$). Thus, it is clear that there are statistically significant differences at a significant level ($\alpha \leq 0.05$) between students' mean score in the posttest of the speaking skills depending on the teaching method.

Thus, the null hypothesis is rejected. "There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in English speaking skills for Eighth graders due to teaching method".

To reveal the trend of differences, the researcher calculated the marginal estimated means and standard error to speaking skills test, and the table (4.7) shows the results obtained by the researcher:

Table (4.7): Marginal estimated means and standard errors to posttest listening skills for teaching method

Teaching method	Mean	Std. Error
Role playing strategy	13.882	0.307
Usual strategy	9.484	0.286

Table (4.7) shows that the marginal estimated means for teaching method (role-play strategy) after isolating the effect of pretest was (13.882), while the estimated means of the usual teaching method after isolating the effect of pretest was (9.484), indicating that the difference is in favor of the experimental group who studied using the role-play strategy.

The results shown in the table (4.6) also indicate that the scale of impact of the teaching method (role-play strategy) is (0.726), which is higher than the upper limit of impact by criterion-referenced (0.14), and therefore the role-play strategy has a significant impact on the development of English-speaking skills with Eighth graders.

Results related to the level of education:

Table (4.6) shows that the value of the statistically significant for differences between students' scores depending on the variable of level of education (low, medium, high) in speaking skills test, was (0.774), which is higher than the level of the significance

($\alpha \leq 0.05$). Thus, it is clear that there are no statistically significant differences at a significant level ($\alpha \leq 0.05$) between students' mean score in the posttest of the speaking skills depending on the level of education. thus, the null hypothesis accepted: "There are no statistically significant differences in the level of statistical significance ($\alpha \leq 0.5$) in English speaking skills for Eighth graders due to the level of education .

Results related to teaching method and the level of education interaction:

Table (4.6) shows that the value of the interaction statistically significant for speaking skills test depending on the variable of teaching method and the level of education was (0.045), which is less than the level of the significance ($\alpha \leq 0.05$). Thus, that there are statistically significant differences at a significant level ($\alpha \leq 0.05$) attributed to teaching method and the level of education interaction.

Thus, the null hypothesis is rejected: "There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in English speaking skills for Eighth graders due to the teaching method and the level of education and interaction between them".

To reveal the trend of differences, the researcher calculated the marginal estimated means and standard error to listening skills test, and the table (4.8) shows the results obtained by the researcher.

Table (4.8): Marginal estimated means and standard error to posttest speaking skills for teaching method and the level of education interaction

Teaching method	Level of education	Mean	Std. Error
Role play strategy	Low	14.453	0.517
	Middle	13.029	0.576
	High	14.165	0.810
Usual strategy	Low	9.353	0.404
	Middle	9.956	0.462
	High	9.144	0.710

Table (4.8) shows that the marginal estimated means for the low level of education in the experimental group was (14.453), while in the control group (9.353), the marginal estimated means for the middle level of education was (13.029) and in the control group (9.956), the estimated means for the high level of education was (14.165) and

in the control group (9.144), which means that the three levels of the experimental group achieved better results than students at the same levels in the control group.

The results shown in the table (4.6) also indicate that the scale of impact of the level of education is (0.107), which is higher than the upper limit of impact by criterion-referenced (0.14), and therefore the teaching method and the level of education interaction have a significant impact on the development of English-speaking skills with eighth graders.

Chapter Five

Discussion of the Results and Recommendations

In Chapter Five, the researcher may discuss the results reached after analyzing the findings based on statistical analysis, and proceed to discuss these results and present a set of relevant recommendations.

5.1. Discussion of the statistical results:

5.1.1. Discussion of the Results Related to first question:

What is the impact of the use of a role-play strategy on improving listening skills in English for Eighth graders in Palestine? And, does this impact differ due to the teaching method, student's level and interaction between them?

The results of the first question:

There are apparent differences between the mean scores of students' listening skills test attributed to the variable method of teaching (role-play strategy, the usual strategy) and level of education (low, medium, high).

- **Results related to teaching method:**

There are statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in English listening skills for Eighth graders depending on the variable teaching method, and the difference is in favor of the experimental group who studied by using the role-play strategy.

Role-play strategy has a significant impact on the development of English listening skills with Eighth grade students.

The researcher attributes this result to the fact that the role-play strategy is a fun and effective way to improve listening skills in English. They can be used to develop grammar by encouraging students to use verbs, nouns and adjectives correctly, and to identify and correct common mistakes. It can also be used to develop vocabulary by

learning new words and using them in different contexts, expanding the range of vocabulary used in conversation, and improving Comprehension by encouraging students to listen and interact with each other, understanding meanings, verbs, and expressions in different contexts. Moreover, this strategy contributes to improve phonology by repeating sounds, words and sentences correctly, and by identifying and correcting common errors.

Therefore, the use of the role-play strategy allowed the students to improve their levels of listening skills, and to improve their ability to communicate confidently and effectively in English conversations.

This result is consistent with the results of the studies: Al-Yousef (2022), Kostikova et al. (2019), Al-Sh'ayebat (2018) who showed statistically significant differences between the mean scores of the study participants in all listening test skills, attributed to the teaching method used in favor of the experimental group.

- **Results related to the level of education:**

There are no statistically significant differences in the level of statistical significance ($\alpha \leq 0.5$) in English listening skills for Eighth graders due to the level of education variable.

This means that the use of the role-play strategy has contributed to the improvement of English listening skills of all students of the experimental group regardless of their grade level.

The researcher attributes this result to the use of a role-play strategy that had a positive effect on the English listening skills of all students of the experimental group, whether they had a high or a low level of education. Arguably, this reinforces the idea that innovative educational strategies can be effective on improving students' skills at various levels.

This finding differs from Baker et.al, (2016) study which indicated that student's achievement at the previous level significantly influences the success of subsequent studies.

- **Results related to teaching method and the level of education interaction:**

The lower and middle levels of the experimental group achieved better results than students at the same levels in the control group. There were no statistically significant differences between high-level students in the experimental and control groups

The results also indicate that the teaching method and the level of education interaction have a significant impact on the development of English listening skills with eighth graders.

The researcher attributes this result to the fact that choosing the appropriate teaching method for the student's level of achievement can enhance their listening skills. Conversely, if the teaching method is not suitable for the average or low level of achievement, it may be difficult for the student to develop their listening skills effectively. This justifies the significant impact of using a role-play strategy on developing listening skills in English for eighth graders. Role-play strategy provides an interactive and stimulating learning environment that encourages students to actively participate in the listening process.

5.1.2. Discussion of the Results Related to second question:

What is the impact of the use of a role-playing strategy on improving speaking skills in English for Eighth graders in Palestine?? And, does this impact differ due to the teaching method, student's level and interaction between them?

The results of the second question :

There are an apparent differences between the mean scores of students' scores in the speaking skills test attributed to the variable method of teaching (role-play strategy, usual strategy), and the variable level of education (low, medium, high).

Results related to teaching method:

There are statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in English speaking skills for Eighth graders depending on the variable teaching method, and the difference is in favor of the experimental group who studied by using the role-play strategy.

The role-play strategy has a significant impact on the development of English-speaking skills with eighth grade students.

The researcher attributes this result to the fact that the role-play strategy is an effective way to improve English-speaking skills of eighth-grade students, including fluency, by encouraging students to interact and participate in a safe environment and simulate daily dialogues, which increases their chances of speaking confidently and fluently. It also increases the level of accuracy by focusing on the use of grammatical and morphological rules and increases the vocabulary range by learning more synonyms and new vocabulary. Moreover, it increases vocabulary selection by learning how to use the appropriate vocabulary for the appropriate linguistic situation.

Thus, using the role-play strategy allowed students to improve their ability to speak English fluently and confidently, increase their knowledge of vocabulary and apply grammatical and morphological rules more accurately.

This result is consistent with the results of the studies: Romadhoni (2022), Toukhy & Ali's (2020), AL-Garni & Almuhammadi's (2019), Riofrio (2019). Mqabla and Batah (2017), Juma (2016), Sukatri (2016), Rahayu (2015), Nassar (2011) who showed statistically significant differences between the mean scores of the study participants in all speaking skills test, attributed to the teaching method used in favor of the experimental group.

- **Results related to the level of education:**

There are no statistically significant differences in the level of statistical significance ($\alpha \leq 0.5$) in English speaking skills for Eighth graders due to the level of education variable.

The researcher attributes this result to the use of a role-play strategy that had a positive effect on English-speaking skills of all students of the experimental group, whether they had a high or a low level of education. Arguably, this reinforces the idea that innovative educational strategies can be effective on improving students' skills at various levels.

This finding differs from Baker et.al, (2016) study which indicated that student achievement at the previous level significantly influences the success of subsequent studies.

- **Results related to teaching method and the level of education interaction:**

The three levels of the experimental group achieved better results than students at the same levels in the control group.

The teaching method and the level of education interaction have a significant impact on the development of English-speaking skills with Eighth grade students.

The researcher attributes this result to the fact that choosing an appropriate and aligned teaching method with the student's level of achievement enables them to express themselves confidently and fluently in English. This may include using interactive activities such as discussions, role-playing, and group projects, where students collaborate to carry out tasks that require speaking in English. On the other hand, if the teaching method is not suitable or does not align with the level of achievement, it can hinder the development of speaking skills among students. They may struggle to express themselves accurately and confidently and may lack confidence in using the English language. This justifies the significant impact of using a role-play strategy in developing speaking skills among students in the experimental group at all levels without exception.

5.2. Summary of the results

The study found differences between Eighth grade students' results in English listening skills test, depending on the teaching method for the experimental group (role-play strategy), and found that there were no differences attributed to the level of education, while it revealed differences attributed to the teaching method and the level of education interaction and for the low and middle levels of the experimental group.

The study also found differences between Eighth graders scores in English-speaking skills test, depending on the teaching method for the experimental group (role-play strategy), and found that there were no differences attributed to the level of education, while it revealed differences attributed to the teaching method and the level of education interaction and for all the three levels of the experimental group.

5.3 Recommendations:

In the light of the study findings, the researcher recommends the following:

- Carrying out similar studies to investigate the impact of the role-play strategy on students' performance in the presence of other variables.
- Encouraging teachers to use the role-play strategy in teaching students the skills of English language. This is because of its clear impact on facilitating the understanding process, developing communication and thinking skills, and students' interaction and response to its steps.
- Including such a strategy in curriculum, textbooks and teachers' guides.

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Appendixes

Appendix (1)

Teacher's Guide

Deanship of Graduate Studies

Al Quds University

Teaching methods program



Teacher's Guide

“Eighth graders”

**How to Implement Role playing strategy to Teach Listening
and speaking skills for the eighth graders**

Prepared by

Rana Ali AbdelkareemAlbadareen

Supervised by

Dr.Hazem Bader

Refereeing Teacher's Guide

Unit 10 and 11 - Second Semester – 8nd grade

Dear Dr./ Mr. /Ms.....

The researcher is conducting a study entitled “**The impact of using the role-play strategy on improving listening and speaking skills in the English language subject among Eighth graders in Palestine**” in order to obtain her Master's Degree in Teaching methods. One of the requirements of this study is to design and conduct a Teacher’s Guide to teach Listening and speaking skills. You are kindly invited to look through the attached guide and comment on it.

Your notes and responses may be highly appreciated and confidential.

Your comments are highly appreciated.

Thanks a lot for your cooperation and appreciated time.

The researcher

RanaBadarin

Unit 10

Lesson Plan 1-12

Lesson Plan 1

School:	Jafar Bin Abi Taleb Basic Boys School.
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	Back home in Palestine
Skill:	Listening and Speaking

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of the lesson, students are able to use the new words and expression correctly in different contexts and situations.

C. Learning Indicators

1. Students are able to pronounce the given words correctly.
2. Students are able to use the expression correctly and fluently.
3. Students are able to use the words and expression in the class through group work activities with correct pronunciation and grammar.

D. Learning Media and Materials

A speaker, pictures, cards and slides, student's book.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up/ ice-breaking and greeting the students.

While Activities

a. Presentation

The teacher presents the new vocabulary and expression related to a picnic through pictures, cards and slides. Activity 1

The teacher shows a poster of the picture in p.29. Activity 2

The teacher discusses the picture asking the students some questions, so they can match sentences parts together.

The teacher and the students discuss the questions. Activity 3

The students listen to the conversation with their books closed, and try to answer the questions.

The students ask and answer the questions in pairs.

The students read the conversation while listening to the recording to find the new learned vocabulary and expressions. Activity 4

b. Practice

The teacher asks the students to look at the picture again and use the learned words and expression to discuss.

The teacher divides the students randomly into groups of three.

The teacher chooses a leader for each group and asks them to read the conversation carefully.

The students practice the conversation together.

c. Production

The teacher asks some groups to practice the conversation in front of the class, so that other groups follow them.

Post Activities / Closing

1. The teacher and the students summarize the activities all through the lesson.
2. The teacher makes a self-reflection on the teaching process.
3. The teacher gives feedback and accepts any comment or feedback from student.
4. The teacher closes the class through a game and says goodbye.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking. (see appendix 6.2)

Score	Indicators			
	Fluency	Accuracy	Vocabulary range	Vocabulary selection
1	The student is able to find words and form sentences slowly and in a disjointed manner, and faces difficulty in understanding spoken language quickly.	The student can use a limited number of simple words and expressions to communicate, but may have difficulty understanding spoken language at a fast pace.	The student uses a narrow range of basic vocabulary and simple expressions to communicate.	The student selects vocabulary randomly and unsuitably for the context in which the word is used.
2	The student is able to speak in a more sequential and somewhat easier manner, and can communicate in simple daily situations, but may need some time to think of appropriate words.	The student can express ideas clearly and understandably, but may need some time to think about words and form sentences correctly.	The student uses a wider range of vocabulary and expressions and can express simple ideas in a clear and understandable way.	The student selects vocabulary more accurately and appropriately for the context, but there are still some errors in selection.
3	The student is able to speak more smoothly and express themselves more clearly and accurately, but may need to pause between sentences or paragraphs to think of the correct words.	The student can speak with more precision and can express their opinions and ideas clearly and in detail, but may have some difficulty understanding spoken language at a fast pace.	The student can better express intermediate and complex ideas by using a wider range of vocabulary and expressions.	The student selects vocabulary accurately and appropriately for the context, and speaks fluently without many pauses for word choice.
4	The student is able to speak in a natural and fluent manner, and can effectively communicate in most situations, expressing their ideas and opinions clearly and accurately.	The student can speak accurately and fluently and can express themselves clearly using appropriate vocabulary, and can understand spoken language quickly and without significant difficulty	The student uses a wide range of vocabulary and expressions and can accurately express complex ideas.	The student selects vocabulary correctly and effectively, and speaks smoothly without any difficulty in choosing words.
5	The student is able to speak fluently and proficiently, and can effectively	The student can speak fluently and proficiently and can effectively use advanced vocabulary	The student uses an extremely wide range of vocabulary and expressions and can	The student selects advanced and contextually appropriate vocabulary,

communicate in all situations, expressing their ideas and opinions accurately and proficiently.	and expressions, and can understand spoken language quickly and without any difficulty.	accurately express complex ideas and have near-complete mastery of the language.	uses specialized vocabulary and complex expressions with high efficiency and speed in various situations and conditions.
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Fluency + Accuracy + Vocabulary range + Vocabulary selection X 5

Activity 1:

backpack beard centre curly glasses moustache
 side straight wife/wives

Activity 2:



Activity 3:

3 Listen and answer the questions.



- 1 What has Omar received?
- 2 Where are Omar's mother and father?
- 3 Whose brothers are the men on the left and the right?
- 4 Who are the parents of the three boys?

Activity 4:

4 Listen and read. Find the words and phrases from activity 1. 

Omar Look. My brother Ahmad has emailed me a family photo.

Yasmeen Oh, let's have a look!

Omar It's a picnic with my mum's side of the family. They're at a beautiful place near Jericho.

Adnan Ah! She's the one in the centre, and your dad's standing behind her.

Omar That's right.

Yasmeen Are those her brothers next to her? They look like brothers and sister.

Omar Yes, the one on the left is her older brother, our Uncle Nazmi.

Adnan You mean the one with a moustache.

Omar Right, and his wife, Aunt Rania, is the one next to him in a red jacket.

Yasmeen And the brother with glasses and a beard? He looks quite young.

Omar Yes, Uncle Ameer is the youngest of the three. And his wife, Aunt Deema, is the one in a green dress. They haven't got any children yet.

Adnan So are the children all Uncle Nazmi's?

Omar That's right. Ali, Hazem and Sameer.

Yasmeen Who's the one with long, straight hair?

Omar That's Ali, and he's the oldest. He's finished school.

Adnan And who's the boy with a backpack?

Omar That's Hazem. Then there's Sameer with short, curly hair.

Yasmeen But where's your brother Ahmad with the big feet?

Omar He's the one behind the camera!

**Everyday
English**

Oh, let's have a look!

Lesson Plan 2

School:	Jafar Bin Abi Taleb Basic Boys School.
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	Back home in Palestine
Skill:	Reading and listening

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to use the words correctly with any changes in different contexts and situations.

C. Learning Indicators

1. Students are able to use the given words and expression correctly and fluently in different contexts.
2. Students are able to use the given words in the class through pair work activities with correct pronunciation and grammar.

D. Learning Media and Materials

A speaker, pictures, cards, student's book.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role-Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

The teacher and the students revise the vocabulary and expression in the previous page through matching words with pictures.

The teacher shows the poster of the picture in p.29 and discusses it with the students and encourages them to use the given words.

The students read the conversation in page 28 and answer the questions in activity 3 page 29.

While Activities

a. Presentation

activity 1: The teacher explains the activity for the students. Then they read the sentences silently and guess the meaning.

The teacher asks the students to work in pairs and complete the mini dialogues together and add any changes needed.

The students listen and check their answers. They read the sentences and practice them in pairs.

b. Practice

The teacher divides the students randomly into groups of four.

The teacher asks the students to look at the picture again and give as many words and expressions related to the topic as they can.

The teacher writes down all words on the board, so that the students can use later in the dialogue. (**brainstorming**)

The teacher explains that they are going to describe a person, a place or a thing they choose to.

The students use the words and expressions needed to write a mini-dialogue with correct structure.

The students in each group practice the dialogue together and correct their own mistakes to get it perfect.

The teacher monitors and helps them if necessary.

c. Production

The teacher asks a good group to role play their dialogue in front of the class, so that other groups follow them and do the same.

The teacher gives feedback where needed and accepts any comment or feedback from students.

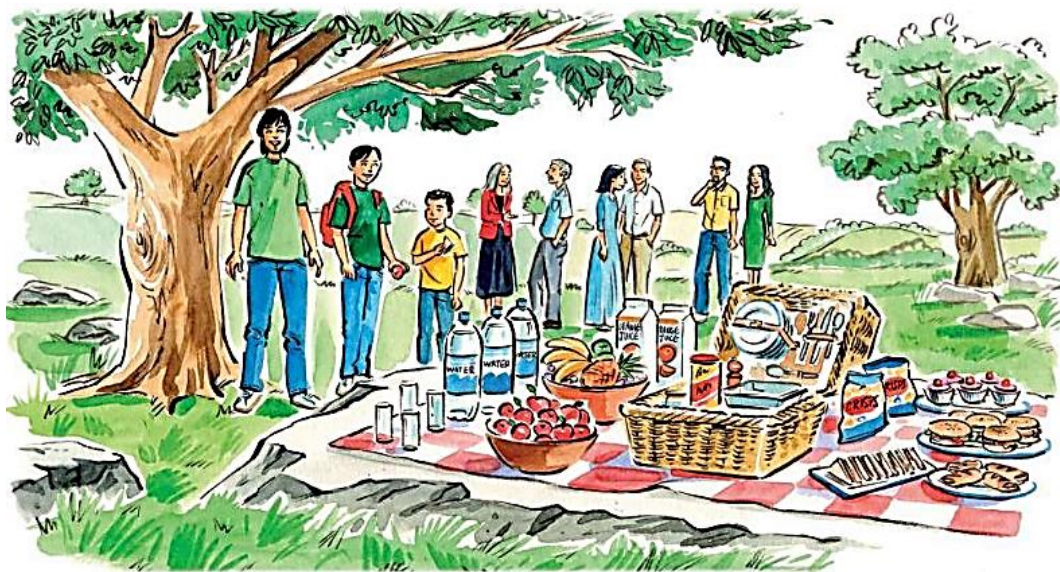
Post Activities / Closing

1. The students summarize the activities all through the lesson.
2. The teacher makes a self-reflection on the teaching process.
3. The teacher closes the class through a song and says goodbye.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking.

Activity1:



1 Read. Add new words from period 1. Make any changes needed.

- 1 **A** What are you putting in these two _____?
B Some things for our picnic – some sandwiches and some orange juice.
- 2 **A** I think I've met your brother. Does he have long, _____ hair down to his shoulders?
B No, he has short, _____ hair. Perhaps you're thinking of someone else.
- 3 **A** Does your cousin have a small _____?
B He had one before, but he wanted more than that, so now he's grown a huge _____.
- 4 **A** Let's swim to the other _____ of the river.
B No, we can't do that. The water is very fast and dangerous in the _____.
- 5 **A** I need to find Mrs Gazawi – Mahmoud's _____ – but I don't know her.
B Do you see those two women over there? Well, she's the one with _____.

Activity3:

3 Read again and answer the questions.

- 1 Who sent Omar the photo, and how did he send it?
- 2 Who are the man and woman in the centre?
- 3 Whose side of the family are the other people from?
- 4 Which one is Uncle Nazmi?
- 5 Is Aunt Deema the one in a red jacket?
- 6 What do we know about the ages of Omar's mother and her brothers?
- 7 Looking at the boys, which is which?
- 8 Where was Ahmad at the time of the photo?

Lesson Plan 3

School: Jafar Bin Abi Taleb Basic Boys School
Grade: Eighth
Subject: English
Time: 40 minutes
Topic: Back home in Palestine
Skill: Structure

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to describe people using the new structure and prepositions correctly in several situations.

C. Learning Indicators

1. Students are able to use the given structure accurately and fluently.
2. Students are able to use the correct structure and expressions in the class through pair and group work activities.

D. Learning Media and Materials

Pictures, cards and slides, student's book.

E. Teaching Method

Inductive Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

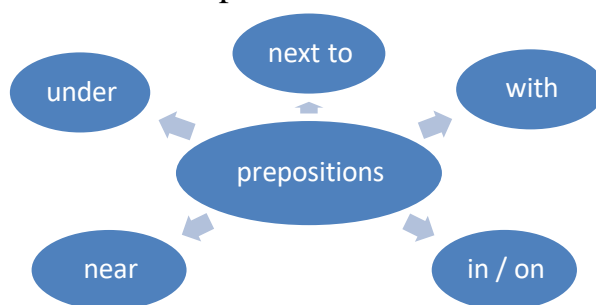
Role-Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

A mind map of prepositions.



While Activities

a. Presentation

The teacher introduces the new structure through examples written on the slides. Activity 1

The students read the sentences aloud and guess their meaning.

The teacher discusses the sentences asking the students some questions to get the rule.

The students work in pairs to complete the statements correctly to get the right structure.

b. Practice

(Formative Evaluation). The teacher writes an exercise for students to do individually, then checks their answers.

Choose the correct preposition:

1. Sami is the one [in – with] blue jeans.
2. Jerusalem is [near – next to] Jericho.

The teacher presents the phrases in the box and discusses them with the students. Activity 2

The students work in pairs to discuss the picture on p29 and complete the sentences with correct phrases.

The teacher explains activity 3 for the students, then divides them into groups of five asking each to write down 5 key words to describe people.

The teacher writes all the words and expressions students say, so that they can use in their speaking activity and practise together very well.

c. Production

Each group chooses a person to describe and talk about in front of the class, they can write it before.

The students in other groups guess who the person is.

The teacher and the students ask some questions if needed to get any hints or explanations.

Post Activities / Closing

1. The teacher and the students summarize the activities all through the lesson and give their feedback and comments.
2. The teacher closes the class through a game and says goodbye.
3. The teacher makes a self-reflection on the teaching process.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking. (see appendix 6.2)

Activity 1:

1 Read sentences 1–6.

- 1 They're at a beautiful place **near Jericho**.
- 2 Are those her brothers **next to her**?
- 3 The one **on the left** is her older brother.
- 4 Aunt Rania is the one **in a red jacket**.
- 5 The brother **with glasses and a beard** looks quite young.
- 6 And who's the boy **with a backpack**?

Look at the sentences again. Tick (✓) the best way to complete the statements.

- 1 The words in **bold** say which **a) action** **b) thing or person** we are talking about.
- 2 These words are phrases which always start with words like **a) and or so** **b) in or near** .
- 3 Phrases which start with words like **a) near** **b) with** say where something or someone is.
- 4 If the first word is **a) in or with** **b) near or next to** the phrase is often about a person's hair, clothes or other things.
- 5 If the first word is **a) in** **b) with** the phrase is often about a person's clothes.
- 6 If the first word is **a) in** **b) with** the phrase is often about things that a person has – glasses, a beard or a backpack, for example.

Activity 2:

2 Work in pairs. Look at the family photo on page 29 again, and complete the sentences. Use phrases from the box.

in a dark green T-shirt in a long, light blue dress
under the tree up in the hills
with a sandwich in his hand with short, grey hair

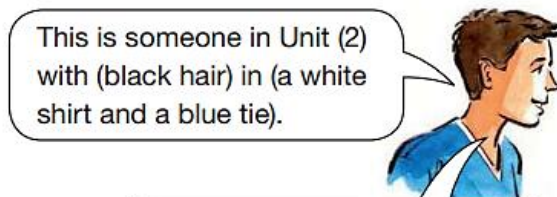
- 1 This place up in the hills is an old family favourite for picnics.
- 2 They always put their picnic things on that big rock _____.
- 3 Omar's mother is the person _____.
- 4 Omar's father is the man _____.
- 5 The boy _____ is Hazem.
- 6 Sameer is the boy _____.

Activity 3:

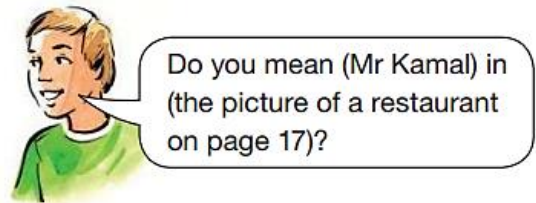
3 Work in pairs.

Student A: Look at pictures in earlier units of Student's Book 8A and find someone to describe. Do not show or tell your partner. Name the unit and describe the person.

Student B: Look at the unit and try to find the person.



Yes, that's right. Well done!
OR:
Sorry, that's wrong. Try again.



Lesson Plan 4

School:	Jafar Bin Abi Taleb Basic Boys School
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	Back home in Palestine
Skill:	Listening

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to use the new words and expressions correctly in different contexts.

C. Learning Indicators

1. Students are able to pronounce the given words and expressions correctly and fluently.
2. Students are able to use them in the class through pair and group work activities with correct grammar.

D. Learning Media and Materials

A speaker, pictures, cards, a poster, student's book.

E. Teaching Method

Discussion

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

Revising the previous related words and structure.

While Activities

a. Presentation

The teacher presents the new vocabulary, expression and word formation box related to tourism through pictures, cards. Activity 1

The students listen to the recording and repeat after.

The students listen to the speaker for three times to write the missing words with any changes needed and check their answers. Activity 2

The students work in pairs to practise the sentences and read them aloud and fluently. Activity 3

The teacher explains the activity and discusses the pictures with students asking them some questions to check understanding. Activity 4

The students listen to the recording with their books opened and number the places on the map as shown.

The students order the things Tina and Jake did and read them aloud.

b. Practice

The teacher asks the students to look at the picture "map" again and choose 3 things they love to do as touring Palestine.

The teacher divides the students into groups of three, and asks them to work together and use the learned words and expression to write a short blog for their friends as that they listen to.

Each group writes a mini dialogue to discuss the blog others write and practise together.

c. Production

The teacher asks good groups to practice the dialogue in front of the class, so that other groups follow.

Post Activities / Closing

1. The teacher and the students summarize all the activities and give feedback and any comments.
2. The teacher closes the class through a puzzle and says goodbye.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking. (see appendix 6.2)

Activity 1:

1 Listen and repeat.

area construct crop deep hotel
human being tower various

Activity 2:

2 Listen. Add new words from activity 1. Make any changes needed.

- 1 **A** Is the Dead Sea Valley very _____?
B Yes, near the Dead Sea, it's over 400 metres below sea level.
- 2 **A** I've heard that there are _____ ancient places to visit near Jericho.
B Yes, _____ have lived there for 10,000 years, so there's lots to see.
- 3 **A** Where do all the _____ stay when they come to visit?
B They usually stay at one of the big _____ in town.
- 4 **A** Hotels mean jobs, so lots of people work in _____.
B But what else do people do in this _____ of Palestine?
A _____ is very important here, too: there are a lot of farms.
- 5 **A** Are there many _____ that grow well round here?
B Yes, lots of things, _____ tomatoes, lemons, oranges, bananas and dates.
- 6 **A** The new building is going to be the tallest _____ in the world!
B Yes, and they're going to start _____ it next month.

Activity 3:

3 Listen and check. Then practise in pairs.



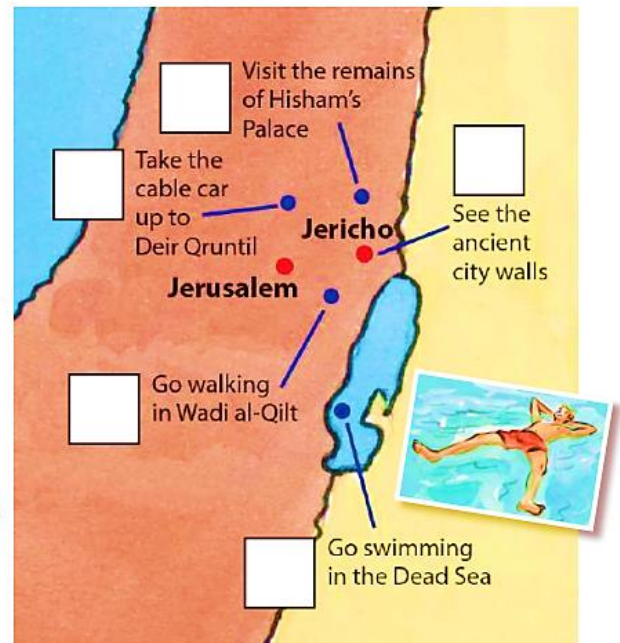
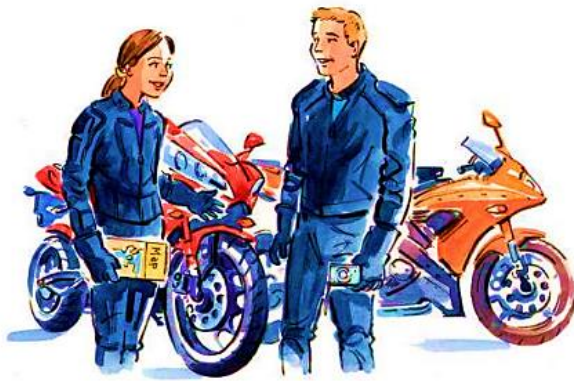
Activity 4:

4 Listen and do the task.



Tourists Jake and Tina are touring Palestine by bike. Every day or two, they produce internet blog for their family and friends.

Number the things to do in the order Jake and Tina did them.



Lesson Plan 5

School:	Jafar Bin Abi Taleb Basic Boys School
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	Back home in Palestine
Skill:	Reading

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of the lesson, students are able to use the words, their meaning and opposite correctly in different contexts.

C. Learning Indicators

1. Students are able to pronounce and use the words and expressions correctly and fluently.
2. Students are able to use the words and expressions in the class in different situations through group work activities with correct pronunciation and grammar.

D. Learning Media and Materials

A speaker, pictures, cards, student's book.

E. Teaching Technique

Role Play

F. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the class.

Revising the previous words and expressions from period1 &4

Discussing the picture on p.32 using cards and other pictures. Activity1

While Activities

The students read the questions aloud and the teacher discuss. Activity 2

The students read the text silently, then mark the statements T or F

The students work in pairs to check their answers, discuss and correct.

The students listen to the text with their books opened to follow and read.

The teacher asks some questions to check students' understanding.

The teacher asks the students to look at the picture again, work in pairs and use the learned words to write 2 grammatically correct sentences.

The teacher divides the students into groups of four to write a dialogue about the city mentioned or the blog.

The teacher gives some instructions and writes the characters names on the board: Yasmeeen, Adnan, Tina and Jake.

The teacher helps the students write a short dialogue using words from the text, and gives any hints or ideas.

The students practice the dialogue together as fluently as they can.

The teacher chooses a group to act out their dialogue in front of the class.

Other groups role-play their dialogues, the teacher gives them feedback.

Post Activities / Closing

1. The teacher asks the students to summarize the activities done all through the lesson.
2. The teacher gives feedback and accepts any comment or feedback from the students.
3. The teacher closes the class through a game and says goodbye.
4. The teacher makes a self-reflection on the teaching process.

G. Assessment

The students' speaking is assessed based on the scoring rubric of speaking. (see appendix 6.2)

Activity1:

1 Look at the web page pictures. Then do these tasks.

- 1 Say what the pictures show. (Remember the blog in period 4.)
- 2 Read the title of the web page and say what city this probably is.
- 3 Guess why it has this second name.

Activity 2:

2 Read and mark the statements true (✓) or false (X).

- 1 Adnan and Yasmeen learned a lot about Jericho on the internet.
- 2 Tourists prefer to go to Jericho in the summer months.
- 3 A lot of the people of Jericho live in hotels.
- 4 The ancient city of Jericho is more than 11,000 years old.
- 5 There are windows in the ancient walls of Jericho.

Lesson Plan 6

School:	Jafar Bin AbiTaleb Basic Boys School
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	Back home in Palestine
Skill:	Reading and Speaking

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to use the words and the expressions correctly and fluently in different situations.

C. Learning Indicators

1. Students are able to use the words and the expressions in different situations in the class, through group work, with correct grammar and fluent pronunciation.

D. Learning Media and Materials

Pictures, cards, students books and notes.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the class.

Revising the previous words and expressions in the unit.

Discussing the pictures and the text on p.32 using the cards.

While Activities

The students read the questions aloud and the teacher discusses the picture and explains the activity 1.

The students read the text on p32 silently to answer the questions in activity1, and then to write what the words in activity 3 mean and refer to.

The students work in pairs to answer the questions and check together.

The teacher monitors to help and check answers while they're working.

The teacher asks some questions to check students' understanding.

The teacher asks the students to work in pairs, take the part of a tourist or a reporter and use the learned words and sentences from activity 1 to act out a dialogue about the city "Jericho".

The teacher divides the students into groups of four to write another dialogue similar to the above about any city they choose.

The teacher gives some instructions and the students decide who the tourists and the reporter are.

The teacher helps the students in writing and using words from the unit, and gives any hints or ideas they need.

The students practice the dialogue together as fluently as they can.

The teacher chooses a group to act out their dialogue in front of the class.

The students of other groups say their comments and feedback.

Other groups role-play their dialogues, the teacher gives them feedback on fluency and grammar mistakes if there is any.

Post Activities / Closing

- 1- The teacher asks the students to summarize the activities done all through the lesson.
- 2- The teacher closes the class through a game and says goodbye.
- 3- The teacher makes a self-reflection on the teaching process.

G. Assessment

The students' speaking is assessed based on the scoring rubric of speaking. (see appendix 6.2)

Activity 1:

- 1 Read and add notes to answer questions 1–5.

Jericho X
http://www.cityofpalmtrees.org

FAQ Jericho - What you need to know

HOME MAP FAQ CONTACT US

1 Q Where is it?
A Between

2 Q How old is the ancient city?
A _____

3 Q What kinds of work do people do?
A _____

4 Q What crops grow well in the area?
A _____

5 Q When is the best time to visit?
A _____

6 Q What is there to do?
A _____

Activity 3:

3 Read again and do the tasks.

Say what the underlined words refer to.

- 1 Line 11: ... a lot of the people who live there ...
- 2 Line 14: ... this part of Palestine is an excellent place ...
- 3 Line 19: With its water and warm climate, ...

Now say what these phrases mean.

- 1 Line 6: ... and is the lowest place on Earth.
- 2 Line 17: ... including, of course, date palms.
- 3 Line 32: They are a window on our most ancient past.

Lesson Plan 7

School: Jafar Bin AbiTaleb Basic Boys School
Grade: Eighth
Subject: English
Time: 40 minutes
Topic: Back home in Palestine
Skill: Structure

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of the lesson, students are able to describe things, activities and people using the correct formation of the words in different situations.

C. Learning Indicators

1. Students are able to pronounce the words correctly and fluently.
2. Students are able to use and practise the word formation through group work activities with correct pronunciation and grammar.

D. Learning Media and Materials

Pictures, cards, student's book.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

Revising the previous words to form nouns for person, activity or thing.

Brainstorming all the words related to a picnic.

While Activities

a. Presentation

The teacher shows the word cards and draw the table on the board.

The teacher uses the pictures to present the new vocabulary "science" and fill in the space to give the students a model. Activity 1

The students work in pairs to complete the table and check their answers.

The teacher explains the activity and discusses the words in the sentences showing when to use a noun for a person or a thing. Activity 2

The students work in pairs to practise and read the mini dialogues.

The teacher and the students discuss the table and complete it as the same as the previous one. Activity 3

The teacher explains the activity and the sentences showing when to use a noun for a person or for an activity. Activity 4

The students practise the sentences in pairs, and the teacher checks their answers and pronunciation.

b. Practice

The teacher divides the students into groups of four and chooses a leader for each group.

The teacher writes the words on the board and asks the students to use them in their writing.

Each group chooses a person, activity or a thing to describe using the words from the activities 1 / 3.

The teacher shows the students a dialogue as a model.

The students work in groups to write a similar dialogue and practice it together.

c. Production

The students of each group show their work to other groups, then they take turns to practice "act out" the dialogue in front of the class.

The teacher gives feedback and accepts any comment or feedback from the students of other groups.

Post Activities / Closing

1. The teacher asks the students to summarize the activities all through the lesson.
2. The teacher and students make a self-reflection on the teaching process through the lesson.
3. The teacher closes the class through a game and says goodbye.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking. (see appendix 6.2)

Activity 1:

Complete the table.

noun (thing)	noun (person)	noun (thing) or verb	noun (person)
science	scientist	travel	traveller
tour	_____	farm	_____
art	_____	camp	_____
guitar	_____	work	_____

Activity 2:

Complete the sentences with pairs of words from activity 1. Make any changes needed.

- 1 **A** It's going to be a huge building, but there's a lot of _____ still to do.
B Yes, so we have 500 _____ here, and they're working day and night!
- 2 **A** In the old days, it was dangerous to _____ in the centre of Africa.
B Yes, and _____ were often away from home for months or even years.
- 3 **A** How many _____ come to see Jericho every year?
B Oh, thousands! Lots of them use _____ buses that visit several places.
- 4 **A** Fareeda is very good at maths and _____ at school.
B Yes, she wants to train to be a _____ when she leaves school.
- 5 **A** Is it true that Fuad is a _____?
B Yes, he has a _____ near Jericho, and he produces fruit and vegetables.
- 6 **A** I've heard that the _____ is your favourite musical instrument.
B Yes, I want to be a _____ more than anything else in the world!

Activity 3:

Complete the table.

noun (person)	noun (activity)	noun (person)	noun (activity)
farmer	_____	_____	singing
_____	camping	_____	swimming
_____	dancing	teacher	_____
driver	_____	_____	training

Activity 4:

Complete the sentences with pairs of words from activity 3. Make any changes needed.

- 1 **A** Let's go _____ in the lake.
B Well, only if the water isn't very deep because I'm not a very good _____.
- 2 **A** Do we really have to go and do more football _____ this evening?
B Yes, the _____ says we really do – or we won't win our big match.
- 3 **A** Look at all those different crops. _____ seems very important here.
B It is, and lots of the people in this area are _____.
- 4 **A** I want to train to be a _____ when I leave school.
B Good! _____ means helping people to learn, and that's important work.
- 5 **A** In Arab culture, _____ is very important.
B Yes, and great _____ like Oum Kalthoum can become very famous.
- 6 **A** I like _____ up here in the hills. It's good to sleep under the stars!
B Well, lots of other people feel the same. There are _____ everywhere!

Lesson Plan 8

School: Jafar Bin AbiTaleb Basic Boys School
Grade: Eighth
Subject: English
Time: 40 minutes
Topic: Back home in Palestine
Skill: Structure

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to use the relative clauses correctly to describe things or people in different situations.

C. Learning Indicators

- 1- Students are able to pronounce the words correctly and fluently.
- 2- Students are able to use and practise the relative clause through group work activities with correct pronunciation and order.

D. Learning Media and Materials

Pictures, cards, slides, student's book and note.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

Revising and classifying the words related to a person or a thing.

While Activities

a. Presentation

The teacher introduces the new structure through examples written on the slides. Activity 1

The students read the sentences aloud and guess their meaning and why it is written in bold.

The teacher discusses the sentences asking the students some questions to get the rule and check understanding.

The students work in pairs to complete the statements correctly to get the right structure.

b. Practice

The teacher writes an exercise for students to do individually, then checks their answers.

Choose the correct preposition:

1. Sami is the one [who – which] is wearing blue jeans.
2. Jerusalem is a city [who – that] stands near Jericho.

The teacher explains the activities 2 / 3 and discusses with the students.

The students read the text again, then work in pairs to find a sentence with a clause and read it aloud.

The teacher divides the students into groups of five and asks each group to write down 5 correct sentences to describe a person or a thing.

Each group chooses a person or a thing and uses the relative clause to say or write sentences to describe.

Each student in the group practises well and takes turn to say a sentence.

c. Production

The students of each group say their sentences in front of the class.

The students in other groups ask any question in order to guess who the person or the thing is.

The teacher gives feedback and accepts any comment or feedback from the students.

Post Activities / Closing

1. The teacher and the students summarize the activities all through the lesson and give their feedback and comments.
2. The teacher closes the class through a game and says goodbye.
3. The teacher makes a self-reflection on the teaching process.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking.

Activity 1:

1 Read the sentences.

- 1 Jericho is a small city **which stands in a deep valley**.
- 2 This is a famous salt lake **that is 400 metres below sea level**.
- 3 There are a lot of people **who** work in tourism in Jericho.
- 4 These were also the people **that built the first city**.

Look at the sentences again. Tick (✓) the best way to complete statements 1–6.

- 1 Sentences 1–4 all have two parts, **a)** and each has a verb. **b)** but only one has a verb.
- 2 Because both parts have a verb, they are both **a)** phrases. **b)** clauses.
- 3 The clause in **bold** adds important information about the **a)** 'subject' noun **b)** verb in the other clause.
- 4 The first word in bold joins the clauses and may be **a)** *who* or *which*. **b)** *who*, *which* or *that*.
- 5 When this focus is a thing, the joining word may be **a)** *who* or *that*. **b)** *which* or *that*.
- 6 When the focus is a person or people, the joining word may be **a)** *who* or *that*. **b)** *which* or *that*.

Lesson Plan 9

School: Jafar Bin AbiTaleb Basic Boys School
Grade: Eighth
Subject: English
Time: 40 minutes
Topic: Back home in Palestine
Skill: Writing and speaking

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of the lesson, students are able to use that / who correctly to describe things or people in different situations.

C. Learning Indicators

1. Students are able to pronounce the words and expressions fluently.
2. Students are able to use and practise the relative clause through pair and group work activities.

D. Learning Media and Materials

Pictures, cards, student's book and note.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Greeting and warming up the students.

Revising who/which/that and classifying words to a person or a thing.

Discussing the pictures in each activity on page36 with the students.

While Activities

a. Presentation

The teacher explains the activity and discusses the pictures and the phrases in the box. Activity 1

The students read the questions and sentences aloud and try to complete them and guess who the twins are.

The teacher discusses the sentences asking the students to complete the dictionary entries. Activity 2

The students work in pairs to complete the statements using that or which to get the right sentences.

b. Practice

The students work in pairs to read the sentences again, and then check their answers.

The teacher divides the students into groups of four and asks each group to write down 3 sentences to describe one pair of the twins.

Each group chooses a couple and uses the phrases in the box and the relative clause they learned to write complete sentences.

The students practice their conversation and take turn to ask and answer the questions.

The teacher monitors to help and correct any mistake the students make.

c. Production

The students of each group act out their conversation in front of the class.

The students in other groups ask any question or make any comment on their performance.

The teacher gives feedback and reflection.

Post Activities / Closing

3. The teacher and the students summarize all activities and give their feedback and comments on the learning process.
4. The teacher closes the class through a puzzle and says goodbye.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking. (see appendix 6.2)

Activity 1:

1 Work in pairs. Look at the two pairs of twins. Say who is who.

- 1 **A** Which ones are Fuad and Fareed, and which ones are Ali and Ahmad?
B Fuad and Fareed are the ones with straight ...
A Ah, so you mean the ones in T-shirts and ...
B That's right. And Ali and Ahmad are the ones with ...
A Right, so they're the ones in ...



straight brown hair
T-shirts shorts

moustache
green shorts
red trainers

glasses
orange shorts
blue trainers

Fuad and Fareed

- 2 **A** But which one is Fuad and which one is Fareed?
B Fuad is the one with a ...
A Ah, so you mean the one in green ... and ...
B That's right. And Fareed is the one with ...
A Right, so he's the one in ... and ...



curly black hair
jackets trousers

beard blue shirt
brown jacket

long hair
green jacket
pink shirt

Ali and Ahmad

Now have a similar conversation about Ali and Ahmad.

Activity 2:

2 Work in pairs. Complete the dictionary entries.

Produce clauses. Use *which* or *that* and the correct sentences below.

It grows very tall and produces wood.

It flies people and things from place to place at high speed.

It makes a loud banging noise when you play it.

It takes people from place to place along roads.

It lives in East Africa and eats other animals.

It takes people and things over the sea from place to place.

car /kɑ:r/ n [C] a machine with four wheels, *which takes people from place to place along roads.*

drum /drʌm/ n [C] a musical instrument ...

ship /ʃɪp/ n [C] a very large boat ...

plane /pleɪn/ n [C] a machine ...

lion /'laɪ,ən/ n [C] a large animal ...

tree /tri:/ n [C] a very large plant ...

Lesson Plan 10

School:	Jafar Bin AbiTaleb Basic Boys School
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	Back home in Palestine
Skill:	Listening and Speaking

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to pronounce and use the given words and expressions correctly in different contexts.

C. Learning Indicators

- 1- Students are able to pronounce the given words and expressions accurately and fluently.

2- Students are able to use them in the class through pair and group work activities with correct grammar and pronunciation.

D. Learning Media and Materials

A speaker, cards, a poster, student's book.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

Revising the previous related words and structure.

While Activities

a. Presentation

The teacher shows the poster of the activity, discusses the map and explains the new vocabulary and expression. Activity 1

The teacher explains the activity, let the students listen to the recording part1 to number the places on the map as they hear.

The students listen to part 2 to write the missing numbers as they hear and the teacher checks their answers. Activity 2

The teacher explains the activity and pronounces the words fluently after the speaker. Activity 4

The students listen to the recorded words and repeat "th" accurately and fluently in the given words.

The teacher explains the activity, introduces the question tools and explains when to use each. Activity 3

b. Practice

The teacher asks the students to imagine they interview Tina and Jake, and ask them some questions.

The teacher writes all the questions the student say on the board, adding and using some words from activity 4 to check pronunciation.

The teacher divides the students into groups of three, asks them to work together and use the questions and the learned words and expression to make a dialogue.

The students work in groups to practise the dialogue together.

c. Production

The teacher asks good group to act out the dialogue in front of the class.

The teacher and other students comment and give feedback.

The other groups role-play their dialogues.

Post Activities / Closing

1. The teacher and the students summarize all the activities and give feedback and other comments.
2. The teacher closes the class through a game and says goodbye.

H. Assessment

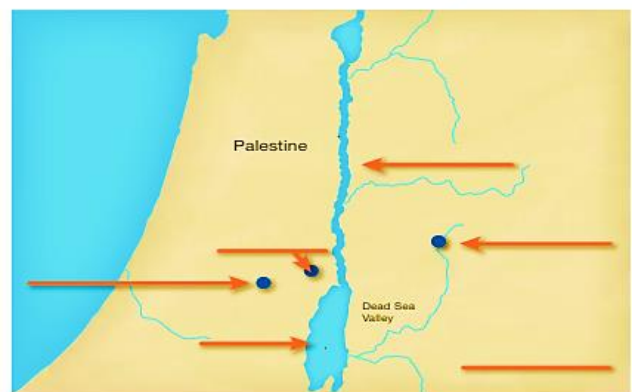
The students' speaking is assessed based on the following scoring rubric of speaking.

Activity 1:

1 Listen and do the tasks.

- 1 Listen to part 1 and number the place names (1–7) as you hear them.
- 2 Then add the place names to the map.

Amman	<input type="checkbox"/>	Jericho	<input type="checkbox"/>
Jerusalem	<input type="checkbox"/>	Jordan	<input type="checkbox"/>
The Dead Sea	<input type="checkbox"/>		
The Dead Sea Valley	<input type="checkbox"/>		
The River Jordan	<input type="checkbox"/>		



Activity 2:

3 Work in pairs. Ask and answer questions.

Student A: You are a *Young Times* reporter. Interview Jake and Tina about their last day in Palestine. Ask questions about the places and distances.

Where did you go (in the morning)?

How far is (Jericho) from (Jerusalem)?

How far (above) sea level is (Jerusalem)?

Student B: You are Jake or Tina. Answer the reporter's questions about your last day in Palestine. Get your answers from the tables in 1 and 2.

Then change round.

Activity 3:

2 Listen and do the task.

Listen to part 2 and complete the table with the numbers as you hear them.

	Jerusalem – Jericho		Jericho – Amman	
kilometres	_____		_____	
	Jerusalem	Jericho	The Dead Sea	Amman
metres above (+) or below (-) sea level	+ _____	- _____	- _____	+ _____

Activity 4:

4 Practise your pronunciation: *th /ð/* and *th /θ/*

1 Listen and repeat.

things everything there another

2 Now listen and repeat these words.

thirty bathroom that although

thought healthy the brother

thousand something those clothes

3 Listen and say these sentences three times – fast!

a We thought that everything was there.

b The three brothers ran along the path until they found something.

Lesson Plan 11

School: Jafar Bin AbiTaleb Basic Boys School

Grade: Eighth

Subject: English

Time: 40 minutes

Topic: Back home in Palestine

Skill: Structure and Writing

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of the lesson, students are able to use the correct pronouns in sentences and in different situations.

C. Learning Indicators

- 1- Students are able to use the pronouns with correct pronunciation and grammar through group work activities.

D. Learning Media and Materials

Pictures, cards, student's book.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

Listening to the recording and writing the words they hear. Activity 1

While Activities

a. Presentation

The teacher explains the activity and asks the students to read the information silently. Activity 2

The teacher introduces the pronouns and explains when to use each one.

The students work in pairs to change nouns into pronouns and then check their answers in groups.

The teacher uses the examples to explain the rule. Activity 3

The students read the information and work in pairs to do the activity and change the nouns into pronouns.

The teacher and the students discuss the picture, read the passage aloud and underline the nouns which could be changed into pronouns.

The teacher explains the activity asking the students to work in pairs and do the activity, then check in groups. Activity 4

The students read the passage and the teacher checks their pronunciation.

b. Practice

The teacher divides the students into groups of five and chooses a leader for each group.

The teacher writes some sentences using the pronouns and asks the students to write similar.

Each group chooses a person in the class to describe using the suitable pronouns where possible. (could be their teacher)

The students work in groups to write a similar passage or dialogue with correct grammar and practice it together.

c. Production

The students of each group take turns to "act out" the dialogue in front of the class.

The teacher and the students asks them for any information or hints, and then give feedback and comments on the performance.

Post Activities / Closing

1. The teacher asks the students to summarize the activities all through the lesson.
2. The teacher and students make a self-reflection on the teaching process through the lesson.
3. The teacher closes the class through a game and says goodbye.

H. Assessment

The students' speaking is assessed based on the scoring rubric of speaking.

Activity 1:

1 Listen and write down what you hear.



Activity 2:

2 Read the information.

- We often use pronouns instead of nouns. We use them when the speaker and listener both know who or what they are talking about.
- You have learned about different kinds of pronoun, including subject, object and possessive pronouns.

Subject: Look. There's Fareeda. She's talking to Sameera.
Object: Look. There's Fareeda. You met her at the party yesterday.
Possessive: Look. There's Fareeda's coat. I know it's hers because it's red.

Now change from nouns to pronouns when you can.

- 1 I'm looking for Fareeda and Mahmoud. Fareeda's in a blue She dress, and Mahmoud's wearing a grey sweater. _____
- 2 I've just seen Tariq and Sameera. I saw Tariq in the garden, and I saw Sameera in the kitchen. _____
- 3 These books could be Fareeda's or Mahmoud's, but I think they're probably Fareeda's, not Mahmoud's. _____

Activity 3:

3 Read the information.

- *One* and *ones* are like other pronouns: we use them instead of nouns.
- However, they are different from other pronouns, too. They refer to particular people or things in a larger group. We often use *one* and *ones* with *the*.

Do you see the group of girls in this picture? Well, the one on the left is Mona, and the ones on the right are Fatima and Rania.

Now change from nouns to pronouns when you can.

- 1 There's a green apple and a red apple. Have the red apple. _____
- 2 I haven't met all the people in the new houses yet. I've met the people in Number 7, but not the other people. _____

Activity 4:

4 Write this again. Change twelve nouns to different kinds of pronoun.



I'm Tariq and these are my friends Khalid, Sajed and Fuad. Khalid is the boy in a green T-shirt and blue jeans. And next to Khalid are Sajed and Fuad with their bikes. Sajed and Fuad ride the bikes everywhere! Khalid, Sameer, Fuad and I all live in this street. My house is the house with a blue door. Khalid's house is the house with a green car in front of the house. Sajed's and Fuad's homes are the homes between Khalid's and my home. Sajed's and Fuad's houses are the houses with red doors.

Lesson Plan 12

School: Jafar Bin AbiTaleb Basic Boys School
Grade: Eighth
Subject: English
Time: 40 minutes
Topic: Back home in Palestine
Skill: Writing and Speaking

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to use the new words and expression correctly and fluently in different situations.

C. Learning Indicators

- 1- Students are able to ask and answer questions fluently.
- 2- Students are able to use the words and expression in the class through group work activities with correct pronunciation and grammar.

D. Learning Media and Materials

Pictures, students' books and notes.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

Showing the students' drawings and pictures. Activity 1 / homework.

Discussing the pictures; the people, colors, clothes, etc.

While Activities

a. Presentation

The teacher shows a picture of four people, and talk about them to describe and let the students guess who each one is.

The teacher asks the students to give some sentences on the picture, and write them on the board as examples.

The students show their pictures as they drew at home, and work alone to write a sentence about each person in their photos. Activity 3

The teacher monitors, walks around, helps the students and checks their sentences. Then discusses their pictures and their writing.

The teacher explains activity 2 for students, asking them to work in pairs to ask and answer questions about their photos.

The teacher listens to their questions and answers and helps if needed.

b. Practice

The teacher divides the students randomly into groups of four.

The teacher asks the students to look at their pictures and writing again and use the learned words and structure to have a chat.

The teacher chooses a picture from each group, asks them to describe the people and gather their questions and answers to make a dialogue.

The students practice the conversation they write together.

c. Production

The teacher chooses a good group to role-play their conversation in front of the class, so that other groups can act out their conversations.

Post Activities / Closing

1. The teacher and the students summarize the activities all through the lesson and make any comment on their performance..
2. The teacher gives feedback and encourages students to give any comment or feedback.
3. The teacher closes the class through a puzzle and says goodbye.
4. The teacher makes a self-reflection on the whole teaching process.

J. Assessment

The students' speaking is assessed based on the scoring rubric of speaking.

Activity 1:

**1 Work alone and draw a 'photo' of your friends.
Do these tasks.**

- 1 Draw five or six of your friends. Each person needs to look different or do something different from the others. Use colour pencils if you can.
- 2 While you are drawing a person, plan ways of describing him or her like this:

(Muneera) is the one *(on the right.)*
(in a red sweater.)
(who is reading a book.)

Unit task: You are going to describe a photo of your friends.

Activity 2:

2 Work in pairs. Ask and answer questions about your 'photos' of your friends.

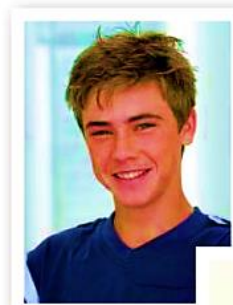
- Student A:** Show your picture to Student B, and say:
Here's a picture of my friends (Hassan, Muneera, Rania, Ahmad and Deema).
- Student B:** Show you are interested and ask questions like this: *Really! So which one is (Muneera)?*
- Student A:** Answer Student B. Use one of the answers that you planned.
She's the one on / in / with / who ...
- Student B:** Give an answer to show that you understand which person it is.
I see, so she's the one who / with / in / on ...
Then go on with another question.



Activity 3:

**3 Work alone and write about your 'photo'.
Do these tasks.**

- 1 Describe your 'photo' to your Unit 1 pen friend. First, copy and complete the start of your letter and paragraph 1.
Dear ...
In your last letter, you asked about my friends.
Well, have a look at the photo with this letter.
It's a picture of my (friend ...) and also ...
- 2 Write paragraph 2 of your letter. Write one sentence about each person or group of people.
Deema is the one on / in / with / who ...



Unit 11

Lesson Plan 1-12

Lesson Plan 1

School: Jafar Bin AbiTaleb Basic Boys School
Grade: Eighth
Subject: English
Time: 40 minutes
Topic: A Palestinian wedding
Skill: Listening

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to use the new words and expressions correctly in different contexts and situations.

C. Learning Indicators

4. Students are able to pronounce and use the new words and expressions correctly and fluently.
5. Students are able to use the words and expressions in the class through pair and group work activities with correct pronunciation and grammar.

D. Learning Media and Materials

A speaker, pictures, cards and slides, student's book.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Greeting and warming up the students.

While Activities

a. Presentation

The teacher presents the new vocabulary and expressions related to a Palestinian wedding through pictures, cards and slides. Activity 1

The students listen to the speaker and repeat after.

The teacher then shows the three pictures in p.41. Activity 2

The teacher discusses the pictures asking the students some questions about picture b, so they can match sentences parts together.

The teacher and the students read and discuss the questions. Activity 3

The students listen to the conversation with their books closed, and try to answer the questions according to part 1 or 2.

The students ask and answer the questions in pairs.

The students read the conversation while listening to the recording to find the new learned vocabulary and expressions. Activity 4

b. Practice

The teacher asks the students to look at the pictures again and use the learned words and expressions to discuss the Palestinian wedding.

The teacher divides the students into groups of five.

The teacher chooses a leader for each group and asks them to work together and read the conversation carefully.

The students practice the conversation in groups.

c. Production

The teacher asks a good group to practice the conversation in front of the class, so that other groups can follow them.

The teacher and students discuss their work, give feedback or say any comment about performance.

Post Activities / Closing

5. The teacher and the students summarize the activities all through the lesson.
6. The teacher makes a self-reflection on the teaching process.
7. The teacher closes the class through a game and says goodbye.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking.

Activity 1:

Listen and repeat.

all right bride congratulations DVD follow
 full groom guest

Activity 2:

Look at picture b on the next page. Describe it.

- 1 This picture shows are sitting high up below them.
- 2 The bride is wearing a traditional Arab on two large red chairs.
- 3 She and the groom are standing and chatting wedding dress.
- 4 Some of the guests a beautiful white wedding party.

Activity 3:

Listen and answer the questions.

- 1 What does everyone agree to do in part 1 of the conversation?
- 2 What is part 2 of the conversation about, and which picture shows this?
- 3 Who is the man on a horse in picture a, and what is happening?
- 4 Is the wedding a large one or a small one? How do we know?

Activity 4:

Listen and read. Find the words and phrases from activity 1.

- 1 **Mrs Kamal** Would you like another cake?
Mike Yes, please. I'd love another one!
Tina No, thanks, Mrs Kamal. I'm full!
Nadia Who'd like to watch our cousin's wedding DVD? It's just arrived.
Tina I'd love to.
Mike Hm. I'd prefer to play computer games.
Sami Come on, Mike! Say yes!
Mike Well, all right.
- 2 **Tina** Is this the wedding party?
Mrs Kamal No, it's *Sahra*. It's a party before the wedding day. The women are singing, and the men are dancing the traditional *dabka*.
Tina Everyone looks very happy!
- 3 **Mike** What's happening now?
Sami We call this *Zaffa*. That's our cousin on the horse. He's the groom, and he's riding round town to receive everyone's congratulations.
Nadia The bride's following in a car. People are giving her their best wishes.
Tina She looks beautiful!
- 4 **Mrs Kamal** This is the wedding party. Look, the bride and groom are sitting in the centre.
Tina There are hundreds of guests!
Sami Yes, everyone goes to a Palestinian wedding! We love them!
Nadia It's so sad we couldn't go to this one.
- 5 **Sami** And that's the end. So would you like to play computer games now, Mike?
Mike Thanks, but I'd prefer to watch the DVD again. It was fantastic!

Everyday
English

Come on! Say yes!
Well, all right.

Lesson Plan 2

School: **Jafar Bin AbiTaleb Basic Boys School**

Grade: Eighth
Subject: English
Time: 40 minutes
Topic: A Palestinian wedding
Skill: Reading and listening

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to use the words correctly in different contexts and add any changes needed to them.

C. Learning Indicators

1. Students are able to use the given words and expressions correctly and fluently in different contexts.
2. Students are able to use the given words in the class through pair and group work activities with correct pronunciation and grammar.

D. Learning Media and Materials

A speaker, pictures, cards, student's book.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role-Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

The teacher and the students revise the vocabulary and expressions in the previous lesson through a game.

The teacher shows the pictures of a Palestinian wedding, discusses with the students, and encourages them to use the given words to describe.

The students read the conversation in the previous lesson to answer the questions in activity 3 page 41, then check in pairs and read aloud.

While Activities

a. Presentation

The teacher explains the activity for the students, and does the first one as a model. Activity 1

The students read the sentences silently and guess their meaning.

The teacher asks the students to work in pairs and complete the mini dialogues together and make any changes needed.

The students listen and check their answers. They read the sentences and practice them in pairs.

b. Practice

The teacher divides the students into groups of five.

The teacher asks the students to look at the pictures again and give as many words and expressions related to the topic as they can.

The teacher writes down all words on the board, so that the students can use later in the dialogue. (a brainstorming activity)

The teacher explains that they are going to describe a Palestinian wedding they once attended or they wish to attend.

The students use the words and expressions needed to write a dialogue asking and answering with correct structure and pronunciation.

The students in each group practise the dialogue together and correct their own mistakes to get it perfect.

The teacher walks around and helps the students if needed.

c. Production

The teacher asks a good group to role play their dialogue in front of the class, so that other groups can follow and do the same.

The teacher gives feedback where needed and accepts any comment or feedback from students.

Post Activities / Closing

1. The students summarize the activities all through the lesson.
2. The teacher closes the class through a game and says goodbye.
3. The teacher makes a self-reflection on the teaching process.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking.

Activity 1:



1 Read. Add new words from period 1. Make any changes needed.

- 1 **A** Would Adnan like the new Batman™ _____ for his birthday?
B He's already got it, so let's get a computer game? He loves playing them!
- 2 **A** Guess what! I'm going to marry Rania!
B _____. I'm sure you'll be very happy together.
- 3 **A** Now I can see the _____. He's up high on his horse.
B But we can't see the _____ yet. She's in a car behind him.
- 4 **A** We've got a big room for the wedding, but it's completely _____!
B Yes, we invited 200 _____, and they've all come!
- 5 **A** Can we go now?
B No, we have to wait for the bride and groom to go first, and then we have to _____ them.
A Oh, _____. I didn't know that.

Lesson Plan 3

School: Jafar Bin AbiTaleb Basic Boys School
Grade: Eighth
Subject: English
Time: 40 minutes
Topic: A Palestinian wedding
Skill: Structure

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to make offers using the new structure (would you like) correctly in several situations.

C. Learning Indicators

1. Students are able to use the given structure accurately and fluently.
2. Students are able to use the correct structure and expressions in the class through pair and group work activities.

D. Learning Media and Materials

Pictures, slides and student's book.

E. Teaching Method

Inductive Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

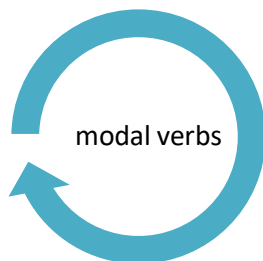
Role-Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

A mind map of modal verbs.



- could•
- can•
- would•
- must•
- may•

While Activities

a. Presentation

The teacher introduces the new structure through examples written on the slides. Activity 1

The students read the sentences aloud and guess their meaning and the difference between them.

The teacher discusses the sentences asking the students some questions to get the rule.

The students work in pairs to complete the statements correctly to get the right structure.

b. Practice

(Formative Evaluation). The teacher writes an exercise for students to do individually, then checks their answers.

Choose the correct answer:

1. [Would – Could] you like a cake?

2. I [love – would love] weddings.

The teacher presents the words in the activity, discusses them with the students and explains the activity. Activity 2

The students work in pairs to discuss the pictures in the activity and complete the sentences with correct order of the words.

The students read the key words and phrases in the activity, and the teacher explains how to work and complete.

The teacher divides the students into groups of three asking each to make two offers and polite answers to accept or refuse the offer.

The teacher writes an example for students, so that they can follow in their speaking activity.

The students practise the dialogue together very well.

c. Production

The teacher chooses 2 students to ask them "would you like..", and they give polite answers accepting or refusing.

Each group chooses a student to make offers and the others answer politely to accept or refuse and then act out in front of the class.

The teacher gives feedback and accepts any comment from other groups.

Post Activities / Closing

1. The teacher and the students summarize the activities all through the lesson and give their feedback and comments.
2. The teacher closes the class through a puzzle and says goodbye.
3. The teacher makes a self-reflection on the teaching process.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking. (see appendix 6.2)

Lesson Plan 4

School:	Jafar Bin AbiTaleb Basic Boys School
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	A Palestinian wedding
Skill:	Listening

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to use the new words with any changes correctly in different contexts.

C. Learning Indicators

1. Students are able to use the given words correctly and pronounce them fluently.
2. Students are able to use them in the class through pair and group work activities with correct grammar.

D. Learning Media and Materials

A speaker, pictures, cards, student's book.

E. Teaching Method

Discussion

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

Revising the previous related words and structure.

While Activities

a. Presentation

The teacher presents the new vocabulary related to wedding customs all over the world through pictures, cards. Activity 1

The students listen to the recording and repeat after.

The students listen to the speaker for three times to write the missing words with any changes needed. Activity 2

The students work in pairs to check their answers to practise the sentences and read them aloud and fluently. Activity 3

The teacher explains the activity and discusses the pictures with students asking them some questions to check understanding. Activity 4

The students listen to the recording with their books opened and match the speakers to their pictures.

The students listen again to match the pictures to the countries.

b. Practice

The teacher asks the students to look at the pictures again and choose two or three ones to describe the customs in there.

The teacher divides the students into groups of three asking them to use the learned words to write a short description for the chosen countries.

Each group writes a mini dialogue to discuss, ask and answer questions about the customs in each country they chose.

The students work in groups and practise their dialogues.

c. Production

The teacher asks a good group to practice their dialogue in front of the class, so that other groups can follow.

The other groups may ask for any addition or explanation, or they may add any comment or information, and give feedback.

Post Activities / Closing

1. The teacher and the students summarize all the activities and give feedback and any comments.

4. The teacher closes the class through a game and says goodbye.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking.

Activity 1:

Listen and repeat.

as	celebrate	custom	dough
hold	groom	purpose	ring
spirit	stick (v)	Scotland	Spain
	the Philippines		

Activity 2:

Listen. Add new words from activity 1. Make any changes needed.


- 1 **A** When do Muslims _____ Eid al-Fitr?
B That happens at the end of Ramadan.
- 2 **A** Oh, no! I've broken your plate!
B Don't worry. I'm sure we can _____ the pieces together again.
- 3 **A** Do you have any traditional wedding _____ in your country?
B Yes, for example, after a wedding, the _____ has to carry his new wife into their new home.
- 4 **A** When you think about it, a baker does something amazing. He starts with a piece of soft, heavy _____ that you can't eat.
B Yes, and it comes out of the oven _____ delicious bread!
- 5 **A** At the start of a new year in Japan, people throw salt from their front doors.
B Why? What's the _____ of doing that?
A It's to keep bad _____ away from the house for the coming year.
- 6 **A** Please show us your beautiful wedding _____.
B Well, all right. If I _____ it up to the light, you can see it more clearly.

Activity 3:

Listen and check. Then practise in pairs.

Activity 4:

4 Listen to the speakers.
Match them to pictures
1-5. 

Listen again and match pictures
1-5 to the countries. 

- | | |
|--------------------------------|-----------------------------------|
| China <input type="checkbox"/> | Germany <input type="checkbox"/> |
| Japan <input type="checkbox"/> | Scotland <input type="checkbox"/> |
| USA <input type="checkbox"/> | |



Lesson Plan 5

School:	Jafar Bin AbiTaleb Basic Boys School
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	A Palestinian wedding
Skill:	Reading

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of the lesson, students are able to use the words, their meaning and opposite correctly in different contexts.

C. Learning Indicators

1. Students are able to pronounce the words fluently in texts.
2. Students are able to use the words and expressions correctly.
3. Students are able to use the words and expressions in the class in different situations through group work activities with correct pronunciation and grammar.

D. Learning Media and Materials

A speaker, pictures, cards, student's book.

E. Teaching Technique

Role Play

F. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the class.

Revising the previous words and expressions from in the unit.

Discussing the picture and introducing the title using cards and other pictures to answer the questions. Activity1

While Activities

The students read the sentences aloud and teacher discusses. Activity 2

The students read the text silently, then mark the statements T or F

The students work in pairs to check their answers, discuss and correct.

The students listen to the text with their books opened to follow and read.

The teacher asks some questions to check students' understanding.

The teacher asks the students to look at the picture again, work in pairs and use the learned words to write a grammatically correct sentence.

The teacher divides the students into groups of five to act that they are from different countries to talk about wedding customs; a narrator and four students.

The students practice the text together as fluently as they can.

The teacher helps the students in speaking and discussing using words from the text.

The teacher chooses a group to act out the text in front of the class.

The students of other groups ask any question or give any comment.

Other groups role-play the text, and the teacher gives them feedback.

Post Activities / Closing

1. The teacher asks the students to summarize the activities done through the lesson.
2. The teacher gives feedback and accepts any comment or feedback from the students.
3. The teacher closes the class through a game and says goodbye.
4. The teacher makes a self-reflection on the teaching process.

G. Assessment

The students' speaking is assessed based on the scoring rubric of speaking.

Activity 1:

1 Work in pairs. Talk about the picture in the text.

- 1 What important day is it for these two people?
- 2 What is the bride wearing?
- 3 What can we see on the table?
- 4 What are the bride and groom doing?
- 5 Why do you think they are doing this together?
- 6 How do you think they both feel at this important time in their lives?

Activity 2:

2 Read and mark the statements true (✓) or false (✗).

- 1 In the Philippines, people worry that bad spirits may carry the groom away.
- 2 A groom in Spain gives his bride some money to show that he has a lot.
- 3 The bride and groom often help each other cut their wedding cake because it is a long job.
- 4 People in Scotland eat the second half of their wedding cake when the wife has her second baby.
- 5 Wedding customs everywhere show everyone's wish for a young husband and wife to have a good and happy life together.

Work in pairs. Check your answers and correct the false ones.

What a wedding!

Everyone loves a wedding, but people celebrate weddings in a thousand different ways. Here are some of the most interesting customs.

Before the wedding: In the Philippines, the bride and her assistants must all wear the same dresses. They do this to stop bad spirits from finding the bride and carrying her away.

At the wedding: A groom in Spain gives his bride her wedding ring and then a little money in order to show that he will work hard for everything they need.

At the wedding party: In many countries, the bride and groom both hold the knife in order to cut the wedding cake together. This shows that they will be a good team. In Scotland, people only eat half of the cake at the wedding. They keep the other to eat when the first child arrives.

After the wedding: In Palestine, the bride sticks some bread dough to the front door of her new home. This is to show that she and her husband will stay together all their lives.

Round the world, wedding customs are very different, but they are all for the same purpose: to put a man and a woman on the road to a happy future together as husband and wife.



Lesson Plan 6

School:	Jafar Bin AbiTaleb Basic Boys School
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	A Palestinian wedding
Skill:	Reading and Speaking

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to use the learned words and expressions correctly and fluently in different situations.

C. Learning Indicators

1. Students are able to use the words and the expressions in different situations in the class, through group work, with correct grammar and fluent pronunciation.

D. Learning Media and Materials

Pictures, cards, students books and notes.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the class.

Revising the previous words and expressions in the unit.

Discussing the picture and the text on p.44 using the cards.

While Activities

The students read the information aloud, then work in pairs to match the notes with customs. The teacher explains the activity 1.

The students read the text on page 44 silently to check their answers in activity1, and then to write what the words in activity 3 mean and refer to.

The students work in pairs to check their answers.

The teacher monitors to help and check answers while they're working.

The teacher asks some questions to check students' understanding.

The teacher divides the students into groups of three to describe the customs in Palestine.

The students work together and use the learned words and expressions to take parts of a dialogue about usual customs in Palestine.

The teacher gives some instructions, helps the students in writing and gives any hints or ideas they need.

The students practice the dialogue together as fluently as they can.

The teacher chooses a group to act out their dialogue in front of the class.

The students of other groups say their comments and feedback.

Other groups role-play their dialogues, the teacher gives them feedback on fluency and grammar mistakes if there is any.

Post Activities / Closing

1. The teacher asks the students to summarize the activities done all through the lesson.
2. The teacher closes the class through a song of dabka.
3. The teacher makes a self-reflection on the teaching process.

G. Assessment

The students' speaking is assessed based on the scoring rubric of speaking.

Activity 1:

1 Read for information.

Match the notes for customs 1–5 in the table.

	Where?	What?	Purpose?
1	The Philippines	<input type="checkbox"/> The groom gives his bride a little money.	<input type="checkbox"/> To eat it when they have their first baby.
2	Spain	<input type="checkbox"/> The bride sticks some dough to the front door.	<input type="checkbox"/> To show that they will be a good team.
3	Many countries	<input checked="" type="checkbox"/> 1 The bride and her assistants wear the same dresses.	<input type="checkbox"/> To show that he will work hard.
4	Scotland	<input type="checkbox"/> The bride and groom cut the wedding cake together.	<input checked="" type="checkbox"/> 1 To stop bad spirits from taking her away.
5	Palestine	<input type="checkbox"/> The bride and groom keep half of their wedding cake.	<input type="checkbox"/> To show that she and her husband will always stay together.
6	_____	_____	_____

Now go back to period 4 activity 4. Add notes about another wedding custom.

Activity 3:

3 Read the passage again and do the tasks.

Say what the underlined words refer to.

- Line 12: This shows that they will be a good team.
- Line 13: They keep the other to eat when ...

Now say what the underlined words mean.

- Line 12: ... they will be a good team.
- Line 14: ... to eat when the first child arrives.
- Line 18: ... on the road to a happy future together.

Lesson Plan 7

School:	Jafar Bin AbiTaleb Basic Boys School
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	A Palestinian wedding
Skill:	structure

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to give the plural and singular of the words using the correct spelling and pronunciation.

C. Learning Indicators

6. Students are able to pronounce the words correctly and fluently.
7. Students are able to use and practise the plural and singular nouns through group work activities with correct spelling and grammar.

D. Learning Media and Materials

Pictures, cards, student's book.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

Revising the previous words to classify into singular or plural.

Brainstorming words related to a wedding party.

While Activities

a. Presentation

The teacher shows the word cards and draw the table on the board.

The teacher uses the pictures to present the word "dress" and its plural "dresses", and does the same with "way, country". Activity 1

The students work in pairs to complete the table with the given words and check their answers.

The teacher explains the activity and gives a model showing how to change the letters in plural "wife". Activity 2

The students work in pairs to complete the table and practise the words.

The teacher and the students discuss the pictures and complete the spaces with singular and plural as the model. Activity 3

The teacher explains the activity and the sentences using plural forms in activities 1-3. Activity 4

The students practise the sentences in pairs, and the teacher checks their answers; spelling and pronunciation.

b. Practice

The teacher divides the students into groups of four and chooses a leader for each group.

The teacher asks the students to use the plural forms of words in writing a dialogue about wedding customs in Palestine.

Each group chooses an event; before, at or after the wedding party to describe using the words from the activities 1- 3.

The teacher shows the students a dialogue or a description as a model.

The students write a similar one and practice it in their groups.

c. Production

Each group shows their work to other groups, then they take turns to act out the dialogue in front of the class. /think- pair- share/

The teacher gives feedback and accepts any comment or feedback from the students of other groups.

Post Activities / Closing

1. The teacher asks the students to summarize the activities all through the lesson.
2. The teacher and students make a self-reflection on the teaching process through the lesson.
3. The teacher closes the class through a game and says goodbye.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking.

Activity 1:

1 Work in pairs. Add the plural forms ~es, ~ies or ~s of nouns from the text.

	Singular	Plural		Singular	Plural		Singular	Plural
1	way		6	country		11	dress	
2			7			12		
3			8			13		
4			9			14		
5			10			15		

Now add to the table these nouns with their plural forms.

baby	boy	box	day	family	glass
monkey	party	sandwich	story	toy	wish













Activity 2:

2 Work in pairs. Complete the table with singular and plural words from the text. Then add the plural forms of other words you know (5 and 6).

	Singular	Plural		Singular	Plural		Singular	Plural
1	life	_____	3	_____	knives	5	shelf	_____
2	_____	halves	4	_____	wives	6	wolf	_____

Activity 3:

Work in pairs. Label the pictures with irregular nouns – singular and plural.

1		one _____ several <u>men</u>	
		one <u>person</u> several _____	
2		one _____ several _____	
3		_____	
4		_____	
5		_____	
6		_____	

Lesson Plan 8

School:	Jafar Bin AbiTaleb Basic Boys School
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	A Palestinian wedding
Skill:	structure

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to use "so" or "in order to" correctly to join sentences and use in different situations.

C. Learning Indicators

1. Students are able to use the structure correctly and fluently.
2. Students are able to practise the structure through group work activities with correct pronunciation and order.

D. Learning Media and Materials

Cards, slides, student's book and note.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

Revising [but – so – and – or] through a quiz.

While Activities

a. Presentation

The teacher introduces the new structure through examples written on the slides. "to stop" / "in order to stop" as in activity 1.

The students read the sentences aloud and guess their meaning and usage.

The teacher discusses the sentences asking the students some questions to get the rule and check understanding.

The students complete the statements correctly to get the right structure.

b. Practice

The teacher explains what to do in activity 2 for the students.

The students read the sentences, work in pairs to change them using "in order to" instead of "so" and read accurately and fluently.

The teacher and the students do the same in activity 3.

The teacher divides the students into groups of four and gives some instructions on how and what to do.

The students work in groups to write down 4 correct questions and their answers to talk about Palestinian customs.

The groups can choose their questions from activity 3, or write others.

The students write a conversation between visitors and Palestinian citizens to talk about customs.

The students practise their roles well to play in front of the class.

c. Production

The students in other groups may ask any question or give more information, and the teacher encourages them.

The teacher gives feedback when necessary.

Post Activities / Closing

4. The teacher and the students summarize the activities all through the lesson and give their feedback and comments.
5. The teacher closes the class through a puzzle and says goodbye.
6. The teacher makes a self-reflection on the teaching process.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking.

Activity 1:

1 Read the sentences.

- 1 They wear the same dresses **to stop** bad spirits.
- 2 The groom gives his bride a little money **in order to show** that he will work hard.

Look at the sentences again. Tick (✓) the best way to complete statements 1–2.

- 1 We can show the purpose of an action with a) *to* + infinitive. b) *to* + an *-ing* verb form.
- 2 We can also show the purpose of an action with a) *in order to* + infinitive. b) *in order to* + an *-ing* verb form.

Activity 2:

2 Change the sentences. Use *in order to* instead of *so*.

- 1 They want to hide the bride from bad spirits, so they all wear the same dresses.
They all wear the same dresses in order to hide the bride from bad spirits.
- 2 The groom wants to show that he will work hard, so he gives his bride a little money.
The groom gives ...
- 3 The bride and groom want to show that they will be a good team, so they cut the cake together.
- 4 The bride and groom want to celebrate again when the first baby arrives, so they keep half of the wedding cake.
- 5 The bride wants to show that she and her husband will stay together, so she sticks some dough to the front door.

Activity 3:

3 Match sentence halves 1–5 and a–e. Join them with *to* or *in order to*.

- | | | | |
|---|--|---|---|
| 1 | <input checked="" type="checkbox"/> People often choose a large hotel for the wedding party. | a | ... invite everyone to the wedding. |
| 2 | <input type="checkbox"/> The groom's family visit all their friends and cousins. | b | ... welcome the bride and groom to the party. |
| 3 | <input type="checkbox"/> The groom's mother and sisters start work early on the big day. | c | ... show everyone that they are very happy. |
| 4 | <input type="checkbox"/> Traditionally, the family and friends follow the groom's horse and sing | d | ... get a room that is the right size for hundreds of guests. |
| 5 | <input type="checkbox"/> At the party, everyone stops talking when the musicians start playing | e | ... prepare the food for the wedding party. |

Lesson Plan 9

School:	Jafar Bin AbiTaleb Basic Boys School
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	A Palestinian wedding
Skill:	Writing and speaking

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of the lesson, students are able to make offers and correctly use "in order to" to plan a trip into town.

C. Learning Indicators

1. Students are able to pronounce the words and expressions fluently.
2. Students are able to use and practise the structure through pair work activities.

D. Learning Media and Materials

Pictures, word cards, student's book and note.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Greeting and warming up the students.

Revising the structure of the unit.

Brainstorming: things to buy and shops to visit.

While Activities

The teacher explains the activity, discusses the words and phrases in the tables and does a model for students. Activity 1

The students read the shops names and choose some to visit, and three or four things to buy.1

The teacher discusses the sentences and questions in the table asking the students to use them to make a conversation. 2

The students work in pairs to complete the table with correct questions and answers.

The students check their answers and practice the questions together.

The teacher divides the students into pairs and asks them to act as a citizen and a visitor and role play the conversation.

The students write down what they are going to do using the list words; first, then,.. finally, and the conversation frame. Activity 2

The students practice their conversation and take turn to ask and answer the questions, and to say what they are going to do.

The teacher walks around to help and correct any mistake the students make.

Each pair acts out their conversation in front of the class.

The students in other groups make any comment on their performance, and the teacher gives feedback and reflection.

Post Activities / Closing

1. The teacher and the students summarize all activities and give their feedback and comments on the learning process.
2. The teacher closes the class through a game and says goodbye.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking.

Activity 1:

1 Work in pairs. Do the tasks in order to plan a trip into town.

1 Read the information and follow the instructions.

Student A: Your new neighbour is going to go shopping today, and you offer to help. You find out what your neighbour needs, and you suggest shops to visit from this list. Underline the names of shops that you suggest.

- Bakewell (baker's) Great Greens (greengrocer's) Book World (book shop)
 City Bank (bank) Match Fit (sports shop) New Style (clothes shop)
 Shoes R Us (shoe shop)

Student B: You have just moved, so you do not know the town well. You happily accept your neighbour's offer. You need some money, and also three other things. Choose from this list and underline them. Say what you need when he/she asks.

a book a jacket some bread some money some potatoes
 some shoes some trainers

2 Now use the conversation frame.

Student A		Student B
Say hello. Ask about B's plans today.	➔	
	➔	Say hello, and answer the question.
Make an offer: 'Would you like to go round town with me?'	➔	
	➔	Accept with thanks
Ask what B needs to get.	➔	
	➔	Say what you need.
Say where you need to go for each thing. Offer to go to one of the shops first because it is the nearest.	➔	
	➔	Say that you would prefer to go the bank first to get some money. Add: '- if that's all right with you.'
Accept. Next, offer to go somewhere to get something to eat after shopping.	➔	
	➔	Accept with thanks.
Ask if B would prefer to go to Pizza Place or to Chicken Palace.	➔	
	➔	Say which you would prefer.

Activity 2:

2 Work in pairs. Say what you are going to do. Use these 'list' words.

A So first, we're going to go to the bank (in order) to get some money.

B Then, we're going to ...

First, Then, Next,
 After that, Finally,

Lesson Plan 10

School:	Jafar Bin AbiTaleb Basic Boys School
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	A Palestinian wedding
Skill:	Listening and Speaking

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to pronounce and use the given words and expressions correctly in different contexts.

C. Learning Indicators

1. Students are able to pronounce the given words and sentences accurately and fluently.
2. Students are able to use them in the class through pair and group work activities with correct grammar and pronunciation.

D. Learning Media and Materials

A speaker, a poster, student's book.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

Revising the previous related words and structure.

While Activities

a. Presentation

The teacher shows the poster of the activity, discusses and asks the students to describe the picture and guess what happened. Activity 1

The teacher explains the activity, let the students listen to the recording part1 and check their answers. Activity 2

The students read the sentences and then listen to part 2 to match the column "what to do" with the column "what for". Activity 3

The students listen again and note who's going to do each task. Activity 3

The students join the sentences and read them accurately and fluently.

The teacher explains the silent letters and pronounces the words fluently after the speaker. Activity 4

The students listen to the recorded sentences and underline the silent letters in each.

The students repeat the words in sentences accurately and fluently.

b. Practice

The teacher asks the students to imagine they have a groom or a bride at home, and write a similar "what to do" and "what for" lists.

The teacher writes on the board all the tasks the students suggest.

The teacher divides the students into groups of five, asks them to work together and use the lists to make a conversation.

The students work in groups to practice their dialogue together.

c. Production

The teacher asks a good group to act out the dialogue in front of the class.

The teacher and other students comment and give feedback.

The other groups role-play their dialogues.

Post Activities / Closing

1. The teacher and the students summarize all the activities and give feedback and other comments.
2. The teacher closes the class through a puzzle and says goodbye.

H. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking.

Activity 1:

Look at the picture and do the tasks.

- 1 Describe the picture.
- 2 Guess what has happened.

Activity 2:

Listen to part 1 and check your answer to task 2.



Activity 3:

Read the 'to-do' list, 1 – 7 and a–g. Then listen to part 2 and do the tasks.

- 1 Match 1–7 and a–g.
- 2 Listen again. Note who is going to do each task

What to do?

- 1 g Contact Robert's parents.
- 2 — Look at our address books.
- 3 — Phone all the hotels in the area.
- 4 — Start work on the computer.
- 5 — Go to the Wedding Dress Shop.
- 6 — Visit the Happy Day Flower Shop.
- 7 — Go shopping with Robert.

What for?

Who?

- a Make a guest list. _____
- b Design the wedding invites. _____
- c Choose the wedding rings together. _____
- d Find a place for the wedding party. _____
- e Talk about the right kinds and colours. _____
- f Look for something wonderful to wear on the big day. _____
- g Decide the date of the wedding. _____

Lesson Plan 11

School:	Jafar Bin AbiTaleb Basic Boys School
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	A Palestinian wedding
Skill:	Writing

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of the lesson, students are able to use the punctuation marks correctly in sentences and in different situations.

C. Learning Indicators

1. Students are able to use comma, full stop and apostrophe correctly in sentences through pair and group work activities.

D. Learning Media and Materials

A picture, a poster, students' books and notes.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

Listening to the speaker and writing the words they hear. Activity 1

While Activities

a. Presentation

The teacher explains the activity and asks the students to read the information and discuss. Activity 2 / Activity 4

The teacher introduces the given punctuation marks and explains when to use each one.

The students work in pairs to find more examples from their books, and write them on notes.

The teacher explains the activity, shows the poster and put the commas or apostrophes where needed in the dialogue. Activity 3 / Activity 5

b. Practice

The teacher asks the students to work in pairs to describe the picture in page 44 writing two questions and their answers.

The teacher writes some words to help the students. [brainstorming]

The students work in pairs to write a mini dialogue with correct grammar and punctuation, and practice it together.

c. Production

The students take turns to "act out" the dialogue in front of the class.

The teacher asks the students to guess the punctuation marks every pair used in the dialogue.

The teacher gives feedback and comments on the performance.

Post Activities / Closing

1. The teacher asks the students to summarize the activities done all through the lesson.
2. The teacher and students make a self-reflection on the teaching process through the lesson.
3. The teacher closes the class through a tongue twister and says goodbye.

H. Assessment

The students' speaking is assessed based on the scoring rubric of speaking.

Activity 1:

Listen and write down what you hear.

Activity 2:

2 Read the information. Then find more examples in your book.

- Full stops give clear breaks between sentences. Commas also give breaks – but shorter ones that are in a sentence. We often use them between clauses.
The women are singing, and the men are dancing.
These trainers are great, but they're only size 32.
- We often use commas between clauses and phrases, too.
In Palestine, the bride sticks some bread dough to the front door.
They're looking for a gift for Ahmad, Omar's younger brother.
- We put commas before and/or after one-word phrases like *yes, no, first, finally, please* and *thank you*. We also put them before and/or after people's names when we are talking to them. We also put them before tag questions.
No thanks, Mrs Kamal.
Ah, yes, these are just right, aren't they?
- We use commas when we list things and often with two or more adjectives to describe something.
I can see Ahmad, Ali and Fuad. Fuad is the one with long, straight hair?

Activity 3:

3 Work in pairs. Write out the following. Add 12 commas.

Nadia Look Sami I can see Uncle Hassan near the bride and groom.
And on his right Tina you can see our Aunt Rania.

Tina Oh is she the one in that beautiful traditional Palestinian dress?

Nadia Yes it's fantastic isn't it? Stop the DVD Sami please and then we
~~can see the dress more clearly.~~

Activity 4:

4 Read the information. Then find more examples in your book.

- We use apostrophes when we shorten forms of the auxiliary 'helping' verbs *be, have, will* and *would*.
I'm (I am) full. * What's (What is) happening now?
Who'd (Who would) like to watch? * It's (It has) just arrived.
* Be careful when you read 's: it can mean *is* or *has*.
- We also use apostrophes when we shorten *not*.
There aren't (are not) any tomatoes.
I don't (do not) agree.
- We also use apostrophes as possessive forms with nouns.
We would like to watch our cousin's wedding DVD.
- We use an apostrophe with *let's*.
Let's (Let us) get some ice cream.

Activity 5:

5 Work in pairs. Discuss and then write out the following. Add 12 apostrophes.

Mike Look, I've found these two DVDs. They're yours or Yasmeens, aren't they?

Sami Let's have a look ... Well, this one's mine, but the other one isn't, and I don't think it's hers, either.

Mike So perhaps it's Tina's. I'd better ask her.

Lesson Plan 12

School:	Jafar Bin AbiTaleb Basic Boys School
Grade:	Eighth
Subject:	English
Time:	40 minutes
Topic:	A Palestinian wedding
Skill:	Writing and Speaking

A. Standard of Competence

Communicating in English, formally and informally, in Preparatory Schools.

B. Learning Objectives

By the end of this lesson, students are able to use the given words and expressions correctly and fluently in different situations.

C. Learning Indicators

1. Students are able to make and respond to offers fluently.
2. Students are able to use the words and expressions in the class through group work activities with correct spelling, punctuation, grammar and pronunciation.

D. Learning Media and Materials

Posters, markers, students' books and notes.

E. Teaching Method

3 Ps: Presentation, Practice and Production

F. Teaching Technique

Role Play

G. Teaching and Learning Activities

Pre-Activities

Warming up and greeting the students.

Drawing a mind map for all words, expressions and structure in the U.

Discussing the 'to-do' list, adding other tasks if there are.

While Activities

The teacher shows the poster of the "to-do" list, asking the students to read and discuss. Activity 1 / Activity 2

The teacher asks the students to imagine they have a bride or groom and give other jobs to help prepare the wedding party.

Each student decides what to do and makes a statement about the task.

The teacher walks around, helps the students and checks their sentences.

The teacher explains activity 3 for students, asking them to work in pairs and make offers to the bride or groom about their tasks.

The students can use the hints and examples given in the book.

The students work in groups of five, and decide what job each may do.

The students gather their notes to write a complete dialogue on the poster.

The teacher asks the students to practise their dialogue.

The teacher chooses a picture from each group, asks them to describe the people and gather their questions and answers to make a dialogue.

The students practice the conversation they write together.

c. Production

Each group shows their poster and sticks on the board to discuss.

The teacher chooses a good group to role-play their conversation in front of the class.

The teacher gives feedback and encourages students to give any comment or feedback on the language or performance.

The rest of the groups acts out their conversations.

Post Activities / Closing

1. The teacher and the students summarize the activities through the lesson and make self-reflection on the learning-teaching process.
2. The teacher closes the class through a puzzle and says goodbye.

J. Assessment

The students' speaking is assessed based on the scoring rubric of speaking.

Activity 1:

1 Work in groups. Decide what job each will do.

Your cousin is going to get married and you are all going to help prepare. Each must choose one job from this 'to-do' list.

Use this language.

Would you like to ...

Yes, I'd love to do that.

Who would like to ...

I'd prefer to ...

Unit task: Preparing for a wedding

Choose the flowers.

Decide the food.

Design the wedding invites.

Find a place for the wedding party.

Prepare the music for the party.

Activity 2:

2 Work in groups of three or four students. Make statements about your jobs.

Each person says what he/she is going to do, and then adds how he/she is going to do it.

Choose from the following.

Make statements like this:

All right. I'm going to ...

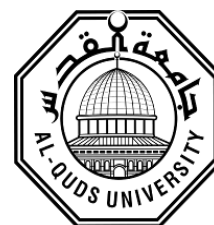
And in order to do that, I'm going to ...



Appendix (2)

Evaluating the study instruments

**Deanship of Graduate Studies
Al Quds University
Teaching Methods Program**



Evaluating the study tools

Dear Dr./ Mr. /Ms.

The researcher is conducting a study entitled “**The impact of using the role-playing strategy on improving listening and speaking skills in the English language subject among Eighth graders in Palestine**” in order to obtain her Master's Degree in Teaching methods.

One of the requirements of this study is to design tools for testing the listening and speaking skills of the student sample. You are invited to take a look at the attached guide and provide your feedback on it.

As a judge, you may be asked to evaluate the research instruments, ensuring that they are valid, reliable, and relevant to the study's objectives. Your input may be crucial in shaping the research design and methodology, which may ultimately lead to more accurate and meaningful findings.

Thanks a lot for your cooperation and appreciated time.

The researcher

Rana Ali Badarin

Appendix (3)

Listening and speaking skills that need to be learned by Eighth grader students in Palestine

Listening and speaking skills	
First: speaking skills test	
Fluency	Speaking without hesitation or stuttering.
	Using language without difficulty.
	Speaking in a comprehensible and clear manner.
Accuracy	Pronouncing words well.
	Mastery of linguistic structures.
	Mastery of grammatical structures.
Vocabulary range	Knowing a wide range of words.
	Understanding the meanings of words.
	Speaking on any topic without obstacles.
Vocabulary selection	Choosing words that are appropriate to the topic.
	Choosing words that are appropriate to the people.
	Choosing words that are appropriate to the nature of the situation.
Total	12
Second: Listening skills test	
Phonemic	Distinguishing between English language sounds.
	Distinguishing sounds in individual words.
Vocabulary	Recognizing the meanings of words.
	Guessing unknown words and phrases.
	Identifying key words.
General comprehension	Identifying the speaker's emotions through verbal expressions.
	Distinguishing between main ideas and supporting ideas.
	Remembering facts and ideas.
Total	8

Appendix (4)

Dialogue

Ahmad, Adam and Sami usually meet in winter holiday in Jericho. They live in different countries, so they discuss different cultures.

Ahmad is from Jericho.

Adam is from Britain.

Sami is from Hebron, lives in Spain.

Ahmad: Hey, Welcome back in Palestine!

Sami: Nice to meet you too.

Adam: I love it here, I love meeting you, guys!

Ahmad: Come on, let's have dinner, then we'll have a chat. Look! It's kebab, we recommend our guests to try it with hummus and salad. It's a usual dish like fish and chips in England.

Adam: mm, It's really delicious.

Who's that young man in blue jeans and brown jacket?

Sami: You mean that one with glasses? It's my uncle Omar. He's getting married next week.

Adam: That's great! I hope I could be invited to the party!

Sami: Of course, you should come to Hebron, where my family lives. The wedding is going to be for 3 days, you may enjoy it.

Adam: What! Are you serious? It's just a wedding party!

Ahmad: Yes. Unlike Spain and England, we have henna for women to sing, sahra for men to dance dabka, zaffa for the groom and the wedding party.

Sami: Well, in Spain, the groom gives his bride a ring with a little money to show that he may work hard for her and his family.

Adam: Countries around the world have many different customs.

In America, Asia and Europe, but especially in Spain, one can see many traditions and live several cultures as Muslims lived there for ages.

Ahmad: However, in Palestine, most people have the same customs that our ancestors pass to them. And that includes our usual dishes, clothes and even songs.

Appendix (5)

Listening skills test

Name:

level:.....

Dear student, this sheet is only for research purposes.

You are going to listen to a conversation between three boys. So first, please read the questions below, then answer the following:

**A) Choose the correct answer:
(10 marks)**

1. The main idea of the text is:
 - a) different cultures
 - b) countries around the world
 - c) cities in Palestine
2. Ahmad is from:
 - a) Jenin
 - b) Jericho
 - c) Jerusalem
3. A country mentioned in the text:
 - a) Europe
 - b) Jericho
 - c) Spain
4. A correct sentence as you understand:
 - a) Sami is from Palestine
 - b) Sami loves to visit Palestine
 - c) both sentences are correct
5. Adam's family always visit Palestine in:
 - a) summer
 - b) winter

- c) spring
- 6. A usual dish you didn't hear:
 - a) kebab
 - b) pasta
 - c) hummus
- 7. The speakers seem to be:
 - a) brave and smart
 - b) proud and glad
 - c) poor and hungry
- 8. the opposite of several:
 - a) different
 - b) various
 - c) similar
- 9. People of Palestine love to dance:
 - a) dabka
 - b) zaffa
 - c) henna
- 10. A groom in Spain gives his bride:
 - a) a gift
 - b) a little of money
 - c) some food

B) Put / or x as you understand: (5 marks)

1. () Muslims lived in Europe just in the past.
2. () Uncle Omar is from Hebron.
3. () The letters th in "clothes" is as in "think".
4. () Customs in America are different from Asia.
5. () Palestinians love their usual customs.

C) answer the following: (5marks)

1. Write five key words you hear:

.....
 ...

2. How many countries did you hear?

.....
...

3. Mention the colors you hear in the text:

.....
...

4. Palestinian heritage includes:

.....
...

5. What is the main difference between living in Palestine and Spain?

.....
...

Appendix (5.1)

Listening skills test answer key

Question No.	Answer	
A: Choose the correct answer	1	A
	2	B
	3	C
	4	C
	5	B
	6	B
	7	B
	8	C
	9	A
	10	B
B: Put true or false	1	X
	2	✓
	3	X
	4	✓
	5	✓
C: Answer the following	1	Any answer is accepted
	2	4 countries; Palestine, America, Spain, Britain.
	3	Blue and brown.
	4	Any answer is accepted
	5	In Spain, one live several cultures and traditions, but in Palestine traditions are the same.

Appendix (5.2)

listening skills test specification table

Listening skills		Number of questions	Question numbers	Total marks	Relative weight
Phonemic	Distinguishing between English language sounds.	2	QA(2)	2	10%
	Distinguishing sounds in individual words.		QB(3)		
Vocabulary	Recognizing the meanings of words.	7	QA (3,4,8)	7	35%
	Guessing unknown words and phrases.		QB(1,5)		
	Identifying key words.		QC (1,4)		
General comprehension	Identifying the speaker's emotions through verbal expressions.	11	QA (1,5,6,7,9, 10)	11	55%
	Distinguishing between main ideas and supporting ideas.		QB(2,4)		
	Remembering facts and ideas.		QC(2,3,5)		
Total	8	20	20	20	100

Appendix (5.3)

Content Analysis of Listening Skills In “English For Palestine 8b” Book

listening skills		Available		Units						
		Yes	NO	٨	٩	١٠	١١	١٢	١٣	١٤
phonemic	Distinguishing between English language sounds.	✓				✓				
	Distinguishing sounds in individual words.	✓				✓				
	Distinguishing sounds in connected speech.		✓							
	Recognizing patterns of intonation and using tone.		✓							
Grammar	Identifying parts of speech.	✓		✓						
	Recognizing grammatical structures.		✓							
	Understanding relationships within sentences.		✓							
vocabulary	Recognizing the meanings of words.	✓		✓	✓	✓	✓	✓	✓	
	Guessing unknown words and phrases.	✓		✓	✓	✓	✓	✓	✓	
	Identifying key words.	✓		✓	✓	✓	✓	✓	✓	✓
General Comprehension	Identifying the speaker's emotions through verbal expressions.	✓		✓		✓	✓			
	Identifying the speaker's emotions through non-verbal expressions.		✓							
	Evaluating audio clips.		✓							
	Distinguishing between main ideas and supporting ideas.	✓		✓	✓	✓	✓	✓	✓	✓
	Remembering facts and ideas.	✓		✓	✓	✓	✓	✓	✓	✓
Total	15	9	6	7	5	8	6	5	5	3

Appendix (6)

Speaking skills test

(Interview)

Name:

level:.....

This interview is to measure speaking skills.

Time: 15 minutes.

Procedures:

Announce the day / date of the interview for each student.

Students must answer orally and only in English the two parts of the interview

First: Personal Information.

Greeting, giving instructions to get students feel comfortable.

1 could you please introduce yourself. Your name, age, hobbies and anything you like to add.

2. What's your favorite subject? Why?

3. Do you have any lovely relation with any teacher or friend of yours?
Can you speak more and describe him/her?

Second: The conversation they listened to.

1. Where are the boys? How did you guess?

2. Can you mention a topic they are chatting about? .. So What's your opinion of your usual Food/Wedding customs/Cultures.

3. You're in Hebron now, but have you ever been to a European country?

4. If yes, describe your experiment. If no, which country would you visit? Why?

5. Would you like to travel around the world?

6. If they continue their chat, what topic do you guess they may chat about? Explain.

Appendix (6.2)

Scoring Rubrics for Speaking Skills

Aspects	Indicators				
	1	2	3	4	5
	Beginner	Elementary	Intermediate	Advanced	Proficient
Fluency	The student is able to find words and form sentences slowly and in a disjointed manner, and faces difficulty in understanding spoken language quickly.	The student is able to speak in a more sequential and somewhat easier manner, and can communicate in simple daily situations, but may need some time to think of appropriate words.	The student is able to speak more smoothly and express themselves more clearly and accurately, but may need to pause between sentences or paragraphs to think of the correct words.	The student is able to speak in a natural and fluent manner, and can effectively communicate in most situations, expressing their ideas and opinions clearly and accurately.	The student is able to speak fluently and proficiently, and can effectively communicate in all situations, expressing their ideas and opinions accurately and proficiently.
Accuracy	The student can use a limited number of simple words and expressions to communicate, but may have difficulty understanding spoken language at a fast pace.	The student can express ideas clearly and understandably, but may need some time to think about words and form sentences correctly.	The student can speak with more precision and can express their opinions and ideas clearly and in detail, but may have some difficulty understanding spoken language at a fast pace.	The student can speak accurately and fluently and can express themselves clearly using appropriate vocabulary, and can understand spoken language quickly and without significant difficulty.	The student can speak fluently and proficiently and can effectively use advanced vocabulary and expressions, and can understand spoken language quickly and without any difficulty.
Vocabulary range	The student uses a narrow range of basic vocabulary and simple expressions to communicate.	The student uses a wider range of vocabulary and expressions and can express simple ideas in a clear and understandable way.	The student can better express intermediate and complex ideas by using a wider range of vocabulary and expressions.	The student uses a wide range of vocabulary and expressions and can accurately express complex ideas.	The student uses an extremely wide range of vocabulary and expressions and can accurately express complex ideas and have near-complete mastery of the language.
Vocabulary selection	The student selects vocabulary randomly and unsuitably for the context in which the word is used.	The student selects vocabulary more accurately and appropriately for the context, but there are still some errors in selection.	The student selects vocabulary accurately and appropriately for the context, and speaks fluently without many pauses for word	The student selects vocabulary correctly and effectively, and speaks smoothly without any difficulty in choosing words.	The student selects advanced and contextually appropriate vocabulary, uses specialized vocabulary and complex

			choice.		expressions with high efficiency and speed in various situations and conditions.
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Appendix (6.3)

Content Analysis of Speaking Skills In “English for Palestine 8b” Book

speaking skills		Available		Units						
		Yes	NO	٨	٩	١٠	١١	١٢	١٣	١٤
Fluency	Speaking without hesitation or stuttering.	✓		✓	✓	✓	✓	✓	✓	✓
	Using language without difficulty.	✓		✓	✓	✓	✓	✓	✓	✓
	Speaking in a comprehensible and clear manner.	✓		✓	✓	✓	✓	✓	✓	✓
Accuracy	Pronouncing words well.	✓		✓		✓				
	Mastery of linguistic structures.	✓		✓	✓	✓	✓	✓	✓	✓
	Mastery of grammatical structures.	✓		✓	✓	✓	✓	✓	✓	✓
Vocabulary range	Knowing a wide range of words.	✓		✓	✓	✓	✓		✓	✓
	Understanding the meanings of words.	✓		✓	✓	✓	✓	✓	✓	✓
	Speaking on any topic without obstacles.	✓		✓	✓	✓	✓	✓	✓	✓
Vocabulary selection	Choosing words that are appropriate to the topic.	✓		✓	✓	✓	✓	✓	✓	✓
	Choosing words that are appropriate to the people.	✓		✓		✓		✓		✓
	Choosing words that are appropriate to the nature of the situation.	✓		✓	✓	✓	✓	✓	✓	✓
Total	12	12	0	12	10	12	10	10	11	11

Appendix (7)

List of arbitrators

الاسم	مكان العمل
محسن عدس.	جامعة القدس – ابوديس
ابراهيم عرمان.	جامعة القدس – ابوديس
مها محيسن.	مشرفة لغة انجليزية - شمال الخليل
د. نائل ابو عرقوب	جامعة القدس المفتوحة-دورا
عبد الشافي صيام.	مشرف لغة انجليزية – يطا
وجيه العدرة.	جامعة القدس المفتوحة- يطا
د. محمد فراح	جامعة الخليل
أ.نضال بدر	مشرف لغة انجليزية-شمال الخليل
أ.مصعب عبد ربه	مشرف لغة انجليزية -يطا
د. خالد كتلو	جامعة القدس المفتوحة – الخليل

أثر استخدام استراتيجية لعب الأدوار في تحسين مهاراتي الاستماع و المحادثة في مبحث اللغة
الانجليزية لدى طلاب الصف الثامن الأساسي في فلسطين

إعداد: رنا علي عبد الكريم البدارين

المشرف: حازم عيد بدر

الملخص

هدفت هذه الدراسة إلى معرفة أثر استخدام استراتيجية لعب الأدوار في تحسين مهاراتي الاستماع و المحادثة في اللغة الانجليزية لدى طلاب الصف الثامن الأساسي في فلسطين. ولتحقيق أغراض الدراسة اعتمدت الباحثة المنهج التجريبي و التصميم شبه التجريبي القائم على تصميم المجموعتين (التجريبية / الضابطة). وقد تكون مجتمع الدراسة من جميع طلاب الصف الثامن في جنوب الخليل خلال الفصل الدراسي الثاني من العام ٢٠٢٢/٢٠٢٣م والبالغ عددهم (٢٢٠٢). وبطريقة العينة العشوائية البسيطة تم اختيار شعبتين تكونتا من (٦٢) طالبًا في مدرسة جعفر بن أبي طالب الابتدائية في السموع تم تقسيمهم إلى مجموعتين (تجريبية/ ضابطة). وقد تم تصميم اختبار مهارات الاستماع، واختبار مهارات التحدث وتطبيقهما على أفراد عينة الدراسة قبل التجربة وبعدها. وقد توصلت الدراسة إلى النتائج الآتية: أن هناك اختلافات بين متوسطات طلاب الصف الثامن في اختبار مهارات الاستماع في اللغة الإنجليزية، اعتمادًا على طريقة التدريس للمجموعة التجريبية (استراتيجية لعب الأدوار)، وأنه لا توجد اختلافات تعزى إلى المستوى الدراسي، بينما كشفت عن اختلافات تعزى إلى التفاعل بين طريقة التدريس ومستوى الطلاب التعليمي وإلى المستويات المتدنية و المتوسطة للمجموعة التجريبية. ووجدت الدراسة أيضًا اختلافات بين متوسطات طلاب الصف الثامن في اختبار مهارات التحدث في اللغة الانجليزية، اعتمادًا على طريقة التدريس للمجموعة التجريبية (استراتيجية لعب الأدوار)، ووجدت أنه لا توجد اختلافات تُعزى إلى المستوى الدراسي بينما كشفت عن اختلافات تعزى إلى التفاعل بين طريقة التدريس ومستوى الطلاب التعليمي و لجميع المستويات للمجموعة التجريبية. وفي ضوء ما توصلت إليه الدراسة توصي الباحثة بضرورة تشجيع المعلمين على استخدام استراتيجية لعب الأدوار في تعليم الطلاب مهارات اللغة الإنجليزية. ويرجع ذلك إلى تأثيرها الواضح على تيسير عملية الفهم، وتطوير مهارات الاتصال والتفكير، وتفاعل الطلاب واستجاباتهم لخطواتها، بما في ذلك مثل هذه الاستراتيجيات في المناهج والكتب المدرسية ودليل المعلم.

