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**The Effect of Using Role-playing on Students'
Achievement and Motivation in the Speaking Skills of
English Language of Eighth Graders in Governmental
Schools in Bethlehem District**

Maha Abdallah Rashid Juma

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Schools in Bethlehem District**

Prepared By:

Maha Abdallah Rashid Juma

B.A: English Language & Literature/Minor Development Science

Al-Quds University-Palestine

Supervisor: Dr. Suad Al-Abed

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Al-Quds University
Deanship of Graduate Studies
Department of Education



Thesis Approval

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Prepared by: Maha Abdallah Rashid Juma

Registration Number: 21310080

Supervisor: Dr. Suad Al-Abed

Master thesis submitted and accepted, Date 5/1/2016

The names and signatures of the examining committee:

1-Head of committee: Dr. Suad Fadel Al- Abed	Signature	
2-Internal Examiner: Dr. Inas Aref Nasser	Signature	
3-External Examiner: Dr. Jamal Subhi Nafi'	Signature	

Jerusalem-Palestine

1437-2016

Dedication:

From my deep heart and great love, this work is dedicated to:

I would like to thank my kind father Abdallah Juma for instilling in me a spirit of resilience and perseverance that has enabled me to pursue and achieve my goals.

Very special thanks go to my beloved mother Adla Juma; the closer I came to the completion of my goal, the more she cheered me on, as she has done all my life.

I would like to thank my brothers: Iyad and Alaa & my sisters: Eman, Najwa, Hiam and Aziza

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Last, but not least, my lovely friends, Maisa abu –Nema, Ilham Al-Assa, Rana Zahran, Wafa' Jamhour, and Nadia Al-Deek for their support and everlasting encouragement.

Declaration:

I declare that this thesis submitted to Al-Quds University for the Master's degree in Education, is the result of my own work in design and execution and research, except where 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:..Maha.Juma.

Name: Maha Abdallah Rashid Juma

Date:5-1-2016

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Abstract

The present study aimed at investigating. The effect of using role-playing on students' achievement and motivation in the speaking skills of English Language of eighth Graders. The study has been applied on a purposeful sample of 8th grade students in governmental schools, in Bethlehem District in the academic year 2015/2016. The sample included (125) students (57 males and 68 females) at Al-Maheed Basic school for Boys, and Al-Aouda secondary school for Girls. Students were assigned to experimental and control groups, the experimental group was taught by using the role-playing technique and the control was taught by the ordinary method. The researcher has prepared a speaking achievement test and a questionnaire for motivation. Content validity and reliability were established for all instruments. it was 0.9 for the questionnaire and 0.8 for the test The experimental have lasted two months, a pre-test and post-test were performed using the speaking skills achievement test and the questionnaire to measure the effect of using role-playing technique. The means and standard deviation, (2-way ANCOVA) test, were used in the study. The findings of the study showed that There were statistically significant differences in students' speaking skills achievement due to the interaction between teaching method and gender. Moreover, There were statistically significant differences in students' speaking skills achievement due to the teaching method in favor of the experimental group. also, There were statistically significant differences in students' speaking skills achievement due to gender in favor of the female group. In addition, There were no statistically significant differences in students' motivation towards speaking skills due to method. In addition, There were statistically significant differences in students' motivation towards speaking skills due to gender in favor of the female group. Based on those findings, training programs should be offered to train teachers on using the role-playing technique, students should be provided with opportunities to practice using it, and more studies should be conducted on different variables and subjects were recommended.

Key Words: Role-play-Speaking skills- Motivation-Achievement

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Chapter One

1.1 Introduction

1.2 Statement of the Problem

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Chapter One: Introduction

1.1 Introduction

Globalization and the expansion of economic markets have encouraged a related increase in the number of English as a Foreign Language (EFL) learners worldwide. English continues to be the lingua franca in the vast majority of EFL situations, despite the growth in Asian economies.

Hence, the most important thing ones need to communicate with others is language. English language is the most popular one in the world. Santillana (2013) stated that we like to call English "the language of communication". Santillana (2013) added that it is considered to be one of the most important languages in the world for many reasons as: English is the most commonly spoken language in the world; it is based on a simple alphabet and it is fairly quick and easy to learn compared to other languages, it is the language of the media industry; the language of the internet and it is not only useful, but also it gives you a lot of satisfaction.

Language in general, is the mean by which results of human thoughts and actions are passed on. Kailaniand Muqattash (2014) said that, it is a system of rules by which items are stored in the mind and manipulated so as to form infinite sets of combinations. Moreover, it is an arbitrary system of vocal symbols used to communicate ideas and to express feelings among the members of a certain social community. Because English language is an international one and an important element in communication; we need to teach it. We need to know what we mean by "Communicative language teaching" (CLT). The communicative approach is an approach in the language teaching that emphasizes interaction as both the means and the ultimate goal of study. (www.wikipedia.org).

Therefore, Wang (2011) stated that it is a matter of fact that language plays a pivotal and fundamental role in enabling individuals to communicate with each other. It is not beyond expectation that English has the lion share in this regard as it has been invading all fields of modern life. Haboush (2010) added that the importance of English does not depend on the number of speakers, as English is regarded the first language in the world. It is the language of news, information, business, government, diplomacy, professions, culture, travel, tourism, and the international music and communication. Ministries of

education worldwide and educational institutions do their best to design communicative curricula that enable their students to use this language skillfully.

Whereas, El Salhi (2013) mentioned that the twenty first century is a new era shaped by a rapid change affecting both individuals and organizations. In this new era, educators and educational institutions are faced by the challenge of meeting the rapidly changing new demands of their communities and fulfilling the needs of the new generation of learners.

On one hand, Shun-yee (2004) emphasized that in reforming the education system and the methods of learning and teaching, students' needs and interests must be the foremost consideration. Priority of the educational reform should enable students to enjoy learning to

enhance their effectiveness in communication and to develop their creativity and sense of commitment.

On the other hand, Shun-yee (2004) added that the 21st century skills have advocated a change in the pedagogy from a teacher-centred to a student-centred approach that emphasized enquiry learning. Such a process involves the development of students' independent learning ability and focuses on "learning to learn." Recent curriculum developments help students to develop their generic skills, and to integrate and to apply their knowledge within and across.

Hence, Stephanie (2015) stated that the 21st century skills learning calls for active participation yet so many educators are still consigned to sit politely in rooms and conference theatres listening to experts, some of whom may not have been in the classroom for many years. Educators need time and space to develop personal learning communities that go beyond their staffroom to help bring new ideas into their classroom. Most of our learning spaces were designed in an era with the dominant pedagogy was that students need to sit in one place, ideally in front of board soaking up knowledge, in order to learn. Learning has changed and so, too, should the design of our classrooms. Rather than talking about flexible spaces Stephanie (2015) prefers the term agile. Agile in classroom means that the classroom can be constantly being configured and reconfigured to suit the needs of the students within it. If students want to collaborate they can do so, if they want to curl up in the corner to read they can do that, too. The creation of our modern learning spaces can be done with a modicum of cash, a bit of creative thinking and school leadership that supports innovation in all its weird and wonderful forms. We cannot build

our educational system for the 21st century skills while using 19th century tools to assess student learning.

Consequently, in order to prepare our students to succeed in the 21st century, we are challenged to teach curriculum essentials in ways that are coherent, relevant, and technologically current. It is not simply a matter of transmitting information and skills (Cummins, and Davison (2001). With so much available on the internet and elsewhere, we are challenged to help students make sense of large quantities of information, to critically evaluate ideas, assertions, analyze, solve problems, synthesize, communicate their own conclusions and recommendations. In addition, to help students think critically and to solve problems effectively, we need to promote their ability to work well with others as they do so. These cognitive and social processes depend on effective communication skills, including oral, written, graphic, pictorial, and digital communication. There is a need to create classrooms that offer students opportunities to exercise their creativity and imagination. As a result, teachers can use modern techniques from communicative approaches that will help students to be more active in the class.

Hence, using role playing as a classroom activity is one of the new techniques which have been used in the 21st century due to the changes in the educational system and it helps to increase motivation of the students. In addition, it is considered to be one of the most important speaking activities. Speaking is one of the main four skills in English namely: Listening, Speaking, Reading and Writing. Lindsay and Knight (2006) stated that Listening is a receptive skill where we receive language rather than produce it. When we are in a conversation we listen, respond appropriately, and sometimes stop the conversation to ask the speakers to repeat what they said, or clarify what they have said; this is an active listening where the listener has some control of what they are listening to, and there are also times when listening is more passive and we do not have to respond. Budden (2004) added that role-play is considered to be one of the speaking activities.

Furthermore, Thao (2010) added that the Speaking skill is one of the important parts of learning English. Everyone who learns English always wants to use this skill as much as he can. Speaking English fluently is the key that helps people to communicate easier with foreigners, to accept the advance of technology and to achieve success. However, sometimes, speaking is also the obstacle that obstructs learners to achieve their aims. In fact, many learners study English grammar very well, but they cannot master it just because they get difficulties in their speaking. This problem leads to disheartenment for learners, so they lose their interest in learning speaking. Increasing students interest in

speaking is very useful to improve students' communicative skills and the most interesting atmosphere the teachers create, the more effectiveness in oral skills the students get; role-play activity is considered as one of the best ways which may help teachers carry out this. Since teachers apply role- playing activities in class, students are activated because they are set into an interesting speaking environment.

Lindsay and Knight (2006) mentioned that speaking is a productive skill. It involves putting the message together, communicating the message, and interacting with other people. We put a message together using all the elements of the language. Speaking is a complex task; learners need a lot of practice to develop this skill.

Kailani and Muqattash (2013) added that there are many requirements that should be available in order to develop the learner's speaking skill as: a competent teacher who is fluent in conversation, appropriate classroom atmosphere, clear objective in speaking so that learners can think of the ideas they wish to express, a variety of learning activities including manipulative drills, communicative practice and free oral work. All of these requirements are essential for developing the learners speaking skill. Probably, for this reason this skill is frequently neglected, or often conducted poorly in EFL classes. As a compensation for this short-coming, emphasis is usually placed on drilling patterns, reading passages and answering comprehension questions where all these activities are controlled by the teacher.

In such situations, pupils speak very little English, and when they do so, much of what they say will be in response to questions from the teacher. Learning to speak English is more effectively achieved by speaking than by listening or reading. Learners, therefore, must have the opportunity to express their feelings, attitudes and ideas. Without training in the productive skill of speaking, learners' ability to communicate in the spoken English will be meagred no matter how much knowledge they assimilate of rules of pronunciation, grammar and sentences formation. Moreover, speaking involves putting together a combination of sounds in a particular order to form words, phrases and sentences.

Else more, Thao (2010) added that to improve learners' speaking skill, role -playing activities encourage learners' thinking and creativity, they help learners to develop and to practice the new language. Moreover, to improve learners behavioral skills in a relatively non- threatening setting, using role-playing can create the motivation and the necessary involvement for learning to occur. Role-playing is a powerful and an effective teaching method for children and adults and can be adapted to deliver any learning objectives from simple to complex concepts. It really lends well to practice communication

skills and to debate complex ethical issues or explore attitudes and beliefs. The success lies in the construction and the delivery with careful facilitation in the learning process.

Teaching language is the process of carrying out activities that experience has shown to be effective in getting students to learn. Smith (2004) added that teaching is that which results in learning; it is not the responsibility and the fault of the teacher only if learners do not learn. Smith's (2004) view on teaching is that one can infer that teaching and learning are intricately linked like Siamese twins. The major goal of teaching is for the teacher to teach in such a way as to promote learning. Teaching and learning should go on side by side in the teaching-learning process. While for effective student learning to occur in any teaching situation, motivation is necessary, according to (Afful, 1988).

According to Kailani and Muqattash (2014) English language in the Arab world as a foreign language has no official status, so learning the foreign language is confined to the classroom where the language is taught and used in schools. Normally, there is little, if any, reinforcement outside the schools. The language is learnt like other subjects in the school curriculum for operational purposes, unlike the first language learning situation. Motivation for learning the target language in this context is not high; especially the case in the early stages because young children are still unaware of their individual needs and interests. Motivation in the context of EFL learning depends largely on many factors namely: the teacher, the method, the language activities, the textbooks and the classroom situation.

In addition, Fareha (2010) mentioned that when the focus is on English as a foreign language in the Arab world, we need to motivate students to help them to learn it easily. Motivation is an important element in teaching English as a foreign language to face the challenges compromised with the rapid increase in the knowledge all over the world. English has become a global language and teaching English as a foreign language has increasingly become a universal demand. As a result, many textbooks have been designed for teaching English as a foreign language in many countries all over the world. Special institutions have dedicated themselves to training English language teachers by organizing pre-service and in-service training courses that, in the end, lead to awarding participants a teaching certificate. Moreover, Higher education institutions offer degree programs in Teaching English as a Foreign Language (TEFL). Although tremendous efforts have been exerted to improve the teaching-learning process of English, EFL programs still fail to be delivered as expected.

More important, Ashton & Elyildirim (2006) stated that motivation is an important element that helps to solve problems in teaching English. Most members of the language teaching professionals realize that their students' learning potential increases when attitudes are positive and motivation runs high. The connection between positive attitudes and successfully learning a foreign or a second language supports this simple observation, although it is important to understand that many variables are involved because we are dealing with a complex social and psychological aspects of the human behavior. For example, students' ability to learn the foreign or the second language can be influenced by their attitudes towards the target language, the target language speakers and their culture, the social value of learning the foreign or the second language, and also the students' attitudes towards themselves as members of their own culture. In addition, teachers of English as a foreign language should recognize that all students possess positive and negative attitudes in varying degrees, and that the negative ones can be changed by thoughtful instructional methods, such as using material and activities that help students achieve an understanding and appreciation of the foreign culture.

Furthermore, Deci and Ryan (2000) identified motivation as intrinsic or extrinsic. Students are intrinsically motivated when they are interested in learning tasks and outcomes for their own sake, and its results in internal feelings of self-determination and competence. On the other hand, students are extrinsically motivated if they carry out some actions to achieve some instrumental end, such as earning reward or avoiding a punishment. Whatever motivates students, it seems clear that a positive attitude towards the target language is important. Motivation is regarded as the key component of a model of language learning.

Ashton and Elyildirim (2006) added that motivation can be summed up briefly as the learners' desire and need to learn the foreign language, a state of affairs that makes one's work hard, pay attention, participate actively in the process of learning and look forward to English classes. On the other side, Kailani and Muqattash (2014) stated that motivation is a basic element in foreign language teaching and learning. Empirical studies indicated that highly motivated pupils learn faster and better than the ones who find the study of language distasteful, hence there is a need for pedagogical motivation; this refers to the ability to arouse in the learners the desire to learn the language and the feeling that the language they are learning is useful. Motivation comes from the learners or be based primarily on their desire and needs. But this is not easy to be achieved with school-children within the age range of ten to eighteen; they are still not mature enough to

understand the objectives underlying foreign school stage, when they make the first contact with English.

Hence, to learn any skill, the teacher needs to use different techniques in the classroom as using role -playing. Thao (2010) stated that "Role Playing" is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes, but put yourself into an imaginary situation where students can become anyone they like for a short time.

El Salhi (2013) added that Palestinian learners' achievement of English as a foreign language is not satisfactory; they almost face many obstacles to acquire the language. The statistical reports showed that the low levels learners achieved in the Tawjihi exams are according to the researchers' experience, due to the teaching process. The learners' problems in the speaking skill of oral communication appears in earlier stages of learning and such problems are developed through: teachers' beliefs and convinces of the whole teaching process; the learners' role, the methods and techniques they used to apply in EFL classrooms and the teachers' major role.

This study aims to investigate the effect of using the communicative method that emphasizes using the structure or tense in a realistic situation as possible. The teacher introduces communication techniques in which the given structure is used, such as role-playing. Because of the importance of role-playing as a speaking skill and according to its effect on students' motivation and achievement; this study is an attempt to investigate the effect of using role-playing on students' motivation for and achievement in the speaking skill of Eighth gradelearners in governmental schools of Bethlehem District.

1.2 Statement of the Problem

Kailani and Muqattash (2014) stated that, Speaking is a complex process which involves constructing a message in a form that other people can understand, and deliver the message using the correct pronunciation, stress, and intonation. Speaking also involves interaction-communicating with other people and to do this, learners need to be able to respond to what other people say, to use the language appropriate for the situation they are in and the person they are talking to. At the same time, they need to be accurate and fluent enough for the other person to understand and to fit the flow of conversation and to be able to do all of this, learners need lots of practice and encouragement.

Hence, learners face many problems in learning English as the speaking skill which affects the learners' achievement and motivation towards leaning the foreign language. They cannot convey a simple message in English because of lack the confidence while speaking English. There are several reasons for this problem, some are related to the learner, teacher, the methods and the material itself might be a reason for this problem. So, it is important to find a way to help teachers and learners to overcome this problem. (Opfer, Saavedra, 2010)

This study aims at investigating the classroom management techniques and to measure the effectiveness of using role-play. Kailani and Muqattash (2014) mentioned that. in order to increase pupils' participation, the teacher must employ techniques that require the pupils to utilize the language creatively as an instrument of learning. motivation plays a vital role in language learning. There is a growing interest in the creation of a motivation model that can help developing methodological applications to improve the teaching and the learning of a foreign language. In addition, Role-playing is an important method that may help to solve this problem by improving students' speaking skill if the teacher knows exactly how to use it in classrooms and get its benefit. In the classroom, we need to know our learners' need to get practice in both production and interaction. Sometimes we want to get our learners to practice producing error-free language, at other times we want our learners to concentrate more on interaction and on becoming more fluent.

Because of the complexity of the speaking skill, the low achievement of learners and the importance of applying new methods and techniques in EFL classroom to cope with the 21st century skills and the changing educational system; this study attempts to investigate the effect of using role-playing on students' achievement and motivation in the speaking skill of English of eighth grader learners in the governmental schools of Bethlehem District.

1.3 Purpose of the Study

This study aims:

To investigate the effect of using role-playing on students' achievement and motivation in the speaking skills of English of eighth graders in governmental schools in Bethlehem District due to the method of teaching, gender, and interaction between them.

1.4 Research Questions:

1- Is there an effect of using “role-playing” on 8th graders’ achievement in the speaking skills of the English language? and does this effect differ due to the teaching method, gender and interaction between them?

2-Is there an effect of using “Role-playing” on 8th graders’ motivation in the speaking skills of the English language? and does this effect differ due to the teaching method, gender and interaction between them?

1.5 Hypotheses of the study:

This study aims at testing the following null hypotheses:

1. There is no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 8th graders’ achievement in the speaking skills of the English language due to the teaching method, gender and interaction between them.
2. There is no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 8th graders’ motivation in the speaking skills of the English language due to the teaching method, gender and interaction between them.

1.6 Significance of the Study:

Curriculum planners may benefit from this study to cope with the curriculum changes to meet the different and changing learning styles of the students. Lots of methods and strategies have been applied to EFL classrooms, the majority seemed to emphasize the role of teachers rather than the role of learners. Hence, our learners are in great need to transfer their roles as passive learners to be active learners through practicing language skills.

Moreover, to shed light on the internal motivation Ashton and Elyildirim (2006) view that internal motivation defined as an interest comes from the learner while external motivation is defined as the interest which comes from outside the learner. So the main issue of motivation here is thus to transformed into creating the desire among students to learn the language and how to meet the function of external motivation and without the pupils' interest in the language their achievement will gradually decline. Motivation depends on many factors as: the teacher, the materials, the quality of teaching and classroom activity. Moreover, teachers may benefit from this study; especially those who are new in the teaching profession to save time and effort. In addition, the outcomes

of the study may be beneficial to the present researchers or future researchers to be one of the basis that a new theory learning will arise.

1.7 De-limitations of the study:

This study has the following de-limitations:

1. This study is limited to eighth grade students in the governmental schools of Bethlehem District.
2. The generalizations of this study are limited to the eighth grade students in governmental schools in Bethlehem District.
3. The teachers who received training in role play will be two (1 male\ 1 female). They work in governmental schools in Bethlehem District.
4. This study is restricted to one kind of speaking activities which is the role-play.
5. The results depend on the extent of the validity and reliability of the criteria or the instruments of measuring.
6. Participants are non-native speakers who have been learning English for 8 years and had the same socio economic environment.
7. Students are distributed into sections on the basis of school system.
8. English for Palestine book for Eighth grade unit two and three.

1.8 Definition of terms:

Effect: According to MacMillan English Dictionary (2002), effects cause a change that is produced in one person or thing by another person or thing.

Drama: The researcher adopted the definition of Khader (2007): It is a kind of literary composition meant to be enacted on the stage in which the story is told through dialogue, presenting characters placed in a situation of conflict and confrontation.

Role-play: Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into imaginary situation. What is meant by imaginary people is that students can become anyone they like for a short time, Budden (2004).

According to Procter in Cambridge International Dictionary of English (1995), role play is defined as the person whom an actor represents in film or play, while role play is a method of acting out a particular way of behaving or pretending to be other people who

deal with new situations. It is used in training courses, language learning and psychotherapy.

Ordinary teaching method: is a teaching method in which the instructor does all of the talking to present information to the students (Keeling, 1999).

Speaking skill: Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work).can be identified and charted (Burns and Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act (Burns & Joyce, 1997).

Motivation: motivation is defined as the process by which behavior is activated and directed towards definable goal (Buck,1989).

Achievement: Scores that students will obtain on the oral-test (Al-Abed ,1997).

The Eighth Graders: are male & female students aged between (13-14) and study *English for Palestine 8* at the governmental schools.

Oral speaking Test: Weir (1995: 7) defines it: ...in testing communicative language ability we are evaluating samples of performance, in certain specific contexts of use, created under particular test constraints, for what they can tell us about a candidate's communicative capacity or language ability.

Chapter Two

Review of the Related Literature

2.1 Introduction

2.2 Literature Review

2.2.1 Speaking Skills

2.2.2 Using Drama in teaching

2.2.3 Role-play technique

2.2.4 Motivation

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2.3 Previous Studies that are related to Role-Play Learning Teaching Approach and the Dependent Variables “Motivation, Achievement”

2.4 Summary

Chapter Two: Theoretical framework & Related Studies

2.1 Introduction.

This chapter presents the related literature and relevant studies to the effectiveness of using Role-playing techniques on students' motivation for and achievement in the speaking skill of English of eighth graders. This chapter consists of two sections; the first one will shed light on speaking skills, 21st century skill, using drama in teaching, role-play technique, motivation, and achievement. In the related studies section, summaries of results of relevant studies will be given.

2.2 Literature Review.

2.2.1 Speaking skills

Egan (1999) stated that, speaking is at the heart of second language learning. It is arguably the most important skill for business and government personnel working in the field, yet it appears particularly vulnerable to attrition. Despite its importance and its fragility, speaking was till recently largely ignored in schools and universities, primarily for logistical and programmatic reasons, such as emphasis on grammar and culture and unfavorable teacher student ratios. Speaking was also absent from testing; because of the difficulty in evaluating it objectively, and the time it takes to conduct speaking tests. Finally, speaking has been neglected in Computer Assisted Language Learning (CALL) technology. Until recently, CALL programs engaged students in listening, reading, and filling in blanks but not in producing oral language. The current situation is different. An increased emphasis on the acquisition of communicative language skills calls for language learning software that is speech-enabled and engages learners in interactive speaking activities.

We speak in many different types of situation, for example, talking to someone on the phone, an exchange between a customer and an assistant in a shop or a learner answering a question in class. Speaking is a productive skill which involves putting a message together, communicating the message, and interacting with other people. We put a message together using all the elements of the language, in speaking, we construct those elements rather than interpret, so it is a complex task and learners need a lot of practice to develop this skill; to put together a message.

Spoken English is messy –when people speak, they often repeat themselves, utter incomplete sentences, hesitate and pause between words, and use fillers- short sounds or words that give us more time to think and put a message together. This is true in many, if not all languages, not just English.

2.2.1.1 The Functions of Speaking:

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule (1991), "The functions of speaking are classified into three; they are talk as interaction, talk as transaction, and talk as performance. Below are the clarifications of these functions:

A. Talk as Interaction

The ability to speak in a natural way is required in order to create good communication. That is why sometimes some students avoid this kind of situation because they often lose words and feel difficulty in presenting a good image of themselves. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner- learner interaction as the key to teaching language for communication. Since "communication derives essentially from interaction" (Rivers, 2000, p. 543). Consequently, the giving and taking exchanges of information will enable them to create discourse that conveys their intentions in real- life communication.

B. Talk as Transaction

This type of speaking refers to situations where the focus is on what is said or done. Burns (1998) distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meanings. So it is very important for students to obtain those two kinds of talks to master the speaking ability, as Donald (2005) suggests that, students need to become patent at both ‘message-oriented’ or transactional language and interactional language, for maintaining social relationships.

C. Talk as Performance

This refers to public speaking. It is the talk which transmits information before an audience such as morning talk, public announcements, and speeches. Talk as performance tends to

be in the form of monologue rather than dialogue such as giving a class report about a school trip, conducting a class debate, and giving a lecture. So, "talk as performance needs to be prepared in the form of a written text (Richards, 2007, p.6)." Consequently, it is very important when teachers teach English to take care in applying these functions.

2.2.1.2. Speaking Difficulties lie in:

1 -Perception of the role of learners:

A- The talking time

Debating that talking is still regarded as a time-wasting and a low status activity Tarleton (1988) points out that teachers view children's classroom talk as a sign of poor concentration, distraction and disobedience. Therefore, learners become passive in English learning and they are not able to speak. As a result, the English teaching-learning process is not effective. Barnes (1982:19-20) "reminds us that children are not passive receivers of knowledge. Through language they are able to make knowledge and thought processes available to introspection and revision." Al-Mohanni in his study (2011) noticed that EFL teachers talked most of the time and students were left with limited opportunity to practice the language. This inhibited the development of spontaneous use of the foreign language. However, Tarleton(1988) believes in oracy as a valuable method of learning which gives listening and speaking high priority. Such a reaction to the learners' talk will have a negative impact on how learners view their talking and listening in the classroom. Learners will see it as a means of socializing and not learning. Teachers have to consider talking as a mark of effective learning and promote it during lesson time instead of suppressing it and viewing it as a time-wasting distraction. Chinn, Anderson and Waggoner (2001) mention that teachers depend on recitation in classroom discourse. Because of that, Ments (1990) expects teachers to involve students in active learning. Thus, their role is seen as facilitators of learning through helping students reflect on their experiences. This would help in developing their language listening-speaking ability. Ment in his study (1990) elaborated on that issue saying: Talking is an essential part of this process. It enables students to assess the importance of what they have experienced, and gives them an opportunity to integrate new information into their scheme of things.

B- Shyness and hesitance

Sari (2011) points that Learners are often hesitant to speak because they are afraid of pronouncing the words incorrectly or feel really shy about talking in front of other

students. Sari also states that many students who had enough knowledge about English grammar had the difficulty to speak because they were not used to speak or had less confidence.

C- Limited opportunities of interaction

Because most of our daily communication remains interactional, language teachers should provide learners with opportunities for meaningful communicative behavior about a relevant topic. According to Richards and Renandya (2002) speaking is one of the elements of communication happened in a formal environment between teacher and students. In this regard, Tarleton (1988) stated that: Oracy is a process or an activity which places equal emphasis on speaking and listening and recognizes their independence. As a process, oracy assumes a dual role and reminds children that communication is a two-way affair. As communication derives essentially from interaction, it is recommended to activate educational drama sessions to promote communication.

2- Perception of the role of teacher

A- The pressure of the overloaded curriculum:

Even though, advocators of the speaking skill consider it as crucial backbone, they hardly find appropriate activities and tools of assessment. Simons (2002) confirms that while speaking is considered to be an integral part of language arts, it tends to be neglected in the school curriculum. Hughes (1994) affirms that "the message for teachers is clear: developing children's oral language is now an essential part of their work."Consequently, teachers, under pressure to cover an intensive curriculum, find themselves concerned more about covering the curriculum rather than exploring ideas. In that sense, classroom interaction is seen as providing answers for the teacher's questions. As the interaction is teacher dominant, students cannot predict what will take place next. They are passive and such a role does not ensure that learning takes place. Vygotsky (1978) describes this kind of learning as a 'parrot-like' learning which is not "simulating knowledge of the corresponding concepts but actually covering up a vacuum."

B- The concept of Control:

Teachers perceive control as keeping order. It is control over the behavior of children to avoid losing order. Rowland (1987) investigates the role of control in the classroom; he concluded that it happens in authoritarian and oppressive learning settings where

everything is in the hands of the teacher. Such control over language is also seen as a control over the minds of the learners, as they have to unquestionably accept the teacher's instructions. Such a control limits the opportunities of interaction. According to Edwards and Westgate (1987) teachers' continuous control over classroom interaction as a precondition for attaining their educational goals is probably not far from their minds. This is because of the failure to 'keep the noise down is likely to be "severely judged, both by their students and their colleagues." As a result, Rowland (1987:122-123) stresses the importance of allowing children to practice some control over their thinking through negotiation, otherwise "learning is liable to the sterile, to be dependent upon the teacher". He also draws the teacher's attention to giving a real chance to children to explore what they learn before reaching the learning points planned for achievement describing the learning gained under control as a superficial technical competence.

3-Difficulties in speaking itself:

There are some factors that can make speaking difficult. As Brown (1994) demonstrates some factors of spoken language can make oral performance easy as well as, in some cases difficult.

A. Clustering:

Fluent speech is phrasal not words by words. Learners can organize their output both cognitively and physically (in breath group) through such clustering. It is phoneme groupings, not alphabet letters.

B. Redundancy:

The speaker has an opportunity to make meaning clearer through the redundancy of language. It means repetition of linguistic information inherent in the structure of a language. It also refers to unnecessary repetition in speech. The expression of freedom and liberty is redundant.

C. Reduced forms:

Contraction, elision and reduced vowel form special problems in teaching spoken English. Jung (2001: 33) defines a contraction as a shortened form of one or two words (one of which is usually a verb). In a contraction, an apostrophe takes the place of the missing letter or letters. Some contractions are: I'm (I am), can't (cannot), and Ma'am (Madam). Elisions mean the dropping of a sound in the middle of a word, or between words, when verbalizing a sentence or phrase. This often occurs with initial or final word vowels, or

sometimes with entire syllables. Some examples of elision are "cap'n" instead of "captain" and "wanna" instead of "want to."

D. Performance variables:

One of the advantages of spoken language is that the process of thinking as we speak allows manifesting a certain number of performance, hesitations, pauses, backtracking and corrections.

E. Stress, rhythm and intonation:

Those features are the most important characteristics of English pronunciation. The stress time's rhythm of spoken English and its intonation pattern convey important messages.

F. Interaction:

Interaction means the learning to produce moves of language in a vacuum which indicates the creativity of conversational negotiation. Shafer and Smith(1983) pointed out that the significance of spoken language in learning as: It "is a way of representing the conscious world to ourselves and to others. Hall (2002) asserts that the focus on the social lives of students will shape and contribute to language learning. Abu-TURKI (2013) stated that Students find difficulties in practicing and understanding speaking due to the shortage of key words needed. They also find difficulties in pronouncing words. In addition, students are shy or afraid of speaking in front of their peers. They don't have previous knowledge of how to use English to form enough sentences. Students, on the other hand, don't understand the instruction in English because they don't have the Basic English proficiency from the beginning of their education and they use Arabic instead to understand. Dash (2002) stated that teachers should encourage increasing use of English in the classroom because it leads to authentic learning of real English.

The most important and popular teaching approach is named "communicative approach" which emphasizes learning the language for practical purposes. Widdowson (1984) pointed out that communicative approach is more difficult in an EFL environment because the learners' use of English is unnatural. Language is used in real context and learners should be given the opportunity to express their ideas and opinions even if they make mistakes. Fluency is much more important than accuracy.

Teaching the speaking is skill necessary for learners to acquire English as a second or foreign context. EFL teachers should create a classroom environment where learners have

real life communication, authentic activities, and meaningful tasks that encourage oral language practice. So learners should feel that English must meet their needs (Richards & Renandya, 2002).

Learners need to develop the following skills in order to develop their speaking skills:

- Producing connected speech.
- The ability to interact.
- Talking round gaps in their knowledge.
- Speaking in a range of context.
- Balancing accuracy and fluency.

2.2.1.3 Communicative Language Teaching and Speaking Activities:

As Brown (1994) describes, it has been the philosophy of communicative language teaching (CLT) for many years to teach foreign languages through communicative approach which focuses "on speaking and listening skills, on writing for specific communicative purposes, and on authentic reading texts." (p.226). The most important features of CLT then Brown defines by means of four characteristics:

- 1) Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence
- 2) Language techniques are designed to engage learners in the pragmatic, authentic, and functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learners to accomplish those purposes.
- 3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times, fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in the language use.
- 4) In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed context (Brown 1994: 245).

In addition, Harmer (2001: 84-85) when suggesting features of CLT implies that "the language learning will take care of itself" and agrees with Brown that the accuracy of the language is less important than successful achievement of the communicative task.

In relation to communicative language teaching, Revell (1991) reminds that "theories of communicative competence imply that teachers must do more than just supplying learners

with a number of language structures to manipulate' and suggests that it is necessary to make a link between 'linguistic competence' and 'communicative competence" (p.5).

At this point, Littlewood (1991) proposes a solution for bridging the gap that Revell (1991) demands by categorizing activities into two groups: pre-communicative activities.

The aim of the pre-communicative activities is, apart from producing certain language forms in an acceptable way, as Littlewood suggests, to 'help the learners to develop links with meanings that will later enable them to use this language for communicative purposes'

Pre-communicative activities are therefore divided into two subcategories: 'structural activities', such as mechanical drills or verb paradigms, for producing accurate and appropriate language forms, on one hand; and, 'quasi-communicative activities', such as question-and-answer activities, giving directions to a stranger basing learner's replies on, for example, a town plan, or questionnaires, which bear a potential functional meanings of the language (Littlewood, 1991)

The second category forms a group of 'communicative activities', which Littlewood (1991) adds, divides into two further categories: 'functional activities', and 'social interaction activities'. The aim of the functional communication activities is to practice students' ability to get meaning across as effectively as possible. Little wood includes here activities based on sharing information with restricted and unrestricted cooperation (identifying pictures, discovering sequences, locations, missing information, 'secrets', differences, etc.), sharing and processing information (reconstructing story sequences, pooling information to solve a problem, etc.), or processing information (for example, groups must decide what they will take for a trip). On the other hand, social interaction activities, in addition to overcoming an information gap or solving a problem, extend the social meanings of the language through, for example, simulation and role-play activities, discussions or conversations thus developing also social acceptability in the language use (Littlewood, 1991).

When classifying activities focusing on the development of speaking skills, Byrne (1991) besides taking into consideration organizational forms to be involved in the activities and their focus either on accuracy or fluency of the language, also considers their teacher or learner centeredness.

Teacher controlled whole-class activities that focus on the accuracy of language involve making drills and controlled conversations, while fluency activities give space for conversations, discussions or story-telling. On the other hand, learner directed pairwork, or

groupwork activities that focus on accuracy involve role-plays, controlled conversations or working with questionnaires, while fluency activities make use of project work, various games, and also discussions carried out within groups or pairs (Byrne, 1991).

As regards speaking, providing students with as many opportunities to practice the language orally as possible, in the researchers' point of view, is an essential aspect in teaching this productive skill. The researcher also thinks that it is important to avoid purely grammatical lessons and follow the principles that communicative language teaching offers, with the primary focus on activities that aim at overcoming an information gap and developing the social meanings of the language. All of these will lead to a better communication of students' 'thoughts and feelings more clearly and fully as well as being confident in their own ability to verbally tackle new situations and challenges', as Fontana (2003) suggested.

Both kinds of activities that aim at either communicative or partially communicative purpose will inevitably be connected with the use of different organizational forms. There are primarily three organizational forms that methodologists describe – group work, pair work, and whole-class teaching. In the following part of the thesis, therefore, the researcher will be talk about the specifics, advantages and disadvantages, of the three organizational forms.

2.2.1.4The Notion of Teaching Speaking

Speaking skill should be taught and practiced in the language classroom. Because the language course truly enables the students to communicate in English, so speaking skill needs a special treatment. In reality, in daily life, most of time people speak more than they write; yet many English teachers still spend the majority of class time on reading and writing practices, and almost ignoring the speaking and listening skills. Based on the statement above, there should be a good balance to practice in the classroom.

Therefore, some researchers and experts have tried to assign the notion of teaching speaking like Nunan (2003, p. 48) who has clarified it as to teach English language learners to produce the English speech sounds and sound patterns. Use words and sentence stress, intonation patterns and the rhythm of the second language; select appropriate words and sentences according to the proper social settings, situation and subject matter; organize their thoughts in a meaningful and logical sequence. Use language as a mean of expressing values and judgments, and use the language quickly and confidently. Teaching speaking, in the researcher's opinion, is the way for students to express their emotions,

communicative needs, interact with other persons in any situation, and influence others. For this reason, in teaching speaking skills it is necessary to have clear understanding involved in speech, and also encourage the potential of the learners to develop their speaking skills naturally. Overall, teaching speaking skills emphasizes the activities that make students active and creative.

2.2.1.5 Teaching Speaking in Palestine

In the face of the global spread of English, the Ministry of Education is supporting generously the teaching and learning of English in Palestine. The ultimate aim of English is to develop the students' overall ability in language use. So, in the present curriculum, communicative competence (CC) is the goal. It consists of the knowledge that users of a language have internalized, and which enables them to understand and produce messages in the language. In this respect, the Ministry of Education states that students at the end of grade 8 are expected to achieve these objectives in teaching the speaking skills:

- Articulate sounds in connected speech.
- Articulate stress patterns within words.
- Manipulate variation in stress in connected speech.
- Produce basic intonation patterns.
- Summarize the main points of a text.
- Describe a sequence of events based on visual inputs.
- Narrate a story based on visual input.
- Narrate a story based on personal experiences.
- Make a rehearsed or unrehearsed presentation about a familiar topic (self, family, immediate environment or current issues).

Express: like, dislikes, interest, dreams, apology, gratitude, regret, surprise, pleasure, displeasure, agreement and disagreement.

- Respond to direct questions, instructions, suggestions, offers, visual input, etc.
- Respond to referential and inferential questions.
- Respond to conditional, or hypothetical questions.
- Ask questions about routine matters.
- Trans code information in diagrammatic display into speech (Ministry of Education, 1999, pp. 23-24).

2.2.1.6 Speaking in the classroom

In the classroom, we need to get our learners to practice and interact. Speaking activities sometimes concern on getting learners to produce sounds, phrases, or grammatical structure while other activities are controlled by the teacher, and the learners have more freedom to choose the topic. Controlled activities generally focus on the learners producing language accurately, while less controlled activities focus on developing the learners' fluency.

Types of different activities in the classroom:

Drills:

Using drills, the teacher has a lot of control over what the learners' say- they must respond to the teacher or each other, the answers to the drill are fixed- the learner must answer correctly according to a precise pattern.

Types of drill:

- Substitution drills.
- Transformation drills.
- Functional –situational drills.

Pair work and group work:

Learners need to put into groups or pairs so that they can practice more speaking. If learners only speak to the teacher, their opportunity for practice is limited. If it takes a long time to get your learners into groups in every lesson, you can divide the learners up into a set of groups at the beginning of the year. This means that learners always use the same group and do not have to spend time deciding whom to form group with. one can change these grouping every few months if he wants learners to practice working with different people.

Pair work

To begin with, Byrne (1991) divides pair work into three kinds: 'open pairs', 'fixed pairs', and 'flexible pairs'. During 'open' pair work, learners talk to one another across the class under the teacher's control. While working in 'fixed pairs', learners work with the same partner in order to complete a task (for example, dialogue). Finally, working in 'flexible' pairs presupposes that learners keep changing their partners (for example: interviewing other classmates).

Harmer (1992:224)"claimed that pair work increases the amount of learners' practice, encourages co-operation, which is important for the atmosphere of the class and for the motivation it gives to learning with others, and enables learners to help each other to use and learn the language. In addition, the teacher is able to act as an assessor, prompter or resource." as Harmer believes.

Byrne (1991) adds that pair work facilitates learners' independence; and, moreover, sees pair work as an interaction similar to real-life language use:

They learners can face and talk directly to one another, so it is much closer to the way we people use language outside the classroom.

The problem is in concerning noise and indiscipline during pair work and depends, according to Harmer (1992), on the task set by the teacher and teacher's attitude during the activity. However, Ur (1991) strongly disagrees with the claim that the choice of activity influences the discipline and noise in the classroom and shifts the problem onto the teacher's personality. In addition to noise, Doff (1991) provides some interesting comments. Doff claims that noise is a side effect of the group work (and pair work) and 'cannot be helped'. He pointed out that "usually the students themselves are not disturbed by the noise", and adds that "the noise created by pair work and group work is usually 'good' noise – students using English, or engaged in a learning task

Another frequently discussed problem concerns the use of learners' mother tongue. While conducting communicative activities, Byrne (1991) believes that learners use of mother tongue is a natural factor of group and pair work activities: 'Of course the students will sometimes start to use their mother tongue to express an idea - especially if they get excited.

Group work

To begin with, Doff (1991) describes group work as follows: In group work, the teacher divides the class into small groups to work together (usually four or five students in each group). As in pair work, all the groups work at the same time.

According to the movement of learners during a group activity, Harmer (1992) and Ur (1991) distinguish between flexible and fixed groups. While working in flexible groups, Harmer suggests that students start in set groups, and as an activity progresses the groups split up and reform; or they join together until the class is fully reformed. In addition, it is wise, according to Ur, to settle fixed groups or at least semi-permanent groups to avoid problems every time the groups are about to form, for that reason, Ur (1991:7)suggests:

"The physical reorganization can be done very simply by getting some students to turn face to those behind them if they are normally in rows. This may need a little modification . . . but once the students are settled into fixed groups, they will assume them quickly and with little fuss each time."

Ur (1991:7) agrees that group work provides some learners with confidence and courage: "students who are shy of saying something in front of the whole class, or to the teacher, often find it much easier to express themselves in front of a small group of their peers" Another point expressed by methodologists concerns the amount of learners' participation and mutual co-operation among learners during activities carried out in groups.

Richards and Lockhart (1999) say that group work is likely to increase the amount of student participation in the class and promote collaboration among learners; furthermore, learners are given a more active role in learning, teacher's dominance over the class decreases, while the opportunities for individual student practice of new features of the target language increases.

Interactive activities

A-Information gap activities:

We often interact with other people to give or ask for information. If one learner knows or can see something that the other doesn't, this gives them a genuine reason to speak. Classroom activities that simulate this type of situation are called information gap activities. as examples,

- Describe and draw
- Describe and identify.

B-Discussion activities:

We also speak to give our opinions or to hear other people's opinions. These activities give learners the chance to speak more freely and express themselves. It is helpful to structure a discussion activity by giving learners enough information about what they will be talking about, and giving them enough time to think about what they want to say. For example,

- Ranking activities.
- Solving problems.

C- Role play:

These activities can be like mini-dramas. Each learner is given a character and a card with some information about their role and situation. With other learners or in a group, they then have to act out a situation as if they were the people on their cards.

D- Games:

Games are often useful to liven up a lesson

2.2.2 Using Drama in teaching

Zyoud (2011) said that, Drama can foster language skills such as reading, writing, speaking and listening by creating a suitable context. Drama is a powerful language teaching tool that involves all of the students interactively all of the class period. Drama can also provide the means for connecting students' emotions and cognition, as it enables students to take risks with language and experience the connection between thought and action. Teaching English as a foreign language inevitably involves a balance between receptive and productive skills; here drama can effectively deal with this requirement. Through drama, a class will address, practice and integrate reading, writing, speaking and listening. Drama also fosters and maintains students' motivation, by providing an atmosphere which is full of fun and entertainment. In so doing, it engages feelings and attention and enriches the learners' experience of the language.

Ustundage (1997) is of the view that drama is the specific mode of fiction represented in performance. The term comes from a Greek word "drama" meaning "action". Which is derived from the word "to do." and there are different types of drama. For example, Mime, let's pretend, improvisation, and role-play.

Biche (2010) mentioned that, using drama in the ESL classroom is not a new concept. Drama provides an excellent platform for exploring theoretical and practical aspects of the English language. The improvisation aspect of drama gives students opportunities for developing their communicative skills in authentic and dynamic situations. By using drama in the English classroom, we can use English with our students in intriguing and useful ways. The language can be used in context and makes it come to life. Drama has the potential of making the learning experience fun for the students and even memorable because it is interactive and visual.

Wessels (1987) mentioned that, this is all very relevant information concerning using drama in the ESL/EFL classroom. We can sum up the benefits of drama in language

teaching as follows: the acquisition of meaningful, fluent interaction in the target language; the assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner; the fully contextualized acquisition of new vocabulary and structure; an improved sense of confidence in the student in his or her ability to learn the target language.

Drama puts the teacher in the role of the supporter in the learning process and the students can take more responsibility for their own learning. Ideally, the teacher will take a less dominant role in the language class and let the students explore the language activities. In the student centered classroom, every student is a potential teacher for the group.

Drama, for second language learners can provide an opportunity to develop the imagination of the students. The students can go beyond the here and now and even 'walk in the shoes' of another. It provides an opportunity for independent thinking (Mcaslin, 1996). Students are encouraged to express their own ideas and contribute to the whole. Creative drama will offer exercises in critical thinking and the chance for the students to be creative. A good example of this is role-plays in small groups. The ESL/EFL group will have many situations where they can develop their own ideas as well as skills of cooperation when interacting with classmates. The group work builds social awareness and understanding as we walk in the 'shoes of another'. Drama gives an excellent method for studying human nature and working in harmony. Acting provides the opportunity for a healthy release of emotion in a safe setting which can work to relieve the tension of learning in a second language.

Biche (2010) stated that drama is a powerful teaching tool. In the ESL/EFL classroom, role-playing is a powerful tool. It teaches cooperation, empathy for others, decision making skills and encourages an exchange of knowledge between the students. These aspects alone make role-playing beneficial because the students are learning from each other. Yet, there are many other positive aspects of role-playing. Apart from the obvious development of communication skills, role-playing encourages leadership, team work, compromise, authentic listening skills and practice with real life savior-faire. However, it does not stop there. It teaches cooperation, empathy, develops decision making skills, promotes the exchange of knowledge, builds confidence and self-esteem, refines presentation skills, encourages self-acceptance and acceptance of others, features of empowerment, pride in work, responsibility, problem solving, management and organizational skills, begets creativity and imagination.

A good drama teacher can use the practice with role-playing to contribute to the self-esteem of the students, build their confidence in using the target language (English) as well as develop many of the skills mentioned above, which will carry over to real life. It is certain that self-acceptance can be encouraged in subtle ways and acceptance of others.

Drama has the potential to empower the students, give them many opportunities to have pride in their work, it teaches them responsibility, problem solving, management and directing proficiencies. The many activities of team work force students to develop organizational skills and to think on their feet. These are tools that can be used in all aspects of their lives. These skills will be useful in the future job market when the students need to work with others or even in the future job interview, when the potential employer asks an unexpected question that needs a prompt reply.

2.2.2.1 Drama Techniques in language teaching

It is extremely difficult to define drama techniques in language teaching. Watkins (1981) indicated that there exists no universally accepted idea of what drama is or what its purpose is in education. According to Holden (1981) drama applies to any activity which asks the student to portray himself in an imaginary situation, or to portray another person in an imaginary situation.”

Fleming (2006) stated that drama is inevitably learner-centered because it can only operate through active cooperation. It is therefore a social activity and thus embodies much of the theory that has emphasized the social and communal, as opposed to the purely individual, aspects of learning. The use of drama techniques and activities in the classroom provides exciting opportunities for foreign language learners to use the language in concrete "situations". Besides, some research studies, (Maley, Duff 2001, Phillips, 2003) suggest that drama activities can promote interesting ways of motivating language learners and teachers. With drama we can play, move, act and learn at the same time. (Philips, 2003). Also the use of drama activities has clear advantages for language learning regarding motivation, the use of language in context, teaching and learning cross curricular content, etc (Philips, 2003). There are several studies that support the benefits of drama in foreign language learning, such as Maley and Duff (2001), Brumfit (1991) and Philips (2003). Dramatic activities according to Maley and Duff (2001) Are activities which give the students an opportunity to use his own personality in creating the material in which part of the language class is to be based. Drama activities can provide students with an opportunity to use language to express various emotions, to solve problems, to make

decisions, to socialize. Drama activities are also useful in the development of oral communication skills, reading and writing as well. Drama activities help students to communicate in the foreign language including those with limited vocabulary (Aldavero, Vanesa, and Alonso, 2008)

Zayoud (2011) said that, Why using drama in EFL classroom? Using drama and drama activities has clear advantages for language learning. It encourages students to speak, it gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expression. There are also a number of other factors which make drama a very powerful tool in the language classroom. Desiatova (2009) outlined some of the areas where drama is very useful to language learners and teachers, and they are listed below:

1. To give learners an experience (dry-run) of using the language for genuine communication and real life purposes; and by generating a need to speak. Drama is an ideal way to encourage learners to guess the meaning of unknown language in a context. Learners will need to use a mixture of language structures and functions ("chunks") if they want to communicate successfully.
2. To make language learning an active, and motivating experience
3. To help learners gain the confidence and self-esteem needed to use the language spontaneously. By taking a role, students can escape from their everyday identity and "hide behind" another character. When you give students special roles, you encourage them to be that character and abandon their shyness.
4. To bring the real world into the classroom (problem solving, research, consulting dictionaries, real time and space, cross-curricular content). When using drama, the aim can be more than linguistic, teachers can use topics from other subjects: the students can act out scenes from history, they can work on ideas and issues that run through the curriculum. Drama can also be used to introduce the culture of the new language, through stories and customs, and with a context for working on different kinds of behavior.
5. To emulate the way, students naturally acquire language through play, makebelieve and meaningful interaction.
6. To make what is learned memorable through direct experience and effect (emotions) for learners with different learning styles.

When students dramatize, they use all the channels (sight, hearing, and physical gesture), and each student will draw to the one that suits them best. This means they

will all be actively involved in the activity and the language will "enter" through the channel, most appropriate for them.

7. To stimulate learners' intellect and imagination.
8. To develop students' ability to empathize with others and thus become better communicators.
9. To Help learners acquire language.

On the other hand, Burke and O'Sullivan (2002) identified seven reasons to incorporate drama in the second language classroom:

- 1) Teachers and students can concentrate on pronunciation.
- 2) Students are motivated.
- 3) Students are relaxed.
- 4) Students use language for real purposes.
- 5) Risk-taking equals heightened language retention.
- 6) Community is created.
- 7) Students and teachers can approach sensitive topics.

2.2.3 Role-play technique

Role playing as a model of teaching has roots in both personal and social dimensions of education. Consequently, role playing had a number of definitions. Shaftel and Shaftel (1967) stated that role playing was a “ group of problem solving procedures. It proceeds into problem definition, delineation of alternatives, and decision making”

Hedge (2000) stated that, teachers use the term “role-play” to refer to a number of different activities, ranging from simple dialogues promoted by specific information on role cards, to more complex simulations which pass through a number of stages. A number of advantages have been claimed for role-play as a fluency activity if it is performed in pairs or groups rather than one group acting in front of the class. It encourages participation of a large number of students. If it is based on real life situations, both transactional and interpersonal, it is useful rehearsal for these. Some students find role -play easier than free discussion because they do not have to face the cognitive challenge of finding original and intelligent things to contribute. Some students enjoy the opportunity to act and to assume other personae. A role-play which has a clear goal gives a purpose and a direction to the discussion. It is interesting when role-play involves both competitive and co-operative elements. Moreover, as students take on variety of roles during a programme of role-plays,

they will practice language which varies according to the setting, the formality of the situation, and the function required for the particular role.

Hedge (2000) added that, however, the success of role-play depends on overcoming some of its limitations. Perhaps the main limitation is to do with asking students to take on roles, and whether or not they are able to empathize with the role they choose or are given. And this may well depend on the degree of distance between the reality of the student's own roles in life and "fantasy" of the role imposed. Functional roles do not present a great problem as all speakers need to apologize or offer help. However, professional roles may begin to present difficulty as many role-plays involving transactional language assign one student of a part role. The problem is exacerbated when roles require students to change their status, personality, or even gender. Ultimately it will depend on the willingness and motivation of students to change persona.

Al Arishi (1994) defined role playing as a "hybrid" because it sprang from two distinct impulses. One stressed that role playing was the real playing. That is the classroom was a rehearsal of the outer world. The other was the emphasis on the imaginative self-expression of the inner world of the participant's mind. Here, role-playing became unusual playing.

Although there are close relations between role-playing and simulation, a number of researchers stated the following distinctions:

Role-plays involve learners taking on characters that are not their own; whereas, in simulations the participants behave as themselves. That is to say, they apply their background and first language experience to a situation.

Role-plays are often set up to practice particular language functions in a highly controlled context. However, in simulations, the participants must not pretend or invent; they must have all the facts and information.

It should be noted that the common point between them is that they create situations to encourage the communicative language use (Di Pietro, 1987; Hyland, 1993; Paliora, 1996). Cummins and Davison (2001) stated that, in common they are concerned with revealing systems and interaction and analogues which focus on some simplified aspects of behavior, cutting out the complexity but engaging emotions as well as the power of thinking. Also this is proved by Hadfield (1987) when he stated that. Many games include the element of role play. Players are given the name and some characteristics of a fictive character. However, these are not role-plays in the true sense, as the role play element is always subordinate to the game for the purposes of language use. The outcome of a game is ‘

closed'; once cards distributed, it develops in a certain predetermined way, while role play's outcome is open-ended and may develop in any number of ways" (p.5).

Hoazhang (1997), Joyce and Weil (1986) proposed the following guidelines for teaching role-playing:

-warm up: the teacher introduces the problem, presents and explains the speaking activity and the situation.

-selection of participants: the roles are analyzed, and then the role players are chosen.

-specification of the allotted time for each group.

-the preparation of the observers, and setting the observation tasks.

-providing the students with help in the form of information, guidelines and vocabulary.

-the discussion and the evaluation of role playing.

Lee (1993) indicated that in order to have a better role-play teaching, two concepts should be taken into account: frame and role-shifting.

Frame was defined as units of meaning consisting of sequences of events and action that are related to particular situation. Role-shifting is the ability to adopt different roles in social encounters. Specifically speaking, the teacher, as a facilitator, has to play different roles to a convey the frames properly.

2.2.3.1 Why use role-play:

There are many reasons according to Ladousse (1997) for using role-play:

1. A very wide variety of experience can be brought into the classroom through role play. The range of functions and structures, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as communication games. Through role play, we can train our students in speaking skills in any situation.
2. Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabi.
3. Some people are learning English to prepare for specific roles in their lives: people who are going to work or travel. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of classroom. For these students, role play is a very useful dress rehearsal for real life. It enables them not just to acquire set phrase, but to learn how interaction might take place in a variety of situations.

4. Role play helps many shy students by providing them with a mask. Some more reticent members of a group may have a great deal of difficulty participating in conversations about themselves, and in other activities based on their direct experience. These students are liberated by role play, as they no longer feel that their own personality is implicated.
5. Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip. Although there is no scientific evidence that enjoyment automatically leads to a better learning.

Ladousse (1997) added that, Finally, role play is one of a whole amount of communicative techniques which develop fluency in language students, which promotes interaction in the classroom, and which increases motivation. Not only is peer learning encouraged by it, but also the sharing between teacher and student of the responsibility for the language learning process. Role play is perhaps the most flexible technique in the range, and teachers who have it at their finger-tips are able to meet an infinite variety of needs with suitable and effective role-play exercises.

2.2.3.2 Advantages of role-play:

Van Ments (2008) summarized the advantages of role-play on attitudes and feelings of the students as follows; according to him, role-playing:

- Enables students to express hidden feelings.
- Enables students to discuss private issues and problems.
- Enables students to empathize with others and understand their motivations.
- Gives practice in various types of behavior.
- Portrays generalized social problems and dynamics of group interaction, formal and informal.
- Gives life and immediacy to academic descriptive material (history, English, economics, and geography).
- Motivational and effective because it involves activity.
- Provides feedback for teachers and students.
- It is student- centered.
- Closes gap between training and real life situations.
- Changes attitudes.
- Permits training in the control of feelings and emotions.

2.2.3.3 Purpose of using Role-play

Sole'(1987)outlines some defining goals and characteristics of role playing:

1. Places problems in a life-like setting.
2. Involves problems with ongoing processes.
3. Typically deals with problems involving the participants themselves.
4. Deals with emotional and attitudinal antecedents of behavior in an experiential frame of reference.
5. Emphasizes the importance of feelings as sources of behavior.
6. Deals with participants who are placed psychologically "inside" the problem situation.
7. Makes for emotional involvement.
8. Provides practice in interpersonal skills.
9. Provides for testing ideas and hypotheses about human behavior.
10. Trains in emotional control.
11. Provides for the execution of the action or solution.
12. Involves continuous feedback.

2.2.3.4 Role-playing as cooperative learning strategy

As has been said, Role-playing is considered to be a technique of cooperative method in learning. Cooperative learning was first conducted by Johnson and Johnson (1988) who reviewed (122) studies on cooperative learning. Research findings indicated that achievement will be higher when learning situations are structured cooperatively rather than competitively or individualistically. Cooperative learning provides a structure for group work based on:

1. Positive interdependence: this is achieved by planning the work so that there are mutual goals, division of labor, division of materials, resources of information among members by assigning roles and giving joint rewards.
2. face to face interaction.
3. Individual accountability: which means that each student is held accountable of the assigned task. Student in group have to help each other to reach an appropriate level of mastery.
4. Interpersonal and small group skills have to be used appropriately. Students have to be taught these skills with the guidance and help from the teacher and through self-evaluation (Johnson, 1988).

There is now substantial evidence to say that students working together in small cooperative groups can master material presented by the teacher better than those working on their own. So, cooperative learning is considerably more effective than traditional methods in increasing basic achievement outcomes including performance on standardized test of mathematics, reading and language (Slavin,1988).

According to students' attitudes towards cooperative learning, many researchers indicated that cooperative learning experience promotes greater competencies in critical thinking, more positive attitudes toward the subject areas studied, greater psychological health and greater perception of the grading system as being fair (Johnson and Johnson, 1981).

2.2.3.5 Role-playing as an educational game:

Games are defined by Harold (1982) as "something enjoyable-however serious- involving competition for specific objectives and observing rules". Also they are defined by Baudains (1998) as "activities students do for their own sake, for the immediate fun, curiosity or competitive ambition aroused by the game."(p.3).

However, role-play is defined by Richard(1985) as " Drama-like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation." (p.240).

What are the reasons behind using games in language teaching?

"The principle underlying the use of games in training" as Kirby (1992) mentioned ' is that participants learn better through doing than through reading, hearing, or observing. Moreover, Lee (1993) stated that games have universal attraction, such that playing games is a reward in itself.

Kopple (1995), added that , using games, to supplement traditional classroom lessons, can help to increase interest, motivation and retention, in addition to improving reasoning skills.

Harold(1982) pointed clearly to the numerous claims that indicate the positive results of teaching with games and simulation like the increase in motivation, interest, effective learning about oneself and about others, empathy...

Kirby (1992) stated a long list of the advantages of games in learning as: Anonymity, Developmental, Experiential, Flexibility, Full participation, Memorability, Physical learning, Realism, Risk taking and Motivation. The "fun" element of games ensures that participants are motivated to take a full part.

Role-play and games are concerned with revealing systems and interactions and analogues which focus on some simplified aspects of behavior, cutting out the complexity but engaging emotions as well as the power of thinking.”. Also this is proved by Hadfield (1987) when he stated that “ Many games include the element of role-play. Players are given the name and some characteristics of a fictive character. However, these are not role-plays in the true sense, as the role play element is always subordinate to the game for the purposes of language use. The outcome of a game is “ closed”; while role play’s outcome is open-ended and may develop in any number of ways.

Role-play, on the other hand, can be quite simple and brief technique to organize. It is also highly flexible, leaving more scope for the exercise of individual variation, initiative and imagination.

2.2.4 Motivation

Intelligence is not the only determinant of academic achievement. High motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success. Development of academic intrinsic motivation in young children is an important goal for educators because of its inherent importance for future motivation, as well as for children’s effective school functioning (Gottfried, 1990).

In any school setting, whether it be elementary, secondary, or higher education, a student’s motivation for learning is generally regarded as one of the most critical determinants, if not the premier determinant, of the success and quality of any learning outcome (Mitchell, 1992). Examining the construct of intrinsic motivation in young elementary school children is significant and important, because academic intrinsic motivation in the early elementary years may have profound implications for initial and future school success (Gottfried, 1990). Students who are more intrinsically than extrinsically motivated fare better, and students who are not motivated to engage in learning are unlikely to succeed. Higher academic standards make it even more important to motivate even the disengaged and discouraged learners (Brewster & Fager, 2000).

When we employ the term “motivation”, we should be aware of its limitations and problems (Madrid, 2001):

1. We cannot directly observe a person’s motivation; all we can observe is that person’s behavior and the environment in which he/she acts. Motivation is something inside the individual, and it acts reciprocally with the environment. In general, we consider that it stimulates, directs, and sustains behavior.

2. We often seek to explain why individuals behave in a specific manner, although in fact, we can only describe their behavior when they act reciprocally with their environment. After all, we can only describe individuals' behavior with the help of certain instruments of control: direct observation, questionnaires, interviews, reactions to certain stimuli, etc.
3. It is also worth remembering that motivation is merely one more element – and not the only one – which determines behavior. Furthermore, it is above all a question of degree, hence the fact that we often speak of “degrees of motivation.”, Motivation involves several processes. In order to obtain a deeper insight into the underlying processes by means of which children begin to learn in class, pay attention to certain activities more than to others, and are persistent despite distractions, we must carry out an extensive overview of theory and research.
4. By manipulating and controlling the students' motivation in the classroom, the teacher is helping to shape the child's personality. The teacher's behavior as well as his / her way of organizing the class causes changes in the student's motivation as.
5. The study of motivation begins and ends with the study of behavior. Historically, the study of motivation has been associated with internal processes such as needs, intentions, or objectives. The apparent choice among a series of possibilities of action is an initial indicator of motivation.
 - We can deduce that an individual is motivated in a certain way when he/she pays attention to something to the detriment of something else. Motivational deductions are suggested by the individual's choices between different alternatives of behavior. Choice is the designation or attribution of preference of alternatives which suggest motivational deductions.
 - Two further instances of strong behavior are the return to a previously initiated activity when there is no apparent external coercion and perseverance. Observers deduce the existence of a greater or lesser degree of motivation when an individual focuses his/ her attention on the same activity for a longer or shorter span of time. In the classroom, it is the student's tendency to persevere with an activity without getting distracted which leads us to deduce that (s) he is highly motivated. Many authors have termed this model “continuous” or intrinsic motivation.
 - Another instance of behavior which suggests differences in the degree of motivation is variation in performance. Although the level of attainment is not a pure measure of motivation, it does seem to be the product of a variety of factors, including a

combination of motivational models. In other words, it may well be that choice, persistence, and continuous motivations are reflected in the level of performance.

Crookes and Sshmidt (1991:p.480) pointed out that, “it is used more as a general catch all rather than a precise construct. They quote “motivation” is used as a general team- a dustbin- to include a number of possibly distinct concepts." Whatever the case, it has been traditionally equated with and measured by proficiency. It is also defined as producing engagement in and persistence with the learning task. This is especially true amongst teachers rather than second language researchers, who would describe a student as motivated if he or she becomes productively engaged in learning tasks and sustains that engagement, without the need for continual encouragement or direction.

Deci and Ryan (2000) stated that, motivation divides to an intrinsic motivation, which is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. And intrinsically motivated which is defined as a person who is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.

Crookes and Schmidt (1991) pointed that, the three major sources of motivation learning: first, is the learner’s natural interest. Second, is the teacher as an example of extrinsic factor. Finally, success in the task.

Ababio (2013) stated that, motivation is important in the teaching learning process for two reasons: (a) It becomes the main preoccupation of effective teachers who want their students to become interested in certain kinesthetic, intellectual and aesthetic activities and show corresponding demonstrable behavior, after formal teaching has ended – that is, it emphasizes the development of students’ cognitive, effective and psychomotor domains which constitute the core purpose of teaching; (b) It serves as a medium used by results-oriented teachers to get their students to acquire the requisite knowledge, understanding or skills in the teaching-learning process.

The next section discusses the principles which the geography teacher should employ when using motivational techniques in the classroom.

Davies and Pears (2000) added that the lesson should be dynamic, involving the learners in varied activities and interactions. Learners should be active, not just listen and repeat. To participate willingly, they must feel able and confident, not threatened by failure, reprimand, or ridicule. Teacher must take the lead in establishing a positive atmosphere,

planning appropriate activities, encouraging learners and dealing with problems sensitively. Motivation is essential for learning.

Christophel (1990) talked about the importance of motivation among the related theories in educational psychology as an important element in the learning process; he then emphasizes “how” rather than “what” learners are taught. He explains that learning has been conceptualized as a process involving the acquisition or modification of cognitive, affective, and behavioral outcomes. Specifically, cognitive learning which emphasizes comprehension and retention of knowledge; affective learning focuses on a positive or negative attitude toward the subject or teacher; and behavioral learning is the development of psychomotor skills.

2.2.5 Achievement:

Carter (2015) mentioned that, Students' achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the level of ability and prepare students for adulthood. Defining student's achievement and factors that impact progress is critical to becoming a successful teacher.

“Academic achievement or (academic) performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals.”
(www.wikipedia.com.)

Carter (2015) said that, student's achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that you can use to guide your instruction. Student achievement will increase when quality instruction is used to teach instructional standards. He added that, Factors that Impact Student's achievement, There are many variables that can impact successful a student's achievement, but the most critical are classroom instruction and learning disabilities. It is important to remember that all students do not learn the same way or at the same rate. Students are like leaves on a tree; there are no two exact same leaves. Just as a leaf comes in unique colors, shapes and sizes, each student has their own a unique learning style. You must use a variety of teaching methods and understand the background and individual needs of each student. Furthermore, classroom instruction is the most important factor that impacts student achievement. As a teacher, you influence the quality of instruction, set expectations for learning, and measure the level of understanding. For

example, when a standard is not presented in a way that a students can understand or in a way that is boring, it can be very difficult for a student to meet the required level of achievement.

A good teacher will use strategies, such as discussion among students, videos or stories, to gain students' attention and to support the learning process. He/she should constantly be thinking of ways to make learning fun and appropriate. For example, in looking at our to-do list you may pre-pay for your cleaning to get a discount or join a friend to make the study session more interesting. Likewise, students' achievement involves well-thought out strategies to improve the quality of learning!

A learning disability is a condition that causes a student to learn at a slower pace than students of the same age or grade level. A learning disability can make understanding of some standards more difficult, but it does not mean a student with this condition cannot achieve academically. It is important to remember that when it comes to student achievement; all students can learn!

Wong (1998) stated that, student succeed is a result of good classroom management. The Number one factor governing student learning is Classroom Management. Its' teachers practices, which governs students learning. What the teacher does in the classroom to structure and organize a learning environment is the most important factor that will increase students' achievement. It is time to organize our schools based on what we want students to achieve, not on what we want students to achieve is currently in vogue. The classroom must be organized for learning if students' achievement is to increase. Unfortunately, what typically happens in a classroom is the teacher does activities and then disciplines when problems occur. No time is spent on organizing or managing the classroom. Then, of course, the administrator has to contend with this problem, which typically has nothing to do with discipline. Wong (1998) added that, the only factor that increased student achievement was the significance of a teacher. Studies have shown that teacher preparation is one of the strongest predictors of students' achievement, and Studies have shown that teacher expertise is the single most important factor in determining student achievement. Moreover, the bottom line is that there is no way to create good schools without good teachers. It is the administrator who creates a good school, and it is the teacher who creates a good classroom. Therefore, this is how to create a world-class school:

1. 1. Teach classroom management skills and have school-wide procedures.
2. Create a school culture or family.

3. Have school goals and religiously collect and analyze the data.
4. Have an orientation program for new teachers.

Stiggins(2011) stated that, some types of assessment options for speaking activities as, first, is performance assessment, in this case, the respondent actually carries out a specified activity under the watchful eye of the evaluator who observes performance and makes judgment as to the quality of achievement demonstrated. Second, is personal communication assessment, one of the most common ways teachers gather information about day-to-day student achievement in the classroom is to talk to them! We do not often think of this assessment in the same sense as multiple choices or a performance assessment, but on reflection, it can become clear that certain forms of personal communication definitely do represent assessments of student achievement. Else more, Performances were audio taped; whereas, the control group was taught in the traditional manner, which included structure and oral drills. The experimental group showed better improvement in their language skills. The results of the study showed that drama can be effective in stimulating syntactic growth and that interaction and purposeful communication are important in second instruction.

2.3 Related studies

Few studies have been conducted with direct relatedness to this study. These studies talk about all variables in this study. Speaking skills, Role-play, Motivation, and Achievement.

2.3.1 Previous studies related to Role-Play learning- teaching approach and the dependent variables “ Motivation, Achievement”

2.3.1.1 Studies related to Drama:

Albalawi (2014), The study investigates the influence of teaching English subject using drama on the development of intermediate students' creative thinking. The sample population of the study comprises two randomly selected first year intermediate classes of the 33 intermediate female school in Tabuk. One class of 24 students has been assigned to be control group. The other class of 23 students has been assigned to be experimental. Upon review of related literature and previous studies, 4 dramatic teaching scenes were prepared in the light of drama for each lesson in unit 10 (the body) of first year intermediate English subject. Tool (Torrance creative thinking test) was adopted upon review of literature and related studies. Validity and reliability of the tools have been measured. Applying the pre-test of creative thinking for both control and experimental

groups. The control group has been taught using the traditional way of teaching whereas the experimental group has been taught using drama. The post--test of creative thinking applied by the end of teaching the assigned unit. Data was statistically analyzed. Results have been discussed. Based on results recommendations and suggestions have been occurred.

Afana (2012), The study aimed at investigating the impact of using Educational Drama Intervention (ED) on the Palestinian ninth graders in UNRWA schools. It sought to determine the extent to which ED creates opportunities for students to promote their speaking skills. The intervention was designed to maximize speaking skills by utilizing three strategies of educational drama: role play, simulation and hot seating. For answering the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (60) female students distributed into two groups. One of the groups represented the control group of (30) students; and the other represented the experimental one of (30) students. The groups were randomly chosen from a purposive sample from UNRWA Rafah Prep (D) Girls School in the Gaza Strip where the researcher works as an English Language Supervisor. The Educational Drama strategy was used in teaching the experimental group while the traditional method was used with the control one in the second semester of the school year (2011-2012) for six weeks covering (21 hours). The researcher utilized two main tools and another five supporting tools employing four types of assessment represented in analytical assessment (an observation card) and the holistic one (a checklist). The internal and external assessment and reflection were also used by getting all the parties involved in the intervention being interviewed; the students shared in the experiment and the drama teacher. A panel of five expert teachers shared in assessing the collective speaking performance of the students using the checklist.

The analysis of the seven tools utilized in this study indicates the superiority of the experimental group which received speaking skills through educational drama compared with the control group who received practicing speaking skills through the traditional way. The data of the study was analyzed using T-test independent sample, which was used to determine significant differences between the groups. Effect size technique was used to measure the effect size of the Educational drama intervention on the experimental group in the total score of the observation card, the checklist and self-assessment card.

The results indicated that there were statistically significant differences between both groups in favor of the experimental one, in improving speaking skills due to the Educational Drama Intervention. Based on those findings, the study recommended the

necessity of implementing the Educational Drama techniques in teaching English language to bring about better outcomes in students' speaking skill. It was also suggested that further larger research should be conducted tracking the effect of the Educational Drama on different dimensions of learning the English language, other school subjects and different grades.

Kornfeld and Leyden's (2005) The study describes a successful teacher-professor collaboration to plan interdisciplinary curriculum and team-teach it in a first-grade classroom. The goal of that collaboration was to use literature and drama to help children learn about and find meaning in African American experiences and perspectives. Writing, staging, and performing three plays about African American history had a profound effect on the students. That dramatic engagement added depth and dimension to the plot, setting, and characters. The researcher concluded that producing the plays allowed students not only to improve their basic skills but also to experience the excitement and joy that literacy can bring to life. The stories that students read and acted out stimulated their questions and desire to share their knowledge with one another. They became intensely involved in the stories.

Assaf (2000) mentioned in his study, the purpose of the study is to investigate teachers' attitudes toward using drama techniques in teaching and improving the speaking skill of the secondary school students in Jenin district. The population of the study consisted of all male and female teachers' of secondary classes in Jenin district. They were (79). To achieve the objectives of the study, the researcher used a questionnaire, which was developed and modified to suit the main purposes of the study. The questionnaire consisted of (37) items and the answer pattern was according to the likert-five-point scale. The result were analyzed by using means and frequencies to examine the attitudes of teachers' toward using drama techniques in teaching the speaking skill. The study result showed that; teachers have positive attitudes toward using drama techniques in teaching the speaking skill: they generally use role-playing, games, and simulation.

Dodson's study (2000) described how drama fits into the communicative approach to language teaching. He discussed how the idea of drama in the language classroom developed from the 1970s to the present. He stated some benefits using drama in language classrooms such as: learning the language because of practicing it with communicative activities in a real context, acquiring and practicing new vocabulary and grammatical structures, and get pleasure and entertainment. The researcher observed also some potential

drawbacks to this approach such as: teachers' lack of preparation, students' backgrounds about drama and skepticism, and readers' impression about drama whether it is serious or not. The researcher used various theatrical activities to achieve the benefits of in using drama. These activities include reading plays, watching or listening to plays, staging plays, and writing plays, pantomime, jazz chants, role play and simulations, fairy tales and folk tales, and improvisation

Dudin (1994) investigated the effect of the use of drama as a teaching procedure on the English oral proficiency level of tenth-grade students at UNRWA schools in Jordan. The sample of the study consisted of (162) subjects from two preparatory schools: (76) were males and (68) were females. Each group was divided into a control and an experimental group. The teacher used drama techniques with the experimental groups, whereas the control groups were taught in the traditional manner. The whole experiment lasted for six weeks. The results proved that the experimental group scored higher at the posttest.

2.3.1.2 Studies related to Role-play:

Al-Tamimi (2014), carried out a study to investigate the effectiveness of cooperative learning in English language classrooms to enhance Yemeni students' speaking skills and attitudes. A quasi-experimental interrupted time series design was used with sixty undergraduates enrolled in the foundation English program at Hadramout University, Yemen. The data of the current study were gathered at multiple points of time before and after the end of the experiment to determine the effectiveness of cooperative learning on the sample's speaking skills and attitudes. In practical terms, the sample's speaking skills were first examined through an English oral test prior to and after some cooperative learning instructional activities were provided. Next, a five Likert scale- questionnaire was administered to the sample before and at the end of the course to identify students' attitudes towards the use of cooperative learning in English classes. The data were analyzed using basic and inferential statistical methods including mean scores, standard deviations, paired sample t-test, and effect size. The findings showed a remarkable development in the students' speaking skills and attitudes after the introduction of cooperative learning techniques. In light of the findings, the researchers recommend that teachers should benefit from applying CL in English classes, which may in turn develop students' speaking skills and attitudes.

McPhilomy (2014), in his study, focused on exploring the effects of these interactive techniques on students' learning experiences and used them as tools to build their

confidence and increase motivation in the process of learning grammar. He reflected on their experiences and feelings while they played with and acted upon the grammar categories taught to them. The study was conducted using a classical content analysis approach. The participants were videotaped during the interviews. Classroom observations and after-class discussions were conducted and documents were reviewed to collect data. This research study was necessary to contribute to knowledge that might help ESL learners and practitioners in their practices. The main concept that emerged from the interview data based on participants' descriptions and insights was that role-plays and simulations have essential meanings for the second language learners in the process of studying grammar. These interactive techniques increased learners' motivation, confidence, and use of language structures in meaningful contexts. The themes were important to understanding the participants' perceptions of being comfortable in the target language environment and not fearing grammar, which contributes to student achievement. The study contains recommendations and practical suggestions to the ESL community in reflecting on an alternative approach to grammar instruction and making the process of teaching and learning grammar a more meaningful and enjoyable experience.

MA (2013) In his study said that, Instructional influences on storytelling were investigated among 210 fifth-grade Spanish speaking ELLs. Participants received a 6-week socio-scientific unit involving collaborative group work or direct instruction, or were in control classes that continued regular instruction. Then students individually told a story prompted by a wordless picture book. The assessment of students' story telling followed the Systematic Analysis of Language Transcripts (SALT) conventions. Analysis of story transcripts indicated greater syntactic complexity and narrative cohesiveness in the stories produced by students who had participated in collaborative groups. Results were attributed to increases in quantity and quality of talk during collaborative group work. A multinomial logistic regression analysis showed that students who had participated in collaborative group work generated significantly longer chains of reasoning (many 5-7 link chains) than students who had received direct instruction (many 1-2 link chains). The results suggest collaborative group work is an effective instructional approach to foster ELL's oral narrative skill and causal reasoning. A general implication is that speaking is more than using correct expressions. Speaking in a second language is learning to think and reason within that language.

Thao (2010) did a study about applying role-play in increasing students' interest in learning speaking to identify how students interest in learning speaking as well as role-play activity.

Data used for analysis in this study is mainly collected through survey questionnaires, through the observation of two classes whose teachers have applied this activity and through direct interviewing. One of the prominent results from data analysis is that students at Lai Vung 2 High school really got interested in learning speaking whenever applying role-play. The usefulness and difficulties of applying this activity are mentioned in this thesis. Some solutions for overcoming these difficulties are also suggested.

Mousa (2010) conducted a study where the sample was selected in a purposed way from Al Arroub Boys Basic School and Al Arroub Girls Basic school. It consisted of 123 male and female students distributed on four sections. The researcher taught the two experimental groups by using role-playing, while the two controlled groups were taught by using the traditional way. In order to achieve the main aim of the study, the researcher prepared an achievement test. The researcher assured the validity and reliability of the test. The four groups were given an achievement test so as to measure the effect of teaching method on second grade students' achievement in Arabic Language. One of the results of the study is that there were statistically significant differences between second grade students achievement in Arabic Language due to the method of the teaching, in favor of the experimental group. And one of the recommendations in the light of the results is that, the researcher recommended to use role-playing in teaching Arabic Language in our schools.

Naqeeb (1999) led a study to investigate the effectiveness of role playing on the development of speaking proficiency of the eighth grade students. The population of the study consisted of all male eighth graders in UNRWA Nablus. They were (694). The sample of the study consisted of (60) students. To achieve the objectives of the study, the sample was experimented using role playing for the experimental group and the traditional way of teaching for the control one. Those two groups were pretested and posttest on the speaking proficiency using FSI Oral Interview. To determine the effectiveness of the proposed way of teaching, the results of both the pretest and the posttest were analyzed using the dependent T-test and the independent T-test. Then, they were compared to be illustrated in detail. After statistical treatment, the researcher came up with the result that, the experimental group developed significantly after the implementation of role playing. That is, there was progress on the levels of speaking proficiency.

Al-Jabali (1996) examined the effect of the role play and picture on students' oral proficiency. his study aimed at investigating the effect of role-play and pictures on developing the speaking skills of tenth-grade students in English. The sample of the study consisted of (50) male students from the public schools distributed in three sections. The

groups were pre and posttested. The results of the study proved that there were some progress, but it was not significant as far as statistics were concerned. However, the findings proved that the pictures were more effective in developing the students' speaking skills.

Makita (1995) investigated the effect of dramatic and role-play activities on motivating students to effectively learn the target language. The subjects for the study were five first-grade and five fourth-grade Japanese students. Data sources were observations, and interviews. He found that these dramatic activities are valuable classroom techniques that encourage students to participate actively in the learning process. In addition, these role-play activities enable the teacher to create a supportive, enjoyable classroom environment in which students are encouraged and motivated to learn the target language in the EFL classroom.

2.3.1.3 Studies related to Speaking skills:

Alam (2013), write a paper that focuses on the improvement of Oral Communication Skills (OCSs) of Pakistan's Public school's Grade-6 students who have a lack of opportunities and are seldom exposed to the English language generally and OCSs particularly. Since more importance is given to reading and writing skills of English in which results overlook the importance of OCSs and due to which students are found to be silent, shy or have a profound fear of being wrong. It further highlights self developed strategies of students in improving accuracy and fluency in which the National Curriculum for English Language (NCEL) was taken as a guiding tool and action planner through which systematic lessons were delivered in classrooms. Findings of Pre and post intervention phases of four participants revealed that children's OCSs had shown a marked improvement by giving opportunities to practice oral languages, providing conducive learning environment and using new teaching strategies. This study also claims that code switching, Peer and self error correction, short pauses and speech fillers are inevitable to improve speaking skills in the process of second language learning. It shows new ways in order to improve students' speaking skills and has implications for second language learners and teachers.

Khadidja (2010), ALGERIA. The work aims at showing that classroom interaction can be a best pedagogical strategy to develop not only the learners speaking skill, but also to foster their capacity to generate new language This study is based on two questionnaire administrated to both the third year LMD students and teachers of Oral Expression to get information about the impact of classroom interaction on developing the learners”

speaking skill. The analysis of the questionnaire showed that both learners and teachers consider classroom interaction as an important pedagogical strategy in enhancing the skill of speaking.

Novita's (2008) study aimed to describe the implementation of teaching speaking using role play technique and its result. The data were field note, interview scripts, scores of students. They were taken from informants, events, and documents. The subjects of this study were the eighth year students of SMP Muhammadiyah 2 Surakarta in the academic year 2007/ 2008. Based on the researcher's teaching of speaking through role-play technique, the result of the study showed that the students participation during teaching learning process can be improved by using role-play technique. They involved more actively in teaching learning process than before. Beside that they were more confident, brave and not worried in making conversational dialogue in pairs. By using this technique they can imagine their past experience to play the roles, so they feel easier in doing their exercises, and also they were more interested when she gave them a quiz. She gave quiz in order to make them more active and she tried to create a good atmosphere in the teaching learning process.

From the students' scores of the pre test, test one, test two and post test, it can be seen that the total of students' scores increased. It can also be said that the result of teaching speaking by using role-play technique to the second year students of SMP Muhammadiyah 2 Surakarta was successful. The researcher has found that the idea of using role play activities was effective in teaching and improving the speaking skills, so she intended to use it as one of information gap activities.

Widiastuti's (2008) study aimed at describing the process of teaching speaking through dialogue focusing on the curriculum, method and technique of teaching speaking, teaching media, and system of evaluation at SMK Muhammadiyah 1 Jatinom. In this research, the researcher did the classroom observation and interview to the English teachers. In collecting the data, the researcher focused on dialogue, the teaching learning-process, the students activities, the teacher's and student's roles, the teacher and student's problem in teaching-learning speaking, and problem-solving by the teacher in teaching speaking. Based on the data analysis, the results showed that teaching speaking by using dialogue for the eleventh year students of SMK Muhammadiyah 1 Jatinom as follows: 1). The curriculum of SMK Muhammadiyah 1 Jatinom especially at the eleventh level uses KBK. In KBK, the goal of teaching speaking is to gain the students to be able to communicate in English on elementary level. Consequently, they can express various feelings or senses; 2).

Method and technique of teaching speaking. In teaching speaking the English teacher uses the communicative approach and the dialogue technique; Media of teaching speaking. Media is a very needed to successful teaching learning process, so the English teacher of SMK Muhammadiyah 1 Jatinom uses a blackboard and cassette (CD). To evaluate the students' performance, the teacher gives comments and marks; this way is very needed for a teacher to know the student's capability and to make the lesson better. Therefore, the result of teaching speaking through dialogue was satisfying. The researcher has found that the use of dialogue was an effective activity in teaching and improving speaking skills, so she intended to use it as one of information gap activities

Khanji (1993) investigated the effect of strategic interaction on the students' conversational skills at the university of Jordan. The subjects for the study were first-level EFL students at the Department of English Language. Twenty-eight The Effect of Using Drama on Improving 31 students participated in the study for four months. His study aimed at comparing the effect of two types of conversational strategies. One of these types was Di Pietros' Strategic Interaction Scenarios, the other was learners' interview tasks. This procedure provided students with the opportunity to experience emotional and personal involvement in role playing, and to enhance the students' conversational skills, which meant creating better users of the language. The results of the study proved that scenario task lead to more input, and more proficiency in the language, such a task motivated conversation and language use.

2.3.1.4 Studies related to Achievement:

Bietenbeck (2011) conducted a study which follows a recent line of research and examines the impact of different teaching practices on student test scores in the United States. It does so against the background of a series of proposed teaching reforms which call for an increase in the use of "modern" teaching practices at the cost of more "traditional" ones, thus implicitly assuming that the former are better at raising student achievement. Using student survey data from the 2007 wave of the Trends in International Mathematics and Science Study and an estimation strategy which allows him to control for the subject invariant part of unobserved student ability, He find evidence which points in the opposite direction. While he traditional-teaching measure has a substantial positive effect on student achievement, the estimated impact of my modern teaching measure is much smaller and statistically insignificant. This result is robust to a series of robustness checks

Vu (2009), examines close teacher-student relations, classroom characteristics, and interaction effects on student academic grades and standardized achievement scores. Classroom characteristics including teacher instructional practices, class mean teacher-student relationships, and a classroom index of academic risk are evaluated for their influence on student achievement. The participants are 24,328 students (kindergarten through fifth grade) nested within 946 classrooms from 45 public schools in Virginia. Multilevel analysis tests the student- and classroom-level associations separately for each grade level. Results indicate that close teacher-student relations and teacher self-reported use of good instructional practices predicts positive student academic achievement. Interaction results indicate that the association between close teacher-student relations and student achievement is slightly stronger in classrooms with more academic risk, according to the models examined.

Bennett and M.E. (2001), carried out a study is to determine the relationship between sixth grade students' academic achievement levels in math and their perceptions of school climate. Student characteristics of socioeconomic status and gender were used to identify groups for the purpose of data analysis. Data was gathered using the five independent variables of the My Class Inventory (satisfaction, friction, competitiveness, difficulty, and cohesiveness) and the dependent variable of the Stanford Achievement Total Math scores. The results of the data collection were tested using a Pearson product-moment analysis and a backward multiple regression analysis. A univariate analysis of variance was also used to compare the five independent variables of the My Class Inventory as well as to compare socioeconomic status and gender with the Stanford Achievement Total Math scores. The schools selected for this study were from a city in Texas with a population of approximately 100,000. The sample consisted of 262 sixth grade mathematics students. The findings of this study are as follows: (a) The Pearson product-moment correlation analysis revealed little, if any, correlation for any of the five subscale predictor variables.

Uribe (2000) has studied the relationship between the students' attitudes and their performance in the English class. He aimed to determine whether the students' attitudes in the language classroom depend on a set of contextual variables which significantly affect performance. In order to control such variables, he employed open and closed questionnaires, together with recorded personal interviews between teacher and students. He worked with a sample of 177 students in Spain and 110 in the U.S. (a total of 287). He reached the following conclusions as a result of his investigation: - Nine types of attitudes were found to be common to all the subjects in the survey: the teacher's performance and

attitudes towards the English subject, the teacher's behaviour, classmates, learning in general, classroom materials and activities, life, and the classroom. These general categories can be encompassed within three groups, according to their importance. In an initial grouping which can be considered the most relevant, we can locate classroom activities, together with the teacher's performance and behaviour. In second place, and with considerably less significance, we can place classroom materials, the English subject, and classmates. And, finally, with a very low frequency of occurrence, we should mention the classroom, learning in general, and life outside school.

2.3.1.5 Studies related to Motivation:

Quadir (2014), investigates the relationships between motivation and speaking strategy factors of Bangladeshi university students to learn oral communication in English. 355 university students participated in the study. To measure students' degree of motivation, a modified version of questionnaire used by Schmidt et al. (1996) was administered. Participants reported their strategy use on a modified version of SILL (7.0) (Oxford, 1990). Exploratory factor analysis was used to identify the motivation factors and speaking strategy factors. Seven motivation factors were extracted: (a) Positive attitude, (b) L2 (second/foreign language) speaking anxiety, (c) Determination to learn, (d) Instrumentality, (e) Intrinsic motivation, (f) Social appeal, (g) Immigration tendency; and five speaking strategy factors were extracted: (a) Sharing strategies, (b) Coping strategies, (c) Active processing strategies, (d) Memory strategies, (e) Involving strategies. To examine the relationships between motivation factors and speaking strategy factors, Pearson Correlations were performed. According to the correlation results, motivation factors c, d, e, and a (mentioned above) had positive correlations, and motivation factor b had negative correlations with many speaking strategy factors.

Qashoa (2006) said, in his study, that the purpose is to examine the students' integrative and instrumental motivation for learning English in the UAE state secondary schools. Additionally, the study aims to recognize the factors affecting the students' motivation. One hundred students participated in completing a questionnaire reflecting their orientations for learning English and what affects negatively their English learning motivation. Follow up interview with 20 students, 10 Arab English teachers as well as 3 supervisors were conducted to deepen understanding and interpretation of the results. As expected, the data revealed that the UAE students have a higher degree of instrumentality than integrativeness. Contrary to the findings of other related studies, difficulties with the

subject (English) aspects such as vocabulary, structures and spelling were found to be in the first place in terms of demotivating factors. Based on the findings, recommendations and some implications which are of significance to educators and policymakers as well as to researchers are provided. At last, it is hoped that the results of this study could be of much benefit for developing teaching and learning English in the UAE schools.

Hesek (2004), examined whether lesson plans that included choice and autonomy support would affect students' intrinsic motivation for the task, and improve their learning and retention over time. Fifty-six fourth grade students from a large suburban school district in upstate New York participated. Significant group differences were found on a pre-test measure indicating that the classes differed on their prior knowledge of the topic. There were no significant differences on the post-test measure however. Two groups, those that participated in a role-play activity and those that had a choice, improved their scores from pre to post test more than the third group. Additionally, intrinsic motivation was positively correlated with the student's change in scores from pre-test to post-test. While the correlation was not significant, it indicated a positive relationship between intrinsic motivation and information learned and retained over time. The implications of these findings are discussed.

Broussad (2002) carried out a study to examine the relationship between classroom motivation and academic achievement in first and third graders. The subjects included 122 first grade children and 129 third grade children from a mid-sized, southern city. The total sample was comprised of 251 children, 59% non-white and 57% female. The findings from the current study were consistent with the literature reviewed in that higher levels of mastery motivation and judgment motivation were found to be related to higher grades in third graders. It is important to note, however, that only higher levels of mastery motivation, not judgment motivation, were found to be related to higher grades in first graders.

2.4 Summary

This chapter presented Eastern and Western studies which dealt with independent and dependent variables of the study. During this chapter the researcher finds that there is good number of studies which dealt with each variables alone, while what makes this study is special is the connection between these variable. from the previous review of the related literature The researcher in surveying the related literature faced several problems, one of these problems is that there is limited studies which connect between the variables which

the researcher talks about in the study. On the other hand, this is good to the researcher to do this study. By carrying this study the researcher hopes to enrich the empirical studies in this field of English teaching and evaluation. The technique of using role-playing is already exist in teaching-learning process, but as the researcher notice, there is a small number of studies which talk about it. Most of the studies dealt with Drama in general. During these studies the researcher concluded the following: Role-playing activities in which the learners practice language appropriate to the situation they are placed in. in this way learners are not frightened of making mistakes. The available literature about role-play is still in need to be enriched with empirical studies, specifically, Palestinian and Arab literature. Moreover, speaking skills is also a neglected one in the Palestinian classrooms, it is a difficult skill to apply, and students face many problems when they have to speak in English. In addition students' achievement is an important issue to talk about since the increasing in the low achievements' among students . Even though in English language in general or in speaking skills specially. Moreover, motivation is a good factor that needs to put focus on since it is a good way to overcome some main problems that students face during classes. To summarize, students face many problems when they speak in English and theses problems affect their achievement, so their motivation toward learning English will decrease. As a result, role-playing activity is a good technique to solve this problem, so the researcher try to make this connection between these variable to have the opportunity to see the effect of using this technique on students' achievement and motivation on speaking skills of English.

Chapter Three

Methodology and Procedures

3.1 Introduction

3.2 Method

3.3 Population of the Study

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Chapter Three: Methodology and Procedures

3.1 Introduction

This chapter describes the procedures as well as the research instruments used to carry out this study. It also specifies the population, sample, the area where the study was conducted, teaching material and implementation. Finally, data collection and statistical methods followed in analyzing the results of the study.

3.2 Method

This study followed the quasi-experimental design applied on two groups. The groups were divided into 4 groups "two experimental and two controlled." The experimental group was taught by using (Role-play) method which the other group was taught by the ordinary method.

3.3 Population of the Study

The population of this study comprised of all Eighth Graders (male\female) in governmental Schools at Bethlehem District in the first semester in the academic year 2015-2016. The whole population was (3509) students documented according to the Ministry of Education's records. 1744 females and 1765 males.

3.4 Sample of the Study

The subjects of the study were taken from two schools for both male and female, distributed between four sections. Those students formed two main groups (male 58, female 68) as shown in table number 1, their ages ranged from 13-14 years. The sample of the study consists of (126) grade eight students who formed the two main groups (male, female), which were divided into four groups chosen by using simple random sampling. All participants were non-native speakers of English. They have been learning English for 8 years, and have the same socio-economic environment. Each group was assigned to one experimental and one controlled group by using simple random sampling.

The following table distributes the sample of the study as:

Table (3.1) The distribution of the males' and females' sample between groups:

Group	Experimental	Control	Total
Male	29	28	57
Female	30	38	68
Sum	59	66	125

3.5 Design of the Study

Subjects in this study were pre-tested using a speaking test to determine their level of speaking and to control the effect of their previous knowledge, then they were post-tested using the same instrument, 4 weeks later. The sample received the same instructions before they sat to the post-test. In this design the independent variable is the method of instruction which had two levels:

1-The method:

a-Role-playing technique.

b-Ordinary method.

2-Gender.

a-Male.

b-Female.

On the other hand, the dependent variable was the speaking skills' achievement and students' motivation towards speaking skills which were measured by the subjects' performance on the pre-posttest.

EG.R O1 X O2

CG.R O1 --- O2

EG: Experimental group R: random treatment

CG. control group X:treatment

O1:pre-test O2:post test

3.6 Research Instruments

This study uses the following tools:

- 1- Pre-Post tests which consist of speaking activity according to the measures.
- 2- Questionnaire to measure students' motivation.

3.6.1 Test:

Oral Speaking Skills Test.

The oral speaking skills test was prepared by the researcher to measure the students' performance level in the speaking skills (**Appendix 7**).

a. The Aim of the Oral Speaking Skills Test.

The test is one of the study instruments which aimed at measuring the effectiveness of using role-playing activities on developing speaking skills for the 8th graders and to help the researcher test the first and the second hypotheses of the study.

b. Source of Designing the Oral Speaking Skills Test.

The researcher referred to many resources in designing the test. The related literature is reviewed, checked the opinion of juries, supervisors and experienced teachers, in addition to the results of content analysis for the activity in units "2&3" in *English for Palestine 8* Textbook. The researcher designed the test which was based on role-playing activities.

c- Instructions of the Test (for the applicant). (Appendix .3)

The instructions were clearly written on an attached paper with the test. According to the instructions, the teacher has to tell the students about the aim of the test that was designed for a scientific research purpose, and it has nothing to do with their school marks. The teacher has to read the question clearly for the students describing the debate situation intended. The test was introduced to the referee committee to have their remarks and suggestions for modification.

d-Time of the Test:

Time was limited to the test-retest method, where a pilot study was conducted on (31) students who had the same characteristics of the study sample but not included in it. This step was important to check feasibility of the test and to estimate the time needed for each applicant.

The test was administered for approximately (90-100) minutes for each group to present their work. After an interval of two weeks, the same test was reapplied on the same students.

e-The Oral Speaking Rubric.

An oral speaking rubric is designed to identify students' speaking skills and to record the students' marks in the oral speaking test (pre-post test).Ur (1996) gives a useful scale of oral testing criteria as it is clear in **(Appendix 8)**. In the test, the candidates are tested on fluency and accuracy, and may get a maximum of five points on each of these two aspects, ten points in all. In addition, West Hartford Public school in West Hartford (2012) presented an oral English rating scale that used 1-4 points to assess student's oral proficiency. Six components are generally recognized in the analyses of speech process that are Accuracy, Comprehensibility and Pronunciation, Fluency, Grammar, Comprehension, Content and Maturity of the Language.

The oral speaking rubric adopted in this study is based on West Hartford testing scale model with some modifications to rate students' oral performance. Similar to this study. This study also assessed students' oral performance on four major criteria. Namely: Fluency, Comprehension, Comprehensibility and Pronunciation and Maturity of the Language: Each criterion's characteristics are then defined into five short behavioral statements as stated in the frame **(Appendix9)**. This helps to make the test reliable, since it avoids subjectivity because it provides clear, precise and mutually exclusive behavioral statements for each point of the scale. The researcher and the eighth grader English teachers will objectively see the characteristics of each student's speaking ability whether they achieve 5,4,3,2,1 score. Then, it can easily calculate the score. The amount of maximum scores gained is 20 for the test of the oral speaking test. It is gained from the four criteria of speaking as stated above. This amount of score is described in **(Appendix 7)**

3.6.1.1Test Validity.

Test validity was displayed on several juries of supervisor and expert teachers at schools, universities professors of English language and Education. To ensure the validity of the test content, it presented to a group of arbitrators with competence and experience who state their opinions on the activities “instruments” in order to ensure their suitability.

3.6.1.2Test Reliability.

The test is reliable when it gives the same results if it is re-applied under the same conditions Al Agha and Al Ostaz, (2004).To check test reliability. Test re-test also applied on the pilot study to check reliability within two weeks. A pilot study in the eighth grade.

From the population but out of the sample Eighth grader students from “Beit –Fajjar Secondary School for Girls” used to assure understanding of words, instruction, and time appropriateness and to check reliability. Cronbach's alpha reached 0.82. and the person correlation reached 0.8

3.6. 2 Questionnaire: (Appendix. 6)

3.6.2.1 Questionnaire Validity

Questionnaire validity display on several juries of supervisor, and expert teachers at schools, universities professors of English language and Education. To ensure the validity of the questionnaire content, it was presented to a group of arbitrators with competence and experience who state their opinions on the activities “tool” in order to ensure their suitability. The researcher took an exploratory sample of 31 students who applied the pre-post tests.

3.6.2.2. Reliability of Questionnaire

Person correlation co-efficient used. Test re-test was also applied on the pilot study to check reliability within two weeks. A pilot study of the eighth grade learners from the population but out of the sample from “Beit –Fajjar secondary school for Girls,” used to assure understanding of words, instructions, and time appropriateness and to check reliability. After an interval of two weeks, the same questionnaire was reapplied on the same students, Cronbach's Alpha formula was applied to the data from the pilot study mentioned above. The value of Alpha reached (0.9), which is considered quite high according to Wanous (2002). Thus, the test was found statistically reliable.

It has been verified the stability of the tool by calculating Cronbach's alpha as well as the correlation coefficient in the case of testing and re-testing, and the results were as follows:

Table (2)

Tool	No of the sample	No of items	Reliability coefficient
Internal Motivation	30	15	0.847
External Motivation	30	15	0.868
Pre	30	30	0.917
Internal Motivation	30	15	0.902
External Motivation	30	15	0.851
Post	30	30	0.920

3.7 Teaching Materials

The teaching materials consist of objective list, table of specification, role-play activities, objective-activity table, criteria table, instruction for the teacher, cards, pictures, lesson plan, were used as materials in this study.

Each activity consists of subject, aims, method, roles, materials, aids, procedures, and instructions used in this activity and things to do in the activities' parts. After doing the activity, there is an assessment part which is named as “what things did we observe, are you ready to share them?” The materials used in the activities are simple materials for teachers to apply and for students to play roles even with groups or with pair works. Activities were built on two units “three-four” of the eighth grade text of the Palestinian Curriculum. It was transformed to be speaking activities in the shape of role-playing(Appendix 4).

a. Content Analysis for Speaking Skills

The Aim of the Content Analysis

The researcher carried out a content analysis for units(2 & 3)out of 7 units for the first semester of the text book *English for Palestine 8*. The analysis was accomplished in order to decide what speaking skills are intended to be developed by adopting the implementation of role-playing activities throughout the study (Appendix 1).

b. Source of Designing the Content Analysis

The researcher referred to the Handbook of the Ministry of Education, issued in (1999), the time when Palestinian Curriculum was first designed. The chosen units were units (two & three).

c. Description of the Content Analysis Card

The content analysis includes (15) of the speaking skills assigned by the Ministry of Education. The researcher classified these skills according to speaking skills.

3.8 Teacher's Guide

The researcher has prepared a teacher's guide which includes lesson plans for the chosen lessons of integrated skills allowed speaking in *English for Palestine 8*textbook (student's

book)for units (2&3). In addition, instructions to implement the lesson plans and the aids required and needed.

a. The General Aim of the Teacher's Guide and Speaking Skills Lesson Plans

In order to guide the teachers who desire to practice role-playing activities and who are in need to develop students' speaking skills, the researcher designed a teacher's guide which was based on adapting the implementation of role-playing activities as one of the communicative approach methods.

b. The Sources of Designing the Content Analysis

The researcher depended on the review of literature, juries' and teachers' opinions(student's book, teacher's guide of *English for Palestine 8*), and the results of analysis to design the teacher's guide and lesson plans.

c. Description of the Teacher's Guide

The researcher prepared a teacher's guide which contains an explanation for role-playing activities and how to deal with integrated skills for oral purposes, the definitions of role-playing, objectives of the lessons and speaking skills. The researcher suggested a lesson plan that would make up a model for teaching integrated skills focusing on speaking skills according to the purpose of the study and including the following points: (the objectives, key words, key structure, key function, estimated time, resources and teaching aids, procedures and techniques, and homework) (**Appendix .4**).

d. Definition of role-playing Activity:

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into imaginary situation. What is meant by imaginary people is that students can become anyone they like for a short time Budden (2004).

e. Stages of role-playing Speaking Lesson

The teachers must be careful during the preparation a lesson plan, so they have to choose the most perfect ways to implement their lessons successfully.

e.1 Objectives:

The objectives of each lesson are respectively derived from the integrated skill texts. The researcher took into consideration the speaking skills intended to be developed in this study and student centered activities. Students find and share information by asking and answering questions in order to complete a task.

e.2 Key words:

The key words were chosen from the highlighted words in the lesson.

e.3 key structure:

The key structure of each lesson is chosen to apply role-playing activities to help in understanding the text. Moreover, it's function is to relate the topic and the main theme of the text together.

e.4 Estimated time:

Each lesson takes one to two sessions sometimes. The time varies, but usually ranges between (60-90) minutes for each one.

e.5 Resources and teaching aids:

The student's book, the worksheets, the evaluation sheets, video, pictures, maps, newspaper, LCD, lap top and other materials are used as resources and teaching aids. They are selected appropriately for each lesson.

Warming up

In this activity the teacher or the students choose something like” pictures, subject, stories, games have the same idea of the lesson and each time it is a different one.

Procedures and Techniques

The procedure of each activity changes according to the nature of the activity itself. Sometimes it requires either pairs- group in groups (**Appendix 4**)

Evaluation

Moving around the room observing learners during the activity gives the chance to know how well individual learners use and understand English in the activity and exchange information and how they are working together helping each other cooperating together to play their roles in a good way. The main role for the teacher here is that of a facilitator

because it is a student-centered strategy in teaching, so the teacher must be a facilitator and motivates learners to work using English Language only.

F. The Validity of the Teacher's Guide

The researcher checked the validity of the teacher's guide by consulting a group of qualified juries who have long experience in teaching methods. According to their recommendations and suggestions, the researcher did the necessary modifications (**Appendix.4**).

G. The Implementation of the Lesson Plans

The lessons chosen for the experiment were taught by the researcher to the experimental group as follows:

1. The techniques of teaching the experimental group were based on role-playing concept and communicative approach, which were hypothesized to develop speaking skills, while the control group was taught by the ordinary method.
2. Their teachers applied the experiment and the researcher has prepared all the needed aids and materials (lesson plan, worksheets, lap top, pictures, songs, video, digital camera, and others). The process was applied and evaluated by taking teachers' opinions after each session (**Appendix4**)
3. The researcher listened to students` opinions and suggestions all around these sessions to evaluate the process of teaching by using role-playing activities.
4. The pre-test of speaking skills was prepared by the researcher with some key words and students` marks were recorded by using oral speaking rubric. It was applied upon the experimental and the control groups on 3/10/2015. The results were recorded and statistically analyzed.
5. The process of teaching the two groups followed the time planned of the experiment included (12) school sessions for each group plus (4) sessions for evaluation and testing.
6. The post test of speaking skills was applied upon the experimental and the control groups on 1/12/2015. The results were recorded and statistically analyzed. The statistical analysis is illustrated in chapter four.

3.9.Variables of the Study:

3.9.1 Independent variable:

- a-The method of teaching (using Role-play, ordinary method).
- b-Gender (male & female).
- c-Interaction between the method of teaching and gender.

3.9.2 Dependent Variable

- a-Motivation and achievement on the speaking skills.

3.10 Procedures:

This study was conducted in the first semester of the scholastic year 2015-2016, at Al-Aouda Secondary School for Girls and Al-Maheed Basic School for Boys. During the application of this study, the researcher carried out the following procedures

1. The researcher got a permission letter from the Deanship of Graduate Studies at Al-Quds University to facilitate the work in school (**Appendix 10**).
2. A permission to facilitate the mission is given from the Bethlehem Directorate of Education\ to the school principles where the study will be applied(**Appendix 10**).
3. The researcher took down the names of the schools that have 8th grade male\female learners and the numbers of the learners in each school.
4. Population of the study consisted of eighth grade students in Bethlehem public schools. In the scholastic year 2015-2016. The number of students is 3509 students (1765 males and 1744 females).

Table (3)

Type of schools	No. males	No. females	Sum
Public schools	1765	1744	3509

5. The number of the sample is (125) divided into “57” males from Al-Maheed Primary School for Boys and “68” females from Al-Aouda Secondary School for Girls according to the record of the Ministry of Education.
6. The researcher analyzes the content of the assigned units to find out the tasks that required to be implement by the students during the experiment.
7. The researcher design the instruments for the study (questionnaire, test).
8. The researcher ensures validity and reliability of the instruments.
9. The application of the pre-test on groups.

10. The researcher chooses the four participant groups in two schools purposely and distributes them into two experimental groups (males & females) and controlled groups (males & females) randomly by tossing.
11. The researcher designs the materials, presented to a group of arbitrators with competence and experience who state their opinions to ensure the suitability of the materials.
12. The researcher trains teachers(male\female) who will apply the experiment.
13. The application of the technique of role-playing on the experimental groups.
14. The application of the post test on groups.
15. The researcher collected data for statistical analysis and for identifying findings.

3.11 Statistical Analysis

In the process of analyzing data, the statistical software packages “SPSS” program means & standard deviations was used as well as Person Correlation Coefficient & Cronbach Alpha, Analysis of Co-variance "Two-way ANCOVA" to test the hypotheses of the study.

Chapter Four

Findings of the Study

4.1 Introduction

4.2 Results of the Study

4.2.1 Results related to the first question

4.2.2 Result related to the second question

4.3 Summary

Chapter Four: Findings of the Study

4.1 Introduction:

This study aims at investigate The effect of using Role-playing on Students' Achievement and Motivation in the Speaking Skills of English language of Eighth Graders in Governmental Schools in Bethlehem District. Therefore, it investigated the effect of the proposed way of teaching (role-playing) and the ordinary way of teaching. The findings of the study are presented in this chapter according to the research questions.

4.2.Results of the study:

4.2.1 Results related to the first question:

Is there an effect of using “role-playing” on 8th graders' achievement in the speaking skills of the English language? and does this effect differ due to the teaching method , gender and interaction between them?

There is no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 8th graders' achievement in the speaking skills of the English language due to the teaching method, gender and interaction between them.

To answer the first questions the mean scores and standard deviations were calculated for the learners' score in the groups (2 experimental groups- 2 control group) as shown in tables no (4.1), (4.2), and(4.3)

Table (4.1) shows the mean scores and standard deviations of groups

Group	Gender	Number	Pre-test		Post-test	
			Mean	STDV	Mean	STDV
Control	Male	28	10.36	1.31	11.18	1.67
	Female	38	10.82	0.76	12.05	1.11
	Total	66	10.62	1.04	11.68	1.43
Experimental	Male	29	12.00	1.13	14.21	1.20
	Female	30	12.60	1.52	16.20	1.18
	Total	59	12.31	1.36	15.22	1.55
Total	Male	57	11.19	1.46	12.72	2.10
	Female	68	11.60	1.45	13.88	2.63
	Total	125	11.42	1.47	13.35	2.31

According to the previous table, the researcher notice that the mean scores in the pre-test for the male experimental group is 12.00 and the STDV scores is 1.13 while the mean score in the pre-test for the male control group is 10.36 and the STDV is 1.31. However,

the mean score of the male experimental group in the post-test is 14.21 and the STDV is 1.20 and the score of the male control group in the post-test is 11.18 and the STDV is 1.67. Moreover, the mean scores in the pre-test for the female experimental group is 12.60 and the STDV scores is 1.52 while the mean score in the pre-test for the female control group is 10.82 and the STDV is 0.76. However, the mean score of the female experimental group in the post-test is 16.20 and the STDV is 1.18 and the score of the female control group in the post-test is 12.05 and the STDV is 1.11. According to the previous results the researcher conclude that the experimental group mean scores in both groups (male and female) has increased during the application of the study which means that there was an effect of using role-playing technique on students' achievement, their performance which has improved during the application of the study.

Table (4.2) Show the results of two way ANCOVA test due to the interaction between method and gender on students achievement.

Source	Sum of Squares	Df	Mean square	F	Sig
Pre (Covariate)	133.04	1	133.04	226.40	0.000
Method	87.05	1	87.05	148.14	0.000
Gender	27.43	1	27.43	46.68	0.000
Gender*method	7.61	1	7.61	12.95	0.000
Error	70.51	120	0.58		
Total	22949.000	125			

The results of ANCOVA in table (4.2) shows that F value for the differences between learners' mean scores for the two groups (male, female) groups in the achievement test was (46.68) and the significant level equal (0.000) this value is less than the significant value ($\alpha \leq 0.05$), so there is significant differences between learners in the two groups (male, female) group. In addition, the table shows that F value for the differences between learners' mean scores for the two groups (experimental, control) groups in the achievement test was (148.14) and the significant level equal (0.000), this value is less than the significant value ($\alpha \leq 0.05$), so there are significant differences between learners in the two groups (Experimental, Control). Moreover, shows that F value for the interaction between the group and gender was (12.95) and the significant level was (0.000), and this value is

less than the significant level ($\alpha \leq 0.05$), so there is significant differences due to the interaction between group and gender.

According to this results, the researcher notice that there are significant differences between learners due to the method and due to gender, and to identify the source of these differences table (4.3) between the adjusted mean score for the post test according to group.

Table (4.3): Adjusted means and standard errors of the post test scores by groups.

Group		Mean	STDV. Errors
Control	1	12.34	0.10
Experimental	2	14.42	0.11

Data shows in the table (4.3) that the adjusted mean for the experimental group (14.42) and that is more than the control group means which was (12.34) so, the difference between the two groups is in favor of the experimental group.

Table (4.4): Adjusted means and standard errors of the post test scores by gender.

Group	Mean	STDV. Errors
Male	12.90	0.10
Female	13.86	0.09

Data shows in the table (4.4) that the adjusted mean for the male group (12.90) and that is less than the female group means which was (13.86) so, the difference between the two groups is in favor of the female group.

Table (4.5): Adjusted means and standard errors of the post test scores by the interaction between method and gender.

Method	Gender	Mean	STDV. Errors
Control	Male	12.11	0.15
	Female	12.58	0.12
Experimental	Male	13.69	0.14
	Female	15.15	0.15

Data shows in table (4.5) that the adjusted mean for the interaction between gender and method toward students' achievement is in favor of the experimental group in general, and in favor of female experimental group specially.

4.2.2 Results related to the second question:

Is there an effect of using "Role-playing" on 8th graders' motivation in the speaking skills of the English language? and does this effect differs due to the teaching method, gender and interaction between them?

There is no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 8th graders' motivation in the speaking skills of the English language due to the teaching method, gender and interaction between them.

To answer this questions the mean scores and standard deviations were calculated for the learners' score in the groups (experimental groups, control groups) as shown in tables no (4.6), (4.7), (4.8), (4.9) and (4.10)

Table (4.6) Shows the mean scores and standard deviation of groups.

Method	Gender	Number	Pre-Test		Post-Test	
			Mean	STDV	Mean	STDV
Control	Male	28	98.00	15.11	107.21	16.07
	Female	38	114.95	12.23	121.26	11.41
	Total	66	107.76	15.85	115.30	15.18
Experimental	Male	29	114.52	15.64	114.93	16.21
	Female	30	119.77	13.23	131.60	10.72
	Total	59	117.19	14.58	123.41	15.96
Total	Male	57	106.40	17.37	111.14	16.46
	Female	68	117.07	12.81	125.82	12.18
	Total	125	112.21	15.92	119.13	16.01

According to the table, the researcher notice that the mean scores in the pre-test for the male experimental group is 114.52 and the STDV scores is 15.64 while the mean scores in the pre- test for the male control group is 98.00 and the STDV scores is 15.11. However, the mean scores for the male experimental group in the post test is 114.93 and the STDV scores is 16.21, and the mean scores in the post test for the male control group is 107.31 and the STDV is 16.07. Moreover, the mean scores in the pre-test for the female

experimental group is 119.77 and the STDV is 13.23, and the mean scores for the female control group in the pre-test 114.95 and the STDV is 12.23. In addition, the mean scores for the female experimental group in the post test is 131.60 and the STDV is 10.72, and the mean scores for the female control group in the post test is 121.26 and the STDV is 11.41. According to the previous table results the researcher conclude that the experimental group mean scores (female) has increased more than (male) during the application of the study which means that there was an effect of using role-playing technique on students' motivation.

Table (4.7) Shows the results of two way ANCOVA test due to the interaction between method and gender on students motivation.

Source	Sum of Squares	Df	Mean square	F	Sig
Pre (Covariate)	5837.35	1	5837.35	42.06	0.000
Method	372.31	1	372.31	2.68	0.104
Gender	2572.16	1	2572.16	18.53	0.000
Gender*method	524.33	1	524.33	3.77	0.054
Error	16653.78	120	138.78		
Total	1805751.00	125			

The results of ANCOVA in table (4.7) shows that F value for the differences between learners' mean scores for the two groups (male, female) groups in the achievement test was (18.53) and the significant level equal (0.000) this value is less than the significant value ($\alpha \leq 0.05$), so there is a significant differences between learners in the two groups (male, female) group. In addition, the table shows that F value for the differences between learners' mean scores for the two groups (experimental, control) groups in the achievement test was (2.68) and the significant level equal (0.104), this value is more than the significant value ($\alpha \leq 0.05$), so there's no significant differences between learners in the two groups (Experimental, Control). Moreover, shows that F value for the interaction between the group and gender was (3.77) and the significant level was (0.054), and this value is more than the significant level ($\alpha \leq 0.05$), so there are significant differences due to the interaction between group and gender.

According to this results, the researcher notice that there's no significant differences between learners in the two groups refer to method. Moreover, there is a significance differences between learners in two groups refer to gender (male, female)and to identify the source of these differences table (4.8) between the adjusted mean score for the post test according to group. In addition, to identify the source of differences table (4.7) between the adjusted mean score for the post test according to gender.

Table (4.8) Adjusted means and standard errors of the post test scores by groups.

Group		Mean	STDV. errors
Control	1	58.46	0.78
Experimental	2	61.01	0.82

Data shows in the table (4.8) that the adjusted mean for the experimental group (61.01) and that is more than the control group means which was (58.46) so, the differences between the two groups are in favor of the experimental group.

Table (4.9) Adjusted means and standard errors of the post test scores by gender.

	Gender	Mean	STDV. errors
Motivation	Male	114.02	1.62
	Female	123.87	1.49

Data shows in the table (4.9) that the adjusted mean for the female group (123.87) and that is more than the male group means which was (114.02) so, the differences between the two groups are in favor of the female group.

Table (4.10) Results related the interaction between groups and gender.

Method	Gender	Mean	STDV
Control	Male	114.27	2.478
	Female	119.90	1.923
Experimental	Male	113.78	2.195
	Female	127.84	2.227

Data shows in table (4.10) that the adjusted mean for the interaction between gender and method toward students' motivation is in favor of the experimental group in general, and in favor of the female experimental group.

4.3 Summary:

In brief, this chapter has been devoted to the presentation and analyses of the data collected through the tests. The results were clarified statistically by using different tables that indicated them.

The results can be summarized as follows:

1. There were statistically differences at ($\alpha \leq 0.05$) in the mean scores of 8th graders' Achievement in the Speaking skill of the English language, due to the interaction between the teaching method and gender.
2. There were statistically significant differences in students' speaking skills achievement due to the teaching method in favor of the experimental group.
3. There were statistically significant differences in students' speaking skills achievement due to the gender in favor of the female group.
4. There were no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 8th graders' Motivation in the speaking skills of the English language due to the teaching method, gender and interaction between them.
5. There were no statistically significant differences in students' motivation towards speaking skills due to the teaching method.
6. There were statistically significant differences in students' motivation towards speaking skills due to gender in favor of the female group.

Chapter Five

Discussion, Conclusion and Recommendations

5.1 Introduction

5.2 Discussion of the Results

5.3 Suggestions

5.4 Conclusion

5.5 Recommendations

Chapter five: Discussion, Conclusion and Recommendations

5.1 Introduction:

This study aimed to investigating the Effect of Using Role-playing on Students' Achievement and Motivation in the Speaking Skills of English Language of Eighth Graders in Governmental Schools in Bethlehem District

In this chapter the researcher discussed the results of the study, and came up to the conclusions and offered some recommendations.

This chapter deal with the results related to the two questions of the study.

5.2 Discussion of the results:

5.2.1 Discussion of the first question's results:

Is there an effect of using "role-playing" on 8th graders' achievement in the speaking skills of the English language? and does this effect differ due to the teaching method , gender and interaction between them ?

The results didn't support the null hypothesis, which indicated that there were no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 8th graders' achievement in the speaking skill of the English language, due to the interaction between the teaching method and gender. The results of ANCOVA show that F value for the interaction between gender and method was (12.95) and the significant level equal (0.000), which is less than ($\alpha \leq 0.05$), so the null hypothesis is not accepted.

In addition, The results showed that F value for the differences between learners' mean scores for the two groups (experimental, control) in the achievement test was (148.14) and the significant level equals (0.000), this value is less than the significant value ($\alpha \leq 0.05$), so there are significant differences between learners in the two groups (Experimental, Control), and to identify the source of these differences table of the adjusted mean score for the post test according to group was done. The results show that the difference was in favor of the experimental group. Moreover, shows that F value for the differences between learners' mean scores for the two groups (male, female) groups in the achievement test was (46.68) and the significant level equal (0.000) this value is less than the significant value ($\alpha \leq 0.05$).

According to this, the researcher indicates that the new method "Role-playing" as a method of teaching supports the learning process, so the researcher thinks that teachers adopt it

with their students in their classes. Role-play techniques have many positive effects on students; it helped them to:

- 1- A variety of experiences into the classroom, through role play.
- 2- Through role play we can train our students in speaking skills in any situation.
- 3- Role play help students to use and develop those forms of language which are so necessary in oiling the works of social relationships but also are so often neglected by our language teaching syllabi.
- 4- The situation of role-playing is friendly and safe environment of classroom.
- 5- Role play is a very useful dress rehearsal for real life. It enables learners not just to acquire set phrases, but to learn how interaction might takes place in a variety of situations.
- 6- It helps shy students to interact with others.
- 7- Role play brings some fun and joy to the class by changing the routine of the class.

This result agreed with Mousa's (2010) study, one of it's results is that there were statistically significant differences between second grade students' achievement in Arabic Language due to the method of teaching, in favor of the experimental group. Also, it has been agreed on with Naqeeb's study (1999) which came up with a final result that "the experimental group developed significantly after the implementation of role playing. That is, there was progress on the levels of speaking proficiency." However the results of this study do not agree with AL-Jabali's study (1996) whose results proved that there were some progress, but it was not significant as far as statistics were concerned. However, the findings proved that the pictures were more effective in developing students' speaking skills.

5.2.2 Discussion of the second question's results:

Is there an effect of using "role-playing" on 8th graders' Motivation in the speaking skills of the English language? and does this effect differ due to the teaching method , gender and interaction between them ?

The results support the null hypothesis, which indicates that there is no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 8th graders' motivation in the speaking skill of the English language, due to the interaction between the teaching method and gender.

The results of ANCOVA in table (4.7) showed that F value for the differences between learners' mean scores for the two groups (male, female) groups in the achievement test was

(18.53) and the significant level equal (0.000) this value is less than the significant value ($\alpha \leq 0.05$), so there is a significant differences between learners in the two groups (male, female) group. In addition, the table showed that F value for the differences between learners' mean scores for the two groups (experimental, control) groups in the achievement test was (2.68) and the significant level equal (0.104), this value is more than the significant value ($\alpha \leq 0.05$), so there's no significant differences between learners in the two groups (Experimental, Control). Moreover, showed that F value for the interaction between the group and gender was (3.77) and the significant level was (0.054), and this value is more than the significant level ($\alpha \leq 0.05$), so there are significant differences due to the interaction between group and gender.

According to this results, the researcher notice that there's no significant differences between learners in the two groups refer to method. Moreover, there is a significance differences between learners in two groups refer to gender (male, female).

Ashton and Elyidiririm (2006) stated that, the teacher of English as a foreign language should recognize that all students posses positive and negative attitudes in varying degrees, and that the negative ones can be changed by thoughtful instructional methods, such as using material and activities that help students achieve an understanding and appreciation of the foreign culture. According to these results, the researcher indicates that there was some significant differences in the mean scores of students' motivation towards using role-playing due to the method in favor of the experimental group and there was significant differences in the mean scores of students' motivation towards using role-playing due to the gender in favor of the females group, but there was no significant differences in the main scores of students' motivation towards using role-playing due to the interaction between the method and gender, which means that both groups had progressed, but the females had more progress; this could be because their teacher uses different educational aids, as: e-learning, power point lessons and others. Moreover, the teacher uses new techniques of evaluation in comparison with the males' teacher. The females' teacher also takes into account individual differences which allow them to participate more during classes and motivates them to use English more. Also the females' teacher used rewards. Another reason is related to the Principal of the school who supported using different techniques in learning.

The researcher indicated that the teachers need to establish learning environment to compensate the authentic atmosphere in language learning using pair-group work which

helps in carrying out the learning process to be a successful work on developing and adopting new techniques that will help to improve the speaking skills.

Furthermore, motivation among the related theories in educational psychology, as an important element in the learning process, emphasizes “how” rather than “what” way of evaluation. So teachers need to emphasize on using new methods like “Role-playing” and other new techniques to motivate students towards learning English.

This results didn’t agree with Broussad (2002) whose findings were consistent with the literature reviewed in that higher levels of mastery motivation and judgment motivation were found to be related to higher grades in third graders. It also agreed with Quadir's (2014) study in which 355 university students participated. To measure students’ degree of motivation a modified version of questionnaire used by Schmidt et al (1996) was administered. To examine the relationships between motivation factors and speaking strategy factors, Pearson Correlations were performed. According to the correlation results, motivation factors c, d, e, and a (mentioned above) had positive correlations, and motivation factor b had negative correlations with many speaking strategy factors.

5.3 Suggestions:

The findings of this study suggests some implications for the teaching of speaking to Palestinian 8th graders. It is clear from the results of the two hypotheses that the experimental group subjects’ speaking ability has improved. Therefore, this study suggests the following with regard to the developing of speaking skills:

1. Speaking need to be emphasized along with the other language skills.
2. Role-playing activities need to be an integral part of the speaking class syllabus.
3. Role-playing activities need to be emphasized to encourage interaction.
4. Teachers expect lots of noise in such classes. Therefore, they need to encourage their students to speak, practice. and to keep an eye on all students.
5. Teacher advised to enhance cooperative learning.
6. Since most of the Palestinian students evaluate their English proficiency depending on how they interact in real life situations, more authentic topics should be introduced into classrooms. Some ways of doing this are to have the students speak and listen to native speakers on tapes and try to imitate them by repeating every phrase or sentence they utter, to make field trips or ask the students to visit places where native speakers are

found, and/or invite native speakers to class as guests speakers and allow students to interact with them.

7. Teachers should encourage pair-group work to enhance motivation.
8. Teachers need to use pictures to practice the speaking skill and to motivate learning.

5.4 Conclusion:

Through this chapter, there was significant differences among the students' achievement in the speaking skill due to the method, in favor of the experimental group. In addition, there was significant differences in the students' motivation toward speaking skill due to gender in favor of female group. Role-play improved certain speaking proficiency components, so the researcher thinks that it is a good technique to be used in classes and it may helps to solve some problems that students face during the teaching-learning process.

5.5 Recommendations

In the light of the results reviewed throughout this study, the researcher finds it important to give some recommendations to develop students' speaking proficiency for the curriculum designers, decision makers, school administrations, supervisors, teachers, researchers, and students.

Recommendations to Curriculum Designers and Decision Makers

1. To increase speaking proficiency, the syllabus of English curriculum should emphasize the productive skills of speaking. In dealing with a large number of students in the Palestinian classrooms. Pair - group work should be recommended in classroom instruction for all subject areas.
2. Role-playing should be brought into the classroom in various forms of activity, task or project. It can benefit language teaching such as debates-problem solving and others which are available in many EFL settings, along with newspapers and magazines. These affordable sources enable the EFL students to increase their opportunities in earning to speak proficiently, including the provision of the Internet interacting with native speakers on a variety of topics.
3. The curriculum designers should consider continuity, sequence, and integration in building
4. learning materials using role-playing techniques.

5. Students should be provided with models of good techniques and activities to participate
6. orally using role-playing techniques.
7. The administrators of English programs and the speaking teachers should be very
8. selective. They should suggest books that stress speaking through the use of using role-playing activities.
9. Speaking teachers need to be trained on how to develop and present dialogues for their students to state the suitable environment.

Recommendations to Teachers:

1. Teachers should establish learning, environment to compensate for the authentic atmosphere in language learning using pair work and group work which help in carrying out the learning process to be successful.
2. The teacher should learn how to enhance their ability in teaching English and to be creative to apply various techniques in teaching speaking in order that the students are interested in learning speaking.
3. Teachers should encourage shy students to participate orally by using different activities of role-playing that depend on project team work.
4. Teachers should provide motives for the students who keep speaking at class and for the students who present a summary of the English programs they watched at home such as the news related to weather.
5. Teachers should give every student equal opportunities to express themselves, especially to pay attention to those introverted students
6. Teachers should use pictures to stimulate learners to discuss topic, to use the language and to motivate learning.

Recommendations to Students:

1. To have a good result in speaking activities, students need to extensively practice speaking in their daily activities with each other. They need to prepare themselves especially before joining the class.
2. They need to pay attention to the lesson while teachers' explain the material.
3. They need to expand their ability by participate in different daily activities.
4. They need to practice a language in authentic situations.

Suggestions for Further Studies:

To other researchers who want to conduct research on the same subject, the researcher hopes that this study may be useful as a reference:

1. More researches could be done on the factors that may increase students' curiosity and eagerness to have good speaking skills. Development of English speaking skills teaching methods should be focused on to increase the achievement and motivation towards speaking skills in English language, focusing on the gender of teachers.
2. Conduct other studies similar to the present study, but on other skills such as (listening, reading, and writing).
3. Conduct an analytical study to the Palestinian English curriculum to identify the main speaking skills that should be focused on during the speaking lessons.
4. Conduct a study entitled "A suggested program for training teachers on how to adapt role-playing activities to develop language skills."

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Appendices

Appendix (1) Table (28): Content analysis

<u>Unit</u>	<u>Period</u>	<u>Objectives</u>	<u>Cognitive domains</u>				<u>Skills</u>
<u>Unit</u>	<u>One</u>		<u>Knowledge</u>	<u>Comprehension</u>	<u>Applied</u>	<u>Hot's</u>	
<u>TWO</u>		1-The student will be able to talk about Palestinian food and music.	Knowledge				Speaking
A taste of Palestinian culture							
		2-The student will be able to identify the new words . {To understand its meaning and spelling}			Applied		Reading
		3-The student will be able to repeat the new words chorally and individually correctly.	Knowledge				Listening
		4- The student will be able to identify the word formation.				Hot's	Listening
		5-The student will be able to describe the people and what are they doing in the picture.			Applied		Speaking
		6-The student will be able to match the sentences in order to make examples for the new grammar point.		Comprehension			Writing
		7- The student will be able to listen for answering questions.			Applied		Listening

		8- The student will be able to read the dialogue aloud.			Applied		Reading
	Two						
		1-The student will be able to recognize the new words and phrases.		Comprehension			Reading
		2-The student will be able <u>to</u> use the new words& phrase in the dialogue adapt the fit word to each sentence}.			Applied		Writing
		3-The student will be able to make any changes for the form of the words in order to have a grammatical and meaningful sentences.			Applied		
		4-The student will be able to recognize his answers orally.		Comprehension			Speaking
		5- The student will be able to read for comprehension For answering questions.		Comprehension			Listening
		6- The student will be able to read the dialogue aloud.	Knowledge				Reading

	Three						
		1- The student will be able to recognize verbs of sense		Comprehension			Reading
		2- The student will be able to use the verbs to label the pictures.			Applied		Writing
		1-The student will be able to remember that stative verbs are almost always use in the present simple not in present continuous.	Knowledge				Reading
		2-The student will be able to recognize there is another group of stative verbs – in this case, verbs of senses and verbs of understanding.		Comprehension			Reading
		3-The student will be able to answer the questions about the verbs of understanding.			Applied		Speaking
		4-The student will be able to recognize adjectives in each pictures .		Comprehension			Reading
		5-The student will be able to write what the people in the pictures are saying ,using the verbs of sense and the adjectives.			Applied		Writing

		6-The student will be able to understand that we use <u>can</u> and <u>can't</u> when we talk about abilities in the present.		Comprehension			Reading
		5-The student will be able to understand that we use <u>could</u> and <u>couldn't</u> when we talk about abilities in the past.		Comprehension			Reading
		6- The student will be able to differentiate between can ,cant ,could and couldn't.		Comprehension			
		6-The student will be able to talk about what Ahmad could and couldn't do during his past age.				Hot's	Speaking
	Seven						
		1-The student will be able to identify the new words.	Knowledge				Reading
		2- The student will be able to complete the network by using the new words.			Applied		Writing
		3-The student will be able to ask questions about the network .{Arab culture}.				Hot's	Speaking
		4- The student will be able to answer the questions for the network.{Arab culture}.			Applied		speaking
		4- The student will be able to complete the words make Nouns for person by adding er or r.			Applied		Writing

		5-The student will be able to complete the sentences with pairs of words from 2activity {to use pairs of words Verbs & Nouns to complete sentences }.			Applied		Writing
		6- The student will be able to check his answers orally.				Hot's	
	Nine						
		1-The student will be able to talk about Palestinian culture in general . {ask and answer questions about it }				Hot's	Speaking
		2- The student will be able to take the roles of a visitor and to ask a questions about Palestinian culture and the other pupils reply the visitor				Hot's	Speaking
		3-The student will be able to identify the new words and adjectives for using it in playing the roles	Knowledge				Reading
		4-The student will be able to talk about their abilities in the past, using could and couldn't / used to and did you used to				Hot's	Speaking
		5- The student will be able to ask each other questions about the abilities in the past .share what you remember			Applied		Speaking
		3- The student will be able to play a game with ask and answer questions about a famous person from Palestine history .			Applied		Speaking

<u>Unit</u>	<u>Period</u>	<u>Objectives</u>	<u>Cognitive domains</u>				<u>Skills</u>
<u>Three</u> Going to a National Park			<u>Knowledge</u>	<u>Comprehension</u>	<u>Applied</u>	<u>Hot's</u>	
	<u>Two</u>						
		1-The student will be able to recognize the new words and phrases from the previous period.		Comprehension			<u>Reading</u>
		2-The student will be able to use the new words and phrases correctly in the dialogue .			Applied		<u>Speaking</u>
		3-The student will be able to make any changes needed for the words and phrases to be functional and meaningful.				Hot's	<u>Writing</u>
		4-The student will be able to recognize his answers in response to what he hears .		Comprehension			<u>Listening</u>
		5-The student will be able to read for answering concept questions.		Comprehension			<u>Speaking</u> <u>, Writing</u>
		6-The student will be able to read the conversation aloud.			Applied		<u>Reading</u>

	Four						
		1-The student will be able to identify the new words.	Knowledge				Listening
		2-The student will be able to recognize the new words {The meaning and the spelling }		Comprehension			Reading
		3- The student will be able to use the new words in the dialogue .			Applied		Reading
		4-The student will be able to make any changes for the new words that he used in order to have meaningful &structural sentences.				Hot's	Reading
		5- The students will be able to recognize his answers orally.		Comprehension			Listening
		6-The students will be able to read the dialogue aloud.			Applied		Reading
		7- The students will be able to say the five different activity that Haifawis are doing in the Yosemite park.				Hot's	Speaking
		8-The students will be able to say the names of the things in the photo of Yosemite.			Applied		Speaking
		9- The students will be able to understand how both words are combined together to form word formation.		Comprehension			Listening

	Six						
		1-The student will be able to read for personal information about the writer.	Knowledge				Reading
		2- The student will be able to complete the table with the correct information.			Applied		Writing
		3- The student will be able to recognize his answers orally.		Comprehension			Listening
		4- The student will be able to ask questions about the Yosemite news, choose a role as newspaper reporter.				Hot's	speaking
		5- The student will be able to answer the questions for Yosemite news , choose a role as Tony Ross.			Applied		Speaking
		6-The student will be able to make an interview. He chooses a role – newspaper reporter or Tony Ross .				Hot's	Speaking
		7- The student will be able to read the first website page for answering questions about Yosemite park.	Knowledge				Reading
		8- The student will be able to read the second website page for answering questions about Tony Ross .		Comprehension			Reading
		7- The student will be able to discuss questions about voluntary work in Palestine .				Hot's	Speaking

	Ten						
		1-The student will be able to listen for following direction on the map		Comprehension			Listening
		2-The student will be able to listen for information in order to complete the notes.		Comprehension			Listening
		3- The student will be able to recognize his answers.		Comprehension			Listening
		4- The student will be able to identify the people in the picture.	Knowledge				Reading
		5- The student will be able to listen to comprehension { answering questions }.		Comprehension			listening
		6-The student will be able to read the poem aloud to improve his pronunciation.			Applied		Reading
		7-The student will be able to identify falling and rising intonation in questions from practicing pronunciation.	Knowledge				Listening

		8- The student will be able to decide that all the Yes / No questions having rising intonation.				Hot's	Listening
		9-The student will be able to read the dialogue with suitable intonation for the questions.			Applied		Reading
Total			11	22	24	14	

Appendix (2): Table (29) table of specification:

	Cognitive domains								
Unit	knowledge		Comprehension		Application		Hot's		Sum
Two	6	$\frac{6}{38} \times 100$ % 15.7%	10	26.31%	15	39.47%	7	18.4%	38
	54.5%		45.45%		62.5%		50%		53.5%
Three	5	15.15%	12	36.36%	9	27.27%	7	21.21%	33
	45.45%		54.5%		37.5%		50%		46.4%
Total	11		22		24		14		71

Behavioral objective's percentage from it's total

Number of aims

Behavioral objective's percentage from unit

Table (28.1): the behavioral objectives marks

	Cognitive domains			
Unit	Knowledge	Comprehension	Application	Hot's
Two	1.6	2.8	4.2	1.9
Three	1.4	3.3	2.5	1.9

Appendix (3)

Techniques for teachers

1. The teacher explains the situation and describes the action to be accomplished.
2. The teacher gives general information which the students don't have. This information is necessary, or the role play will not succeed.
3. Culture expressions, technical vocabulary or certain structural patterns may be given if the teacher feels that they are needed to develop the activity. for example, a participant must know to express anger, apologies and the like in living English.
4. The teacher assigns the roles which should all have fictitious names. It is more effective to fit the roles to the personality of the players.
5. If the activity contains a few roles, the teacher may ask several groups in the class to perform them simultaneously as group work.

Appendix (4)

Period 1

UNIT 2

A taste of Palestinian culture

1 Listen and repeat.

Age	culture	develop	feel like	guitar	pizza	quite	seem	sound
-----	---------	---------	-----------	--------	-------	-------	------	-------

2 Describe the picture on page 17.

- 1 Everyone at the table is looking at a restaurant.
- 2 The place looks the girl next to her.
- 3 The Arab girl seem to be friends.
- 4 The two girls looks like happy.

3 Listen and answer the questions.

- 1 Who are the people at the restaurant?
- 2 What kind of restaurant is it?

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

Tina and Mike are having dinner with the Kamal family at an Arab restaurant.

Tina: This looks good. It looks like a pizza.

Nadia: But it isn't. It's *sfeeha*.

Sami: And here's the next thing – *kebabs*.

Mike: They smell delicious.

Mrs Kamal: They taste delicious, too. Everyone, please start.

Tina: Can you cook Arab food, Nadia?

Nadia: I can make things like *kebabs*, but I can't cook a big meal.

Mike: Listen! That drum music sounds great. Is it Arab?

Mr Kamal: Yes, that drum is a *tablah*. ... And now you can hear an *'oud*.

Mike: That *'oud* sounds like a guitar, Mr Kamal. Is it?

Mr Kamal: Well, modern guitars developed from the *'oud* long ago.

Tina: It's exciting music. I feel like dancing!

Mrs Kamal: I'm not surprised. You see, it's a wedding dance.

Mike: You seem to know a lot about the *'oud*, Mr Kamal. Do you play it, too?

Mr Kamal: I could play it quite well at the age of 18, but not now. Work got busy, so I couldn't

find time to play.

Sami: But Dad, you still play at parties, and you're the best!

It is a happy evening, and Mike and Tina are enjoying their first taste of Arab culture.

Everyday English
I feel like dancing!
You're the best

1:Activity (Comprehensibility and Pronunciation) **Time:** (10-15) minutes

2-Activity description: (Comprehensibility and Pronunciation)

Description: comprehensibility means able to be understood; intelligible.

While, Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in.

3: Aims:

By the end of the activity, students are expected to achieve the following aims:

Aims: the aims of this role-playing activity are
1- to practice the pronunciation of the new words
2-To differentiate between musical instruments.

4:Techniques: pair work: every two students are going to work together according to the division from their teacher.

5-Time: pairs are going to work under the pressure of a limited time. (5)minutes to work together, 5 minutes to work with their teacher, and 5 minutes to present their production.

6-Materials: pictures –cards-papers-board-book- posters.

7-The procedure of running on the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, and assigning leaders for each group.

2-Each two students are going to work together. Student “A” asks the questions and student “B” is going to answer them. Vice verse orally.

3-After that, every two students present their product and evaluation comes at the end.

4-Working in pairs is limited (15-20) minutes.

5-Each pair will be given a limited time to discuss the question, and later “5 minutes” for presentation.

6-The teacher moves around the pairs to share with them the discussion "external, and internal motivation", and arguing students to use English.

7-When the teacher ends his\her round, the pairs move to work orally.

8-The role moves from one pair into the other until pairs end their presentation.

The teacher divides the students into 3 groups each group contain "3-4" students, they have a conversation about different types of musical instrument. Student "1,2" they play a role of different people who are sitting outside their home , and listening to strange sounds. and the other students is going to play a musical instrument role. By pretending that (s)he is the musical instrument and give information about it.

A: Is there a quite sound coming from outside?

B: Can you hear it?

B:Yes, I can

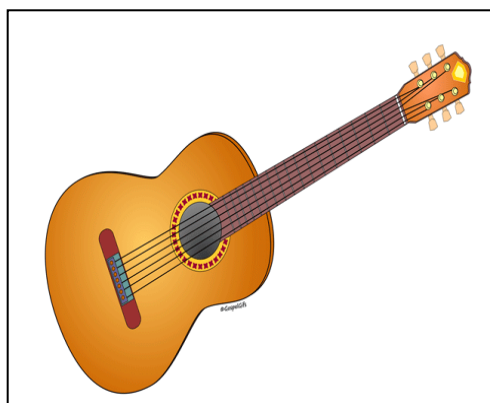
A-what is it ?

B: I think it is a guitar

C: What do you know about it?

The guitar is a popular musical instrument classified as a string instrument with

anywhere from 4 to 18 strings, usually having 6. The sound is projected either acoustically. It is typically played by strumming or plucking the strings with the right hand while fretting (or pressing against the fret) the strings with the left hand. The guitar is a type of chordophone, traditionally constructed from wood and strung with either nylon or steel strings and distinguished from other chordophones by its construction and tuning



A: I think that there is another sound?

B: Yes, there is. But I can't decide what it is?

C: I can, it's an 'oud

A: what do you know about it?

‘oud: is a pear-shaped stringed instrument commonly used in Arabic. The oud was created during the early pharaonic era, and according to Farabi, the oud was invented by Lamech, the sixth grandson of Adam. However, there is no historical basis for such legends. Modern-day ouds fall into two categories: Arabic and Turkish.



A: Oh, there is an annoying sound.

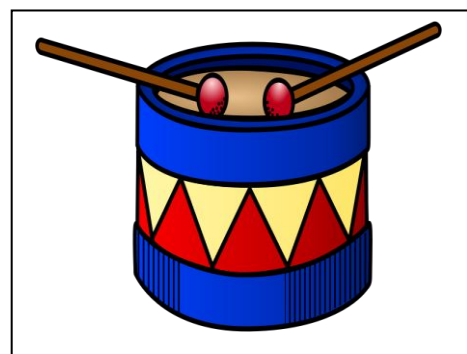
B: It is a drum sound.

A: I didn't like it.

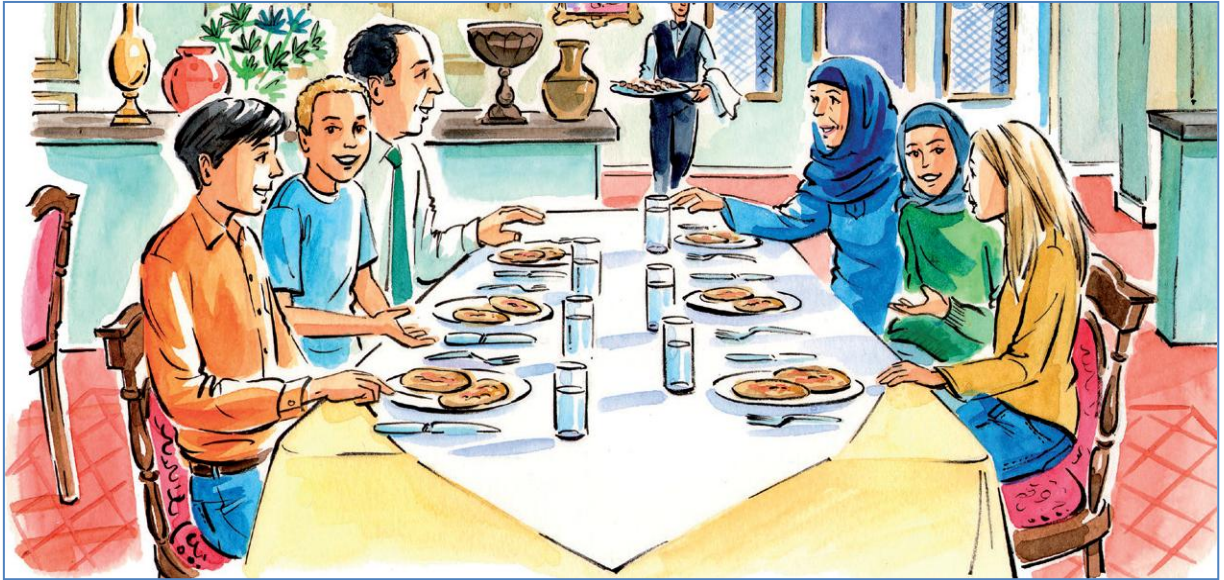
B: No , it sounds very good, but I think that they don't know how they should play on it .

A: What do you know about it?

C: Drum:Drums are usually played by striking with the hand, or with one or two sticks. In many traditional cultures, drums have a symbolic function and are used in religious ceremonies. Drums are often used in music therapy, especially hand drums, because of their tactile nature and easy use by a wide variety of people. The drum is the oldest known instrument in the world dating back to 4000 BC in Egypt.



Period 2:



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

1 A Is Fuad happy at his new school?

B He _____ happy, but I'm not sure.

2 A When did writing first start to _____?

B It started about 5000 years ago.

3 A When did you learn to play music?

B I first started playing the *tablah* at the _____ of four.

4 A Have a cake. They _____ very good.

B Mmm! You're right. This is very tasty.

5 A I'm _____ hungry, so may I have three kebabs, please?

B Well, I'm very hungry, so I'd like five kebabs, please!

6 A Is Palestinian _____ very different from the way we do things in Britain?

B Yes, the food, the music and many other things are all different.

7 A Listen! That traditional Spanish music _____ beautiful! Can you hear it?

B Yes, I can. And yes, I love that kind of _____ music, too.

8 A What would you like to eat? Do you _____ having a burger maybe?

B Thanks, but I'd love a _____ with lots of cheese and tomato and olives

1: Activity: (Fluency) **Time:** (15-20) minutes

2: Activity description: Fluency is a speech language pathology term that means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly. "Fluency disorders" is used as a collective term for cluttering and stuttering. Both disorders have breaks in the fluidity of speech, and both have the fluency breakdown of repetition of parts of speech. Fluency disorders are most often complex in nature and they tend to occur more often in boys than in girls.

3: Aims:

By the end of the activity, students are expected to achieve the following aims:

Aims: the aims of this role-playing activity are:

- 1-to practice the pronunciation of the new words
- 2- To practice their fluency in speaking
- 3-To differentiate between food categories .

4:Techniques: group work: class work-group work.

5-Time: groups are going to work under the pressure of limited time .5 minutes to work together, 5 minutes to work with their teacher, and 5 minutes to present their production.

6-Materials: pictures –cards-papers-board-book.

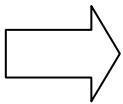
7-The procedure of running on the activity:

- 1- 1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning leaders for each group.
- 2-Each group will have a picture and they are going to describe it orally.
- 3-After that, each group presents its product, and evaluation comes at the end.
- 4-Working in groups is limited to (15-20) minutes.
- 5-Each Group will be given a limited time to discuss the picture, and later (5) minutes presentation in the shape of a story.
- 6-The teacher moves around the group to share with them the discussion external, and internal motivation, and arguing students to use English.

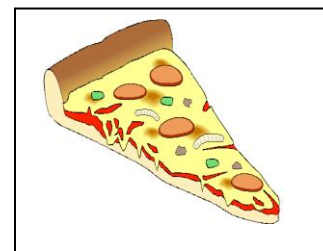
7-When the teacher ends his round, the groups move to work clean work depending on the presentation of the group works.

8-The groups present their work which will be graded by the teacher while presentation according to the prepared criteria about this standard taking into account the sub-division of the criteria ("Fluency" itself).

9-The role moves from one group into the other until groups end their presentations.



in this period, we have 2 groups working together. First group: they will play a role of friends sitting together in a restaurant, and they have a small conversation between them and the waitress. Then we have another group of student. This group is divided into different categories according to menu. After each student from group "1" give the description of the type of food she will order, a student from the second group will sit in the circle that represent that type.



1) A: I feel hungry , what do you have for dinner tonight?

B: we have something very delicious.

A: what is it ? what does it consist of ?

B: It is an Italian food. It consist of dough mainly, olive, mushroom, capsicum and some cheese.

2)A: I'm not hungry, but I would like to have something sweety.

B: I think you should choose something from the sweet menu.

A: what do you suggest?

B: It is something very tasty. It consist of flour, milk, sugar, eggs, baking powder, butter and chocolate.

A: You mean chocolate cake .

B: yes

A: Can I have a cup of Nescafe with it?

B: yes, sure.

3)A: what would you like to eat ?

B: No, thanks.

C: But why? You seem very hungry.

B: Yes, I'm

C: Why you won't order anything?

B: My friend has invited me tonight for a barbecue party

C: Really, what are you going to roast?

B: Many things. For example, Kabab.

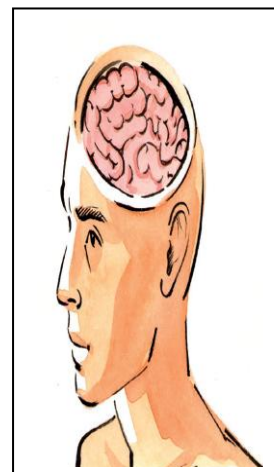
Period 3:

1 Read sentences 1–5. Use the verbs to label the picture.

- 1 This *sfeeha* looks good.
- 2 The *kebabs* smell delicious.
- 3 The *kebabs* taste delicious, too.
- 4 That drum music sounds great.
- 5 You seem to know about the '*oud*'.

Look at the sentences again. Answer the questions.

- 1 Do they use a) the present simple, or b) the present continuous?
- 2 What do these verbs express: ways of a) doing things, b) feeling about things, c) understanding things? (Choose two answers.)



1:Activity: (Comprehensibility and pronunciation) **Time:** (10-15) minutes

2: Activity description: comprehensibility means able to be understood; intelligible.

While, Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in.

3: Aims:

By the end of the activity, students are expected to achieve the following aims:

Aims: the aims of this role-playing activity are:

- 1- to differentiate between body parts role
- 2- To classify adjectives into categories according to the body parts.
- 3-To practice pronunciation of the new words

4:Techniques: group work: each three students are going to work together according to the division from their teacher.

5-Time: groups are going to work under the pressure of limited time. (5) minutes to work together, (5) minutes for to work with their teacher, and (5) minutes to present their production

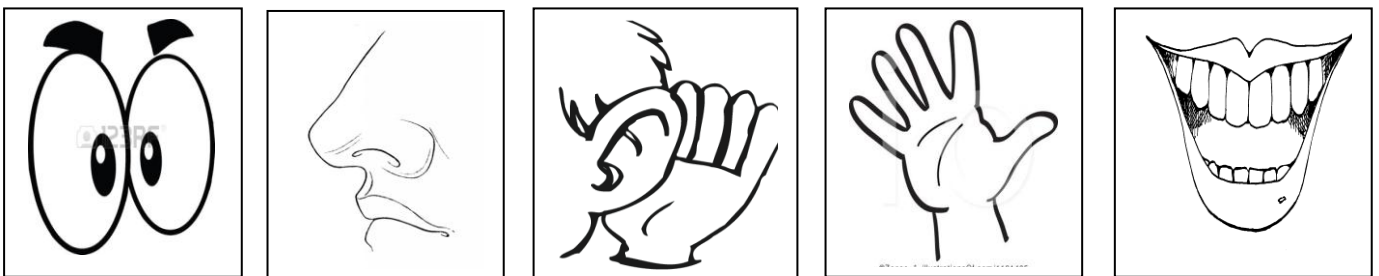
6-Materials: cards-papers-board-book- posters.

7-The procedure of running on the activity:

- 1-Teacher initiates the activity by clarifying the aim of the activity
- 2-Then the teacher divides the students into groups, then the teacher gives the students prepared cards with information.
- 3-The teacher assigns the students who are going together.
- 4-Each four students are going to work together.
- 5-After that, each group presents their product and evaluation comes at the end.
- 6-Working in groups is limited to time (10-15) minutes.
- 7-Each group will be given a limited time to discuss the cards, and later “5 minutes” for presentation.
- 8-The teacher moves around the groups to share with them the discussion external, and internal motivation, and arguing students to use English.
- 9-When the teacher ends his\her round, the groups move to work orally.
- 10-The groups present their work which will be graded by the teacher while presentation according to the prepared criteria about this standard taking into account the sub-division of the criteria (“comprehensibility and pronunciation” itself).
- 11-The role moves from one group into the other until groups end their presentations.

The students in this lesson are going to work in pairs first, then they are going to work in groups.

***We have 5 pairs, 10 students. First one have cards with some information about 1 sense; he will read the information, and the other is going to guess which one is his\her classmate are talking about.



- 1- When you look and when you see All the things there are to see. use your -----
- 2- When you sniff and when you smell All the things there are to smell. use your ----
- 3- When you listen and when you hear All the things there are to hear. use your -----

4- When you touch and when you feel All the things there are to feel. use your -----

5- When you eat and when you taste All the things there are to taste . use your -----

***The teacher brings some cards with some sense adjectives, and each group should classify them into categories, and the winning group that will finish first.

“ Salty, sweet, yellow, far, next, annoying, cold, delicious, silky, warm, black, bitter”

Taste	Smell	Look	Sounds	Feels

Period 7:

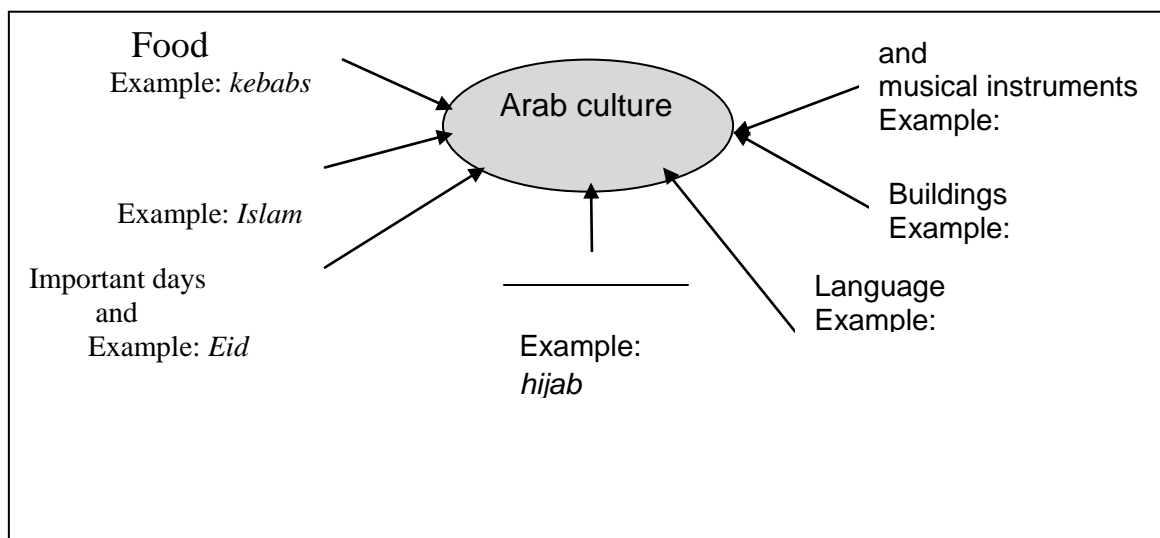
1 Collect words in a network.

Do these tasks.

1 Use the words from 1 to complete the network.

Then think of more examples.

Arabic	language	clothes
food	holidays	mosques
music	'oud	religion



1:Activity: (Comprehensibility and pronunciation) **Time:** (10-15) minutes

2: Activity: comprehensibility

3: Aims:

By the end of the activity, students are expected to achieve the following aims:

- Aims: the aims of this role-playing activity are:
- 1- to practice using the new vocabulary in a new context
 - 2-To classify words into different categories according to Arab Culture parts.
 - 3-To talk about the changes in the Arab culture in different times

4:Techniques: group work: each three students are going to work together according to the division from their teacher

5-Time: groups are going to work under the pressure of limited time .(5) minutes to work together, (5) minutes for to work with their teacher, and (5) minutes to present their production.

6-Materials: cards-papers-board-book- posters.

7-The procedure of running on the activity:

1-Teacher initiates the activity by clarifying the aim of the activity

2-Then the teacher divides the students into groups, then the teacher gives the students prepared cards with information.

3-The teacher assigns the students who are going together.

4-Each four students are going to work together.

5-After that, each group presents their product and evaluation comes at the end.

6-Working in groups is limited to time (10-15) minutes.

7-Each group will be given a limited time to discuss the cards, and later “5 minutes” for presentations.

8-The teacher moves around the groups to share with them the discussion ”external, and internal motivation”, and arguing students to use English.

9-When the teacher ends his\her round, the groups move to work orally.

10-The groups present their work which will be graded by the teacher while presentation according to the prepared criteria about this standard taking into account the sub-division of the criteria (“comprehensibility and pronunciation” itself).

11-The role moves from one group into the other until groups end their presentations.

student in this period are going to play a role of “flower’s leaves “.each group will represent one leave, and together they will make a big **flower**

Group number “1” will represent “Food” .

Group number “2” will represent “ Religion”

Group number “3” will represent “Important days”

Group umber “4” will represent “Clothes”

Group number “5” will represent “Language”

Group number “6” will represent “Buildings”

Group number “7” will represent “Music”

“Muslim, T-shirt, tower, folk song, Kabab, Eid- alfeter, skirt, house, Arab song, English, Safeeha , Christian, Breakfast, socks, Friday, Arabic, mall, French- independence day.

-Each student will have a label with a word on it, and they will see if they are related together they sit together; first to make their own leave, then they make their own leave after that they make the full flower.

For example: English-Arabic-French “sit together and make the first leave”

B: Friday-Eid Al-Fiter- independence day "sit together."

Part 2:

2 Collect words: verbs and nouns.

1 Complete the pairs. Add *~er* to make ‘person’ nouns.

Read again and find them.

2 You also know these verbs. Add *~er* (or just *~r* after *~e*) to make ‘person’ nouns.

	verb	Noun”person”
A	play	player
B	drive	driver

Bake	build	dance
Design	drive	explore
speak	work	write

3 Complete the sentences. Use pairs of words from activity 2. Make any changes needed.

1 A Fareeda *sings* very well.

B Yes, she practises a lot, and she’s a good _____ .

2 A Omar and Khalid are good _____ .

B Yes, and they always come at the right time every morning, and _____ hard.

3 A What kinds of stories do you _____ ?

B I’m not that kind of _____ . All my books are about science.

4 A Mahmoud is a taxi _____ , isn’t he?

B Yes, he used to _____ a bus before, but now he _____ a taxi.

Aims: the aims of this role-playing activity are:

- 1- to differentiate between “verbs” and “noun for person”
- 2-To practice how can we make noun for person by adding “er” for the verb.
- 3-Talking about their own life using these new verbs, nouns”

Students are going to work in pairs and take a role of different roles.

"builder, baker, designer, speaker, worker, driver, writer, explorer, dancer."

To determine the difference between the verb and noun. The teacher prepare cards with small conversation take form of “ask, and answer questions?”

A,B:

A: What is your father do?

B: He works in construction

A: What do is use to build?

B: He uses rocks.



C,D:

C:What does your father do?

D: He is a banker.

C: Where does he work?

D: At the Arab Bank.

C: What is his job there?

D: He is an accountant.



E,F:

E: What does your mother do?

F: She is a writer.

E: What does she write?

F: She writes short stories

E: How many books has she published?

F: 2



Period 9:

1 Work in pairs. Talk about your culture.

Partner A: You are a visitor in Palestine – and you have a lot of questions.

Partner B: You are a Palestinian.

Ask and answer questions about these things.

Arab coffee Arab food Arab music old Jerusalem

Aims: the aims of this role-playing activity are

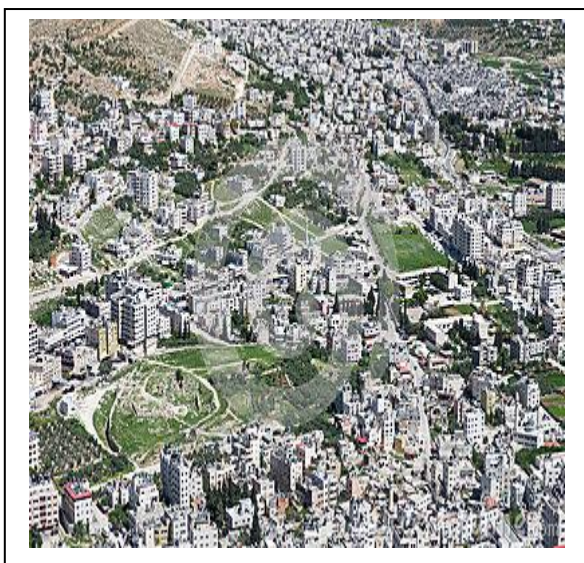
- 1- To practice using new vocabulary .
- 2-To have additional information about the new vocabulary.
- 3-To practice speaking skills through conversation

the teacher is going to divide the students into 5 groups, each group is going to play a role of each part of our culture. The first group will play a role of different cultural places, the second group will play “Arab music” role, third group will play “Arab food” role, the fourth group will play “Arab drink “ role, and the last group will play “Plays” role.

Group “1”: Leader: We are cultural places in Palestine. Each one is going to play a role of a cultural place in Palestine.

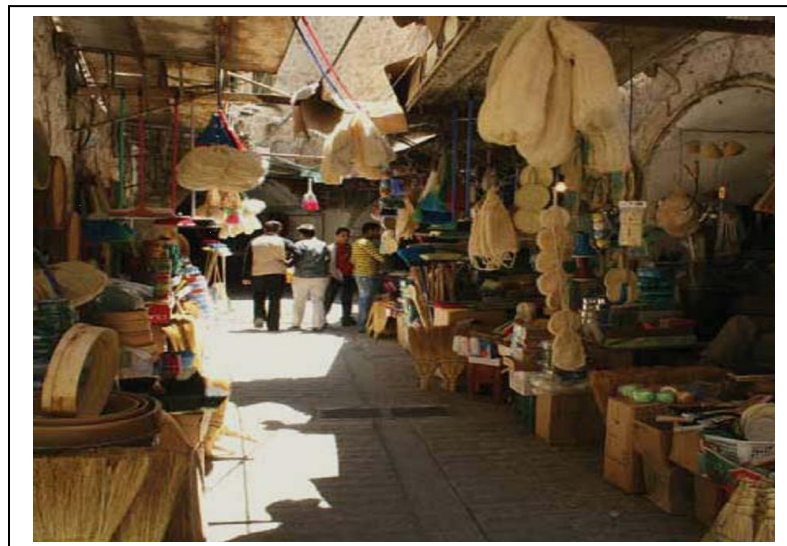
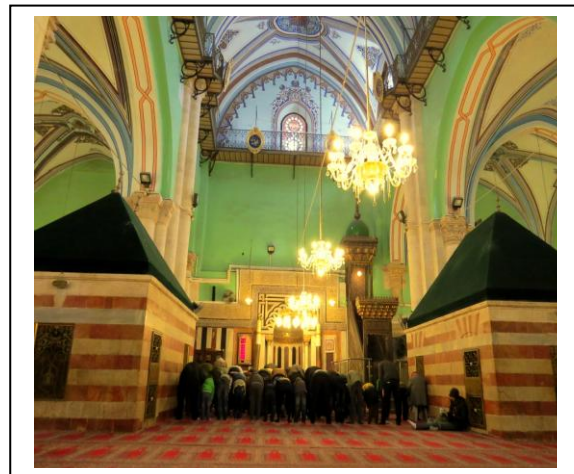
Who are you ?

B: I’m Nablus, I’m in the northern West Bank, with a population of 126,132. I’m between Mount Ebal and Mount Gerizim, when you visit me you should visit one of the most largest Palestinian Universities “An-Najah” university, I’m known for my Kunafeh, and soap industry.





C: I'm Hebron, I'm located in Southern West Bank, I'm the largest city in the West Bank. My old city is characterized by its narrow, flat roofed, stone houses. When you visit me, you should visit "the Dome of the Rock" and the "Old city"



2-Arab music

Attaba: is a traditional Arabic musical form sung at weddings or festivals, and sometimes also by people at work As part of the Palestinian folk music tradition, attabas are generally performed by a vocal soloist, without instrumental accompaniment, who improvises the melody using folk poetry for the verse. The ataaba is also used by rural Palestinian women to express grief or reproach.^[4] The most common theme of an ataaba is love . Less common themes include moral instruction,

Dabkkah: It is a dance being performed in Lebanon, Syria, Jordan, Iraq and Palestine. It is a form of both circle dance and line dancing and is widely performed at weddings and joyous occasions. The line forms from right to left. The leader of the *dabke* heads the line, alternating between facing the audience and the other dancers. In English, its name is also transliterated Dabka.



Arab food

Safeeha: Sfeeha are a kind of middle eastern meat pies. In some parts they are known as lahm bi ajeen (which translates to 'meat with dough').



Maqluba: is a traditional dish of Jordan and Palestine. The dish includes meat, rice, and fried vegetables placed in a pot, which is then flipped upside down when served, hence the name maqluba, which translates literally as "upside-down".

The dish can include a variety of vegetables, such as fried tomatoes, potatoes, cauliflower, eggplant, and chicken or lamb.^[2] When the casserole is inverted, the top is bright red from the tomatoes that now form the top layer and cover the golden eggplant.

Maqluba is usually served with either yogurt or a simple Arab salad (salata Arabia) of diced tomato, cucumber, parsley, and lemon juice, often mixed with a tahina sauce.

Arab drink:

Arab coffee: is made from coffee beans roasted very lightly, It is often served with dates or candied fruit. It is always offered with the compliments of the house. It is also offered at most social events like weddings and funerals.



Tea: Ingredients include green tea (usually a strong Chinese tea, fresh mint leaves in large quantity, sugar, and boiling water. The proportions of the ingredients and the brewing time can vary widely. Boiling water is used in the Maghreb, rather than the cooler water that is used in East Asia to avoid bitterness. The leaves are left in the pot while the tea is being consumed, changing the flavor from one glass to the next.



Period 9: B

4 Play: *Who was I?* Play in a group.

One pupil is a famous person from the past.

The others have ten *Did you use to ...*

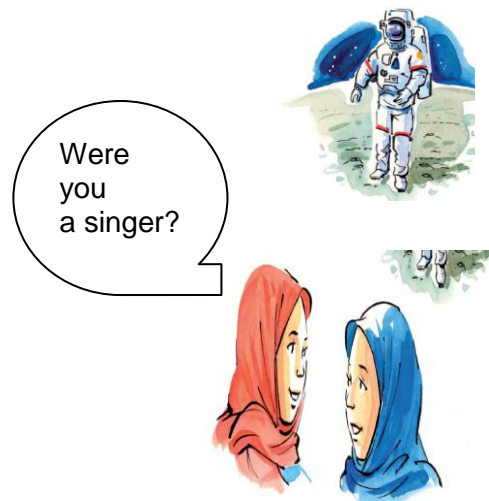
or *Were you ...* questions to guess the name.

1 Q Were you a famous Arab?

A Yes, I was. / No, I wasn't.

2 Q Did you (use to) live in Palestine?

A Yes, I did. / No, I didn't.



1:Activity: (Maturity of the language)**Time:** (20) minutes

2: Activity description: Maturity means the condition of being mature: such as

a: the state of being fully developed in the body or the mind

3-Aims:

Aims: the aims of this role-playing activity are

1-To practice using "question marker " (were, did)

2- To test their previous information about the famous Arab character from the previous lesson.

"Oumkolthoum , Mahmoud Darwish"

3-To talk freely (Fluency)about famous Palestinian characters.

4:Techniques: group work-class work-group work

5-Time: groups are going to work under the pressure of limited time .5minutes to work together, 5 minutes for to work with their teacher,and10 minutes to present their production

6-Materials: pictures –cards-papers-board-book.

The procedure of running on the activity:

1-Teacher initiates the activity by clarifying the aim of the activity.

2-Each group will have the same picture to be discussed orally.

3-Students with the teacher initiate a discussion orally.

4-Later, the teacher distributes the class into 5 groups to role-play the topic providing them with cards, assigning a leader for each group.

5-Each group takes the same role-play to practice that in groups for a limited time (10-15) minutes. .

6-The role-play is based on talking about different activities.

8-Then after finishing group work the groups present their production in front of the class.

In this part the teacher is going to divide the students into 2 groups. Group number one will talk about Mahmoud Darwish's life, one of them will represent Darwish's life by answering others question. The other group will represent OumKulthoum's life. And the students will take note and they will have 3 chances to guess the character that they represent , and if they answer it they will be the winner

Mahmoud Darwish:

- 1-Were you a Famous Arab ?
- 2-Did you live in Palestine?
- 3-Were you a writer?
- 4- Did you write prose?
- 5- Were you a politician?
- 6-Did you publish a book?
- 7- Did you write poems or stories?



OumKOLthoum:

- 1-Were you a famous Arab ?
- 2-Did you live in Palestine?
- 3-Were you a writer?
- 4- Did you sing classical Arab music?
- 5- Were you a Syrian singer ?
- 6-Did you sing with the 'oud ?
- 7- Did you in different places?



After this activity, groups were asked to write a paragraph about these characters and read it loudly to the class as a group. To practice their speaking skills.

Period 4: Unit three

walking in the
woods climbing a
mountain
standing near a high
waterfall
white water rafting
on a fast river
cooking
dinner at
a campsite



1:Activity: (Maturity of the language)**Time:** (20) minutes

2: Activity description:Maturity means the condition of being mature: such as

a: the state of being fully developed in the body or the mind

3:Techniques: group work-class work-group work

4-Time: groups are going to work under the pressure of limited time .5minutes to work together, 5 minutes for to work with their teacher,and10 minutes to present their production.

Aims: the aims of this role-playing activity are

1- to practice the pronunciation of new words

2- To motivate students to talk about the picture fluently .

3-To give the students an opportunity to imagine different stories according to this picture.

5- Materials: pictures –cards-papers-board-book.

6- The procedure of running on the activity:

1-Teacher initiates the activity by clarifying the aim of the activity.

2-Each group will have the same picture to be discussed orally.

3-Students with the teacher initiate a discussion orally.

4-Later, the teacher divides the class into 5 groups to role-play the topic providing them with cards, assigning a leader for each group.

5-Each group takes the same role-play to practice that in groups for a limited time (10-15) minutes. .

6-The role-play is based on talking about different activities.

8-Then after finishing group work, the groups present their production in front of the class.

In this activity each group will write their own stories (they are going on a trip) about the thing they imagined to do, and they should use verbs mentioned next to the picture to help them talking about it.

Period 6: unit three

Read the second website page. Find information about the writer.

Name: -----
Working for: -----
Staying at: -----
For how long: -----
Jobs: 1 -----
2 -----
Has most enjoyed -----

2 Work in pairs. Ask and answer questions for the *Yosemite News*.

Yosemite News What's your name, please?

Tony It's ...

Yosemite News And who are you working for?

Tony I'm ...

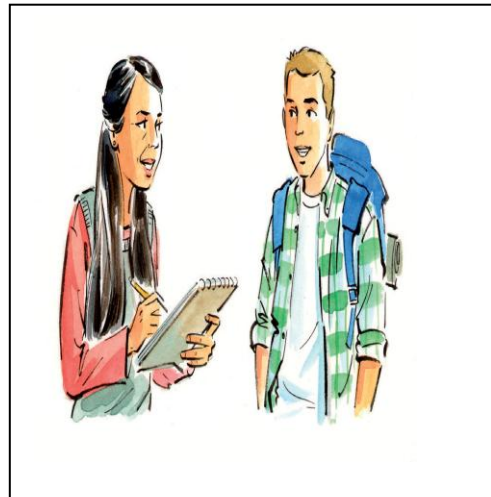
More questions:

Where ...?

How long ...?

What jobs ...?

What have you most ...?



3 Read the first website page again and answer the questions.

1 What amazing things can visitors see in Yosemite? (List seven.)

2 Why did the United States make Yosemite into a National Park?

3 How do we know that a lot of people love Yosemite?

4 How have people again become a problem for the National Park?

5 Why do volunteers go to Yosemite every summer?

4 Read the second website page again and answer the questions.

1 Why do people work with Young Friends of Yosemite?

2 What kinds of work are Tony and his group doing?

3 Why do you think the people in Tony's group have become great friends?

5 Work in pairs. Discuss these questions.

1 What kinds of volunteer work do Palestinian people do?

2 Are there any useful jobs for volunteers to do in your town or city?

1:Activity (Comprehensibility and Pronunciation) Time: (10-15) minutes

2-Activity description: (Comprehensibility and Pronunciation)

Description: comprehensibility means able to be understood; intelligible.

While, Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in.

3: Aims:

By the end of the activity students are expected to achieve the following aims:

Aims: the aims of this role-playing activity are

1- to increase students' ability to comprehend given information .

2-To write notes about themselves.

3-Practice interviewing

4:Techniques: pair work: each two students are going to work together according to the division from their teacher

5-Time: pairs are going to work under the pressure of limited time .5 minutes to work together, 5 minutes for to work with their teacher, and 5 minutes to present their production

6-Materials: pictures –cards-papers-board-book- posters.

7-The procedure of running on the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning a leader for each group.

2-Each two students are going to work together. Student "A" asks the questions and student "B" answers them. And Vice versa.

3-After that, each two students present their product and evaluation comes at the end.

4-Working in pairs is limited to time (15-20) minutes.

5-Each pair will be given a limited time to discuss the question, and later “5 minutes” for presentation.

6-The teacher moves around the pairs to share with them the discussion “external, and internal motivation”, and arguing students to use English.

7-When the teacher ends his\her round, the pairs move to work orally.

8-The role moves from one pair into the other until pairs end their presentations.

1-What’s your name?

2-How many sisters and brothers do you have?

3-What are your most interests\hobbies in your life?

4-What are your favorite hobbies?

Let’s move on to talk about the place you live in:

1-Tell me about the kind of the place you live in?

2-What do you like about living there?

3-What sort of place would you most like to live in?

4-Is it the same place you used to live in when you were a child?

In this activity students practicing interviewing activity using previous questions. They are going to interview each other and at the end of the activity, they are going to present their interview, in front of the class.

3 Read again and answer the questions.

- 1 **What** do Omar's aunt and cousins all want to do?
- 2 His uncle says, 'This means Yosemite!' **What** does his uncle mean?
- 3 **Why** do you think Omar has never heard of Yosemite?
- 4 **Who** may know Yosemite best, and why?
- 5 **Why** is Adnan not ready?
- 6 Yasmeen says to Omar, 'Let's help him.' **Why** does Yasmeen say this?
- 7 **What** things would Yasmeen like to happen very soon?
- 8 **Where** should the sandwiches be – and where are they?

1:Activity:2(comprehension,Fluency) **Time:** (10-15) minutes **3: Aims:**

By the end of the activity, students are expected to achieve the following aims:

Aims: the aims of this role-playing activity are

- 1- to differentiate between "question words"
- 2- Work in pairs as a role-playing techniques

4:Techniques:group work: each five students are going to work together according to the division from their teacher

5-Time: groups are going to work under the pressure of limited time .5 minutes to work together, 5 minutes for to work with their teacher, and 5 minutes to present their production

6-Materials: pictures –cards-papers-board-book- posters.

7-The procedure of running on the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into pairs.

2-each pairs are going to have a card with some information about each "question word"

3-Each pairs will be given a limited time (15-20) minutes to discuss the picture, and later "5 minutes" for presentation as a story.

4-The teacher moves around the groups to facilitate the discussion (external, and internal motivation) urging students to use English.

5-When the teacher ends his round, the groups move to work class work depending on the presentations of the groups.

6-The pairs present their work which will be graded by the teacher while presentation according to the prepared criterion about this standard taking into account the sub-division of the criterion (Fluency).

7-The role moves from one pair into the other until pairs end their presentations.

In this period the teacher divides the students into groups each group will contain “3-4” students. **student “1”** play a “ question word” role. Teacher makes them special by making labels with different colours and shapes

Student “1”: I’m “Who” you use me when you want to ask about persons.

Student “2” play a question role.

- (s)He: give an example of a question with the missing word. “----- is the best football player in the world?”

Student “3”: complete it by the suitable questionword

- Who is the best football player in the world?

WHO

WHO is only used when referring to people. (= I want to know the person)

- Who is the best football player in the world?
- Who are your best friends?
- Who is that strange guy over there?
-

WHERE

WHERE is used when referring to a place or location. (= I want to know the place)

- Where is the library?

- Where do you live?
- Where are my shoes?

WHEN

WHEN is used to refer to a time. (= I want to know the time)

- When do the shops open?
- When is his birthday?
- When are we going to finish?

WHY

WHY is used to obtain an explanation or a reason. (= I want to know the reason)

- Why do we need a nanny?
- Why are they always late?
- Why does he complain all the time?

Normally the response begins with "Because..."

WHAT

WHAT is used to refer to specific information. (= I want to know the thing)

- What is your name?
- What is her favourite colour?
- What is the time?

WHICH

WHICH is used when a choice needs to be made. (= I want to know the thing between alternatives)

- Which drink did you order – the rum or the beer?
- Which day do you prefer for a meeting – today or tomorrow?
- Which is better - this one or that one?

Period 10:Unit Three



1:Activity:4 (Maturity of the language)

Time: (20) minutes

2:Techniques: group work-class work-group work

3-Time: groups are going to work under the pressure of limited time .5minutes to work together, 5 minutes for to work with their teacher,and10 minutes to present their productions.

4-Materials: pictures-board-chalks

5-The procedure of running on the activity:

1-Teacher initiates the activity by clarifying its aim.

2-Then the teacher divides the students into pairs, then the teacher give the students the conversation that they are going to complete.

3-The teacher assigns the students who are going together.

4-After that,groups presenttheir product and evaluation comes at the end.

5-Working in pairs is limited to (15-20) minutes.

6-Each group will be given a limited time to discuss the question, and later "10 minutes" for presentations.

7-The teacher moves around the groups to share with them the discussion "external, and internal motivation," and urging students to use English.

8-When the teacher ends his\her round, the pairs move to work orally.

9-The pairs present their work which will be graded by the teacher while presentation according to the prepared criteria about this standard taking into account the sub-division of the criteria (“Maturity of the language” itself).

10-The role moves from one group into the other until groups end their presentation.

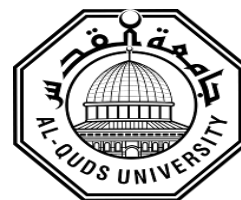
Say what can you see in this picture through the discussion in groups then write a paragraph in groups also.

Appendix (5)

Committee of Judges

Dr.ZiadQabajja	Al-Quds University
Dr. Mohsen Addas	Al-Quds University
Dr. Inas Nasser	Al-Quds University
Dr . Mohammad Dief	AL-Quds Open University
Dr. Aziz Khaleel	Palestine –Ahliya University
Dr. Sami AL-Heeh	Palestine –Ahliya University
Dr. Omar Abu-Al Houmous	Al-Quds University
Dr. Jamal Nafi'	Al-Quds University
T. Naem Salah	Palestine –Ahliya University
Dr. Alia Alassali	An-Najah National University
Dr. Nabil AbdAlHadi	Al-Quds University
T. Rula Khaleel	Ministry of Education
T. Ibtesam Hmeed	Al- AmeriaBasic School for Girls
T. Nihad Rahhal	Al- Aouda Secondary School for Girls
T. Najwa Joma	Al-Farahat Basic School for Girls
T. Ibtesam Khaleelo	Al-Masoudi Basic Mixed School
T. KhadeerBatah	Al-Maheed Basic School for Boys.
T.AmienahTakatka	Beit-Fajjar Secondary School for Girls
T. Maisa Shehada	Beit-Fajjar Secondary School for Girls
T. Rasha Rahal	Beit-Fajjar Secondary School for Girls

Appendix (6)



The Effect of Using Role-playing on Students' Achievement and Motivation in the Speaking Skills of English Language of Eighth Grade Graders in Governmental Schools in Bethlehem District.

Dear Dr./Mr./Mrs. -----

The researcher is doing an experimental research to identify. The effect of using Role-playing on Students' Achievement and Motivation in the Speaking Skills of English language of Eighth Graders in Governmental Schools in Bethlehem District.

This thesis is conducted for achieving a Master's degree in English Teaching Methods. The study will be applied in the first semester of the academic year 2015/2016.

The researcher referred and reviewed many resources such as the study developed by Kim (2010) and a study conducted by Schmidt, Watanabe (2002) and developed her own instrument which is suitable for the current study purposes. Then translated into Arabic to be understood by the 8th graders.

I appreciate your effort if you would kindly judge the questionnaire and give your opinion.

Thank you very much for your cooperation.

Personal information:

Gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female		
Section:	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

Maha Abdallah Rashid Juma

The Questionnaire is designed to measure the students' motivation toward English Language.

Part two: this part consists of the statements of the study:

This is NOT a test. There are no 'right' or 'wrong' responses to the statements that follow. A response is only 'right' if it reflects your *personal* reaction, and the *strength* of your reaction, as accurately as possible.

Please put (✓) in the bracket that indicates the level of your agreement with statements about your actions and thinking in the speaking lessons.

NOW please read through the statements and respond:

First domain: Internal motivation					
Items	Strongly agree	agree	Neutral	disagree	Strongly disagree
1-I enjoy speaking in English very much.					
2- It embarrasses me to talk voluntarily in English.					
3-the speaking skill is an important skill to me.					
4- When I forget a word, I use a word or phrase that means almost the same thing.					
5-I enjoy using the English language.					
6-I use the English Language whenever I have an opportunity.					
7-I use English to follow the life-style of native English speakers.					
8- I know English well, but I don't do well in speaking.					
9-Speaking is harder than other language learning skills (reading, writing, and listening).					
10-I practice pronouncing new English words several times so that I can use them in speaking.					
11-I am aware of my mistakes while speaking,so I use self-correction.					
12-I plan to improve myspeaking skill in English.					
13-I plan my schedule to gain enough time to learn oral English.					
14-I watch English TV shows or movies to help me do better in speaking.					
15- I practice using new English words in speaking, so I can remember them.					

Second domain: external motivation					
	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
1-When the teacher speaks in English in class, I feel motivated.					
2-I try to relax when I feel anxious when I speak in English.					
3-If I do not understand something in the conversation, I ask the speaker to slow down or say it again.					
4-I co-operate with other learners while learning.					
5-I find it easier when speaking exercises involve interaction between teacher and students.					
6-I feel motivated to study the English language in order to extend my knowledge in the future.					
7- Speaking in English is a challenge that I enjoy.					
8- English can help others to communicate effectively.					
9- I want to speak in English because it is useful or needed when traveling to many countries.					
10- I improve my English Speaking skills to motivate my colleagues using it.					
11-Working with others encourages me to use English.					
12-Using educational aids motivates me to use English easily.					
13-Using various techniques of evaluations argues me to use English most of the time.					
14-Rewards from the teacher motivate me to use English.					
15-Diversify the teaching methods to take into account individual differences allows me the opportunity to participate by using more language .					

عزيزي الطالب / الطالبة:

تحية طيبة، وبعد،

تقوم الباحثة بدراسة تهدف إلى الكشف عن أثر بعض المتغيرات على مدى الدافعية الداخلية والخارجية نحو مهارة المحادثة باللغة الانجليزية، ولأغراض البحث العلمي البحتة تضع الباحثة بين أيديكم استبانته أعدت خصيصاً لقياس دافعيته نحو مهارة المحادثة باللغة الانجليزية، وثقتم اماً بأن المعلومات المعطاة ستعامل بسرية تامة، ولن يطلع عليها أحد سوى الباحثة، راجياً الإجابة عنك لفقرة بكل صراحة ودقة وموضوعية في التعبير عن وجهة نظرك الشخصية.

تقسم هذه الاستبانة إلى قسمين: يتضمن القسم الأول معلومات شخصية عن الطالب في ما يتكون القسم الثاني من مجموعة من الفقرات التي تهدف إلى التعرف على مدى دافعية الطلبة نحو مهارة المحادثة باللغة الانجليزية.

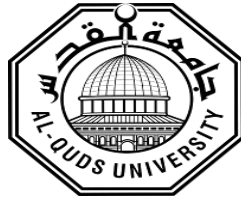
القسم الأول: معلومات شخصية

الجنس:	1) ذكر	2) أنثى
الشعبة:	أ)	ب) ج) د)

القسم الثاني: يتكون هذا القسم من مجموعة من الفقرات التي تهدف الى قياس مدى دافعية الطلبة نحو تعلم اللغة الانجليزية .
حيث يقسم هذا القسم على مجالين . يقيس المجال الأول مقدار الدافعية الداخلية للطلبة نحو تعلم اللغة الانجليزية والمجال الثاني مقدار الدافعية الخارجية للطلبة نحو تعلم اللغة الانجليزية.

المجال الأول: الدافعية الداخلية					
أعراض بشدة	أعراض	محايد	أوافق	أوافق بشدة	العبارة
					1-أستمتع عندما أتحدث باللغة الانجليزية.
					2-أتحفز للحديث بشكل تطوعي باللغة الانجليزية.
					3-التحدث باللغة الانجليزية مهارة مهمة لي.
					4 أستخدم مصطلح رديف لكلمة لا أستطيع تذكرها.
					5أجد متعة عند استخدام اللغة الانجليزية.
					6-أقبل على استخدام اللغة الانجليزية حيثما أتيت لي الفرصة.
					7-أتابع كل ما هو جديد في مهارة المحادثة باللغة الانجليزية.
					8- أعرف اللغة الانجليزية جيداً , لكنني لا أستطيع استخدامها جيداً عند المحادثة.
					9-مهارة المحادثة أصعب من غيرها من المهارات الأخرى . مثل: "الكتابة-القراءة-الاستماع".
					10-أكرر الكلمات الجديدة أكثر من مرة حتى أستطيع استخدامها في المحادثة.
					11-أنتبه لأخطائي في المحادثة وأحاول استخدام ملاحظاتي لأصحح الأخطاء.
					12-أسعى دوماً لتطوير مهارة المحادثة باللغة الانجليزية.

أعراض بشدة	أعراض	محايد	موافق	موافق بشدة	العبارة
					13- أعطى لمهارة المحادثة باللغة الانجليزية حيز من وقتي.
					14- أشاهد برامج وأفلام باللغة الانجليزية حتى أصبح أفضل في المحادثة.
					15- استخدم المصطلحات الجديدة في المحادثة حتى أستطيع تذكرها .
المجال الثاني: الدافعية الخارجية					
					1- تحدث المعلم باللغة الانجليزية أثناء الحصة الدراسية يشعرني بدافعية اكبر للتعلم.
					2- أتوتر عندما أتحدث باللغة الانجليزية في الصف.
					3- أطلب من المتحدث أن يبطأ عندما لا أفهم شيء معين أثناء المحادثة.
					4- تزداد دافعتي نحو اللغة عندما يكون التعلم بشكل تعاوني.
					5- تمارين المحادثة تصبح أسهل عندما يكون هناك تعاون أكثر من المعلم.
					6- تزداد دافعتي لتعلم اللغة الانجليزية عندما يشجعي المعلم.
					7- التحدث باللغة الانجليزية مع زملائي تحدي أستمتع به.
					8- اللغة الانجليزية ستساعدني على التواصل بفاعلية مع المدرسين.
					9- أتعلم مهارة المحادثة لأنني سأستخدمها عند السفر.
					10- أطور مهارة المحادثة لتحفيز زملائي على استخدامها.
					11- إشراك المعلم لي في عمل الثنائيات يزيد دافعتي لاستخدام اللغة.
					12- تنويع الوسائل في الحصة الصفية يدفعني لاستخدام اللغة أكثر.
					13- تنويع أساليب تقويم المعلم للغة الانجليزية يزيد حماسي لتعلمها.
					14- الإطراء من قبل المعلم على سلامة لغتي يشجعي على استخدامها.
					15- تنويع أساليب التدريس لمراعاة الفروق الفردية يتيح لي فرصة المشاركة باستخدام اللغة أكثر.



Appendix (7)

The Effect of Using Role-playing on Students' Achievement and Motivation in the Speaking Skills of the English Language of Eighth Graders in Governmental Schools in Bethlehem District.

Dear Dr./Mr./Mrs. -----

The researcher is doing a quasi- experimental research to identify. The Effect of Using Role-playing on Students' Achievement and Motivation in the Speaking Skills of the English language of Eighth Graders in Governmental Schools in Bethlehem District.

This thesis is conducted as a requirement for obtaining a Master's degree in English Teaching Methods. This study will be applied in the first semester of the academic year 2015/2016.

The researcher reviewed many resources to develop this instrument which is suitable for the current study purposes.

I appreciate your effort if you would kindly examine this test and give your opinion.

Thank you very much for your cooperation.

Speaking Skills Achievement Test

Name:-----

Gender: Male\Female

School:-----

Section: A-B-C-D

Total: 20marks

Time:2 classes

Instructions:

The following test is designed to measure the learner's ability in speaking skills.

- The exam contains one activity, that should be answered by each student in groups.
- The activity is measured by four criterion according to the rubric that has been attached.
- Each criteria has "25" marks.
- Each criterion has instructions to be followed.
- The teacher reads the questions aloud. Then students follow instructions.

Aims:

By the end of the activity, students will be able to:

- 1-Use role-playing techniques which will affect their achievement positively.
- 2-Use the skill of speaking fluently.
- 3-Use English fluently.
- 4-Work in groups using role-playing in English.

2:Techniques: Class work-group work.

3-Time:

Time is divided into 3 slots as follows:

Part 1: (15) minutes. Discussion between the teacher and the students about a poster that represents a topic in the text book as a warm-up activity.

Part 2: (15) minutes. Discussion is held within each group using role-playing guided by of the group leader.

Part 3: (50) minutes. Groups present their production orally in front of the class as a debate which is evaluated by the teacher according to the rubrics.

4-Evaluation: Evaluation is going to be according to group production. The teacher evaluates the group work of the students according to the standards or criteria for each part.

5-Materials: pictures –cards-papers-board-book.

The procedure of running the activity:

- 1-Teacher initiates the activity by clarifying the aim of the activity.
- 2-Each group will have the same picture to be discussed orally.
- 3-Students, with the teacher initiate a discussion orally, discussing events, characters and vocabulary. The purpose of doing this is to warm up the class for role-playing.
- 4-Later, the teacher splits the class into 5 groups to role-play the topic, providing them with cards, and assigning a leader for each group.
- 5-Each group takes the same role-play to practice that in groups for a limited time (10-15) minutes.

6-The role-play is based on the Palestinian culture in a debate.

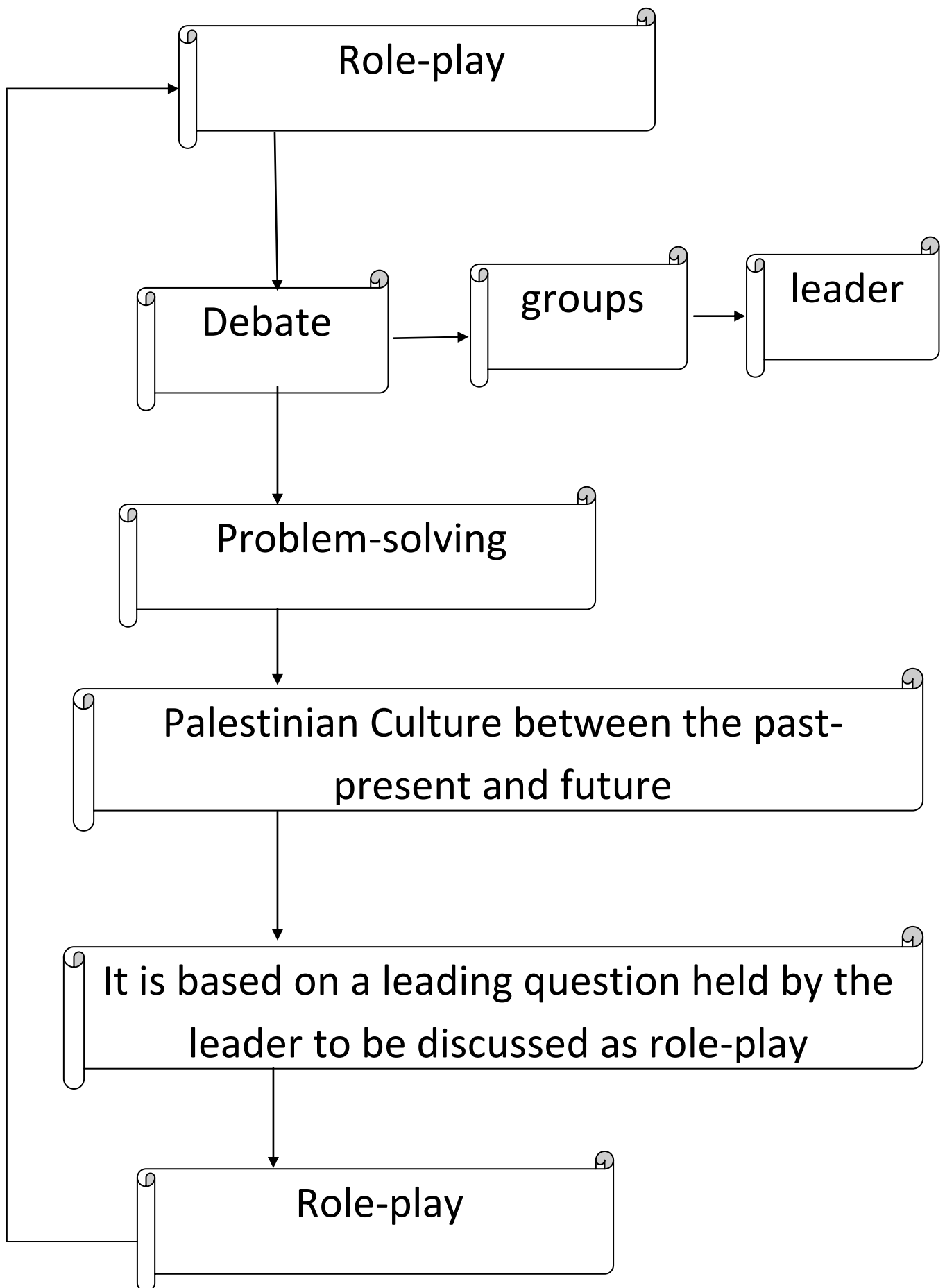
7-The teacher's role is to support and to facilitate the groups work by urging them to participate in role-playing in English.

8-Then after finishing group work, the groups present their production in front of the class as a debate.

9-The teacher assesses the group presentation according to the rubrics attached to the exam.

Debate is based on the Palestinian culture through discussing:

The problem of "Palestinian culture between the past, present and future."



1-Where are they walking?

2-What are they wearing?

3-Have you ever visited Jerusalem?

4-Describe Al-Aqsa Mosque?

5-Discuss the difference between clothes in the past and in the present?

6-Use words mentioned to make full sentences?

7-Draw a table about the differences in the Palestinian lifestyle between the past and the present?

Traditional dress “thoub” - The Dome of the Rock-

basket- Alqiyama church-track-yard-next to-

behind-in front of -through

These questions and words were written on cards and were distributed to students to help them make their debates.

The Activity: Groups was given the same picture representing a topic in the students' text book.



This activity is built on activity(number 1), page (22).Unit “two”: **“A taste of Palestinian culture.”**Which talks about the “Arab Culture “, “English for Palestine”

Criterion: 1 (Fluency)

Description: Fluency means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly. "Fluency disorders" is used as a collective term for cluttering and stuttering. Both disorders have breaks in the fluidity of speech, and both have the fluency breakdown of repetition of parts of speech.

Criterion:2(Comprehension)

Description:Comprehension abilities precede productive skills in language learning. The teaching of speaking should be delayed until comprehension skills are established. Skills acquired through listening, transfer to other skills. Teaching should emphasize meaning rather than form. Teaching should minimize learner's stress.

Criterion:3 (Comprehensibility and Pronunciation)

Description: comprehensibility means able to be understood; intelligible.

While, Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in.

Criterion:4 (Maturity of the language)

Description:Maturity means the condition of being mature: such as

a: the state of being fully developed in the body or the mind.

1: Criterion: 1 (Fluency)**Grade: 5** marks

Evaluation sheet:

Fluency	Ability to communicate clearly and smoothly without hesitation	Ability to communicate clearly and smoothly with only natural hesitation.	Ability to communicate clearly and smoothly with minimal hesitation	Ability to communicate clearly and smoothly with some prompts	inability to communicate ideas unless given prompts	total
5marks	“5 marks”	“4 marks”	“3 marks”	“2 marks”	“1 mark”	
Group “A”						
Group “B”						
Group “C”						
Group “D”						
Group “E”						
Total <u>5</u>						

Criterion 2 (comprehension)

Grade: 5 marks

Evaluation sheet:

Comprehension	Ability to understand always perfectly all verbal cues	Ability to understand all verbal cues and to respond always perfectly	Ability to understand all verbal cues and to respond appropriately	Ability to understand all verbal cues and sometimes required prompts	inability to understand all verbal cues and to respond appropriately	total
“5 marks”	“5 marks”	“4 marks”	“3 marks”	“2 marks”	“1 mark”	
Group “A”						
Group “B”						
Group “C”						
Group “D”						
Group “E”						
Total <u>5</u>						

Criterion:3(Comprehensibility and pronunciation) **Grade:** 5 marks

Evaluation sheet:

Comprehensibility and pronunciation)	Ability to communicate ideas and be understood using correct pronunciation perfectly	Ability to communicate ideas and be understood using correct pronunciation with no significant errors	Ability to communicate ideas and be understood using correct pronunciation with few minor errors	Ability to communicate ideas and be understood using correct pronunciation with few errors	inability to communicate ideas and be understood owing to “many errors in pronunciation	total
“5 marks”	“5 marks”	“4 marks”	“3 marks”	“2 marks”	“1 mark”	
Group “A”						
Group “B”						
Group “C”						
Group “D”						
Group “E”						
Total 5						

Criterion:4 (Maturity of the language) **Grade:** 5 marks

Evaluation sheet:

Maturity of the language	Inclusion of all details required	Inclusion of most details beyond the minimum requirements	Inclusion of many details beyond the minimum requirements	Inclusion of some details beyond the minimum requirements	Inclusion of few or no details beyond the minimum requirements	total
“5 marks”	“5 marks”	“4 marks”	“3 marks”	“2 marks”	“1 mark”	
Group “A”						
Group “B”						
Group “C”						
Group “D”						
“ Group E”						
Total 5						

Appendix (8) Ur's Oral Testing Scale.

Accuracy		Fluency	
Little or no language produce	1	Little or no communication	1
Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	2	Very Hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary, makes obvious grammar mistakes, slight foreign accent	3	Gets ideas across, but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5	Easy and effective communications, uses long turns	5
Total score out of 10:.....			

Appendix (9)

Accuracy	Ability to use sentence structure, vocabulary ,and grammar correctly with no significant errors	Ability to use sentence structure vocabulary, and grammar correctly with minimal errors	Ability to use sentence structures, vocabulary and grammar correctly with some errors	Inability to use sentence structure, vocabulary, and grammar correctly many errors
Comprehensibility and pronunciation	Ability to communicate ideas and be understood using correct pronunciation with no significant errors	Ability to communicate ideas and be understood using correct pronunciation with no minimal errors	Ability to communicate ideas and be understood using correct pronunciation with some errors	Inability to communicate ideas and be understood many errors in pronunciation
Fluency	Ability to communicate clearly and smoothly with only natural hesitation	Ability to communicate most verbal cues and almost respond appropriately	Ability to communicate with some prompts	Inability to communicate ideas unless given prompts
Comprehension	Ability to understand all verbal cues and always respond appropriately	Inclusion of most required information	Ability to understand some verbal cues and sometimes requires prompts	Inability to understand verbal cues and respond appropriately
content	Inclusion of all required information	Inclusion of some details beyond the minimum requirements	Inclusion of some required information	Inclusion of little or no required information
Maturity of the language	Inclusion of many details beyond the minimum requirement's using words expressions from previous units	Inclusion of many details beyond the minimum requirements	Inclusion of minimal of no details beyond the minimum requirements	Good luck!

West Hartford public ,schools ,west Hartford, ct world language departments middle school speaking.

Appendix (10)

بسم الله الرحمن الرحيم

Al-Quds University
Faculty of Educational Science
Graduate Studies Programs



جامعة القدس
كلية العلوم التربوية
برامج الدراسات العليا

التاريخ: 2015/8/23

التعليم لرو
السيد محمد طاهر
مباركة
القدس

حضرة السادة / وزارة التربية والتعليم المحترمين ،
السيدة مديرة مدرسة السيدة رقية بنت محمد / بيت لحم
محافظة بيت لحم

الموضوع : تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة: مها جمعة ورقمه الجامعي (21310080)، باجراء دراسة بعنوان :

“ The effect of using Role–playing on Student Achievement and Motivation in the Speaking Skills of English Language of Eighth Grader in Public Schools in Bethlehem “

يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة والتعاون معها باعطائها البيانات اللازمة لتطبيق الدراسة



د. زياد قباجة
منسق برنامج اساليب التدريس
Faculty of Educational Sciences
AL-QUDS UNIVERSITY

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

State of Palestine

Ministry of Education & Higher Education
Directorate of Education \Bethlehem



دولة فلسطين

وزارة التربية والتعليم العالي
مديرية التربية والتعليم/بيت لحم



الرقم: 2340 / 1/3

التاريخ: 2015/09/21م

الموافق: 7 ذو الحجة 1436هـ

مديرة مدرسة بنات بيت فجار الثانوية المحترم
تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة

لا مانع من تسهيل مهمة الطالبة: مها عبد الله رشيد جمعة، وذلك بتطبيق دراستكم بعنوان: **The effect of using Role-playing on student Achievement and Motivation in the Speaking Skills of English Language of Eighth Grader in Public Schools in Bethlehem**، في مدارسكم، على أن لا يؤثر ذلك على سير العملية التعليمية، علما بأن المعلومات لن تستخدم إلا لأغراض البحث العلمي .

أ. نسرين ياسر عمرو
مديرة التربية و التعليم



نسخة:النائب الفني المحترم.

نسخة: التعليم العام.

نسخة: قسم الإدارة المدرسية.

ن.ح.ط

هاتف (02-2741071/2) - فاكس (02-2744392) - بيت لحم ص.ب. (168) P.O.Box Bethlehem

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State of Palestine

Ministry of Education & Higher Education
Directorate of Education \Bethlehem



دولة فلسطين

وزارة التربية والتعليم العالي
مديرية التربية والتعليم/بيت لحم



الرقم: 2340 / 1 / 3

التاريخ: 2015/09/21م

الموافق: 7 ذو الحجة 1436هـ

مديرة مدرسة بنات العودة الثانوية المحترم
تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة

لا مانع من تسهيل مهمة الطالبة: مها عبد الله رشيد جمعة، وذلك بتطبيق دراستكم بعنوان: **The effect**

of using Role-playing on student Achievement and Motivation in the Speaking Skills of English Language of Eighth Grader in Public

Schools in Bethlehem، في مدارسكم، على أن لا يؤثر ذلك على سير العملية التعليمية، علماً بأن

المعلومات لن تستخدم إلا لأغراض البحث العلمي .

مع الاحترام

أ. نسرين ياسر عمرو
مديرة التربية و التعليم



نسخة:النائب الفني المحترم.

نسخة: التعليم العام.

نسخة: قسم الإدارة المدرسية.

ن.ح.م.ط

هاتف (02-2744271/2) - فاكس (02-2744392) - بيت لحم ص.ب. : (168) P.O.Box Bethlehem

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

State of Palestine

Ministry of Education & Higher Education
Directorate of Education \Bethlehem



دولة فلسطين

وزارة التربية والتعليم العالي
مديرية التربية والتعليم/بيت لحم



الرقم: 2817 / 1 / 3

التاريخ: 2015/09/02م

الموافق: 19 محرم 1437هـ

مدير مدرسة ذكور المهد الأساسية المحترم
تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة

لا مانع من تسهيل مهمة الطالبة: مها عبد الله رشيد جمعة، وذلك بتطبيق دراستها بعنوان: **The effect of using Role-playing on student Achievement and Motivation in the Speaking Skills of English Language of Eighth Grader in Public Schools in Bethlehem**، في مدارسكم، على أن لا يؤثر ذلك على سير العملية التعليمية، علما بأن المعلومات لن تستخدم إلا لأغراض البحث العلمي .

مع الاحترام



ياسر عمرو

مديرية التربية والتعليم - بيت لحم

نسخة:النائب الفني المحترم.

نسخة: التعليم العام.

ن.ح/م.ط

Appendix (11)





أثر استخدام استراتيجية لعب الأدوار على دافعية وتحصيل طلبة الصف الثامن الأساسي في مهارة المحادثة باللغة الانجليزية في محافظة بيت لحم

إعداد: مها عبد الله رشيد جمعه

إشراف الدكتورة: سعاد العبد

هدفت الدراسة إلى توضيح أثر استخدام مهارة لعب الأدوار على تحصيل ودافعية طلبة الصف الثامن الأساسي في مهارة المحادثة باللغة الإنجليزية في المدارس الحكومية في محافظة بيت لحم خلال العام الدراسي 2015-2016. تم اختيار العينة بشكل قصدي من طلبة الصف الثامن من المدارس الحكومية. تكونت العينة من (125). طالب وطالبة (57 ذكور و 68 اناث). من مدرسة ذكور المهد الاساسية ومدرسة بنات العودة الثانوية. تم اختيار المجموعات الضابطة والتجريبية حيث درست المجموعات التجريبية من خلال استخدام طريقة لعب الادوار والمجموعات الضابطة بالطريقة العادية. أعدت الباحثة اختبار لقياس تحصيل الطلبة واستبانة لقياس الدافعية. وتم التأكد من صدق وثبات الادوات. وقد بلغت نسبة الثبات 0.9 للاستبانة و 0.8 للاختبار. استمر تطبيق الاستراتيجية مدة شهرين. تم تطبيق اختبار تحصيلي لقياس مستوى تحصيل الطلبة واستبانة لقياس دافعية ومن ثم تم جمع البيانات ومعالجتها باستخدام المتوسطات الحسابية والانحرافات المعيارية، والتكرار والنسب المئوية، وتحليل التباين الثنائي ANCOVA. وجاءت النتائج على النحو الآتي: توجد فروق ذات دلالة احصائية في مستوى تحصيل طلبة الصف الثامن الأساسي في مهارة المحادثة باللغة الانجليزية تعزى الى التفاعل ما بين الطريقة والجنس. اضافة الى ذلك توجد فروق ذات دلالة احصائية في مستوى تحصيل طلبة الصف الثامن الأساسي في مهارة المحادثة باللغة الانجليزية تعزى الى الطريقة لصالح المجموعة التجريبية. كما وتوجد فروق ذات دلالة احصائية في مستوى تحصيل طلبة الصف الثامن الأساسي في مهارة المحادثة باللغة الانجليزية تعزى الى الجنس لصالح الإناث. كما ولا توجد فروق إحصائية في مدى دافعية الطلبة نحو مهارة المحادثة باللغة الانجليزية تعزى الى الطريقة، إضافة الى وجود فروق ذات دلالة احصائية في مستوى دافعية الطلبة نحو مهارة اللغة الانجليزية تعزى الى الجنس لصالح الإناث بناءً على هذه النتائج. توصي هذه الدراسة بضرورة توفير برامج تدريبية لتدريب المعلمين على استخدام استراتيجية لعب الادوار. وضرورة توفير الفرصة للطلبة للتدريب على هذه المهارة. وتوصي هذه الدراسة بدراسات جديدة تقوم على استخدام مهارة لعب الادوار على متغيرات اخرى.

كلمات مفتاحية: لعب الادوار-مهارة المحادثة-الدافعية-التحصيل.