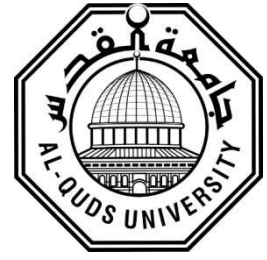


**Deanship of Graduate Studies  
Al-Quds University**



**The Effect of Using Technology on Students' English  
Listening and Speaking Skills in Ramallah Governorate  
Schools**

**Inam Qundeel**

**M.Sc. Thesis**

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**The Effect of Using Technology on Students' English  
Listening and Speaking Skills in Ramallah Governorate  
Schools**

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## **Dedication**

I dedicate this thesis to my family. Words cannot express how grateful I am to my father-in law for all of the sacrifices that he has made on my behalf. His prayer for me was what sustained me thus far. I would also like to thank all of my friends who supported me in writing, and incited me to strive towards my goal. At the end, I would like express appreciation to my beloved Husband, who spent sleepless nights with me and was always my support in the moments when there was no one to answer my queries.

**Declaration:**

I Certify that this thesis submitted for the Degree of Masteris the result of my own 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.....

Date: .....

## **Acknowledgment**

I would like to express my special appreciation and thanks to my advisor Dr.Samir Rammal, who has been a tremendous mentor and guide for me. I would like to thank him for his support, guidance, and encouragement all through my research. His advice on both research as well as on my career have been priceless. I would also like to thank my committee members. I also want to thank the Dean of Faculty of Education Dr. Mohsen Adas,, Dr. AfifZeedan, Dr. InasNaser and Dr. ZiadQubaja for their brilliant comments and suggestions, thanks to all. I would like to thank the Ministry of Education and Al-beerah Elementary Mixed School's principle and teachers for their corporation. All of you have been there to support me when I applied my experiment for my Master thesis.

## Abstract

This study aimed at investigating the Effect of Using technology on Students' English Listening and Speaking Skills in Ramallah Governorate Schools in Palestine and to achieve the purpose of the study, it applied to a purposive sample that consisted of (60) 4<sup>th</sup> grade students at mixed school half of them represented the control group and was taught traditional way, the other half was experimental group and taught by using technology while the population of the study was (4903).

To answer the study questions, the researcher designed an English website that made interaction studying which increase listening and speaking English skills learning and prepared instruments of the study which were represented in an achievement test and oral interview test to measure listening and speaking skills. The researcher depended on quasi-experimental study design used pre and post measures, after finishing procedure's application. The test was used accompanying analysis of covariance (ANCOVA) for measuring the discrepancy between the experimental and control groups.

After using technology with the experimental group, results shows that there is a significant difference in the means of listening and speaking skills 4<sup>th</sup> grade learners due to methods of teaching (sig) was, 58.5. The mean of scores was in favor of the experimental design. Hence, using technology improves students' listening and speaking skills.

Results showed that gender didn't affect the mean scores of students, it rather supported the null hypothesis which stated that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the means of listening and speaking skills 4<sup>th</sup> grade learners due to gender that (sig) = 0.637.

Finally, results indicated that the interaction between methods of teaching and gender had no statistically significant differences at ( $\alpha \leq 0.05$ ) in the means of listening and speaking skills 4<sup>th</sup> grade learners in which (sig) = 0.89. In the light of the study, there are statistically significance differences between the scores of 4<sup>th</sup> grade students due to the teaching methods in favor of technology method and no statistically significance differences between scores of 4<sup>th</sup> grade students due to gender and the interaction of the teaching method and gender. The researcher recommends the need to employ technology in education in general and in teaching English in particular and to conduct more research on other variables.

# اثر استخدام التكنولوجيا على تحصيل مهارتي السماع والتحدث لدى متعلمي اللغة الانجليزية في المدارس الحكومية بمحافظة رام الله

اعداد: انعام محمد عيد قنديل

اشراف الدكتور: سمير رمال

## الملخص

هدفت هذه الدراسة للكشف عن أثر استخدام التكنولوجيا على متعلمي مهارتي الاستماع والتحدث باللغة الانجليزية في المدارس الحكومية في محافظة رام الله في فلسطين ولتحقيق الغرض من الدراسة تم تطبيقها على عينة قصدية تتألف من 60 من طلبة الصف الرابع في مدرسة مختلطة, حيث أن نصفهم تمثلوا بالمجموعة الضابطة التي تم تدريسها بالطريقة التقليدية والنصف الأخر تمثلوا بالمجموعة التجريبية والتي تم تدريسها باستخدام التكنولوجيا بينما بلغ عدد أفراد مجتمع الدراسة (4903) طالباً و طالبة.

وللإجابة عن أسئلة الدراسة والفرضيات قامت الباحثة بتصميم موقع تعليمي باللغة الانجليزية مما سمح بالتعلم التفاعلي والذي بدوره ضاعف تعليم كل من المهارتين السمع والتحدث وإعدت أدوات الدراسة والتي تمثلت باختبار تحصيلي ومقابلة كاختبار شفوي وذلك لقياس مهارتي الاستماع والتحدث. وقد اعتمدت الباحثة في هذه الدراسة التصميم شبه التجريبي بقياسين قبلي وبعدي، وبعد انتهاء التطبيق، تم استخدام اختبار تحليل التباين المصاحب (ANCOVA) وذلك لقياس التباين بين المجموعتين التجريبية والضابطة.

وقد جاءت نتائج الدراسة كالتالي:

بعد استخدام التكنولوجيا للمجموعة التجريبية كانت النتائج بأن رفضت الفرضية الصفرية التي تنص على انه لا توجد فروق ذات دلالة إحصائية عند  $(\alpha \geq 0.05)$  في متوسطات متعلمي مهارتي الاستماع والتحدث لدى طلبة الصف الرابع تعزى لطريقة التدريس حيث كانت المتوسطات 58.5 وذلك لصالح المجموعة التجريبية وهذا يعني أن التكنولوجيا عملت على تحسين مهارتي الاستماع والتحدث لدى الطلبة.



كما أظهرت النتائج انه لا أثر لمتغير الجنس على المتوسطات الحسابية في درجات الطلبة وبذلك تم تأييد الفرضية الصفرية التي تنص على عدم وجود فروق ذات دلالة إحصائية عند  $(0.05 \geq \alpha)$  لدى طلبة الصف الرابع تعزى للجنس حيث كانت 0.637 واخيرا أشارت النتائج بأنه لا توجد فروق ذات دلالة إحصائية عند  $(0.05 \geq \alpha)$  تعزى للتفاعل بين طريقة التدريس والجنس لدى طلبة الصف الرابع حيث بلغت قيمة  $=0.89$  حيث أوصت الباحثة بضرورة توظيف التكنولوجيا في التعليم بشكل عام وفي تعليم اللغة الانجليزية بشكل خاص، كما واوصت باجراء المزيد من البحوث على متغيرات أخرى.

# CHAPTER ONE:

## The Research Problem

### 1.1 Introduction

English has become the official language of globalization. For example, the number of people who speak English in India is greater than those who live in the United Kingdom itself – world leader of English language. It is also the dominant language in international relations and politics (Brym, 2014). Hence, English Foreign Language (EFL) has become the most demanded language for both instruction and communication in non-English speaking countries (Rammal, 2010). Matsuda (2002:430) pointed out to that “English has become an international language makes it not only an attraction topic to learn, but also compulsory one of many language programs specifically those which stat out that one of their major objectives is to promote international understanding.”

Teaching of English has been growing throughout the Arab World. Arab countries are doing special efforts to facilitate the use of English language among their citizens in the present globalized era (Al-Khatib, 2000). Most Arab countries have started to introduce the teaching of English as compulsory subject into the school curriculum. As far as English at tertiary level in the Arab world is concerned, (Zughoul, 2003; Sultana, 2001) point out that teaching through the medium of English obvious in the field of higher education.

The advancement and globalization in the world of the internet and information technology have left great effect on the human daily life. English language has been one of the most popular languages among internet and technology users all over the world.

On the other hand, technology has crucial role in our day to day life activity. Recently, numerous studies have focused on applying technology in classes. Many different types of technology can be used to support and enhance learning. Teaching language using technology has distinct advantages relate not only to language education preparing students for today’s information society, but also technologies are powerful tools for assisting language teaching (Al Nakhala, 2008). Using technology in classes might play a very important role in supporting and enhancing the listening and speaking skills in the teaching-learning process. The last few decades, languages’ teaching approaches’ methods and techniques have been changing as a result of various factors. Learning foreign language needs many kinds of motivation and encouragement besides English learning students need motivation to (Rammal, 2010). Technology has crucial role in our day to day life activity. Recently, numerous studies have focused on applying technology in classes. Many different types of technology can be used to support and enhance learning. (Al nakhala:2008)

In the same context, an increasing number of scholars stress the point that learning or teaching should be centered on learners. For example, Brindly (Cited in Nunan, 1988:23) suggested that:

“One of the fundamental principles underplaying the notion of permanent is that education should develop in individuals the capacity to control their own destiny and that ,therefore ,the learner should be seen as being at the center of the educational process .For the teaching institution and the teacher, this means that instructional programs should be centered around learners “needs and that learners themselves should exercise their own responsibility in the choice of learning objectives, content and methods s well as determining the means used to assess their performance.”

English language has four skills: reading, writing, listening and speaking. In this study, the researcher will focus on the listening and speaking skills by using the technology methods because the methods involve pupils responding to a topic as group expressing their joint finding as an audio-visual statement technology has much effectiveness in improving learning.

The teaching of listening has attracted a greater level of interest in recent years than it did in the past. Now, university entrance exams, exit exams, and other examinations often include a listening component, acknowledging that listening skills are a core component of second-language proficiency, and also reflecting the assumption that if listening isn't tested, teachers won't teach it.

Earlier views of listening showed it as the mastery of discrete skills or micro skills, such as recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text, and that these skills should form the focus of teaching. Later views of listening drew on the field of cognitive psychology, which introduced the notions of bottom-up and top-down processing and brought attention to the role of prior knowledge and schema in comprehension. Listening came to be seen as an interpretive process. At the same time, the fields of discourse analysis and conversational analysis revealed a great deal about the nature and organization of spoken discourse and led to a realization that reading written texts aloud could not provide a suitable basis for developing the abilities needed to process real-time authentic discourse. Hence, current views of listening emphasize the role of the listener, who is seen as an active participant in listening, employing strategies to facilitate, monitor, and evaluate his or her listening.

In recent years, listening has also been examined in relation not only to comprehension but also to language learning. Since listening can provide much of the input and data that learners receive in language learning, an important question is: How can attention to the language the listener hears facilitate second language learning? This raises the issue of the role "noticing" and conscious awareness of language form play, and how noticing can be part of the process by which learners can incorporate new word forms and structures into their developing communicative competence.

The purpose of language learning is to improve the speakers' four skills of listening, speaking, reading and writing, with the base of large vocabulary and good grammar, but this is not the final purpose. The final purpose is to let speakers be able to use the language. For instance, why do people study English? If a man is only good at listening and speaking, can people say that he is good at English? No. If a woman is only good at reading and writing, can people say that she is good at the language? No. In addition, most of the speakers do better in reading and writing than in listening and speaking. They can read and write, but they can hardly communicate. They can hardly express themselves with their own words. We are not able to change the examination system, but we can improve our learning method. So when speakers want to use a language well, do not forget to know all the abilities of the four skills.

Listening, one of the means of language communication is used most widely in people's daily lives. In addition, English learners are in need to listening activity. Listening skills can build up numerous English daily vocabularies. On the other hand, it also helps the learners improve their listening comprehension and also their speaking skills. For instance, people know that the largest difference between mother language learning and foreign

language learning is the geographical environment. For a foreign language, we can meet it only in formal places and classes. Training and practicing the oral reading is not a day's work. Practice is important. Only through the practice can the learners improve their listening comprehension.

Next, Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. Two-way means the relationship of the communication between the teacher and the students at school. This relationship is connected with the communicative activities between two people. It can create a fresh environment for speaking language. The two-way communication can lengthen the dialogue limitlessly. This is its advantage. At the same time, if the speakers want to give the correct response, he has to think hard, the sentence is not easily forgotten which is created by themselves through thinking, sometimes with the teacher's hint. They can talk freely and express themselves.

Our main skills are involves in the process of learning a language such as English. These are reading, writing, listening and speaking. However, listening evaluation is usually excluded from all school examinations, only written exam are given (Abbas, 2012). This is despite the note that “we can expect to listen twice as much as we speak, four times more than we read and five times more than we write” (Morly, 1991,82). To avoid this deficiency, the researcher focuses in this study on listening and speaking skills by employing technological methods that stimulate pupils' reactions to a topic and encourage them to express their findings.

## **1.2 Statement of the Problem**

Arab students learn English as a foreign language encounter several major problems pertaining to the listening and speaking skills. These are common problems that affect the learners' overall language achievement especially the lack of communication activities in the English class, and the lack of self-confidence during discussions or when answering oral questions that follow a regular English language class. Also, in the TAWJIHI English Exam (TEE) in Palestine, the listening skill is not included in this decisive and ultimate high school exam. Teachers neglect teaching listening skill in their class despite the fact that listening is required in the English exam for foreign students TOFEL which many high school graduates need to pass in order to study in English speaking universities (Abbas, 2012).

The reasons behind these problems are vary. Some of them are related to teachers' performance. For example, some teachers neglect listening activities in English textbooks. Other reasons are related to students' attitudes and performances. For example, some learners show negative attitudes toward learning (i.e., some students perceive of English as a very complicated and difficult language to learn).

According to neuroscience studies, the traditional waysof English language teaching skills creates a short term memory compared to learning using technology. The traditional way of English language basically occurs passively; there is a little interaction between students and English teacher. The process of learning become well when it is associated with more stimuli (i.e looking at a picture is a stimulus, listening to a teacher is a stimulus). The more the stimulus the more the brain regions involve in the process of learning. This is fully applied on learning a foreign language as English. In a traditional way of teaching, students receive only few stimuli which basically are related to teachers. However, using technology enhances more regions in the brain; a moved picture is better than a drown

picture on the backboard in the process of learning. Also when a student plays a game, he interacts with the words and so learns them better from passive memorization.

Palestinian pupils know many English vocabularies from their English language textbook. However, they cannot use them in conversations. The lack of practice creates a big gap between what they learn at class and what they apply or use in their daily life. However, the new Palestinian English textbook series (English for Palestine) follow the communicative approach of teaching English; thus places a lot of emphasis on teaching all language skills in integration (Abbas, 2012).

Hence, the need for conducting studies in this area that aims at finding solutions to the above mentioned problems that both teachers and learners face in the learning-teaching process.

### **1.3 Question of the Study**

The question of this study is: Do speaking and listening English language skills of 4<sup>th</sup> grade students in Ramallah government schools differ according to method of teaching (i.e using technology), gender and interaction between teaching and gender?

### **1.4 Hypotheses of the Study**

The following hypotheses will be examined in order to answer the research question:

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the means of listening and speaking skills for fourth- grade- students in Ramallah governmental schools due to methods of teaching.
2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the means of listening and speaking skills for fourth- grade- students due to gender.
3. There are no statistically significant and differences at ( $\alpha \leq 0.05$ ) in the means of speaking and listening skills for fourth- grade- students due to interaction between methods of teaching and gender.

### **1.5 Objectives of the Study**

1. To help both students and English teachers by achieving and carrying out effective English language teaching based on using technology in the EFL classrooms.
2. To encourage teachers to replace the traditional way of teaching by using technology and thus giving learners an opportunity to practice listening and speaking skills in a communicative manner.
3. Giving curriculum designers' evidence-based-advice to improve the listening and speaking practice in student's textbooks.

### **1.6 Limitations of the Study**

1. Methodological limitations: the study is limited by its purposive sample (4th grade learners at Ramallah governmental schools only).
2. Time and place limitations: the study covers only Ramallah Governorate school's students enrolled in the first semester of the academic year 2013-2014. This study is also limited to the content of the second and the third units of the Palestine English Curriculum (English for Palestine). To help both students and English teachers by achieving and carrying out effective English language teaching based on using technology in the EFL classrooms.

## **1.7 Definitions**

Technology: in this study, technology has been referred to the following technologies: flash cards, pictures, posters, LCD and computer software as power point and a designed website.

English Listening Skills: It is receptive skill depend on listening and understanding what we hear at the same time.

English Speaking Skills: It is an interactive process of constructive meaning that involves producing, receiving, and processing information

English language: it is the second language that learning it since the first class in the governorate schools in Palestine.

Governorate Schools: all public schools in west bank.

## **1.8 Significance of the Study**

Researcher has worked as an English teacher using a traditional way and also she has using technology during her classes. She has noticed that many students are learning the lesson better when technology is used. Here is some of the importance of this study:

First of all, this study will be the first step in upgrading the listening and speaking English skills by using technology.

Moreover, the study derives its importance from its attempts. This is important to answer the questions of the study. The results may be beneficial to make decisions whether to constructively support English curriculum with technology or not. At the same time, it might help to make the necessary changes needed for the successful integration of technology and listening- speaking skills.

Finally, this might be one of the first studies that are concerned with computerized units. This highly concerns with interaction between the computerized material and students via songs, games and stories. This enhances students understanding and listening-speaking skills.

## CHAPTER TWO

### Theoretical Framework and Literature Review

#### 2.1 Introduction

The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning results(Sharma, 2009).

According to (LIAW, 1997)teachers should offer English language learners a language-rich environment in which students are constantly engaged in language activities. Children need to be able to interact with each other so that learning through communication can occur. Computers can help by being used as a tool to increase communications.

Teachers may see new technologies in education particularly those that dominate a child's leisure time, as it is a way to creatively motivate disinterested or underachieving students (Bertelsmann foundation (ed.), 1994).

As in Al-Nakhalah study (2008) technology is defined as a human innovation in action that involves the generation of knowledge and processes to develop systems that solve problems and extend human capabilities.

The faculty promulgated five main guidelines for technology use these included provisions that.

1. Using technology must stimulate and enrich the thinking process.
2. The individual faculty member must identify the educational problem and then involve the technology that best solves this specific problem.
3. New technologies must provide the use of unique capabilities
4. Students in the classroom must use technology directly through creative and evaluating ways.
5. The faculty must look for the most effective educational approach with current and most innovative technologies even after the success of current technologies.(Bertelsmann foundation (ed.), 1994)

Technology is useful to teach listening because each kind of technology provides chances for students to explore their ranges of listening strategies. And it allows for more emphasis on certain aspects, such as interactional, cross-cultural, contextual and critical, dimensions of listening, to be improved. Technology also makes learning process of listening more entertaining(Ramadhan 2012).

Since the 1960s, computers have been used in language education. During last forty-year period, the use computers could be divided into three main stages: behaviorist computer-assisted language learning (CALL); communicative CALL; and integrative CALL). Each of these stages corresponds to the available technological and the prevailing pedagogical theories(Ramadhan 2012).

Dale's Cone of Experience is a model that incorporates several theories related to instructional design and learning processes. During the 1960s, Edgar Dale theorized that learners retain more information by what they "do" as opposed to what is "heard", "read" or "observed". His research led to the development of the Cone of Experience. Today,

learning by doing has become known as “experiential learning” or “action learning” (Diamond, 1989).

Dales’ cone of experience is a tool to assist instructors makes decisions about resources and activities that:

“reveals that “action-learning” techniques result in up to 90% retention. People learn best when they use perceptual learning styles. Perceptual learning styles are sensory based. The more sensory channels possible in interacting with a resource, the better chance that many students can learn from it. According to Dale, instructors should design instructional activities that build upon more real-life experiences” Dale,.E. (1996).

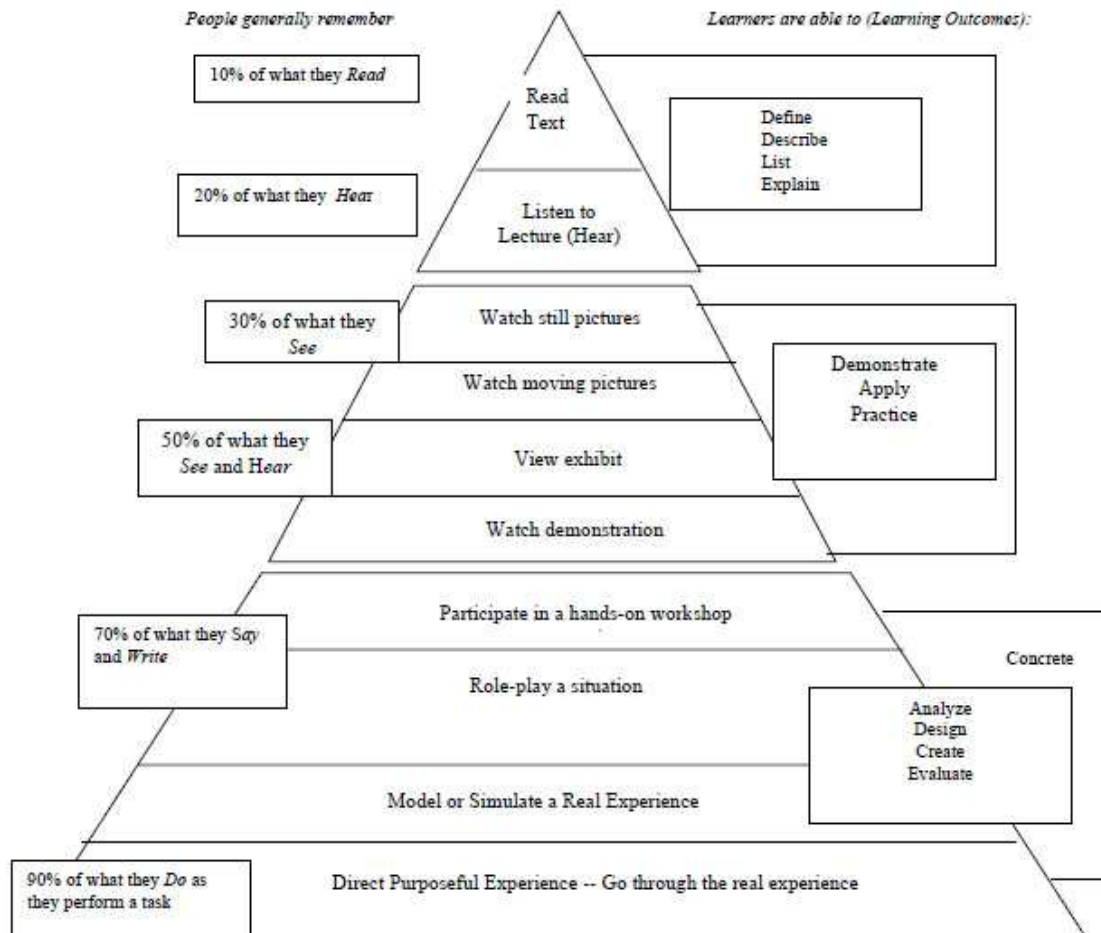


Figure (2.1): Dales’ cone of experience. Dale.E,(1996)

This figure shows what students will be able to do at each level of the Cone relative to the type of activity they are doing (reading, hearing, viewing images, etc. The numerical figures on the left side of the image, shows what people will generally remember. This indicates that practical, hands-on experience in a real-life context will allow students to remember best what they do.

Dale made minor modifications of the visual in the second edition (1954), adding Television and changing Dramatic Participation to Dramatized Experiences. By the third edition of Dale’s textbook (1969) acknowledged the growing popularity of Jerome Bruner’s (1966) cognitive psychology concepts by overlaying Bruner’s classification system for modes of learning symbolic on top of his own categories, and iconic. This adaptation of Dale’s schema may have been portentous, or giving implied license to others



to make other creative interpretations and adaptations, not always to the credit of Dale's original ideas and notion

Edgar Dale did changes within the cone of experience as advances in technology brought new ways of learning into teaching. The Cone of Experience has been used within training environments with types and sections on the cone's categories as technology (Ramadhan 2012).

## **2.2 Listening**

Listening is defined as the process of identifying and understanding the speech of the speakers. It involves understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning (Saricoban, 1999).

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin, 1974).

Listening happens in real time. One must comprehend what is heard immediately with no time to review or look up unknown words. Listening is receptive and happens during a conversation where one speaks and waits for spoken responses. Listening is related to hearing. Hearing perceives sounds in a passive way. Listening uses an instantaneous analysis of the streams of sounds.

Listening skills is an active, purposeful process of making sense of what we hear. Listening usually happens in real time. People listen and have to comprehend what they hear immediately. There is no time to review, look up unknown words, although listening is receptive. It very often happens in the midst of a conversation-something which requires productive, spoken responses (Nunan, 2003).

Listening is a skill in a sense that it is a related but distinct process than hearing. Thus, it involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds (Abbas, 2011).

The importance of listening Speaking skills will not develop without listening skills. In order to have a successful conversation, learners must comprehend what is said to them. The ability to understand spoken English is very important. Radio, visitors, and studying all use listening skills. Practice is needed to develop this ability at normal speed (Doff Adrin, 1990).

Listening is a receptive skill that gives way to productive skills. There are two reasons for integrating language activities in the classroom:

The faculty promulgated five main guidelines for technology use these included provisions that.

1. To practice the learners use of language
2. To develop the ability that allows two or more skills within real circumstances and communicative structure.

The listener should be able to do all four skills at the same time. Hence, listening is a very important skill in the process of learning a second language. Listening is a principal skill

that learners can acquire education, information and understanding. It is a vital role in student's language development (Saricoban, 1999).

In listening to English as a foreign language, the most important features can be defined as:

The faculty promulgated five main guidelines for technology use these included provisions that.

1. Managing sounds,
2. Understanding tone and stress,
3. Coping with redundancy and noise,
4. Predicting,
5. Understanding colloquial vocabulary,
6. Fatigue,
7. Understanding different accents,
8. Using visual and environmental clues

### **2.2.1 Teach listening strategies:**

1. Predicating: Effective listeners think about what they will hear. This fits into the ideas about pre listening mentioned earlier so listeners think about what they may hear.
2. Inferring: It is better for learners to(listen between the lines).
3. Monitoring: listeners can realize what they do and don't understand.
4. Clarifying: learners ask questions (What does.....mean?).
5. Responding: learners react to what is heard (Nunan, 2003).

Listening skill is an active, purposeful process of making sense of what we hear.

Listening is an active rather than passive activity. Hence, students must participate in their own instructional improvement. Listening skills need to be developed through a variety of activities in which children can see the consequences of their listening(Norton, donna. 1989).

According to Morly (1991.p.82), we can expect to listen twice as much as we speak, four times more than we read,and five times more than we write. So, listening as a skill is assuming more and more weight in second language or foreign language classrooms. Limited listening input fails to promote face-to-face communication. On the other hand, adequate listening practice could give the learners essential contact with handy input that might trigger their utterances. Teacher talk, listening materials and peer-interaction are vital means for providing this practice(Abbas, 2011).

You will agree that listening is necessary both for classroom instruction and for effective communication among students and adults.As teacher, you must also be able to define the listening act in order to develop diagnostic techniques or to provide listening instruction(Norton, Donna, 1989).

### **2.2.2 Listening Tests:**

Simplest type of listening test requires the students to recognize different phonemes. Other listening tests focus on stress intonation(Hubbard and others, 1986).

We must make an immediate distinction between pure listening tests, or hearing tests,and listening comprehension tests.Putting students in a test situation forces them to concentrate

on problem areas in the target language and make more deliberate choices within them (Hubbard and others, 1986).

Although listening is receptive, it very often happens in the midst of conversation-something which requires productive, spoken responses(Nunan, 2003).

Listening to spoken English is an important way of acquiring the language – of picking up structures and vocabulary. In a situation where learners are living in a country where English is the first language, they have plenty of exposure to the language – they hear it all the time, and acquire it more easily than learners who do not hear English spoken around them. So we need to give these learners as much opportunity to listen to spoken English as possible (Doff Adrin, 1990).

The simplest type of listening test requires the student to recognize different phonemes, other listening tests focus on stress and intonation. Once we take the test beyond recognizing stress and direction. We can begin to look at the speakers meaning and attitude. And we shall comment on this later (Hubbard and others, 1986).

Recent research indicates that elementary children spend over50 percent of their classroom time listening rather than speaking or reading, but authorities stress that children do not automatically learn the varied listening skills necessary for comprehensive listening (Norton, Donna, 1989).

Traditional listening comprehension test have a great deal in common with reading comprehension.Indeed, the reading of a passage is often an initial step before the listening.Students listen to a text, or part of a text if lengthy, and answer question based on it. Again many such tests use the multiple choice format (Hubbard and others, 1986).

You will agree that listening is necessary both for classroom instruction and for effective communication among student and adults. As a teacher, you must also be able to define the listening act in order to develop diagnostic techniques or to provide listening instruction (Norton, donna, 1989).

Authorities who maintain that listening is a skill deserving to be taught point out that listening is the major language art utilized by both children and adults. An early study Rankin (1926) reported that children spent 45 percent of their out-of-school time in listening, compared to 30 percent in speaking(Norton, donna, 1989).

Many students have difficulty in hearing certain English sounds or in discriminating between them. Sounds in certain weakened syllables can be serious problem at times(Hubbard and others, 1986).

We must make an immediate distinction between pure listening tests, or hearing tests, and listening comprehension tests. Putting students in a test situation forces them to concentrate on problem areas in the target language and make more deliberate choices within them(Hubbard and others, 1986).

## **2.3Speaking**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994); (Burns & Joyce, 1997).

Opportunities for speaking and listening require structure and planning if they are to support language development. This digest describes what speaking involves and what good speakers do in the process of expressing themselves. It also presents an outline for creating an effective speaking lesson and for assessing learners' speaking skills( Florez 1999).

Human communication can be taken place between the speaker and the listener if only they understand each other. Both speaker and listener have a positive function to perform in simple terms. The speaker has to convert this message into spoken language, while the listener has to understand the language of the speaker. Inserting technology in learning English language speaking can take several forms( Florez 1999).

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 (Burns & Joyce, 1997)

Outside the classroom, listening is used twice as often as speaking, which in turn is used twice as much as reading and writing (Rivers, 1981). Inside the classroom, speaking and listening are the most often used skills(Brown, 1994).

Speakers anticipate and produce the expected patterns of specific situations. The speaker also manages distinct basics such as rephrasing, providing feedback, and redirecting (Burns & Joyce, 1997).

### **2.3.1 Principles for teaching speaking:**

1. One must be aware of the differences between second language and foreign language learning contexts.

A foreign language context is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia)

A second language context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico).

2. This gives students practice with both fluency and accuracy.
3. Provide opportunities for students to communicate by using group work or pair work.
4. Use speaking tasks that consist of compromise for meaning.
5. Design class room activities that involve guidance and practice in both transactional and interactional speaking; interactional speech is communicating with someone for social purposes; transactional speech involves communicating to get something done including the exchange of goods and\or services(Nunan, 2003).

### **2.3.2 Tests of oral skills:**

Most of us would probably agree that the oral skills are the most important ones, yet they are the most difficult to test(Hubbard and others, 1986).

Oral tests are difficult to administer and their scoring is highly subjective. Nevertheless, we shall examine and discuss a range of oral activities having an obvious test element in them. Almost without exception,these tests will involve the teacher in one-to-one situation with the student taking the test. “Listen and Repeat”, this is the simplest type of oral test

but it relies quite heavily on listening skills. After all, a student can only repeat satisfactorily what he has first heard accurately. The examiner too needs a sharp ear. (Hubbard and others, 1986)

Speaking a second or foreign language is far from simple. In fact, speaking-especially in language other than our own-is quite a complex undertaking, which involves using all the different levels of language (Nunan, 2003).

## **2.4 Using Technology**

Technology can be divided into hardware which includes, computers, flash cards ...etc. And software includes programs, website ...etc.

Technology is useful to teach listening because each kind of technology can give chances for students to explore their ranges of listening strategies. And it allows for more emphasis on certain aspects, such as, interactional, cross-cultural, critical, and contextual dimensions of listening, to be developed. Technology can make learning process of listening more entertaining (Ramadhan 2012).

The use of technology via web-based environment can be current; websites can add a dimension of immediacy to listening practice. While watching a video clip or, listening to digital audio, learners have the opportunity to pause at will, and listen and read a transcript. Beside, learners can get instant feedback on what they have done (e.g. you watch a video clip/listen to audio and check answers immediately after watching/listening) (Aljafaf 2013).

### **2.4.1 Use of Computers:**

The use of computers in listening problems provides students with visual and voice inputs which can enhance their information and ideas, and develop their listening skills (Hoven, 1999)? Computer-based listening tests are very important in reinforcing the understanding skills of the listener. In three years, computer technology is only as good as the user is creative in discovering ways to implement it. The great impediment is fear or hesitation within some faculty and within some students especially among those who are new to the school (Bertelsmann foundation (ed.), 1994). Listening to the teacher is much easier than listening to a cassette recorder. Face to face clues help one listen. Whereas in listening to a cassette those clues are missing. There is a peak at where cassette listening can be too difficult. Listening does provide practice but there is a point where it may be frustrating to listen to if it becomes too difficult (Doff Adrien, 1990). Flash cards: small pieces of card with pictures or words on them. (Hubbard and others, 1986)

A picture can be mounted for preservation. If the image is in a magazine, you may be able to cut out the page and mount it to a rigid backing. If it is in a book or magazine which you do not wish to damage, you can use a reproduction process that will inexpensively photocopy either black-and-white or color images (Gerlach, 1980).

Tino (2002) shows how different teaching with computer and internet tools can be used in teaching. These include: demonstration and presentation, use of curriculum-specific application types such as educational games, drill and practice, simulations and musical composition, using of information and resources on CD-ROM or online such as encyclopedia, electronic journals and other references (Shalhoub, 2012).

Using technological means in the classroom can be embraced both by teachers and learners as being motivating, empowering more learning, fun providing, and challenging process. It also has the following advantages:

1. Minimizes pressure and fear of involvement in relevant activities to the assigned syllabus since a student can work without being pressurized to do so in given time.
2. Increases student's involvement in classroom activities thus promoting more interaction, collaboration, and critical thinking (Rammal, 2010).

Sometime, we should avoid technology, because computers internet maybe crashed. Moreover, using technology is too expensive and teacher needs support so that students almost know more than teachers(Rammal,2010).

Although the internet and multimedia environments have a huge impact on those who use it, we are not 100% sure on its outcomes. Limitations of its use are also apparent. The ELT community should eliminate these limitations and try to exploit its usefulness in every aspect of language teaching. There is much more research required in this area. Hampel asserts that finding an effective way to practice speaking is the biggest problem in both distant and online education. To have more efficient learning, we should work very hard and strive for the best.

## **2.5 Literature review**

During the late twentieth century, language acquisition research made us reconsider some long standing beliefs about how people learn to speak.

Several studies led to the conclusion that we had gotten the basic idea backwards: people do not learn pieces of the language and then put them together to make conversations. Instead, infants acquiring their first language and people acquiring second languages learn the pieces by interacting with other people responding learners react to what they hear(Nunan, 2003).

Rensburg & Han (2014)stat that many companies and organizations have been using the Test of English for International Communication(TOEIC) for business and commercial communication purpose in Vietnam and around the world. The present study investigated the effect of Computer Assisted Language Learning (CALL) on performance in the Test of English for International Communication (TOEIC) listening module. Two groups of participants enrolled in the same major, had equivalent general English background and attended the TOEIC listening class twice a week with the same teacher – the researcher in 7 weeks at the College of Finance and Customs, in Vietnam. There were 25 students in the treatment group and the control group. The quasi-experimental method, questionnaire and post-test were used in this study. The material input was designed with the application of CALL introduced into the treatment group only whereas the control group still learned with the current textbook only. The results showed that there was difference in the performance on TOEIC listening test scores between two groups. The students in the treatment group used listening strategies more effectively than the students in the control groups. Moreover, CALL instruction and teaching method increased the students' TOEIC listening scores significantly.

Hurbet al (2013) had a quantitative study on gender differences in attitudes when learning oral skills via technology. The study was conducted at Tafila Technical University, Jordan,

with 70 female and 30 male students, in order to find out if female students are better and faster in learning a language than male. Specifically, it seeks to investigate differences in attitudes between females and males in terms of practicality, confidence and anxiety. The results of the study show that there were no significant differences between female and male students when comparing the pre- and post-test mean scores. Both genders establish the same levels of attitudes before and after undergoing this course, which suggests that the exposure to language learning using technology did not contribute to any significant gender inequality. The paired sample t-test results showed improved attitudes toward learning oral skills in both females and males. The study also indicates female and male improvement in the anxiety dimension showing that their initial strong apprehension toward this course was greatly reduced at the end of the course. In terms of confidence, female showed better enhanced confidence level than male at the end of the course.

Nomass(2013)maintains that this paper aims to highlight the role of using modern technology in teaching English as a second language. It discusses different approaches and techniques which can assist English language students to improve their learning skills by using technology. Among these techniques are online English language learning web sites, computer assisted language learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, listening CD-players, and learning video-clips. A case study has been done to appreciate the response of typical English language classroom students for using technology in the learning process. Upon this practical study, the paper diagnoses the drawbacks and limitations of the current conventional English language learning tools, and concludes with certain suggestions and recommendations.

WngGwo, Sung Han, and Hung Chun(2012)have worked on his study to evaluate the effectiveness of the proposed approach; a role-playing game has been implemented based on the approach. Moreover, an experiment has been conducted on an elementary school natural science course. From the experimental results, it is found that the personalized educational computer game not only promotes learning motivation, but also improves the learning achievements of the students. The subjects included two classes of fifth graders of an elementary school in Tainan County in Taiwan. A total of forty-six students voluntarily participated in the study. One class was assigned to be the experimental group and the other was the control group. The experimental group, including twenty-four students, was guided by the personalized educational computer game that met the learning styles of the individual students, while the control group with twenty-two students was guided by the educational computer game that did not meet their learning styles. The research tools in this study included the learning style measure, learning achievement tests, and the questionnaire for measuring the students' learning motivation.

Mei.Li and Lei Wang (2012) say that this study aimed to verify the possibilities that college English listening strategies can be taught, and to explore an appropriate model as well as specific procedures for college English listening strategy training in the computer-assisted language learning environment in China. The listening strategy training adopted in this study is integrated into the listening comprehension learning both in and off the listening class. Statistical analysis indicates that listening strategy training promotes learners' use frequency of listening strategies, enhances their listening proficiency, and improves their learning autonomy.The subjects of this study are 47 second-grade non-English majors of Electromechanical Institute in Shandong University at Weihai. They have learnt College English Curriculum for a year before taking part in this study. As for

the lack of listening comprehension strategy training, formal or informal, they are desperate for promoting their English proficiency, especially in listening. Instruments of the current study consist of test papers and questionnaires. The results show that listening comprehension strategies can be taught by means of corresponding training. Meanwhile, learners' utilization frequency of listening strategies can be promoted by training. Besides, listening comprehension training has a positive effect on learners' listening proficiency.

Al-Mansour and Al-Shorman(2012) investigated the effect of computer-assisted language instruction on Saudi students learning of English at King Saud University. The software used was prepared by the researchers. The sample of the study consisted of 60 students randomly selected from King Saud University and assigned to experimental and control groups. Data were collected within an eight-week period via a pre-posttest design for equivalent groups. The findings of the study indicated that using computer-assisted English language instruction alongside the traditional method has a positive effect on the experimental group students' achievement.

Wang(2010) stated that the purposes of his study was to investigate students' perceptions of computer-assisted whole language instruction, to examine the effectiveness of whole language instruction on students' reading improvement, also to determine the difference between basic-level and advanced-level students' improvement in reading skills. A total of 212 freshmen (98 low level and 114 high level students) were quasi-randomly selected as the participants of the survey study. Instruments included a questionnaire and the English Entrance Examination. The results of the study indicate most students evaluated the instruction positively. While the significant difference in the gain scores of the t-test reveals that integrated instruction is effective in improving students' reading ability ( $p=0.00$ ), basic-level students had much greater improvement than advanced-level students, whose scores even showed slight regression.

Zl'ey (2009)states that the purpose of the study is to investigate the effectiveness of using computer in teaching grammar to first year students in secondary schools, Jeddah , Saudi Arabia at the first two categories of Bloom Taxonomy (Knowledge and Comprehension). In this study, the use of computer, as an instructional tool in teaching grammar, is compared to the conventional method that depends on verbal explanation and the use of pupil's book, the board and board markers. To achieve this purpose, the researcher applies a quasi-experimental study during the second semester of the academic year 2009. The sample of the study, which was consisted of (42) students, was chosen intentionally from Al-Quds Secondary School in Jeddah. The sample of the study was divided into two groups:

1. Experimental group, which was consisted of (22) students, studied the target lessons using a computer as an instructional tool.
2. Controlled group, which was consisted of (20) students, studied the target lessons using the conventional method. The topic chosen for the study was the verb tense, namely simple tenses (i.e. present, past and future simple tenses).

The tool of the study was an achievement test designed by the researcher and given to specialized arbitrators to judge its suitability and validity before applying it. The results were positive towards the experimental group.

Zanzhang(2009)aimed in his study at making a quantitative analysis on the effects of listening on speaking for college students. With the help of SPSS 11.5 software, a quantitative computerized analysis on this research hypothesis was made. Moreover, a



quantitative analysis on correlation between listening and speaking was also done .The result shows that listening and speaking ability are closely related, and listening does have positive effects on improving college students' oral English.

Zou Bin(2008) stats that this paper discusses research methods for a study focusing on computer-assisted language learning (CALL) field. Various methods are adopted to investigate how to use computers to develop language learners' listening and speaking skills in their English as a second language (ESL). Learning a sample was a total of 212 non-English majored freshmen at the researcher's university were quasi-randomly selected from the researcher's students as the subjects of the study. These participants came from four Freshman English ability-grouping classes, including two basic-level classes (98 students) and two advanced-level ones (114 students) based on their English scores in the 2007 Entrance Examination for the Technical University.

Thomas Mackey and Jinwon (2008) conduct a case study whose purpose was to better understand the relationships between web use ability and student's perceived learning in the design and implementation of web-based multimedia (WBMM) tutorials in blended courses. It focused on the use of multimedia as a replacement for class room instruction rather than as a complement to teach practices in courses that meet face-to-face this study analyzed data collected from (41) undergraduate students who accessed a series of (WBMM) tutorials to learn web design in an upper level undergraduate information science course that combines both in-class and online instruction. Findings suggested that multimedia instruction was an effective approached to teaching web design in blended learning environments that include both face-to-face and web-based resources.

IK Park, Gyumin Lee and Kim (2008) conducts a study whose aims were to examine the effects of tow type of interactive computer simulations and of prior knowledge levels on concept comprehension, cognitive load, and learning efficiency. Seventy students were sample from two elementary schools. They were divided into two groups (high and low) based on prior knowledge levels and each group was divided into two treatment group (a low – interactive simulation group and a high – interactive simulation group). The dependent variables were concept comprehension, cognitive load, and learning efficiency. Results showed that students with high prior knowledge levels. And high interactive simulations had significantly increased comprehension scores, decreased cognitive load scores and had high learning efficiency. On the other hand, among students with low prior knowledge levels, the low-interactive simulation group did not demonstrate significantly increased comprehension scores, but they showed lower cognitive load scores and higher learning efficiency than the high-interactive simulation group.

Hu (2007) explore the impact of using ICT in improving English Reading comprehension in China. He finds the technology-rich student-centered approach enables students to improve their reading ability more quickly, efficiently and independently compared with more traditional ways of teaching. This is due to the interactive constructive environment the ICT tools provide while teaching through exposing the learners to authentic contexts such as reading up-to-date news in English on the website of the BBC or The New York Times through online accessibility. Moreover, teachers can present full reading comprehension passages by visiting English Website to their students. Hu(2007) presents his own experience in teaching at the university in China of incorporating ICT asserting the effectiveness of this incorporation in teaching English in comparison with the old traditional methods. Teaching intensive reading classes using multimedia enables the teacher in incorporate video and other visual aids.

The first instrument was a questionnaire consisting of 46 questions related to students' perceptions of the instruction (Q1-Q20), the effect of the instruction on their English learning (Q21-30), the problems they encountered (Q31-42) and their background information (Q43-46). The first three parts of the questionnaire were measured on a four-point Likert type scale. The second instrument was the 2007 English Entrance Examination for Taiwanese Technical University (EEE), which was used as the pre/posttest of the study. The test consists of vocabulary (30%), dialogues (20%), grammar (30%), and reading comprehension (20%). Results were a total of 91.5% of the students liked this computer-assisted four-skill instruction. Moreover, around 80% of students agreed that this course motivated them and also enhanced their interest in learning English. The majority of students (87.8%) preferred finishing assignments with classmates and many (76.4%) enjoyed group-discussion activities in the class.

Verdugo & Belmonte (2007), this study examined the effects that digital stories may have on the understanding of spoken English by a group of 6-year-old Spanish learners. To accomplish this aim, a quasi-experimental research study was launched in six state schools in Madrid. A pre-posttest design was used to investigate whether internet-based technology could improve listening comprehension in English as a Foreign Language (henceforth, EFL). Findings indicate that the experimental group outperformed the control group in the final test administered. These results raise interesting issues related to the use of technology in the context of foreign language learning. Future research which includes other age groups and digital materials and which explores other linguistic areas could further substantiate the link between Information and Communication Technology (ICT) rich environment and improved language learning. Verdugo & Belmonte (2007) explore and come out with interesting results while examining the effects the digital stories may have on the understanding of listening comprehension through carrying out an experimental research in six state schools in Madrid. A pre-posttest design is used to investigate whether internet-based technology can improve listening comprehension in English as a foreign language. Findings indicate that the experimental group outperformed the control group in the final test administered. The results confirm the link between ICT rich environment and improved language teaching and learning.

Schorder (2006) conducts a study to evaluate the effectiveness of learning in a multimedia environment and to address other factors as the differences in student's learning style, attitude towards computers, and background knowledge. A sample of (60) under graduate students was used. Participants were enrolled in four sections of an introductory educational technology course. The distribution of males to females was 23.3% males and 76.7% females. Findings showed that there was no difference in test scores between the multimedia and the no multimedia groups.

Wu (2005) also presents some applications that can be used by teachers to enhance teaching language such as multimedia presentation through the use of web sites presenting text and graphics accompanied by audio, animation, and video. Dynamic interaction will be created through discussion forums or chat sessions to their online courses and receiving feedback. The researcher also present some forms of synchronous interaction such as instant messenger MSN messenger and yahoo messenger which keep a record of users' conversation which in turn make it possible for teachers to retrieve their own chat log. Another form is the internet Skype telephony which offers high quality computer-mediated synchronous audio-textual communication. Blogs, which are online personal journals that are frequently updated, can be easily used to create collaborative learning environment in which students can peer edit other's postings. However, not all these applications are free

of constraints including mainly technical issues, digital skepticism, time consumption, and incredibility of web sites.

Higgins(2005)states the study examined the impact of transitioning 4<sup>th</sup>grade reading comprehension assessments to the computer. 219 fourth graders were randomly assigned to take a one-hour reading comprehension assessment on paper, on a computer using scrolling text to navigate through passages, or on a computer using paging text to navigate through passages. This study examined whether presentation form affected student test scores. Students also completed a computer skills performance assessment, a paper based computer literacy assessment, and a computer use survey. Results from the reading comprehension assessment and the three computer instruments were used to examine differences in students test scores while taking into account their computer skills. ANOVA and regression analyses provide evidence which had positive response towards using computers.

Fuqaha (2002) says the technology examined was multimedia CD-ROM based software. The study population consisted of third grade students. The goal of the study was to determine whether or not a technology intervention; thirty-six 3<sup>rd</sup>grade students were matched by classroom and gender, and then randomly divided into control and experimental groups. To achieve the objectives of the study, the sample was experimented using multimedia CD-Rom software for the experimental group and the traditional way of teaching for the control one. These two groups were post tested twice on the English language skills to determine the effectiveness of the proposed way of teaching. The results of both first and second application was analyzed using paired T-test and two ways -vi-ANOVA results showed: the experimental group developed significantly after the implementation of CD-ROM. That is, there was progress on the achievement test. Results of the study showed a significant difference at ( $\alpha=0.05$ ) between the experimental and control groups in the students' achievement of the first and second application in favor of experimental group.

Passing and Levin (2001), conduct a study in which they assumed that multimedia design contributed to the interest of learning by young children. Thirty children were exposed to interactive multimedia stories. With the help of the Pollimeter tool, they examined previous experience with computers, level of covert time-on-task, and level of satisfaction with various interfaces. Findings indicated that different interfaces had different impact on boys and girls. Boys who were more familiar with computer games not only showed a greater covert time on task than girls, but they also showed a higher level of satisfaction. Younger boys and girls were found to show higher satisfaction than older children engaging computer-based and computer-mediated interactions facilitates learning (Bork 2001).

Redmond (1999) studies teachers' perception of the training they received to use the multimedia in classroom and laboratory settings, and teachers' perception of the instructional effectiveness of the software on the curriculum. The study sought to compare teachers' perception of multimedia based software on their instructional settings. The instructional settings consisted of either classroom or laboratory settings. The results showed no significant differences between classroom and laboratory teachers perception on usefulness of training.

Schardt (1997) studies the effects of multimedia CD-ROM literature- based software on the reading skills to determine whether or not a technology intervention alone.With no teacher input, would increase the English language and reading skills of LEP students more

than gains made by students who read paper-based literature. Results showed no statistically significant difference between the experimental and control groups. A significant difference did appear between classrooms suggesting the importance of the teacher in the learning process.

Wambgu (1995) studies the effect of using, hypermedia for foreign language learning at Southern Illinois University at Carbondale. Data assessed the nature of relationships between the use of hypermedia and various students' characteristics. Data analysis indicates that there is a significant relationship between the use of Hypermedia and the students' target language. The analysis also found significant relationship between usefulness of Hypermedia instruction and traditional instructional methods.

## **2.6Summary**

The previous studies show that technology affected positively on student's learning English language. Wu (2005) presents some applications that can be used by teachers to enhance teaching language such as multimedia presentation through the use of web sites presenting text and graphics accompanied by audio, animation, and video besides using video, yahoo and messenger. However, not all these applications are free of constrains including mainly technical issues, digital skepticism, time consumption, and incredibility of web sites.

This study shows that students motivated by studying by using computers at their own levels, computerized activity immediately become less tedious and more interesting.

Every study searches of effect on one kind of technology but this study searches about most of educational technology that found inside the designed website as stories, educational games, E-book, dictionary and songs that selected to improve listening and speaking which distinguished this study from other studies.

## **CHAPTER THREE:**

### **METHODOLOGY**

#### **3.1 Introduction**

In this chapter, the researcher describes the methodology of the study, research population, and the procedures of the sample examination, and the steps of building the tools of the study which include: achievement test as well as the necessary steps to ensure the validity and reliability of these tools. It also includes a description of the study design and statistical analysis.

#### **3.2 Procedures**

The researcher followed the experimental approach which she applied on two groups. The groups were divided into two main categories: one experimental group was taught by using technology and the other was control group which taught in traditional way. Each of these categories consisted of a male and a female group. The two groups were exposed to pre-test to measure their listening, speaking skills and abilities. Then, they were taught the two computerized chapters which were selected from English for Palestine textbook for Fourth Grade. Furthermore, students were tested by the same study tools for measuring the effects of the experimental treatment groups in addition to an oral test applied on the traditional and experimental groups' sample.

#### **3.3 Research Population**

The research population consisted of all males and females of the 4th grade learners in Ramallah Educational Governorate Schools during the first semester of the scholastic year 2013-2014.

According to the Ministry of Education's records, the total number of the schools that contain 4th grade male and female learners are 115 schools.

The total number of the 4th grade male and female learners who studied English for Palestine in the scholastic year 2013-2014 are (4903) in Ramallah and Al-Bireh Governorate schools; 2444 of them are female, and (2459) are male Appendix (1).

#### **3.4 Sample of the Study**

The sample of the study is purposive. However, the control and experimental groups have been assigned randomly. The overall sample consisted of 60 learners taken from a population of (4903) learners of the EFL learners at the 4th grade governmental schools at the Directorate of Education in Ramallah. The sample consists of two groups from Al-Bireh mixed school one of them was experimental group while the other was a control group.

#### **3.5 Tools of the study**

1. Oral test through interview to the sample of the study as an achievement speaking and listening test.
2. An achievement written listening and speaking test.

The researcher selected a sample of 60 students and gave them a written test, then, the researcher selected a smaller sample consisted of 12 students (males and females) and gave them an oral test.

### 3.5.1 Rating of the interview:

To apply the oral test, the researcher selected the procedure from Oller (1979) book.

The rating that the researcher adopted in this study is the oral interview service institute (FSI). This kind of rating involves using:

1. Weighting table.
2. A conversion table.
3. Levels of the speaking proficiency.

The weighting table (as it is suggested by FSI) is as the follows:

Table (3.1): The weighting table

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total						99

(Oller, 1979: 323)

The learner's interviews scored according to this amended weighting table then converted their scores according to the conversion table suggested by FSI.

Table (3.2):Conversion Table.

The total score from the weighting table	FSI Level
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
91-99	4+

(Oller, 1979:323)

The researcher chose randomly a sample consisted of twelve students, six of them from experimental group and the other six from control group, the oral test summed at the following stages:

### 3.5.1.1 First stage:

The researcher recorded student's answers and reactions then she instructed them to speak loudly.

### 3.5.1.2 The second stage:.

The researcher showed the students a picture from their student's book and asked them about their names then asked every student to describe what s\he can see in the picture.

### 3.5.1.3 Third stage:

The researcher listened to the recorded voices and analyzed them according to weighting table which has five components of speaking (accent, grammar, fluency, vocabulary, and comprehension) table .Then she put scores according to the records and summed the numbers as the example below:

Table (3.3): Example of record analysis table

Proficiency Description	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Accent	*					
Grammar		*				
Vocabulary		*				
Fluency			*			
Comprehension			*			
Total			38			

### 3.5.1.4 Fourth stage:

The researcher asked other two English teachers to listen and analyze the students' oral tests, and fill the Table (3.1) according student's recordsappendix(7).

### 3.5.1.5 Fifth stage:

The researcher did a rating of the interview according to weighting table (as suggested by FIS) and each level has a special score then the researcher matched the total scores typical to the weighting table.

### 3.5.1.6 The last stage:

The researcher asked the statistician and quality controller to analyze and to give the researcher the oral interview tests' results.

## 3.6 Validity of tools

To ensure the validity of the test content, it was presented to a group of arbitrators with competence and experience. They were asked to state their opinions on the test paragraphs appendix (10).

### 3.7 Reliability of Tools

To ensure reliability, the researcher applied to a sample of 20 students from the study population, and out of the sample. Reliability coefficient had been calculated by midterm retail. The test was divided into two parts; the first part represents individual questions and the second part represents the questions of materials. Pearson correlation coefficient was calculated between the two parts with a correlation coefficient of 0.93. Correlation coefficient has been modified according to equation of Spearman Brown ( $2r / 1 + r$ ), as was (0.96) and this parameter is considered as very good and fit for the purpose of conducting the study.

The researcher analyzed the content of the two units according to the following steps:

First, the researcher defined the objectives of the analysis process, then chose the sample of the analysis which was limited to two units from the fourth grade English language textbook and defined the Unites of analysis which are (Our House) and (Lost).

Secondly, the application of the analysis procedures: the researcher selected the pages that were needed to be analyzed, then divided the pages into paragraphs and classified them according to the four English skills. Each paragraph had one aim or more.

### 3.8 Verified the Validity of the Analysis

The researcher showed the analysis of the two units to a group of specialists or arbitrators. Their notes and suggestions were taken into consideration Appendix (7).

#### 3.8.1 Reliability analysis during time (within personal):

Table (3.4): Analysis during time (within personal) results.

objectives	First analysis	Second analysis	Points of agreement	Points of disagreement	Reliability factor
	21	26	20	5	0.80

The researcher analyzed the two units in July 2013 and repeated the analysis after one month in August 2013. Table (3.4) summarizes the results of the two analyses.

#### 3.8.2 Reliability analysis contrasted between persons

Table (3.5): Results analysis contrasted between persons

objectives	First analysis	Second analysis	Points of agreement	Points of disagreement	Reliability factor
	21	24	20	3	0.88

The researcher asked a teacher to analyze the contents of units two and three. As table(3.5) shows, the results of the teacher's analysis were almost identical to the results reached by the researcher.



### **3.9 The Preparation of Teaching Material**

In the beginning, the researcher analyzed two units. This was followed by identifying objectives and concepts. Then she designed and prepared two units for the fourth grade that comprised listening and speaking skills practices. The researcher designed educational website that aims at developing English listening and speaking skills by using several of computer programs divided into many stages:

#### **3.9.1 The first stage:**

The website included two units which were selected from the fourth English students textbook and computerized them as e-book. The website was built in a way that not only for studying the computerized material but also was designed in a way that enables learners to have some fun through playing games and listening to English songs. For better understanding of the vocabularies that were used on the website. The two units were designed to show pictures from English for Palestine textbook. The pictures were developed using different computer programs in order to attract learners and enhance their willingness for learning. The researcher had used Adobe Dream Weaver program for moving and speaking effects, Adobe Photoshop program to connect the pictures with sounds, Adobe flash program to move pictures, Adobe audition to make balance between audio and pictures and Wond share Quiz Greater to evaluate and reinforce the answers to each practice. Then the researcher made sure that all the exercises that followed were electronic. This makes students use computers to practice the exercises and to evaluate themselves by showing a table on a computer screen with the result of learner's answers and time that s/he consumed to do the exercise. If a student does the exercise perfectly with a full mark, hand clapping will be heard as kind of encouragements. However, if there is any mistake, human voice as interjection will be heard which leads students to redo the exercises and correct themselves. This aims to encourage student to self-learning.

#### **3.9.2 Second stage:**

The researcher added a section named Dictionary. Learners had access to Google translation website to find the translation of any unknown words. All the sections of the websites serve the main objective of this study by developing listening and speaking English skills. Beside students can find the meaning of any word if it was not fully understood in other sections.

#### **3.9.3 The Third Stage:**

The website has songs, stories and games sections. The song section contains three songs that students can listen to, read and repeat. These songs develop listening and speaking skills.

The first song teaches students names of days, months and fruits.

The second song based on conditional sentences which can be seen as an easy method for teaching such topics.

The third song teaches students names of family members and relatives by using the question: Where are you?

### **3.9.4 The Fourth Stage**

It is a “fun section” which has three stories.

The first story: teaches students about friends and friendship.

The second story: contains different words about friendship between animal and having many morals.

The last story: is a comparative story as it compares between the benefits of the sun and the benefits of the wind. All of these stories can be listen to and read at the same time which encourages students to improve their listening and speaking skills by practicing and repeating them over and over.

Finally, I would like to point out that the fun section has five different games which comprise the fifth stage:

The first game depends on memory. A learner needs to predict where pictures appear after a while and after listening to the name of each picture. This game is divided into different groups. Each group consists of many different words. Hence, a learner can learn more vocabulary while playing. This includes animals, tools, fruit, kitchens, musical instruments, transportations, vegetables, human body, clothes, colors, food, sports, house, and nature. These games enrich students’ vocabularies and speaking skills.

The second game: about types of music and musical instruments, students were asked to connect the sounds of music to its correct name. This game seeks to improve students’ listening skills.

The third game: is a “puzzle game.” Learners were asked to connect every sound to its appropriate picture. The fourth game is matching colors with the correct pronunciation. The last game is about learning numbers; students hear the name of a number and then point to its correct written name. Thus, students learn how to read numbers and how to pronounce them correctly.

The researcher explained to the teacher who has applied the experiment of this study on students, how to use the website and how to teach student using LCD at class. Students had the link of the website (eng4ps.ps) to use and study at home. The teacher asked the experimental student’s group to practice using the website at home by doing their home works and see their results directly which creates great motivation to study in an entertaining manner.

Finally, there were two additional sections. The first allowed students to contact the researcher via email. The second section has information that explains the reasons behind designing the website.

The units were reviewed by a group of arbitrators or specialists who provided suggestions for improvements.

### **3.10 The preparation of the teacher's guide**

According the general objectives of teaching English fourth grade content Units, the researcher prepared a teacher's guide for two units, and prepared lesson-plans according to

the teaching methods based on advanced technology which includes designing listening and speaking skills practices. This guide was also reviewed by a group of arbitrators who provided notes and suggestions for improvements. The experimental group was taught under the direction and supervision of the researcher for six weeks since (15\9\2013 until 30\11\2013).

### **3.11 Variables of the study**

#### **3.11.1 Independent variable:**

1. Methods of teaching (using technology, traditional method)
2. Gender (male, female)

#### **3.11.2 Dependent variable:**

Listening and Speaking English skills achievement

### **3.12 Data collection Procedures**

The researcher did the following Procedures during the first semester of the year 2013\2014.

1. Reviewed educational literature and previous studies that related to this study.
2. Reviewed the Palestinian English curriculum for the fourth grade and identified basic units.
3. Chose two units to be taught through technology.
4. Prepared lesson-plans that based on using technology
5. Designed teacher's guide for the selected units using technology.
6. The researcher built Specifications Table Appendix (3) after analyzed two units of contents appendix (2).
7. Prepared study tools which contained oral and written achievement tests.

The pre-test was an achievement test conducted for the experimental group and control group appendix (4).

The post-test was oral test which was applied on samples of experimental group and control group. It contained descriptive pictures appendix (5) then an achievement test conducted on the experimental and control groups after the application of the study appendix (6).

The post-test was also reviewed and improved by some experts and specialists (7).

The researcher received an official document to apply the study on the sample appendix (8) and obtained an official permission from the Directorate of Education to conduct the study in its schools appendix (9).

Tools of study applied on both two groups (experimental and control) before the beginning of the teaching process.

Students learned according to the technology method, which included the designed website and did by the researcher ideas with help of specialist computers programs. And what the website contained is found in appendix (12).

Tools of study were applied on both two groups (experimental, control) after teaching them by using technology.

Results were displayed on tables and analyzed them. The results were discussed then researcher made recommendations according to them.

### **3.13 Statistical Treatment**

In this study the researcher used the following processors after collecting data from the pre-test and post-test.

#### **3.13.1 Descriptive statistic:**

The researcher used the means and standard deviations in this study.

#### **3.13.2 Statistics constructive:**

Analysis of variance (ANCOVA) using statistical software packages (SPSS)

### **3.14 Design of the study**

1. O1 X O2 with treatment
2. O1 O2 without treatment
3. O1: pre Test
4. O2: post Test
5. X: Treatment

## CHAPTER FOUR

### RESULTS OF THE STUDY

This study was designed to determine the effect of using technology on student's English listening and speaking skills. Therefore, it investigates the effects of the proposed way of teaching and the improvement of English listening and speaking skills.

In this chapter, the researcher shows the results of the study alongside examining the three hypotheses of the study. The results are divided in accordance with the hypotheses of the study.

Independent sample t-test was used to examine if there is a significant difference between students before using technology. It indicates that there are no statistical significant differences in the mean scores of students in the pre-test between the experimental group and control group, in which (p-value) was 0.655, which is older the significant level ( $\alpha=0.05$ ).

#### 4.1 The First Hypothesis

There are no statistically significant differences at ( $\alpha\leq 0.05$ ) in the means of listening and speaking skills for fourth- grade- students in Ramallah governmental schools due to methods of teaching.

To test this hypothesis, the researcher selected a sample of 60 students and did a written exam. Then, the researchers selected a sample of 12 students of the study, and gave them an oral exam.

##### 4.1.1 Results of hypothesis for the written exam:

For testing the first hypothesis the means and the standard deviation of the student's achievement was computed by using Independent sample t-test for written exam.

Table(4.2): Means and standard deviations of the students' achievement test of the experimental and control groups due to methods of teaching for written exam

Type of Test	N	Mean	Std. Deviation	df	t- value	Sig. (2-tailed)
Experimental Group	30	26.2667	7.68421	58	5.056	.000
Control Group	30	16.0667	7.93914			

Results shows that there is a significant differences at ( $\alpha\leq 0.05$ ) between the means of listening and speaking skills due to using method of teaching ( i.e. using technology, traditional), in which (p-value)=0.00. And by looking to mean values, we assumed that the experimental group was better because of its higher mean score which is 26.3.

##### 4.1.2 Results of hypothesis for oral exam

For testing the second hypothesis, Independent sample t-test was used. Table (4.3) shows the results.

Table (4.3):Means and standard deviations of the students' achievement test of the experimental and control groups due to methods of teaching for oral exam

Type of Test	N	Mean	Std. Deviation	df	t- value	Sig. (2-tailed)
Control Group	6	41.4817	4.79596	10	2.289	.045
Experimental Group	6	58.5383	5.70226			

Results shows that there was a statistical significant differences in the mean scores of students in the post-test between the experimental group and control group in which (p-value) was 0.045, which is significant in a significance level ( $\alpha=0.05$ ).

And the table also represents that the mean scores of student in experimental group was higher (58.5), while the mean scores of control group was (41.5). This means that using technology affect positively with students.

#### 4.2 The Second Hypothesis

There are no statistically significant differences at ( $\alpha\leq 0.05$ ) in the means of listening and speaking skills for fourth- grade- students due to gender.Independent sample t-test was used to examine this hypothesis.

Table(4.4):Means and standard deviations of the student's achievement test of the experimental and control groups due to gender

Type of Test	N	Mean	Std. Deviation	df	t- value	Sig. (2-tailed)
Control Group	30	20.7333	8.86171	58	0.474	.637
Experimental Group	30	21.8594	9.77920			

Results in the table below of Independent sample t-test showed that (p-value) = 0.637. This means that there are no significant differences at ( $\alpha\leq 0.05$ ) between the means of post listening and speaking skills due to gender. Hence, the gender factor does not affect scores results of post listening and speaking skills.

#### 4.3 The Third Hypothesis

There are no statistically significant and differences at ( $\alpha\leq 0.05$ ) in the means of speaking and listening skills for 4th grade students due to interaction between methods of teaching and gender.

To examine the hypothesis, Analysis of Covariance (ANCOVA) was used to determine if there is a significant difference due to interaction between method of teaching and gender.

Table (4.5): Interaction between the method of teaching and gender

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Gender	31.102	1	31.102	.474	.494
Method	1438.581	1	1438.581	21.938	.000
Gender * Method	1.258	1	1.258	.019	.890
Error	3803.402	58	65.576		
Total	33428.750	62			
Corrected Total	5261.617	61			

a. R Squared = .277 (Adjusted R Squared = .240); Dependent Variable: Mark

The results supported the null hypothesis; there is no statistical significant differences at the level ( $\alpha=0.05$ ) in the mean scores due to the interaction between the method of teaching and gender, in which (p-value) = 0.89.

Table(4.6):Means and standard deviations of the student's mark

Type	Mark	
	Mean	Standard Deviation
Experiment	26.27	7.68
Control	16.67	8.28

Table (4.7): Estimated marginal means of post- and pre- tests for experimental group

Type	Mark	
	Mean	Standard Deviation
Pre-test	8.02	3.46
Post-test	26.67	7.56

As it is shown in table (4.7), the post-test's mean is more than the pre-test mean.

## CHAPTER FIVE

### DISCUSSION AND RECOMMENDATION

Computer-assisted instruction has been shown in a range of studies to facilitate learning in a variety of ways. Computers can be used to aide in teaching English Language Learners in core academic subjects, such as listening, speaking, reading and writing. Computers can aid in vocabulary development as well as verbal language development. However, it is ultimately important to recognize that computers are not a substitute for effective teaching. Computers are tools; it is simply one type of supplement to the regular curriculum in teaching English Language learners as they develop their English language skills.

This study is an attempted to find out the effect of using technology on students' English listening and speaking skills in Ramallah governorate schools. Here, I will discuss the results that have been displayed in previous chapter. And in the light of these results, conclusions are going to be drowned and recommendations are going to be suggested. This presents discussion of the findings of the study concerned with the effect of the groups (ie. experimental and control group for both boys and girls). The use of the new teaching method, gender and the interaction between the new method of teaching and gender will be studied. Results are also compared with other related studies to find weather these results are consistent with them or not.

#### 5.1 Results of the First Hypothesis

The researcher first hypothesis was there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the means of listening and speaking skills for fourth- grade- students in Ramallah governmental schools due to methods of teaching.

For testing the hypothesis, the means and standard deviations of the students' achievement of were computed as shown in the table(4.2). This table shows the results of the t-test in the students' achievement test for written exam which shows that there is a significant differences at ( $\alpha \leq 0.05$ ) between the means of listening and speaking skills due to using method of teaching ( i.e. using technology, traditional), in which (p-value)=0.00. And by looking to mean values, we assumed that the experimental group was better because of its higher mean score which is 26.3.

The first hypothesis was also examined by an oral exam. However, Independent sample t-test was used to test the second hypothesis.

Table (4.3) shows that there was a statistical significant differences in the mean scores of students in the post-test between the experimental group and control group in which (p-value) was 0.045, which is significant in a significance level ( $\alpha = 0.05$ ).

And the table also represents that the mean scores of student in experimental group was higher (58.5), while the mean scores of control group was (41.5). This means that using technology affect positively with students.

Results are consistent with Al-Mansour and Al-Shorman(2012) investigated the effect of computer-assisted language instruction on Saudi students learning of English at King Saud University. The findings of this study and Al- Mansour and Al-Shorman's study



indicated that using computer-assisted English language instruction alongside the traditional method has a positive effect on the experimental group students' achievement.

Another study that supports the results of the first hypotheses is ZI'ey (2009). Its purpose was to investigate the effectiveness of using computer in teaching grammar to first year students in secondary schools, Jeddah, Saudi Arabia at the first two categories of Bloom Taxonomy (Knowledge and Comprehension). In this study, the use of computer, as an instructional tool in teaching grammar, is compared to the conventional method that depends on verbal explanation and the use of pupil's book, the board and board markers. Our studies go with previous studies on the positive effect of technology on English skills. Here, we have only focused on Listening and speaking skills.

## **5.2 Results of the Second Hypothesis**

As a second hypothesis, we hypothesized that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the means of listening and speaking skills for 4th grade students due to gender.

For testing this hypothesis, independent sample t-test was used. Table(4.4) shows the results. The independent sample t-test showed that ( $p\text{-value}$ ) = 0.637. This means that there is a significant difference at ( $\alpha \leq 0.05$ ) between the means of post listening and speaking skills due to gender. Hence, the gender factor does not affect scores results of post listening and speaking skills.

These results are consistent with previous studies. For example, Higgins(2005) examined the correlation between reading comprehension and computer tasks; there was a positive correlation. This implied that using computer to assist the process of teaching and learning enhances the ability of students to learn English skills better. As it is confirmed by other researchers on the positive association of reading skills, our study has confirmed the existence of another correlation with listening and speaking skills.

Moreover, Wu (2005) presents some applications that can be used by teachers to enhance teaching language such as multimedia presentation through the use of web sites presenting text and graphics accompanied by audio, animation, and video. Dynamic interaction between students and the material they are learning was created through games, songs and stories. However, Wu (2005) has built up more complicated associations. The researcher also present some forms of synchronous interaction such as instant messenger MSN messenger and yahoo messenger which keep a record of users' conversation which in turn make it possible for teachers to retrieve their own chat log. Another form is the internet Skype telephony which offers high quality computer- mediated synchronous audio-textual communication. Blogs, which are online personal journals that are frequently updated, can be easily used to create collaborative learning environment in which students can peer edit other's postings. However, not all these applications are free of constrains including mainly technical issues, digital skepticism, time consumption, and incredibility of web sites.

## **5.3 Results of Third Hypothesis**

The hypothesis was There are no statistically significant and differences at ( $\alpha \leq 0.05$ ) in the means of speaking and listening skills for 4th grade students due to interaction between methods of teaching and gender.

For testing the hypothesis, Analysis of Covariance (ANCOVA) was used to determine if there is a significant difference due to interaction between method of teaching and gender.

The results supported the null hypothesis; there is no statistical significant differences at the level ( $\alpha=0.05$ ) in the mean scores due to the interaction between the method of teaching and gender, in which (p-value) = 0.89.

The study is consistent with Fuqaha (2002) which says the technology examined was multimedia CD-ROM based software. The study population consisted of third grade students. The goal of the study was to determine whether or not a technology intervention.

The positive correlation between listening and speaking skills and using technology could be explained in different ways. First of all, students might find their generation while they were studying. The current generation has grown up surrounded by verity types of technologies starting with smart phones ended with 3D videos and there is way more technologies are coming over. Their ability to use the different technologies enabled them to find easier way in understanding the material they want to study. However, the traditional way provides a different image of life for students. In which the dynamic pictures they are seeing turned to be roughly drawn on the blackboard with a low quality compared to the 3D drawing or the one with a movement. Secondly, the interaction between students and words enhances their learning of listening and speaking skills. This has been achieved by the games that the researcher has added to the website. The students did not find it as stressful as the traditional exams. Also, the ability of playing the game more than once encouraged students to do the game to get better scores and so better learning.

## 5.4 Conclusion

The results indicated that there were no significant statistical differences in the mean scores of students in the post test, which ensure the equality between student's levels of each of control and experimental group before work with students in experimental group.

After using technology with experimental group, results rejected the null hypothesis which states that there are no statistically significant differences at ( $\alpha\leq 0.05$ ) in the means of listening and speaking skills 4<sup>th</sup> grade learners due to methods of teaching. The mean scores were in favor of the experimental design. Thus, using technology improves the level of students.

Results showed that gender did not affect the mean scores of students. It supports the null hypothesis which states that there are no statistically significant differences at ( $\alpha\leq 0.05$ ) in the means of listening and speaking skills 4<sup>th</sup> grade learners due to gender.

Finally, results indicated that the interaction between methods of teaching and gender had no statistically significant differences at ( $\alpha\leq 0.05$ ) in the means of listening and speaking skills 4<sup>th</sup> grade learners.

This study supports previous studies as Han and Van (2014), Zou Bin (2008) and Mei Li Wang (2012) showing that a computer-assisted integrated-skills instruction could motivate students to learn English language, to enjoy listening, speaking and even reading, and to become life-long English speakers or readers. The first conclusion to be drawn from this study is that the results support the view that integrated English instruction through technology is beneficial to students. The textual, visual and oral contents such as 'games songs and stories helped to enhance not only students' learning interests but also students' English performance. Additionally, students also appreciated the computerized text's books features such as repeated reading and speaking. This study helped grabbing students' attention and also integrated speaking with listening.

## **5.6 Recommendations and Suggestions**

According to the study findings, the researcher recommends and suggests the following:

1. Encourage researchers to assist in develop the website of this study in order to cover the rest of 4<sup>th</sup> grade English text book. And test the effect of learning using the website on long term period on different cities.
2. Encourage further research to design such a website with more upgraded multimedia and technologies for listening and speaking skills and even reading and writing skills.
3. Supplying the new technologies for Palestinian schools as personal I-pads in order to evaluate all students at the same class at the same time by playing the same game and getting their results at particular time.
4. Encourage English teachers to use this website and similar websites as instructional instruments in teaching English listening and speaking skills.
5. Encourage researchers to undertake more study to investigate the effectiveness of using technology in teaching English listening and speaking skills at other educational levels and subjects and to develop such technology the research have .
6. The researcher suggests training teachers and supervisors in using technology and computers in classrooms to avoid any technological obstacles.

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Appendix (1)

الرقم	اسم المدرسة	الصف	الطلبة الذكور	الطلبة الاناث
1	بنات فيصل الحسيني الأساسية	الرابع	0	55
2	البيرة الأساسية المختلطة	الرابع	46	51
3	هواري بومدين الأساسية المختلطة	الرابع	0	50
4	مغتربي البيره الأساسية المختلطة	الرابع	23	73
5	بنات بيتونيا الأساسية	الرابع	0	79
6	ذكور بيزيت الأساسية	الرابع	35	0
7	بيتونيا الأساسية المختلطة	الرابع	85	0
8	الفجر الجديد الأساسية المختلطة	الرابع	48	43
9	الكرامه الأساسية المختلطة	الرابع	40	42
10	سميحة خليل الاساسية المختلطة	الرابع	0	39
11	ذكور امين الحسيني الأساسية	الرابع	52	0
12	الشروق الأساسية المختلطة	الرابع	52	75
13	ذكور دير ديوان الأساسية	الرابع	58	0
14	بنات المزرعة الشرقية الاساسية	الرابع	0	44
15	بدرس الأساسية المختلطة	الرابع	0	17
16	بنات دير السودان الثانوية	الرابع	0	23
17	بنات ترمسعيا الثانوية	الرابع	0	31
18	بنات كفر نعمة الثانوية	الرابع	0	43
19	الجانية الأساسية المختلطة	الرابع	17	21
20	بنات بتين الثانوية	الرابع	0	20
21	بنات المغير الثانوية	الرابع	0	43
22	بنات بيت عور التحتا الأساسية	الرابع	0	45
23	بنات عطارة الثانوية	الرابع	0	28
24	بنات بيت سيرا الثانوية	الرابع	0	45
25	بنات رمون الثانوية	الرابع	0	34
26	بنات كفرمالك الثانوية	الرابع	0	23
27	بنات ابو قش الثانوية	الرابع	0	19

47	0	الرابع	بنات المزرعة القبلية الثانوية	28
14	12	الرابع	الطيرة الثانوية المختلطة	29
63	0	الرابع	بنات شقبا الثانوية	30
14	10	الرابع	حميدي البرغوثي الثانوية المختلطة	31
4	16	الرابع	سردا الأساسية المختلطة	32
21	15	الرابع	راس كركر الثانوية المختلطة	33
17	22	الرابع	كفرعين الثانوية المختلطة	34
17	0	الرابع	بنات اللبن الغربي الثانوية	35
15	25	الرابع	بلعين الثانوية المختلطة	36
0	51	الرابع	كفرنعة الثانوية المختلطة	37
0	25	الرابع	ذكور كفرمالك الثانوية	38
0	32	الرابع	ذكور رمون الثانوية	39
0	16	الرابع	ذكور ابو قش الأساسية	40
10	9	الرابع	دير نظام الثانوية المختلطة	41
0	51	الرابع	ذكور صفا الأساسية	42
0	37	الرابع	بيتللو الثانوية المختلطة	43
0	41	الرابع	ذكور المزرعة الشرقية الأساسية	44
0	30	الرابع	ذكور ترمسعا الثانوية	45
0	51	الرابع	ذكور بني زيد الأساسية	46
0	26	الرابع	ذكور دير السودان الثانوية	47
6	5	الرابع	النبي صالح الأساسية المختلطة	48
0	16	الرابع	ذكور بيتين الثانوية	49
0	38	الرابع	ذكور رنتيس الثانوية	50
0	25	الرابع	ذكور عطارة الثانوية	51
0	33	الرابع	ذكور المغير الثانوية	52
0	50	الرابع	ذكور بيت عور التحتا الأساسية	53
0	46	الرابع	خربثا بني حارث الثانوية المختلطة	54
12	10	الرابع	عجول الثانوية المختلطة	55
4	15	الرابع	يبرود الأساسية المختلطة	56
42	0	الرابع	بنات دير جرير الثانوية	57

6	18	الرابع	عين سينيا الأساسية المختلطة	58
27	0	الرابع	بنات رنتيس الثانوية	59
38	0	الرابع	بنات صفا الثانوية	60
24	0	الرابع	بنات دير ابزيع الثانوية	61
0	82	الرابع	ذكور شقبا الثانوية	62
0	52	الرابع	ذكور المزرعة القبيلية الثانوية	63
0	26	الرابع	ذكور ابو شخيدم الثانوية	64
5	7	الرابع	جلجيا الأساسية المختلطة	65
0	29	الرابع	ذكور عين يبرود الثانوية	66
27	17	الرابع	رافات الأساسية المختلطة	67
2	12	الرابع	برهام وجيبيا الأساسية المختلطة	68
0	18	الرابع	بدرس الثانوية المختلطة	69
0	17	الرابع	ذكور دير ابزيع الثانوية	70
8	7	الرابع	عين قينيا الأساسية المختلطة	71
11	4	الرابع	ام صفا الأساسية المختلطة	72
0	32	الرابع	ذكور برقا الأساسية	73
12	12	الرابع	شبتين الثانوية المختلطة	74
15	11	الرابع	المدية الأساسية المختلطة	75
0	23	الرابع	ذكور دير قديس الثانوية	76
12	10	الرابع	دورا القرع الثانوية المختلطة	77
35	0	الرابع	بنات بيتللو الثانوية	78
0	70	الرابع	ذكور ابو بكر الصديق الأساسية	79
99	0	الرابع	بنات ابو عبيدة الأساسية	80
32	0	الرابع	بنات كوبر الأساسية	81
28	0	الرابع	عين يبرود الأساسية المختلطة	82
0	44	الرابع	ذكور ابو فلاح الأساسية	83
87	0	الرابع	بنات خريثا المصباح الأساسية	84
0	23	الرابع	دير عمار الثانوية المختلطة	85
0	111	الرابع	الفاروق الأساسية العليا (بيت لقييا)	86
9	14	الرابع	ترمسعيا الأساسية المختلطة	87

38	33	الرابع	قراوة الأساسية المختلطة	88
61	0	الرابع	بنات سلواد الاساسية	89
0	61	الرابع	ذكور سلواد الاساسية	90
0	45	الرابع	ذكور دير جرير الاساسية	91
8	12	الرابع	جمالة الثانوية المختلطة	92
67	0	الرابع	بنات مزارع النوباني و عارورة الاساسية	93
70	0	الرابع	بنات قبيا الاساسية	94
18	0	الرابع	بنات برقا الاساسية	95
18	0	الرابع	بنات دير عمار الثانوية	96
0	74	الرابع	ذكور قبيا الأساسية	97
54	0	الرابع	بنات بني زيد الاساسية	98
10	18	الرابع	بيت عور الفوقا الأساسية المختلطة	99
49	35	الرابع	عبوين الاساسية المختلطة	100
55	0	الرابع	بنات دير دبوان الاساسية	101
57	0	الرابع	بنات ابو فلاح الاساسية	102
82	0	الرابع	بنات سنجل الاساسية	103
37	42	الرابع	دير ابو مشعل الاساسية المختلطة	104
26	0	الرابع	بنات دير قديس الاساسية	105
0	27	الرابع	ذكور مسقط الاساسية (عارورة)	106
0	33	الرابع	ذكور الجلال الاساسية(المزارع)	107
57	60	الرابع	نعلين الأساسية المختلطة	108
0	55	الرابع	ذكور خربثا المصباح الاساسية	109
0	11	الرابع	ذكور اللبن الغربي الثانوية	110
13	0	الرابع	بنات ابو شخيدم الثانوية	111
0	35	الرابع	ذكور كوبر الاساسية	112
0	38	الرابع	ذكور بيت سيرا الاساسية الدنيا	113
0	63	الرابع	ذكور عين منجد الاساسية	114
33	0	الرابع	خربثا بني حارث الاساسية المختلطة	115
2459	2444			المجموع

## Appendix (2)

### Content analysis

#### Unit (2) Our house

period	Skills\ content	Objectives	Knowledge Level	Questions
1+2	<p><b>Listening</b></p> <p><b>Speaking</b></p> <p><b>Reading</b></p> <p><b>Writing</b></p> <p>Living room – kitchen – bathroom – bedroom – garden –</p> <p>Where's (dad)?</p> <p>He's \ She's in the kitchen</p>	<ul style="list-style-type: none"> <li>• To learn rooms in a house</li> <li>• -To say where people are</li> <li>• -To say what people are doing</li> <li>• To read and match words and pictures</li> <li>• To write where people are using pictures and words in the list</li> </ul>	<p>Knowledge</p> <p>Comprehension</p> <p>Application</p> <p>Hots</p>	<p>-Listen and order <b>rooms in the house</b></p> <p><b>*Where's dad ?</b></p> <p><b>*Who's in the kitchen?</b></p> <p>-Read and match words and pictures</p> <p>-Write where people are using pictures and words in the list</p> <p><b>Living room – kitchen – bathroom – bedroom – garden</b></p> <p><b>He's-----</b></p> <p><b>She's-----</b></p> <p><b>They're-----</b></p>
3+4	<p><b>Listening</b></p> <p><b>Speaking</b></p> <p><b>Reading</b></p> <p><b>Writing</b></p> <p>Reading a newspaper -</p>	<ul style="list-style-type: none"> <li>• To talk about where people are</li> <li>-To say what they're doing</li> <li>* To read and circle</li> </ul>	<p>Knowledge</p> <p>Comprehension</p> <p>Application</p>	<p>-Read the sentences then write <b>true or false</b></p> <p><b>-Where's mum?</b></p> <p><b>-What's she doing?</b></p> <p><b>*Is mum in the kitchen( )</b></p>

	<p>having a shower watching TV cooking sleeping</p> <p>Playing with toys</p> <p>Where's dad \ mum?</p> <p>He's\ She's in the kitchen</p> <p>What's he doing?</p> <p>He's \ She's cooking</p>	<p>correct answers</p> <p>* To look at the picture and write what people are doing. Use words from the list</p> <p>* To complete sentences using words from the list</p>	<p>Hots</p>	<p><b>*Dad is having a shower( )</b></p> <p>-Listen and answer the questions</p> <p>-Read and circle the correct answer</p> <p><b>* Grandfather is reading</b></p> <p><b>a newspaper \ sleeping</b></p> <p><b>*Hala is playing with her toys \ watching TV</b></p> <p>-look at the picture and write what people are doing. Use words from the list</p> <p>-Complete the sentences using words from the list; <b>Reading a newspaper - having a shower watching TV cooking sleeping</b></p> <p><b>Playing with toys</b></p> <p>-Sing and do</p>
<p>5+6.</p>	<p><b>Listening</b></p> <p><b>Speaking</b></p> <p><b>Reading</b></p> <p><b>Writing</b></p>	<p>• To talk about where people are \ aren't To talk about what they're doing – not doing</p> <p>* To listen and circle rooms in the house</p> <p>*To write sentences in</p>	<p>Knowledge</p> <p>Comprehension</p> <p>Application</p>	<p>-listen and match people and pictures</p> <p><b>*Where are Hala and Amal?</b></p> <p><b>*What is dad doing?</b></p>

	<p>Living room – kitchen – bathroom – bedroom – garden –</p> <p>He \ She isn't in the ---</p> <p>He \ She is in the ---</p> <p>Where are they?</p> <p>They're in the—</p> <p>They're sleeping</p>	<p>your copybook</p> <p>* To answer questions with yes or no</p>	<p>Hots</p>	<p>-Listen and circle rooms in the house</p> <p>-Write in your copybook</p> <p><b><i>Dad isn't in the kitchen. He isn't reading a book</i></b></p> <p>Answer with yes or no</p> <p><b><i>*Is Walid in the living room?</i></b></p> <p><b><i>*He isn't He is -----</i></b></p> <p><b><i>*Are Hala and Amal in the kitchen?</i></b></p> <p><b><i>No, They aren't ---- ----- They're ---- ---</i></b></p>
--	---	--	-------------	--

## Content analysis

### Unit (3) lost!

period	Skills\ content	Objectives	Knowledge Level	Questions
1+2	<p><b>Listening</b> <b>Speaking</b> <b>Reading</b> <b>Writing</b></p> <p>Cupboard- bin – drawer – shelf – lamp – next to – on – in – under – I can't find my pen It's next to the lamp</p>	<ul style="list-style-type: none"> <li>• To talk about where things are</li> <li>• To write about pictures . Use words from a list</li> <li>• To read and write sentences using suitable prepositions</li> </ul>	<p>Knowledge</p> <p>Comprehension</p> <p>Application</p> <p>Hots</p>	<p>.Listen and circle hidden things -Read. Listen and write where things are -Listen and say <b>*I can't find my shoe</b> <b>*it's <u>in the bin</u></b> -Write about the pictures . Use words in the list -Look .Read and write sentences using suitable prepositions <b>Cupboard- bin – drawer – shelf – lamp – next to – on – in – under –</b> I can't find my pen <b>*It's -----the lamp</b></p>
3+4	<p><b>Listening</b> <b>Speaking</b> <b>Reading</b> <b>Writing</b></p> <p>Cupboard- bin – drawer – shelf – lamp – next to – on – in – under – In front of - behind</p>	<p>To talk about where things are using more prepositions.</p> <ul style="list-style-type: none"> <li>• To read, write and circle correct prepositions through looking to the pictures</li> <li>• -Draw things to clarify certain prepositions</li> </ul>	<p>Knowledge</p> <p>Comprehension</p> <p>Application</p> <p>Hots</p>	<p>-listen and match pictures with prepositions -Read. Listen and write true or false <b>*Where's my t-shirt?</b> <b>It's under the bin ( )</b> -Read. Write and</p>



				circle the correct prepositions through looking to the pictures -Draw things to clarify certain prepositions <b>( under – in front of – behind – on )</b>
5+6	<p><b>Listening</b> <b>Speaking</b> <b>Reading</b> <b>Writing</b></p> <p>Is this your bag? Yes, it is. No. it's Fatima's</p>	<ul style="list-style-type: none"> <li>• To talk about people's possessions</li> <li>• To write about people's possessions</li> <li>• To write sentences in your copybook</li> </ul>	<p>Knowledge</p> <p>Comprehension</p> <p>Application</p> <p>Hots</p>	<p>-Listen and write <b>*is this your bag?</b> <b>Yes, it is \ No it isn't it's Fatima's</b></p> <p>-Circle ( <b>my – your – her – his – our – their</b> )</p> <p>Listen and check</p> <p>-Say <b>*is this your kite?</b></p> <p>-Write ( <b>his – her – their</b> ) in the blanks</p> <p>-Write about pictures</p> <p>-Write in your copybook</p> <p><b>The bin is in front of the desk</b></p> <p>*play</p>

### Appendix (3)

#### Specification table

TOPICS		KNOWL EDG %21,7	COMPREHENTI ON %39.1	APPLICATIO N %21,7	HOT S %17, 3	SUM OF QUESTIO NS
VOCABULARY	%20	,88	1,56	,88	,68	4
COMPREHENTION	%20	,88	1,56	,88	,68	4
LANGUAGE	%20	,88	1,56	,88	,68	4
CONVERSATION	%20	,88	1,56	,88	,68	4
WRITTING	%10	,44	,78	,44	,34	10
LISTENING	%10	,44	,78	,44	,34	10
TOTAL	%100					20

**Appendix (4)**

**Exam For The fourth Grade section ( )**

**Name:**.....**Date**.....

**I-Listening**

**1-Circle the word you hear.**

(5 marks)

1- Sameer is from

a- Jordan

b- London

c – Jerusalem

2- Anna speaks

a- Arabic

b- English

c – French

3- Khalid lives in

a- London

b- Jerusalem

c- Amman

4- Amman is the capital of

a- Jordan

b- Britain

c- Palestine

5- London is the capital of

a- Britain

b- Palestine

c- Jordan

**Listen and tick True (T) or False (F)**

(5 marks)

1- She doesn't go to school .....

2- She has her lunch at three O'clock .....

3- She has dinner at seven O'clock .....

4- She goes to bed at six O'clock .....

5- She gets up at ten O'clock .....

**II- Speaking**

(A)

Answer these questions:

(5 marks)

1- What's your name?

.....

2- How are you?

.....

3- How old are you?

.....

4- Where are you from?

.....

5- Do you like onions?

.....

6- What can you see at the zoo?

.....

7- What's the weather like today?

.....

8- Where do you go when your tooth hurts?

.....

9- What do you do at the open day?

.....

10- What time is it?

.....

☺GOOD LUCK☺

**Students listened to this paragraph then answered question number one and two:**

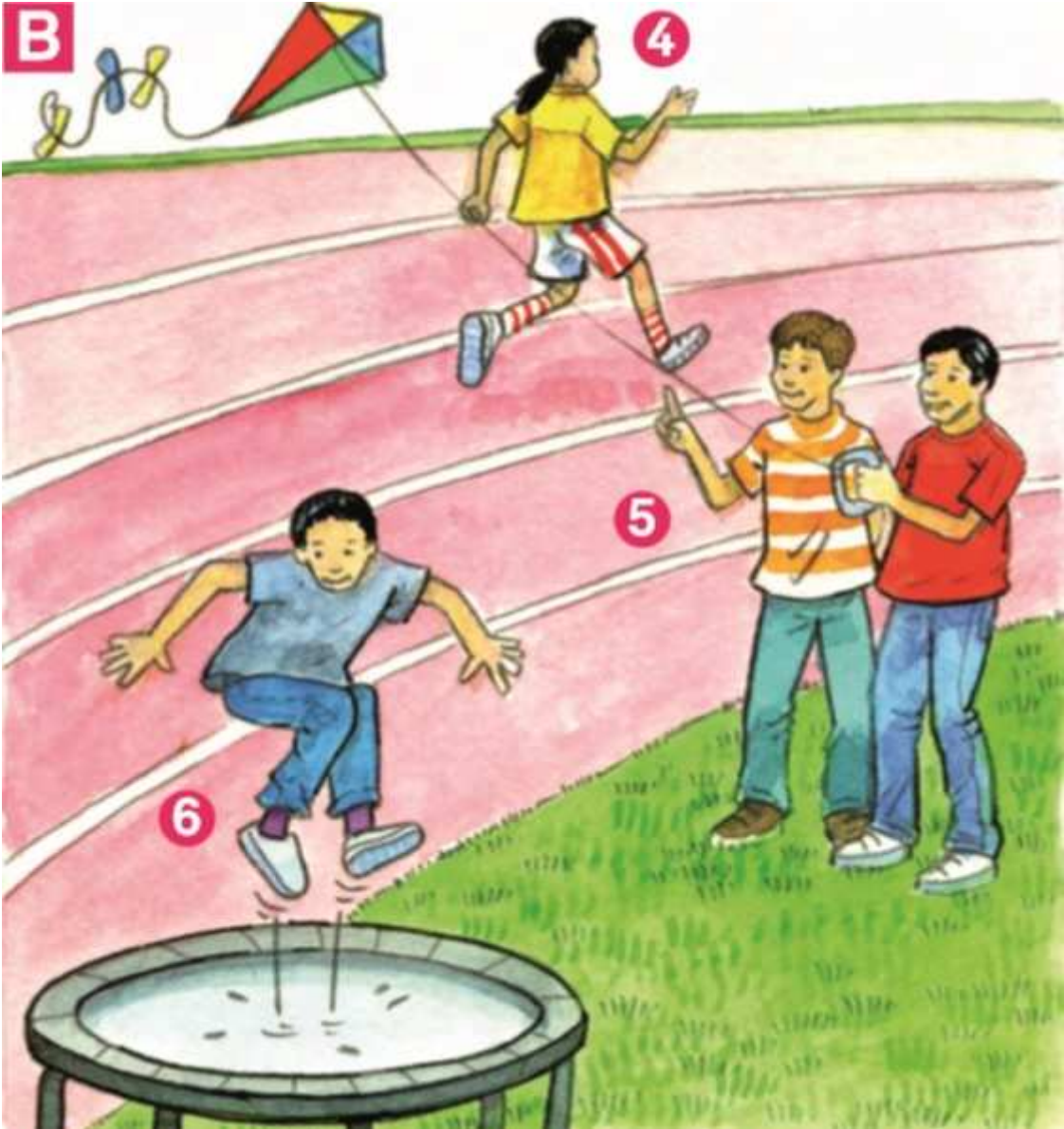
**I am Sameer, I am from Jordan, I speak Arabic, I live in Amman, Amman is the capital of Jordan.**

**I am Anna, I am British, I speak English, I live in London, London is the capital of Britain, it's a very big city.**

**I am Khalid, I am Palestinian, I speak Arabic, I can speak English too, I live in Jerusalem, Jerusalem is the capital of Palestine, it's beautiful city.**

Appendix (5) A





## Appendix (6)

Post test \fourth grade exam section( )

Section one (listening test)

Name.....Date.....

1-Listen and number the pictures:



---

2.Choose the correct answer:

1. Mum is in :

a-Garden

b- kitchen

c- bathroom

2. Mum is :

Reading newspaper

eating

running

3.D ad is in:

Garden

bathroom

livingroom

4.Dad is having:

A shower a dinner a car

---

3.Match:

Mum is in the garden

in the bath room

Dad is having a shower

she is reading a book



Amalis playing in her bed room      in his bed room

Grandfather is sleeping      she is playing in her bed room

---

**4.** Tick T or F:

1. Mum is in the garden .She is reading a book.....

2. Dad is having a shower in the bath room.....

3. Amal is cooking in her bed room.....

4. Amal is playing in her bed room she is playing with her toys.....

---

**5.** Answer these questions:

1. What is your name?

.....

2. How are you?

.....



4. Where are the shoes?

.....



5. Where is the rabbit?

.....

---

Section two (speaking test)

1. Answer these questions:

Is this your bag?: 😞

.....

Is this your pencil? 😞

.....

Is this his ball? 😊

.....

Are these her socks? 😊

.....

---

2. Re order the words to make true sentences:

1. Garden in Mum is the

.....

2. Dad a shower is having .

.....

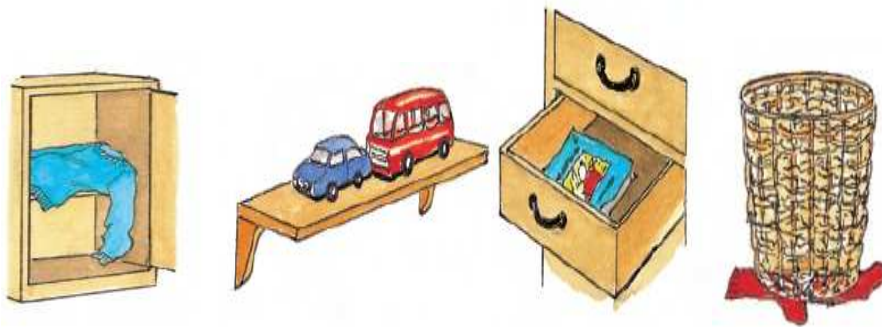
3. are shoes the basket in.

.....

4. Table on is lamp the.

.....

3. Complete the following sentences using the words below:



Cupboard bin shelf drawer

1. The sweater is in the .....
2. The toys are on the .....
3. The book is in the.....
4. The socks are under the .....

---

4. Answer these questions: ☺ means your answer yes, and ☹ means your answer no.

1. Are they in the school? ☺☺☺

.....

2. Is this his ball? ☹

.....

3. Is this her hat? ☺

.....

4. Is he in the garden? 😊

.....

5. Do you like English?

.....

6. Where do you live?

.....

GOOD LUCK

## Appendix (7)

Proficiency	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Description						
Accent						
Grammar						
Vocabulary						
Fluency						
Comprehension						
Total						

## Appendix (8)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**Al-Quds University**  
Faculty of Educational Science  
Graduate Studies Programs



**جامعة القدس**  
كلية العلوم التربوية  
برامج الدراسات العليا

---

الرقم س : 13/08/102/46  
تاريخ : 2013/8/24

الموضوع: تمنين بيهمة الأمر

تحية طيبة وبعد،،

تقوم المطالبة : اتمام محمد عيد قنديل ورقمها الجامعي (21112062) ، بدراسة تتعلق برسالة ماجستير بعنوان :

**"The Effect Of Using Technology On Students English Listening and Speaking Skills in Ramallah Governorate Schools"**

لذا نرجو من حضرتكم تسهيل مهمتها ، وذلك لتطبيق الدراسة خلال الفصل الدراسي الاول 2014/2013.

شاكرين لكم حسن تعاونكم

د. زياد قباجية  
مُنسق برنامج اساليب التدريس





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Tel:02-2799753 Fax:02-2796960 Jerusalem P.O Box 35002

التل: 02-2799753 الفاكس: 02-2796960 القدس من ب 35002

## Appendix (9)

دولة فلسطين  
وزارة التربية والتعليم  
مديرية التربية والتعليم / رام الله والبيرة

State of Palestine  
Ministry of Education  
Directorate of Education Ramallah & AL-Bireh

الرقم: 4620/1/3  
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الموافق: 20 / شوال / 1434هـ

السيدة مديرة مدرسة البيرة الأساسية المختلطة المحترمة  
تحية طيبة وبعد،،،

الموضوع: الدراسة الميدانية

**The effect of using " لا مانع من قيام الطالبة " أنعام محمد عبد قنديل " من إجراء دراستها بعنوان " Technology on students English Listening and speaking skills in Ramallah Governorate schools"**

لا يزال ذلك على سير العملية التعليمية.

(الرجاء تسهيل المهمة)

مع الاحترام..

أ. أيوب عثمان  
مدير التربية والتعليم

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1	د.سمير رمال	محاضر جامعي	√	√	√
2	د. محسن عدس	محاضر جامعي	√	√	
3	د.عفيف زيدان	محاضر جامعي	√	√	
4	د. إيناس ناصر	محاضر جامعي	√	√	
5	ا.ايسة صبيح	مديرة مدرسة	√	√	√
6	ا.سهير نجم	معلمة	√	√	√
7	ا.غادة وهبة	معلمة	√	√	√
8	ا.شهرزاد صرصور	معلمة	√	√	√
9	ا.فخرية احمد	معلمة	√	√	√
10	ا.سلامة المصري	معلم	√	√	√
11	د.مريم محمود	مشرفة	√	√	√
	مجموع المحكمين		11	11	8



## Appendix (11)

### Results of oral post-test for Experimental group & Control group

std	Experimental group						Control group					
	Accent	Gram	Voc	Compr	Fluen	total	Accent	Gram	Voc	Compr	Fluen	total
1	2.33	26.00	17.33	19.00	10.66	75.32	2.00	10.66	8.00	8.00	3.30	31.96
2	2.00	20.00	17.33	14.33	7.33	60.99	1.33	20.00	9.33	10.33	5.33	46.32
3	2.66	12.00	9.33	8.00	5.33	37.32	1.33	24.00	14.66	10.33	13.00	63.32
4	3.66	24.00	16.66	13.66	7.33	65.31	.33	12.00	9.33	8.00	5.33	34.99
5	2.00	26.66	16.66	11.66	8.66	65.64	1.00	18.00	8.00	6.66	2.66	36.32
6	2.33	10.66	16.00	8.00	9.66	46.65	.66	18.00	6.66	8.00	2.66	35.98

Stu\_ student

Gram\_ Grammar

Voc \_ Vocabulary

Compr \_ Comprehension

Fluen\_ Fluency

## **Appendix (12): Teachers' Guidebook**

Unit two: Our house

Aim: to learn rooms in a house; to say where people are; to say what people are doing.

Key language: living room, kitchen, bathroom, bedroom, garden, where's (Dad)? He's / She's in the kitchen.

Materials Pupil's Book: CD 1, Unit 2 Poster, Flashcards (Unit 2), Word cards (see Language Building for details) and the educational website.

Period 1 – Learn

### **LANGUAGE PRESENTATION 8 minutes 11**

1. Greet the class. Encourage the children to respond.
2. Ask what's the weather today? Elicit response, prompting as necessary (It's hot/cold and sunny/rainy/cloudy/windy).
3. Display Unit 2 poster. Ask what can you see? Elicit as much as possible in English (family members, TV, doll, bed, etc).

Praise the children's efforts.

4. Display unit 2 flashcards (rooms). Say Listen, play recording and point to rooms.
5. Point to the flashcards to elicit the names.

### **Audio**

The living room, the kitchen, the bedroom, the garden, the bathroom  
Connect the internet then use the educational website by present the lesson by using the (LCD) then let students practice one the e book to elicit the names and practice the two skills listening and speaking. First, present the lesson in front of the students then ask them to practice at home and evaluate themselves.

### **LANGUAGE BUILDING 7 minutes**

Before the lesson:

Prepare word cards: He's / She's / in / the / living room /kitchen / bathroom / bedroom / garden

1. Ask the children to match the room word cards to the flashcards.
2. Say: She's in the bedroom. Distribute the word cards to five children and ask them to stand in line to make the sentence.  
The class confirms and read it aloud. Put it on the board. Then ask the class to confirm and read aloud all sentences/ questions made in the Language Building sections.
3. Ask children to make as many sentences as they can with the word cards (10, including the one they've already made).

Connect the internet then use the educational website then let the students practice one the e-book to elicit the names and practice the two skills listening and speaking. First, present the lesson in front of the students then ask them practice at home and evaluate them.

Ask students to pick out meaning by opening the dictionary and listening to the correct pronunciation then listening to the first song and repeat it more than one.

### **ACTIVITY: 12 minutes**

1. Ask the children to read the room labels aloud.
2. Say: Listen. Play recording. On first listening, the children find the rooms mentioned.
3. Say: Listen. Play recording again. Pause after Hala talks about the first room. Ask one of the students: Where are they?  
Elicit the living room. Say Write. Model writing 1 in the box by living room
4. Play recording from the beginning, pausing after each description for the children to write the number by the appropriate room.
5. Elicit answers. The children correct their work.
6. Ask which room Hala doesn't show Fiona, eliciting mum and dad's bedroom. Ask: who's in there? Teach No one.

Connect the internet then use the educational website then let the students practice one the e-book to practice the two skills listening and speaking. First, to present the lesson in front of the students then to ask them practice at home and evaluate themselves

Play the first games in gust few minutes

### **Period 1&2– Learn**

#### **Audio**

- Welcome to our house! Come and see all the rooms.
- One
- This is the living room. Oh, there's no one here.
- Two
- This is the kitchen. Mmmm; mum's cooking.
- Three
- This is the bathroom. Dad's in there. He's having a shower.
- Four
- And this is my bedroom.
- And my bedroom.
- Hi, Amal. What a lovely house, Hala!
- Five
- Look out the window. You can see the garden.
- Let's play in the garden!

The teacher presents the lesson by using (LCD) in front of the students then to ask them practice at home and evaluate themselves.

Answers: 1: living room; 2: kitchen; 3: bathroom; 4: my bedroom; 5: garden.

This can be shown on the web site then asking student to practice at home then do the exercise that related the lesson at the least time that student can do.

Listen to the first story at home and ask them to answer some questions about the story.

### **ACTIVITY 2 10 minutes**

- 1 .Say: Listen and say. Play the first part of the recording, pause after the sound effect for each room for the children to say which room it is.
2. Play recording for Activity 1 again. Ask children to listen carefully to find out which rooms the people are in. Encourage them to make notes.
3. Play the second part of the recording for Activity 2, pausing after each question so that the children can answer

### **Audio**

- 1 .Where's this? [SFX TV]
2. Where's this? [SFX cooking noises]
3. Where's this? [SFX shower]
4. Where's this? [SFX pop music]
5. Where's this? [SFX birdsong]
6. Who's in the living room?
7. Where's Hala's mum?
8. Where's Hala's dad?
- 9 .Where's Amal?
- 10 .Where does Fiona want to play?

Connect the internet then use the educational website then let the students practice one the e book to practice the two skills listening and speaking. First, the teacher presents the lesson by using (LCD) in front of the students then to ask them practice at home and evaluate themselves.

Answers: 1 the living room 2 the kitchen 3 the bathroom 4 Hala and Amal's bedroom 5 the garden 6 no one 7 in the kitchen 8 in the bathroom 9 in her bedroom 10 in the garden

### **ACTIVITY 3 5 minutes**

1. Ask pairs of children to read the speech bubbles aloud.
  2. Ask the questions in the second part of the Activity 2 recording, in random order.
  3. Say "Say". Put the children in pairs: they take it in turn to ask and answer the questions.
  4. Everyone says Goodbye.
- The teacher present the lesson by using (LCD) in front of the students then to ask them practice at home and evaluate themselves .Students repeat what they hear more than one time, to practice the students on listening and speaking.

Play the second games in gust few minutes

### **Period 2 – Practice**

#### **LANGUAGE PRESENTATION 8 minutes 11**

1. Ask the children to read the room labels aloud.

2. Say Listen. Play recording. On first listening, the children find the rooms mentioned.
3. Say Listen. Play recording again.

Write: model writing 1 in the box by living room. Play recording from the beginning, pausing after each description for the children to write the number by the appropriate room.

5. Elicit answers. The children correct their work.

6. Ask which room Hala doesn't show Fiona, eliciting mum and dad's bedroom. Ask who's in there? Teach No one.

Connect the internet then use the educational website then let the students practice one the e book to practice the two skills listening and speaking. First, the teacher presents the lesson by using (LCD) in front of the students then to ask them practice at home and evaluate themselves.

#### **LANGUAGE BUILDING 7 minutes**

Before the lesson:

Prepare word cards: He's / She's / in / the / living room /kitchen / bathroom / bedroom / garden

1. Ask the children to match the room word cards to the flash cards.
2. Say She's in the bedroom. Distribute the word cards to five children and ask them to stand in line to make the sentence.

The class confirms and read it aloud. Put it on the board. Then to ask the class to confirm and read aloud all sentences/questions made in the Language Building sections.

3. Ask children to make as many sentences as they can with the word cards (10, including the one they've already made).

Connect the internet then use the educational website then let the students practice one the e book to elicit the names and practice the two skills listening and speaking .first to present the lesson in front of the students then to ask them practice at home and evaluate themselves.

#### **ACTIVITY 1 5 minutes**

1. Elicit the rooms pictured.
2. Ask children to read the words aloud.
3. Say: Read and match. Check that the children are matching the text and pictures correctly.
4. The children check their work in pairs.
5. Elicit answers. Ask a child to write answers on the board. The children correct their work.

Connect the internet then use the educational website then let the students practice one the e book to elicit the names and practice the two skills listening and speaking .first to present the lesson in front of the students then to ask them practice at class by doing the matching and at home practice more and more then evaluate themselves at the shortest time they could answers and evaluate themselves.

Listen to the second story at home and ask them to answer some questions about the story

Answers: 1 e 2 d 3 a 4 b 5 c

#### **ACTIVITY (2) 10 minutes**

1. Elicit the rooms pictured.
2. Ask children to read the words in the word box aloud.

3. Ask Picture one. Where's Amal? Elicit She's in the living room.  
Say Write. Model writing the sentence in the book.
4. Say Write. Monitor and help as necessary.
5. The children check their work in pairs.
6. Say. Elicit answers, using the same approach as in 3. Ask different children to prompt and respond each time. Write the sentences on the board. The children correct their work.

Connect the internet then use the educational website then let the students practice one the e-book to elicit the names and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by doing the matching and at home practice more and more then evaluate themselves at the shortest time they could answers and evaluate themselves.

Answers:

- 1 She's in the living room.
- 2 She's in the kitchen.
- 3 She's in the garden.
- 4 She's in the bedroom.
- 5 She's in the bathroom.

Ask students to pick out meaning by opening the dictionary and listening to the correct pronunciation then listening to the first song and repeat it more than one.

### **REVIEW 10 minutes**

1. Ask a child to choose a room (without telling anyone) and to do a mime of something you do in the room. The rest of the class try to say where he/she is (e.g.) He's in the living room.

The first child to work it out does the next mime. Repeat until lots of children have had a go.

Play the third game in just few minutes

2. Everyone says Goodbye.

### **Unit 2**

Aims to talk about where people are and what they're doing.

Key language reading: newspaper, having a shower, watching TV, cooking, sleeping, playing with toys; Where's dad/mum? He's/She's in the kitchen. What's he/she doing? He's/She's cooking.

Materials Pupil's Book, CD 1, Unit 2 Poster, Flashcards (Unit 2 – activities), Word cards (see

Language Building for details)

Period 3 – Learn

### **LANGUAGE PRESENTATION 8 minutes 14**

1. Greet the class. Encourage the children to respond.
2. Ask what's the weather today? Elicit response, prompting as necessary (It's hot/cold and sunny/rainy/cloudy/windy.).

3. Display Unit 2 Posters. Ask what can you see? Elicit as much as possible in English (family members, TV, doll, bed, etc.). Ask: where are the boys? This might help to elicit In the kitchen. Repeat with the other family members/rooms.
4. Say Listen. Then, play recording, point to the activity on the poster. Repeat.
5. Display Unit 2 flashcards (activities). Elicit the activities.

Connect the internet then use the educational website then let the students practice one the e book to elicit the names and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by doing the matching and at home practice more and more then evaluate themselves at the shortest time they could answers and evaluate themselves.

Ask students to pick out meaning by opening the dictionary and listening to the correct pronunciation then listening to the first song and repeat it more than one.

### **Audio**

What are you doing?

Reading a newspaper

Having a shower

Watching TV

Cooking

Sleeping

Playing with toys

Students match what they hear to the pictures.

Listen to the third story at home and ask them to answer some questions about the story.

### **LANGUAGE BUILDING 7 minutes**

Before the lesson:

Prepare wordcards: He's/ She's/ reading a newspaper/ having a shower/ watching TV/ cooking/ sleeping/ playing with toys.

1. Distribute the word cards for (He's watching TV). To four children and ask them to stand in line to make the sentence. The class confirms and reads it aloud. Then they put the sentence on the board.
2. Ask children to make as many sentences as they can with the word cards (12, including the one they've already made).

Connect the internet then use the educational website then let the students practice one the e-book to elicit the names and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by doing the matching and at home practice more and more then evaluate themselves at the shortest time they could answers and evaluate themselves.

Play the fourth game in gust few minutes and listen to the second song and repeat it.

### **ACTIVITY 1 10 minutes 15**

1. Say Read. Ask pairs of children to read the speech bubbles. Then ask other children to read the picture labels.

2. Ask a child to read sentence 1 aloud. Say Listen. Play records, pause at the end of the first section. Read sentence 1 aloud again. Ask: Is Mum in the garden? Elicit Yes. Ask: Is she reading a book? Elicit No. Model writing a cross in the book.
3. Say: Listen and write. Continue playing records, pause at the end of each section so that the children can write a tick (if the information is correct) or a cross (if it's wrong).
4. The children check their work in pairs.
5. Elicit answers, asking children for the correct version of the sentences which are wrong. The children correct their work.

### Audio

- 1 – Where's mum?
  - She's in the garden.
  - What's she doing?
  - She's reading a newspaper.
- 2 – Dad's in the bathroom. He's having a shower.
- 3 – Grandmother's in the kitchen. She's cooking.
- 4 – Grandfather's in the bedroom. He's sleeping.
- 5 – Amal's in her bedroom. She's playing with toys.
- 6 – Where are you Hala?
  - I'm in the living room.
  - What are you doing?
  - I'm watching TV.

First, connect the internet. Secondly, use the educational website. Then, let the students practice one the e-book to elicit the sentences and practice the two skills listening and speaking. A teacher should first present the lesson in front of the students then ask them to practice at class by repeating what they hear orally. They need to practice one more time the lesson at home.

Ask students to pick out meaning by opening the dictionary and listening to the correct pronunciation then listening to the first song and repeat it more than one time.

Answers: 1 7 – reading a newspaper 2 3 3 7 – cooking 4 3 5 7 –playing with toys 6 3

Aims to talk about where people are and what they're doing.

Key language: reading a newspaper, having a shower, watching TV, cooking, sleeping, playing with toys, where's dad/mum? He's/She's in the kitchen. What's he/she doing? He's/She's cooking.

Materials Pupil's Book: CD 1, Unit 2 Poster, Flashcards (Unit 2 – activities), Word cards (see Language Building for details) and the educational website.

### Period 3&4

#### ACTIVITY 2: 10 minutes 16

1. Say Listen. Play recording for Activity 1 again. The children listen to remind themselves of the facts for each character.
2. Inform the children that they are now going to be asked questions about people in Activity 1. They will hear the recording for Activity 2 twice. On first listening, they should note down short answers to the questions. Say: Listen. Play recording for Activity 2, pausing after each question so the children can note answers.



3. Play recording for Activity 2 again so the children can check their answers.
4. Say: Listen and say. Play recording for Activity 2 again, pause so children answer orally in the gaps.

#### Audio

- Where's mum?
- What's she doing?
- Where's dad?
- What's he doing?
- Where's grandmother?
- What's she doing?
- Where's grandfather?
- What's he doing?
- Where's Amal?
- What's she doing?
- Where's Hala?
- What's she doing?

Connect the internet then use the educational website then let the students practice one the e-book to elicit the names and practice the two skills listening and speaking. First, teacher should present the lesson in front of the students then to ask them practice at class by doing the matching and at home practice more and more then evaluate themselves at the shortest time they could answers and evaluate themselves.

Answers: in the garden; reading a newspaper

In the bathroom; having a shower

In the kitchen; cooking

In the bedroom; sleeping

In her bedroom; playing with toys

In the living room; watching TV

Listen to the first story at home and ask them to answer some questions about the story as a revision to it.

#### **ACTIVITY 3: 5 minutes**

1. Ask pairs of children to read the speech bubbles aloud.
2. Ask the questions in the Activity 2 recording again, in random order.
3. Get the children to work in pairs, taking it in turns to ask and answer questions about the people in Activity 1.
4. Everyone says Goodbye.

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by matching the lesson sentences with what they here.

Play the fourth game in just few minutes.

### **Period 4 – Practice.**

#### **LANGUAGE PRESENTATION 8 minutes 14**

1. Say Listen. Play recording for Activity 1 again. The children listen to remind themselves of the facts for each character.
2. Tell the children they are now going to be asked questions about the people in Activity 1. They will hear the recording for Activity 2 twice. On first listening, they should note down short answers to the questions. Say Listen. Play recording for Activity 2, pausing after each question so the children can note answers.
3. Play recording for Activity 2 again so the children can check their answers.
4. Say Listen and say. Play recording for Activity 2 again, pause so the children answer orally in the gaps.

#### **LANGUAGE BUILDING 7 minutes**

1. Say Listen. Play recording for Activity 1 again. The children listen to remind themselves of the facts for each character.
2. Tell the children they are now going to be asked questions about the people in Activity 1. They will hear the recording for Activity 2 twice. On first listening, they should note down short answers to the questions. Say Listen. Play recording for Activity 2, pausing after each question so the children can note answers .
3. Play recording for Activity 2 again so the children can check their answers.
4. Say Listen and say. Play recording for Activity 2 again, pause so the children answer orally in the gaps.

#### **ACTIVITY 1 5 minutes**

1. Ask the children to look at page 12. Elicit the activities pictured.
2. Say Read. Ask children to read the sentences aloud. Elicit the correct versions from the options given.
3. Say Read and circle. Check that the children are circling the correct words.
4. Elicit answers. Write them on the board or use the word cards. The children correct their work.

Connect the internet then use the educational website then let the students practice on the e book to circle the correct word and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by matching the lesson sentences with what they here.

Answers: 1 bathroom; having a shower 2.watching TV; living room 3 cooking; kitchen 4.her; playing with toys

Listen to the second story at home and ask them to answer some questions about the story as a revision to it.

#### **ACTIVITY 2 10 minutes**

1. Elicit what the people pictured are doing. Ask children to read aloud the words in the word box.
2. Say Write. Ask the children to label the pictures, using the words in the word box.
3. The children check their work in pairs.

4. Elicit answers. The children correct their work.

Answers:

1. He's watching TV.
- 2 She's sleeping.
- 3 She's reading a book.

### **ACTIVITY 3 10 minutes 17**

1. Ask children to read the text aloud. Elicit the missing phrases.
2. Say Write. Check that the children are completing the text of the song.
3. Say Listen. Play recording, so that the children can check their work.
4. Work out actions together for the activities.
5. Say Sing and do. Ask the children to sing along and do the actions. Repeat.
6. Everyone says Goodbye.

### **Audio**

What are you doing?

Lots of words and pictures!

I'm reading a newspaper.

Here in the living room.

What are you doing?

Hear the water splashing.

I'm having a shower.

Here in the bathroom.

What are you doing?

Balls and kites and yo-yos!

I'm playing with my toys.

Here in my bedroom.

What are you doing?

Lovely chips and chicken!

Look at me – I'm cooking.

Here in the kitchen.

Ask students use the website and to pick out meaning by opening the dictionary and listening to the correct pronunciation then listening to the first song and repeat it more than one.

Answers: reading a newspaper, having a shower, playing with my toys, cooking

### **Period 5 – Learn**

#### **LANGUAGE PRESENTATION 8 minutes 18**

1. Greet the class. Encourage the children to respond.
2. Ask what day is it? Elicit It's Sunday/Monday/Tuesday/Wednesday/Thursday.
3. Show Unit 2 posters. Ask what can you see?
  - Elicit as much as possible in English (family members, TV, doll, bed, etc.).
  - Ask where are the boys? To elicit In the kitchen. Repeat with the other family members/rooms.
  - Ask what's the girl doing? To elicit She's playing with her toys.

4. Show the bathroom, bedroom, garden and living room flashcards. Draw a cross by bathroom and garden.
5. Say Listen. Play recording, point to the flash cards. Shake your head to emphasize the meaning of the negative isn't.  
Repeat.
6. Display all the room flashcards. Write a cross by three of them. Ask Where's Ali? Elicit positive and negative sentences  
(He's in/He isn't in ...).
7. Repeat 6 with Rania.

### Audio

- Where's dad? He isn't in the bathroom.
- He's in the bedroom.
- Where are mum and grandmother? They aren't in the garden.
- They're in the living room.

### LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: isn't / they / aren't Plus word cards from Unit 2 Period 1.

1. Hand out the room flashcards to five children. Point to each one in turn, as you point, they shake their head. Elicit He/ She isn't in + room of the flashcard they are holding.
2. Distribute the word cards for He isn't in the garden. to six children and ask them to stand in line to make a sentence .The class confirm and read it aloud. Put the sentence on the board.
3. Display the other word cards too. Ask children to change the sentence to say they aren't in the kitchen.
4. Repeat 3, using he/she/they in random order and different rooms.

Connect the internet then use the educational website then let the students practice on the e book to circle the correct word and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by matching the lesson sentences with what they here.

Play the fifth game in just few minutes.

### ACTIVITY 1 10 minutes 19

1. Ask pairs of children to read the speech bubbles aloud.
2. Elicit the people and places pictured.
3. Say Listen and match. Play recording, pause at the end of the first section. Ask Is Mum in the kitchen? Elicit No. Confirm: No, she isn't in the kitchen. Ask: Is she in the bathroom? Elicit: Yes, she's in the bathroom.
4. Continue playing recording, pausing so that the children can match the people and places.
5. Say. The children check their work in pairs, taking it in turn to ask Where's ...? And say: Where the people are.  
Explain that isn't is used when something is not the case.
6. Play recording again, pausing so the children can check and correct their work.

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by matching the lesson sentences with what they here.

Play the fifth game in gust few minutes then listen to the first song and repeat it.

## **Unit 2**

Aims to talk about where people are/aren't and what they're doing/not doing

Key language living room, kitchen, bathroom, bedroom, garden, Where's ...? He/She isn't inthe ... He's/She's in the ... Where are they?

They aren't in the ... They're in the ... He's/She's/ They're sleeping.

Materials Pupil's Book, CD 1, Poster 2, Flashcards (Unit 2 – rooms), Word cards (see Language Building for details) and the educational website.

### **Period 5&6**

#### **Audio**

- Where's mum? She isn't in the kitchen.
- She's in the bathroom.
- Where are Hala and Amal? They aren't in the living room.
- They're in the kitchen.
- Where's grandmother? She isn't in her bedroom.
- She's in the garden.
- Where's grandfather? He isn't in the bathroom.
- He's in his bedroom.
- Where are aunt and uncle? They aren't in the garden.
- They're in the living room.

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by matching the lesson sentences with what they heard then doing the match exercise .

Answers: mum – bathroom Hala and Amal– kitchen grandmother– garden grandfather – bed room \_aunt and uncle – living room

Listen to the first story at home and ask them to answer some questions about the story.

#### **ACTIVITY (2)5-20 minutes**

1. Elicit the places (1–3) and the activities (4–6).
2. Say Listen. Play recording, pause at the end of the first section. Ask: Is grandfather in the living room? Elicit No. Confirm: No, he isn't in the living room. Ask is he in the bathroom? Elicit: Yes, he's in the bathroom.Say Circle. Model circling the bathroom picture in the book.
3. Continue playing recording, pausing at the end of eachsection so that the children can circle the correct picture.
- 4.The children check their work in pairs.

5. Play recording again, pausing so the children can correct their work.

### **Audio**

- 1 – Where's grandfather? He isn't in the living room.  
– He's in the bathroom. He's having a shower.
- 2 – Mum isn't in the kitchen. She's in the bedroom. She's sleeping.
- 3 – Where's dad? He isn't in the garden.  
– He's cooking. He's in the kitchen.
- 4 – What are Hala and Amal doing? They aren't playing with their toys.  
– They're cooking with dad.
- 5 – What are aunt and uncle doing? They aren't sleeping.  
– They're watching TV in the living room.
- 6 – Grandmother, what are you doing? Oh! She isn't reading a newspaper – she's sleeping!

Answers: In bold in

### **Audio**

#### **ACTIVITY (3) 10 minutes**

1. Point to the pictures in Activity 1. Ask: Where are Hala and Amal? Elicit: They're in the kitchen. Repeat with the other characters. You could ask different children to ask and answer the questions.
2. Ask what the characters are doing, using the details in the Activity 2 recording. Elicit answers.
3. Say: Say. The children work in pairs, taking it in turn to ask a question and to make a negative statement, and to respond.
4. Everyone says Goodbye.

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking.

#### **LANGUAGE PRESENTATION 8 minutes 18**

**As Period 5.**

#### **LANGUAGE BUILDING 7 minutes**

**As Period 5.**

#### **ACTIVITY 1 5 minutes**

Say: Write in your copybook. Monitor and help as necessary.

#### **ACTIVITY 2 10 minutes**

1. Say Play. Where are they?
  - The children need two pens or pencils (e.g. red and blue).
  - They choose a place for each character, ticking the relevant box with the red pen, without showing their partner (so if they want Fiona to be in the kitchen, they go along the Fiona row until they get to the kitchen column, and write a tick in the box there).
  - Explain that the aim of the game is to work out your partner's choices by asking and answering questions, e.g. Is Walid in the bathroom? No, he isn't (in the bathroom).

They use the blue pen to note the information, writing a cross in the box if the answer is negative and a tick if the answer is: Yes. The winner is the first one to correctly identify the places for all of the characters.

Connect the internet then use the educational website then let the students practice on the e-book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by matching the lesson sentences with what they here.

Listen to the third story at home and ask them to answer some questions about the story  
Lost!

Aim to talk about where things are

Key language cupboard, bin, drawer, shelf, lamp; next to, on, in, under; I can't find my pen. It's next to the lamp.

Materials Pupil's Book, CD 1, Poster 3, Flashcards (Unit 3 – house items), Word cards  
(See Language Building for details)

### **Period 1 – Learn**

#### **LANGUAGE PRESENTATION 8 minutes 21**

1. Greet the class. Encourage the children to respond.
2. Ask what day is it? Elicit response, prompting as necessary (It's Sunday.)
3. Show Unit 3 poster.
  - Ask what can you see? Elicit as much as possible in English – most of the items are review.
  - Ask questions to review in/on/next to/under, e.g. Where's the yellow t-shirt? (It's next to the bin.)
4. Show Unit 3 flashcards (house items). Say Listen. Play recording, point to the flashcards. Repeat.
5. Point to Unit 3 flashcards to elicit the words.

### **Audio**

Cupboard, bin, drawer, lamp, shelf

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally.

Ask students to pick out meaning by opening the dictionary and listening to the correct pronunciation then listening to the first song and repeat it more than one.

#### **LANGUAGE BUILDING 7 minutes**

Before the lesson:

Prepare word cards: It's / on / in / next to / the / cupboard / shelf / bin / drawer / lamp.

1. Display flashcards and word cards for cupboard, shelf, bin, drawer, and lamp. Ask children to match them.
2. Revise on, in, next to using actions.

3. Distribute the word cards for it's on the shelf. To five children and ask them to stand in line to make a sentence. The class confirms and read it aloud. Put the sentence on the board.
4. Ask children to change the sentence to say It's in the bin.
5. Repeat 4, using the prepositions and places in random combinations.

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally.

Listen to the first song and repeat it.

### **ACTIVITY 1 10 minutes 22**

1. Ask a pair of children to read the speech bubbles aloud. Then ask different children to read the labels.
2. Say Listen. Play recording, pausing after the first answer . Ask where's Hamzah's bag? Elicit It's in the cupboard. Say Circle. Model finding the bag in the cupboard and circling it.
- 3 .Continue playing recording, pausing after each answer to elicit where the lost item is and to give the children time to find and circle it.

Audio

- I can't find my bag.
- It's in the cupboard.
- Where's my shoe?
- It's in the bin – and your book's in the drawer!
- Now I can't find my t-shirt!
- It's on your chair.
- Where's my pen? I can't find it!
- It's next to the lamp.
- Great. Oh, no! I can't find my ball.
- It's on the shelf.
- Thank you, Walid!

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by matching the lesson sentences with what they here.

Answers: bag in cupboard, shoe in bin, book in drawer (on the shelf also correct – not in the recording, but shown in the picture),

Ask students to pick out meaning by opening the dictionary and listening to the correct pronunciation then listening to the first song and repeat it more than one.

### **Period 1&2**

### **ACTIVITY 2 5 minutes 23**

1. Say Read. Ask children to read the sentences aloud. Elicit the missing word each time.
2. Say Listen and write. Play recording. Pause so that the children can write in the word each time.
3. Say Listen. Play recording again so the children can check their work.



4. Display the word cards for the answers. Ask different children to identify the correct word card for each answer.

The children correct their work.

### **Audio**

As Activity 1

Answers: 1 cupboard; 2 drawer; 3 bin; 4 chair; 5 lamp; 6 shelf

Play the fifth games in just few minutes

### **ACTIVITY 3: 5 minutes 24**

1. Ask the children to look at the picture in Activity 1.

Say: Listen. Play recording. Pause after each question so the children can find the item.

2. Say Listen and say. Play recording again. Pause after each question so the children can respond. Short answers are acceptable.

### **Audio**

1 Where's Hamzah's bag?

2 Where's his shoe?

3 Where's his book?

4 Where's his t-shirt?

5 Where's his pen?

6 Where's his ball?

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by matching the lesson sentences with what they here.

Answers: 1 in the cupboard 2 in the bin 3 in the drawer

4 on the chair 5 next to the lamp 6 on the shelf

Listen to the first story at home and ask them to answer some questions about the story

### **ACTIVITY (4) 5 minutes**

1. Ask a pair of children to read the speech bubbles aloud.

2. Ask questions about the location of items in the picture in Activity 1.

3. Say: Say. The children work in pairs, taking it in turn to ask and answer questions about the items in the picture in activity 1.

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by matching the lesson sentences with what they here and to evaluate themselves.

Play the first games in just few minutes.

4. Everyone says Goodbye.

**Period 2 – Practice**

**LANGUAGE PRESENTATION 8 minutes 21**

**As Period 1.**

**LANGUAGE BUILDING 7 minutes**

**As Period 1.**

**ACTIVITY 1 10 minutes**

1. Say Read. Ask children to read aloud the words in the word box. Ask different children to read aloud the sentences.

Elicit the missing word each time.

2. Say One. The sweater is in the ... ? Elicit Cupboard. Ask: Which picture? Elicit b.

3. Say: Write. Check that the children are matching the sentences and pictures and are completing the sentences correctly.

4. Elicit answers. The children correct their work.

present the lesson in front of the students by using (LCD) then to ask them practice at class by repeating what they hear orally then at home practice more and more by matching the lesson sentences with what they here and to evaluate themselves.

Answers: 1 b cupboard; 2 c drawer; 3 d shelf; 4 a bin

Ask students to pick out meaning by opening the dictionary and listening to the correct pronunciation then listening to the first song and repeat it more than one.

**ACTIVITY (2) 10 minutes**

1. Say: Look. Give the children 1 minute to look at the picture in Activity 1 on p. 16. Tell them to try and memorize where all the items are.

2. Say Read. Ask children to read aloud the words in the word box, then the sentences in the speech bubbles.

3. Ask the children to fold their books so that they can't see the picture on p. 16. Say Write. They then do Activity 2 on p. 17, writing the details from memory (If they need support, do the activity orally before they begin writing.).

4. The children check their work by looking at page 16. Present the lesson in front of the students by using (LCD) then to ask them practice at class by repeating what they hear orally then at home practice more and more by matching the lesson sentences with what they here and to evaluate themselves.

Listen to the first story and repeat it.

5. Elicit answers. The children correct their work.

Answers: 1- It's in the drawer. 2- It's on the chair. 3- It's next to the lamp. 4- It's on the shelf.

Play the fifth game in gust few minutes

**REVIEW 5 minutes**

1. To review prepositions, put a pencil in your bag. Elicit It's in the bag. Repeat with other items/places (e.g. The crayon/boy, on the desk, next to the door ... etc.). Ask children to give some of the prompts for the rest of the class to guess.

Period 3 – Learn

**LANGUAGE PRESENTATION 8 minutes 25**

1. Greet the class. Encourage the children to respond.

2. Ask: what day is it? Elicit: It's Monday.

3. Show: Unit 3 Poster.

- Ask what can you see? Elicit as much as possible in English.

- Ask questions to review in/on/next to/under, e.g. Where's the yellow t-shirt? (It's next to the bin.)

4. Say Listen. Play recording. Point to the items on the poster and clearly indicate the meaning of the prepositions behind, in front of.

5. Show Unit 3 flashcards (prepositions). Elicit the words.

### **Audio**

The doll is behind the bag.

The bin is in front of the door.

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by doing the multiple choice and to evaluate themselves.

Ask students to pick out meaning by opening the dictionary and listening to the correct pronunciation then listening to the first song and repeat it more than one.

### **LANGUAGE BUILDING 7 minutes**

#### **Before the lesson:**

Prepare word cards: behind / in front of / under

Plus word cards from Unit 3 Period 1

Display word cards. Ask children to make six sentences, each with a different preposition and place.

### **ACTIVITY 1 5 minutes 26**

1. Ask children to read the prepositions aloud.

2. Elicit items in the pictures.

3. Say Listen and write. Play recording, pausing after each description so that the children can write the number of the correct picture for each one .

4. Elicit answers. Ask a child to use the word cards to show the answer. The children correct their work.

Audio

– In front of Fiona

– Under the desk

– Behind the bed

Answers: in front of 2, under 3, behind 1

Listen to the second story at home and ask them to answer some questions about the story

### **ACTIVITY 2 10 minutes 27**

1. Read the speech bubble aloud. Ask the children to look at the picture and tell you in Arabic what does (What a mess!) mean?
2. Ask the children to say (What a mess!) with expression. Ask them in Arabic if their bedroom looks like the one in the picture. Ask Why?
3. Say: Read. Ask children to read aloud the sentences.
4. Say: Listen. Play recording. On first listening, the children just focus on understanding.
5. Say Listen and write. Play recording again, pausing so that the children can write for each sentence a tick (if it's correct) and a cross (if it's wrong).
6. Elicit answers, asking for the correct version of the sentences which are false. The children correct their work.

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more and doing the writing by themselves.

Listen to the second song and repeat it.

### **ACTIVITY 3 5 minutes 28**

1. Say Listen. Play recording for Activity 2 again. Ask the children to focus on where the items are.
2. Say Listen and say. Play recording for Activity 3, pausing so that the children can answer the questions .For the last question , tell children to find the answers in the picture in Activity 2

### **Audio**

- 1 Where are the shoes?
- 2 Where's the t-shirt?
- 3 Where's the bin?
- 4 Are the books on the desk?
- 5 Where's the banana?

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by doing the multiple choices and to evaluate themselves.

Answers: 1 behind the door 2 in the bin 3 in front of the desk 4 no 5 under the bed  
Play the first game in just few minutes

#### **ACTIVITY 4 5 minutes**

1. Say: Say. The children work in pairs, taking it in turn to ask and answer questions about the picture in Activity 2.
2. Encourage the children to try and make up questions about items that have not already been talked about in Activity 2 and Activity 3. They will need to look at the picture carefully.
3. Everyone says Goodbye

#### **Period 4 – practice**

#### **LANGUAGE PRESENTATION 8 minutes 25**

#### **As Period 3 .**

#### **LANGUAGE BUILDING 7 minutes**

#### **As Period 3 .**

#### **ACTIVITY 1 10 minutes**

1. Elicit the items/people in the pictures.
2. Say Read. Ask a child to read the first sentence aloud. Ask which picture? Elicit: d. Say: Write. Model writing: d in the book as an example. Repeat the question for the other sentences.
3. Say: Write. Check that the children are matching the sentences and the pictures correctly.
4. Elicit: answers.
5. Ask a child to read the first sentence loudly. Elicit the correct version from the two options given. Say: Circle. Model circling in front of in the book. Elicit the correct versions for the other sentences.
6. Say: Circle. Check that the children are circling the correct versions. The children check their work in pairs.
7. Ask a child to call out correct answers. Ask a child to use word cards on the board. The children correct their work.

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by matching the lesson sentences with what they here and to evaluate themselves.

Answers: 1 d in front of 2 f in 3 a under 4 c behind 5 b in 6 e under  
Listen to the third song and peat it.

#### **ACTIVITY 2 10 minutes**

1. Model the activity. Sketch a table on the board and draw a cat under it. Elicit the cat is under the table.
2. Say: Draw. Ask the children to draw four pictures showing any items they know in English under/in front of/behind/on the items shown.
3. Say: Say. The children work in pairs: they take it in turn to tell each other about their drawings.
4. Ask some pairs to tell the class about their drawings.

## **REVIEW 5 minutes**

1. Play Teacher says (p. 8) to review prepositions. You could use the actions for in, on, under, next to, in front of, behind or more specific instructions, e.g. Sit under your desk.  
Put your hands in front of your face.  
Put your hands behind your head.  
Put your hands on your book, etc.
2. Everyone says Goodbye.

## **Period 5 – Learn**

### **LANGUAGE PRESENTATION 8 minutes 29**

- 1 Greet the class. Encourage the children to respond.
2. Ask what day is it? Elicit It's ...
3. Show Unit 3 posters.
  - Ask what can you see? Elicit as much as possible in English.
  - Ask questions to review in/on/next to/under/in front of/behind, e.g. Where's the keyboard? (It's in front of the computer.)
4. Say Listen. Play recording. Hold up or point to the items as they are mentioned. When the answer is yes, nod; when it's no, shake your head.
5. Say Listen and say. Play recording, pause after the question each time. Nod or shake your head to elicit the response.

## **Audio**

Is this your pencil? Yes, it is.  
Is this your desk? Yes, it is.  
Is this your chair? Yes, it is.  
Is this your bag? No, it isn't.  
Is this your book? No, it isn't.  
Is this your pen? No, it isn't.

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by doing the multiple choices and to evaluate themselves.

Listen to the first story at home and ask them to answer some questions about the story.

### **LANGUAGE BUILDING 7 minutes**

Before the lesson:

Prepare word cards: Is this your book / pen / bag?  
Yes / it is. / No / it isn't.

1. Distribute the word cards for Is this your book? to five children and ask them to stand in line to make a question .The class confirm and read it aloud. Put the question on the board.

2. Display the other word cards too. Ask children to make two answers to the question (Yes, it is. & No, it isn't.)
3. Ask children to make two more questions.

### **ACTIVITY 1 10 minutes 30**

1. Ask children to read the speech bubbles aloud.
2. Elicit the items pictured.
3. Say Listen. Play recording. Ask the children to put their hands on their head if they hear Yes and to put their hands on their shoulders if they hear No.
4. Say Listen and write. Play recording again, pausing after each exchange so that the children can write yes or no as appropriate by each picture.
5. Elicit answers. The children correct their work.

Audio

- 1 – Is this your bag?  
– No, it's Fatima's.
- 2 – Is this your kite?  
– Yes, it is.
- 3 – Is this your t-shirt?  
– No, it's Bilal's.
- 4 – Is this your car?  
– Yes, it is.
- 5 – Is this your ball?  
– No, it's Sami's.

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by doing the multiple choice and to evaluate themselves.

Answers: 1 No 2 Yes 3 No 4 Yes 5 No

Ask students to pick out meaning by opening the dictionary and listening to the correct pronunciation then listening to the first song and repeat it more than one.

### **ACTIVITY 2 10 minutes 31**

- 1 Review possessive adjectives:
  - Hold up your book. Say My book.

### **Unit 3**

Aims to talk about people's possessions

Key language Is this your bag? Yes, it is. No, it's Fatima's.

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Unit 3), Word cards (see Language Building for details), pencil, bag, book, pen (for Language Presentation)

Plus (for Period 6): six toy animals or other toys, and the website.

### **Period 5&6**

- Ask a girl to hold up her book. Say: Her book. Repeat with a boy and His book.
- Ask a boy and girl to hold up their books. Say their books.
- Ask everyone to hold up their books at the same time.

Say our books.

2. Ask children to read the picture labels aloud. Elicit the correct word each time.
3. Say Circle. Check that the children are circling the correct words.
4. Say Listen and check. Play recording, pause so the children can check and correct their work.

### **Audio**

1. It's my bag.
2. It's his zebra.
3. They're her socks.
4. They're our pencils.
5. It's their ball.

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by doing the multiple choices and to evaluate themselves.

Answers: 1 my 2 his 3 her 4 our 5 their

Listen to the second song and repeat it together.

### **ACTIVITY 3 5 minutes**

1. Ask a child: Is this your ball? Nod your head. Elicit: Yes, it is. Ask a different child: Is this your train? This time, shake your head. Elicit: No, it's Ali's. (The children can use the name of any other person in the class.)
2. Say: Say. The children work in pairs, taking it in turn to prompt with a question and a yes/no gesture and to respond.

### **LANGUAGE PRESENTATION 8 minutes 29**

**As Period 5**

### **LANGUAGE BUILDING 7 minutes**

**As Period 5**

### **ACTIVITY 1 5 minutes**

1. Ask four children to stand at the front of the class – a boy, a girl, a boy and girl together – and hold a pencil in the air.
2. Point to the boy and say her pencil? Elicit His pencil. Repeat with the girl, then the boy and girl, eliciting her pencil, and their pencils.
3. Ask children to read the words in the word box aloud.
4. Elicit the correct word for each person/pair of people.
5. Say: Write. Help as necessary.
6. The children check in pairs.
7. Elicit answers, asking a child to come and write the word on the board each time. The children correct their work.



Answers: 1 her class 2 his ball 3 their car 4 his ruler 5 his newspaper 6 their hats 7 her shoes 8 their friends

Connect the internet then use the educational website then let the students practice on the e book to elicit the sentences and practice the two skills listening and speaking. First to present the lesson in front of the students then to ask them practice at class by repeating what they hear orally then at home practice more and more by doing the multiple choice and to evaluate themselves.

Listen to the second story at home and ask them to answer some questions about the story.

### **ACTIVITY 2 5 minutes**

1. Elicit the items/people pictured and what the tick/cross symbols mean.
  2. Review the use of question and answers by asking (e.g.) is this your pencil? Yes, it is. No, it isn't /No, it's her/his pencil.
  3. Ask the children what her/his replaces in answers like that. Elicit: Ali's/Hala's ...etc. (i.e. name + 's to show possession).
  4. Elicit the questions for all the pictures.
  5. For each prompt, elicit the question again, then the answer.
  6. Say: Write. Monitor and help as necessary as the children write the sentences.
  7. Elicit answers. Write them on the board. The children correct their work.
- Answers: 1. Is this your bag? No, it's her bag. 2. Is this your pencil? Yes, it is. 3 Is this your chocolate? No, it's his chocolate.

### **ACTIVITY 3 5 minutes**

1. Say Write in your copybook. Monitor and help as necessary.

### **ACTIVITY 4 10 minutes**

1. Bring in six toy animals or other toys. Hide them around the classroom before the class comes in. Place them in positions which will elicit the prepositions, in front of, next to, under, behind, between.
2. Review the key vocabulary cupboard, shelf, bin, drawer, lamp using Unit 3 flashcards.
3. Say Play. Find the toys.
  - Put the class into teams. Give each team a sheet of paper.
  - Explain that each team needs to find the six toys you have hidden in the classroom and write a sentence about each one. Each team is allowed to send one person out at a time to find a toy. She or he comes back and tells the team where the toy is. The team writes a sentence to describe it. For example, the lion is behind the bin then sends out another person to find the next toy. Give the teams 5.minutes to find as many toys as they can.
4. The teams swap and check each others' answers. A teacher should ask a child to show where each toy is, eliciting the sentence from the class.
5. Each team gets 2 points for each correct sentence. The winning team is the one with the most correct points.
6. The children give examples showing that they have achieved the targets at the bottom of the page, and then they tick the boxes.
7. Everyone says Goodbye.

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