

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

فعالية برنامج قائم على استراتيجيات التعلم النشط على أداء طلبة الصف الرابع في مادة اللغة الإنجليزية في مدارس وكالة الغوث بغزة

The effectiveness of using a Program based on active learning strategies on fourth graders English performance in Gaza UNRWA schools

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**The Effectiveness of Using a Program Based on
Active Learning Strategies on Fourth Graders'
English Performance in Gaza UNRWA Schools**

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بناءً على موافقة عمادة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ سحر حمادة عبدالقادر الصالحي لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

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The effectiveness of using a Program based on active learning strategies on fourth graders English performance in Gaza UNRWA schools

وبعد المناقشة العلنية التي تمت اليوم الاثنين 03 رجب 1434هـ، الموافق 2013/05/13 الساعة العاشرة والنصف صباحاً بمبنى اللحيان، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس.

واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

عميد الدراسات العليا

.....
أ.د. فؤاد علي العاجز



«إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ

۝ إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ

الْإِنْسَانَ مَا لَمْ يَعْلَمْ»

(سورة العلق: 1-5)



DEDICATION

I would like to dedicate my work to:

my father, my good model to follow,

my mother who has sacrificed everything in her life for us,

my husband who tolerated a lot permitting me to pursue my higher studies,

my beloved sons and daughter, who endured a lot to let me continue,

all my brothers and sisters who have been supporting and encouraging me,

my sincere friends,

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the great martyrs and prisoners, the symbol of sacrifice.

all who lightened my way towards success and

all knowledge- seekers.

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ABSTRACT

This study aimed at investigating the effectiveness of a suggested program based on active learning strategies on fourth graders' performance in English. For answering the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (70) female students from Nuseirat elem. Co-ed " B" distributed into two groups. One of the groups represented the control group of (35) students; and the other represented the experimental one of (35) students.

The active learning program was used in teaching the experimental group, while the traditional method was used with the control one in the first term of the school year (2012- 2013). A performance test of four scopes with (40) items was designed and validated to be used as a pre and post test.

The data of the study were analyzed, using T-test and Mann Whitney. An effect size technique was used to measure the effect size of the active learning program on the experimental group in each scope of the test.

The study indicated that there were statistically significant differences in the fourth graders' performance in English language in the four skills: : listening, reading, writing, and speaking due to the method in favor of active learning program. Furthermore, there were statistically significant differences in the fourth graders' performance in English language in the four skills: : listening, reading, writing, and speaking between the high and low achievers in the experimental group from one side and their counterparts in the control one due to the method in favor of active learning program.

Based on those findings, the study recommended the necessity of implementing active learning strategies in teaching English language to bring about better outcomes in the students' performance in English language. It was suggested also that further research should be conducted on the effect of other active learning strategies on other dimensions of learning English language, other school subjects and different grades.

ملخص الدراسة

فاعلية برنامج قائم على استراتيجيات التعلم النشط على أداء طالبات الصف الرابع

في مادة اللغة الانجليزية في مدارس الأونروا بغزة

هدفت الدراسة إلى التعرف على فاعلية برنامج قائم على استراتيجيات التعلم النشط على أداء طالبات الصف الرابع في مادة اللغة الانجليزية في المهارات الأربع: الاستماع، التحدث، الكتابة والقراءة في مدارس الأونروا بغزة. وللإحابة على أسئلة الدراسة، استخدمت الباحثة المنهج التجريبي حيث توزعت عينة الدراسة والتي تألفت من 70 طالبة على مجموعتين: مجموعة تجريبية ومجموعة ضابطة. استخدمت الباحثة البرنامج القائم على استراتيجيات التعلم النشط في تدريس المجموعة التجريبية، بينما تم تدريس المجموعة الضابطة باستخدام الطريقة التقليدية. وقد قامت الباحثة ببناء اختبار أداء مكون من 40 فقرة تم التأكد من صدقه وثباته واستخدم كاختبار قبلي وبعدي.

تم تحليل نتائج الاختبار باستخدام نتائج اختبار (ت) واختبار مان ويتني، بالإضافة إلى معادلة حجم الأثر لقياس أثر توظيف استراتيجيات التعلم النشط على أداء الطالبات. وخلصت الدراسة إلى وجود فروق ذات دلالة احصائية بين المجموعة التجريبية والضابطة تعزى إلى طريقة التدريس لصالح استخدام استراتيجيات التعلم النشط. وكذلك أكدت النتائج وجود فروق ذات دلالة احصائية بين مرتفعات التحصيل في المجموعة التجريبية والضابطة لصالح المجموعة التجريبية، وكذلك بين منخفضات التحصيل في المجموعة التجريبية والضابطة لصالح المجموعة التجريبية.

في ضوء النتائج، أوصت الدراسة بضرورة توظيف استراتيجيات التعلم النشط في تعليم اللغة الانجليزية لتحقيق نتائج أفضل في تحصيل الطلاب. واقترحت الباحثة ضرورة إجراء المزيد من الدراسات للتعرف على أثر توظيف استراتيجيات أخرى للتعلم النشط على جوانب مختلفة في تعليم اللغة الانجليزية وغيرها من المواد الدراسية.

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List of Abbreviations

No	Abbrev.	Denotation
1.	ELT	English language teaching.
2.	EFL	English as a foreign language
3.	ESL	English as a second Language
4.	UNRWA	United Nations Relief and Work Agency
5.	IUG	Islamic University of Gaza.
6.	MOE	Ministry of Education
7.	Ss	Students
8.	SB	student book

Chapter I

Study Background

Chapter I

Background of the Study

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

It is a matter of fact that language plays a pivotal and fundamental role in enabling individuals to communicate with each other. It is not beyond expectation that English has the lion share in this regard as it has been invading all fields of modern life. Globalization and the expansion of economic markets have encouraged a related increase in the numbers of EFL learners worldwide. English continues to be the lingua franca in the vast majority of EFL situations, despite the growth in Asian economies. (Wang et al, 2011: 127)

The importance of English does not depend on the number of speakers as English is regarded the first language in the world. It is the language of news, information, business, government, diplomacy, professions, culture, travel, tourism, the international music and communication. Ministries of education worldwide and educational institutions do their best to design communicative curricula that enable their students to use this language skillfully (Haboush, 2010:2).

Therefore, the teaching of English has become essential component in people's lives. In the age of globalization and internet, people have no choices but dealing with English Language as the main means of communication (Abu Qulbein, 2004: 2).

Al-Sofi (2008:13) points out that English is regarded one of the major subjects at schools of Palestine. Also, English is used as a second official language. This gives the language its importance in the Arab world in general and in Palestine in particular. Accordingly, it is appealingly necessary to

learn English as it is essential for communication and development. One way to do this is by the educational system that aims to acquaint people with the most recent innovations and developments in the area of teaching and learning English.

English, being the most widely spread language, becomes an issue of interest that increases rapidly. In the Middle East area, governments provide programs for English language in almost every school and university (Keshta, 2000). Realizing the importance of English language, Palestinian Ministry of Education began its promising project of introducing Palestinian students to English from the first elementary grade.

The educational system is responsible for integrating English language in people's everyday life through stepping from the elementary stages at schools to advanced levels at universities and institutes in an organized and systematic process. Though many studies, theories and research tackled this issue, each tried to provide teachers with a better way of teaching foreign languages.

The ways in which students' listening, speaking, reading and writing abilities can be improved are critical issues nowadays. In recent years, there has been a worldwide explosion of interest in ways of developing learning (Fisher, 2005:1). Therefore, developing effective and efficient approaches to increasing practical opportunities in actual contexts, and thus improving students' learning outcomes has become an extremely important research topic.

Teaching can be defined as a constant stream of professional decisions made before, during, and after interaction with the student. Teaching is an organized group of actions in which the teacher is the manager who contributes theoretically and practically to achieve learning. So, it is not an arbitrary process whose elements are mixed together. Instead, it has serious rules that are appropriate to the nature and the ability of the learners. Thus, it is obvious that the teaching process concentrates not only on the teacher, but also on the students. It is a purposive educational process that considers all of the factors

that contribute in teaching and it is the process in which the teacher shares the students to achieve the educational objectives (Madhoun, 2010: 1).

The traditional lectures which have been the form of learning and teaching for decades turned out to be insufficient in providing learning opportunities to the students and teachers. Therefore, educational institutions aiming at graduating students who are learning constantly instead of memorizing academic or encyclopedic information abandoned the traditional methods in learning environments. The traditional approach to teaching views the instructors as omnipotent actors of the classroom responsible for transferring the pre-planned content to the students. In this respect, the learners are expected to be passive objects of the learning process. On the other hand, contemporary approach to learning points out the importance of deep learning and rejects the idea of memorizing the information presented by the instructor.

The literature suggests that students who are actively engaged in the learning process will be more likely to achieve success. Once students are actively engaged in their learning process, they begin to feel empowered and their personal achievement and self-direction levels rise. Active learning, through which students become active participants in the learning process, is an important means for development of student skills. In the process of active learning, students move from being passive recipients of knowledge to being participants in activities that encompass analysis, synthesis and evaluation besides developing skills, values and attitudes. Chickering and Gamson (1987) told us more than two decades ago: "Learning is not a spectator sport. Students do not learn much by just sitting in class listening to teachers, memorizing pre packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves."

Over the past few years, active learning has been regarded as an effective teaching approach and it is widely accepted by many scholars and English teachers. Involving students in active learning helps them not only improve retention and reasoning ability, but also understand the new knowledge better

by giving students a chance to participate actively and holding more responsibility of their learning. Karamustafaoglu (2009: 2) assumes that active learning emphasizes not only the development of students' skills but also their exploration of their own attitudes and values. When active learning is carried out, simulations, discussions, student presentations, games, role-plays, and games are basic elements of English lessons.

There are various active learning strategies and techniques that can be used to achieve the educational aims and help the teacher in creating a successful atmosphere in classrooms. This study aims to examine the impact of English instruction using three active learning strategies (1- think, pair, share, 2- interactive games and 3-computerized quizzes) to enhance students' performance in English in the main skills (listening, speaking, reading and writing). It is expected that the findings of this study regarding the impact of the active learning strategies would shed light on ways teachers could make use of these strategies effectively and fruitfully to enhance their students' performance in their class.

1.1 Statement of the Problem

The researcher believes that the problem of the present study springs from students' weak performance in English language skills, lack of motivation and weak participation in class. This problem was documented through the researcher's teaching and exam-marking experiences and consultation with other colleague teachers as well. Students' weak performance in the four skills: listening, speaking, reading and writing was attributed, according to the researcher's experience and the consultation, to not implementing strategies that take into consideration learners' participation in the process of their learning. Hence, it is so important to carry out such a study in order to examine to what extent active learning strategies can help to provide effective learning that enhances students' performance in the English language skills: listening, speaking, reading and writing.

1.2 Research questions

Accordingly, the present study proposes the following major question:

- What is the effectiveness of a program based on active learning strategies on fourth graders' English performance in Gaza UNRWA schools?

Form the above mentioned question, the following sub-questions are derived.

- 1) What is a program that is based on active learning strategies?
- 2) Are there statistically significant differences at ($\alpha \leq 0.05$) in the performance level in the skills of listening, speaking, reading and writing between the students who learn English language through active learning strategies (experimental group) and those who learn English language through the traditional method (control group)?
- 3) Are there statistically significant differences at ($\alpha \leq 0.05$) in the performance level in the skills of listening, speaking, reading and writing between the high achievers in the experimental group and their counterparts in the control one?
- 4) Are there statistically significant differences at ($\alpha \leq 0.05$) in the performance level in the skills of listening, speaking, reading and writing between the low achievers in the experimental group and their counterparts in the control one?

1.3 Research hypotheses

Based on the questions, the researcher hypothesizes the following hypotheses:

- 1-There are statistically significant differences in the fourth graders' performance in English language in the skills of listening, speaking, reading and writing due to method in favor of active learning strategies.
- 2-There are statistically significant differences in the fourth graders high achievers' performance in English language in the skills of listening, speaking, reading and writing in favor of the experimental group.

3-There are statistically significant differences in the fourth graders low achievers' performance in English in the skills of listening, speaking, reading and writing language in favor of the experimental group.

1.4 Purpose of the study

The study aimed at achieving the following objectives:

- 1- Identifying the effect of active learning strategies on improving English skills: listening, speaking, reading and writing among female fourth graders in Gaza UNRWA schools.
- 2- Revealing if there are differences between the low and high achievers as a result of using active learning strategies.
- 3- Determining the effect of active learning strategies on students after revising the results of post performance tests.
- 4- Giving a suggested perspective for improvements and innovations in teaching English.

1.5 Significance of the study

The significance of this study springs from the fact that active learning is much better recalled, enjoyed and understood. Active methods require us to make our own meaning, that is, develop our own conceptualizations of what we are learning. For this reason, the study may be highly significant for:

Specialists and supervisors: it may stimulate their interest in conducting training courses for enhancing the use of active learning strategies in teaching.

Curriculum designers: the study may provide them with any possibility of enriching English language curricula with a variety of activities based upon active learning strategies.

Teachers: the study may broaden their awareness of various effective strategies and techniques and provide them with suitable activities to improve their students' performances.

1.6 Limitations of the study

The study is applied within the following limitations:

- 1- The study examined only three of the active learning strategies (1- think, pair, share, 2- computerized quizzes 3- interactive games)
- 2- It was a six-week study in the first term of 2012-2013 scholastic year.
- 3- It was conducted on grade four female students enrolled at Nuseirat elem. Co-ed "B" School which is run by UNRWA in the middle area in the Gaza Strip.
- 4- The suggested programme was implemented on units 4-7 in fourth grade New Edition English for Palestine book.

1.7 Operational definition of terms

Reviewing related literature and other previous studies, the researcher adopted the following operational definitions as they were comprehensive, clear and direct to the point.

1- Effectiveness

Effectiveness is a *noun* which means power to be effective; the quality of being able to bring about of an effect. It is the degree of improvements in the performance level in English language as a result of using active learning strategies. It is measured by the performance test designed by the researcher.

2- Program

It is a group of well designed activities that aims to develop the skills of learners, promote their competencies and improve their performance.

3- Active learning

Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing.

4- The traditional method

It is the conventional method used by English language teachers in Gaza. It is a teacher - centered method, where the teacher dominates the scene while learners are mere passive receivers.

5- Fourth grade class

It is the class which students attend after passing Grade 3 while their ages are between nine to ten.

6- Performance

It is the experience and skills of English language introduced in curriculum and acquired by the learner during a certain period. Performance is measured by the marks the learner gets in the performance test.

7- High achievers

Students whose total scores on the performance test lie among the highest 25% of other students' scores.

8- Low achievers

Students whose scores on the performance test lie among the lowest 25% of other students' scores.

9- UNRWA schools:

International institutions that are founded in order to help the Palestinians in providing educational services. They started their work in Gaza in 1950.

Chapter II
Literature Review

Chapter II

Literature Review

This chapter reviews, discusses and critically examines the relevant literature and empirical research that encompasses the theme of the research and its variables. According to the purpose of this study, which aimed at investigating the effectiveness of a suggested programme based on active learning strategies on fourth graders' English performance in Gaza UNRWA schools, this chapter is divided into two parts: the theoretical part and the previous studies.

The first part is a theoretical framework that is concerned with issues related to active learning such as definition, importance, active learning exercises, challenges etc., interactive games, think, pair, share strategy and the computerized quizzes. The second part includes other research conducted in concern with active learning, interactive games, think, pair and share and computerized quizzes. The researchers gave brief details and suggestions in addition to the recommendations of their studies. Finally, the researcher presented her comments on these previous studies.

2.1 Active learning strategies

In the education systems today, all people are under pressure to use the innovative strategies in the teaching and learning process to teach students the knowledge and skills that are required in the twenty first century. Schools and colleges are expected to provide opportunities for using the skills in the classroom. School is structured around translating the subject matter in the simplest way to acquire knowledge. Access to knowledge means having a teacher “tell” and “explain. This was the most efficient way of transacting the required knowledge. It has been suggested that students whose activity is engaged with the material are more likely to recall information (Ranjanie, 2008: 11).

2.1.1 Active learning

Active learning has received considerable attention over the past several years. Often presented or perceived as a radical change from traditional instruction, the topic frequently polarizes teaching. Active learning model developed on the principles of constructivist theory sets techniques and procedures to apply constructivist theory in the classroom. Active learning is a student - centered approach to learning and it assigns the responsibility of learning to the student (Mustafa et. al, 2012: 45). In order to ensure active learning in classrooms, students should be self regulated and have an active role in decision making process while engaged in cognitively challenging academic tasks. Active learning enhances the quality of students' learning as students learn by creating meaning rather than memorizing information transmitted by the teacher. (Haack, 2008: 396).

2.1.2 Active learning definitions

On reviewing the literature related to active learning, it is noticed that educators' use of the term "active learning" has relied more on intuitive understanding than a common definition.

Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing (Bonwell and Eison, 1991: 1).

Meyers and Jones (1993:6) assume that active learning refers to techniques where students do more than simply listen to a lecture. Students are doing something including discovering, processing, and applying information. Active learning derives from two basic assumptions: (1) that learning is by nature an active endeavor and (2) that different people learn in different ways. Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject (1993: 6).

Salem defines active learning as some procedures the learners do inside learning group, activities and group work. Active learning includes basic elements some of which are: discovery, seeking meaning, explaining and observation (2001: 120).

Prince's (2004: 2) definition assumes that active learning is any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing. The core elements of active learning are student activity and engagement in the learning process. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor.

Saada et. al (2006: 33) defines active learning as a method of learning and teaching at the same time in which students participate in activities through rich educational environment allowing positive listening and productive dialogue, sound analysis, thinking of syllabus, issues and opinions with the existence of a teacher encouraging responsibility under his supervision and helping them to achieve the aims of curriculum that concentrates on creative personality of today student and future man.

Wilke (2003: 208) believes that active learning includes 1) involving the students in the learning process, 2) placing less emphasis on transmitting knowledge and more on developing students' science process skills, 3) involving students in higher-order thinking skills, 4) engaging students in activities, and 5) placing a greater emphasis on students' own exploration of their attitudes, values, and beliefs about learning.

Active Learning is defined as a process wherein students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor - directed tasks and activities. It is any type of activity that gets students involved in the learning process. (Bell & Kahrhoff, 2006: 1)

Active Learning refers to techniques where students do more than simply listen to a lecture. Students are doing something including discovering, processing, and applying information (McKinney, 1995).

The definition of Brody (2009) emphasizes that active learning is comprised of a student - centered environment which raises student's motivational level to stimulate thinking and go beyond facts and details.

Shaheen (2010: 104) considers active learning as a type of learning based upon various activities practiced by the learner and results in actions relying upon his/ her effective positive participation in the educational situation. The learner is the centre of the instructional process. Active learning maintains various opportunities for learners to acquire and test whatever surrounds them. The learners follow repetition, imitation, trial and error in order to comprehend their world and acquire communication and negotiation.

Reflecting on the previous definitions, the researcher observed that these definitions concentrate on thinking and action as students participate in activities, presentation, discussion, reading and problem solving. The researcher believes that active learning is simply having students engaged in activities that get them to think about and comment on the information presented. In short, it is anything that students do in a classroom other than merely passively listening to a teacher's lecture.

2.1.3 Theoretical Framework of active learning

It is important to understand the theoretical framework that active learning techniques are built upon. The two primary theories that have been commonly used to describe teaching and learning processes during the last half century are "Information Processing" or "Objectivism," which is often referred to as "traditional teacher-centered instruction," and "Constructivism," which is often referred to as "student-centered instruction." (Bell and Kahrhoff, 2006: 3)

Traditional form of teaching is a reflection of behaviorism which shaped educational practices for nearly 50 years from 1920s until 1970s.

Focusing on the observable and measurable human behavior, behaviorists were concerned with the behavior of organisms and committed to the thesis that behavior can be explained without reference to non-behavioral mental (cognitive, representational, or interpretative) activity. Throughout the behaviorist reign, mental processes were all ignored and process of teaching was regarded as a black box that could not be explored. So, behaviorists focused on the process-product paradigm. Objectivists define learning as a change in the learner's behavior or in the learner's cognitive structure. Objectivists hold that there is one true reality and knowledge is the learner's exact reflection of that reality (Vrasidas, 2000). The belief is that effective instruction occurs when the teacher transfers objective knowledge to the learner. For example, a classroom lecture can be an effective teaching method when the instructor accurately feeds the information to the students. While these kinds of traditional forms of teaching are sometimes effective, research has shown undoubtedly that when students are actively involved rather than passively listening, they learn more effectively. (Bell and Kahrhoff, 2006: p)

Constructivism was founded on cognitive psychology, social psychology, extensive research in education, and neurological science. The biggest impact that constructivism has had on education is that it moved the focus of learning from the teacher to the student (Adams and Burns, 1999). In the constructivist theory, learning occurs when students become engaged in an activity that utilizes the content and skill they are learning. Any new information introduced during the activity that is consistent with current knowledge and understanding is assimilated easily. Any new information that is not consistent with past experiences and understanding is either rejected as being wrong or is built into new knowledge. New knowledge is constructed when students combine new information with existing knowledge through the process of reflection (Adams and Burns, 1999).

Constructivism emerged as the leading metaphor of human learning by the 1980s and 1990s as interest waned in behaviourist and information-

processing perspectives (Liu and Matthews, 2005). Contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. Among Vygotsky's principles is the more knowledgeable other (MKO). The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers. The zone of proximal development (ZPD) is also among these principles. The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability to solve the problem independently. According to Vygotsky, learning occurred in this zone.

Constructivists, unlike behaviorists, think that learners construct their own knowledge. Regarding the human as the "meaning maker" and "knower", constructivists claim that knowledge is not independent of people and constructing knowledge means that students are active participants in a learning process by seeking to find meaning in their experiences (Sener, 1997). In addition, according to the constructivists, knowledge is constructed in the socio-cultural context within the framework of the learners' experiences and their present knowledge. Constructivism regards the individual learner as the core element of learning process and learners build the knowledge by forming links to the ground to which former knowledge structures are attached. In other words, learners transfer new knowledge structures to their own mental schema by taking advantage of their prior knowledge and experiences and ability to create meaningful structures by synthesizing old and new knowledge. (Mustafa, et al,2012: 49)

In the light of what has been mentioned previously, the researcher thinks that active learning is the practical side of the constructional theory which affirms the active role of the learner and shifts the focus partly from the teacher and course content to the student and his/ her active engagement with the material. Learners build the knowledge by forming links to the

ground to which former knowledge structures are attached. Furthermore, constructivism asserts that learning is an active process in which the conceptual construction occurs through the social negotiation and seeks to prepare the learner to future life.

2.1.4 Active learning in Islam

Although active learning is one of the recent trends, the Holy Qura'an and Hadiths (Prophet Mohammed's sayings and actions) presented some of the models which imply some of active learning strategies. These models were presented in the methods Prophet Mohammad – peace be upon him- used in instructing his companions and the people surrounding him. Among these models are:

2.1.4.1 Islam and cooperative learning

Islam instigates people to cooperate. This is presented clearly in the Quran in surah Al Maidah" Help you one another in Birr and Al- Taqwa, but do not help one another in sin and transgression. And fear Allah. Verily Allah is sever in punishment."(Surah Al Maidah: Verse 2). Furthermore, Prophet Mohammad -peace be upon him -said to his companions:" Don't be in dispute, otherwise you will be opponents" .The Prophet was working with his companions in preparing food and cooperated with them in digging the burrow.

2.1.4.2 Islam and brainstorming

The strong interest, motivation and enthusiasm towards thinking are not a mere theoretical framework in Islam. Rather, it is an action and behavior. It is not just a slogan Islam adopts, but a practice. Islam employed brain storming in teaching and learning. Allah the Almighty ordered muslims to think and storm their minds on Allah's ability of creation. This was presented clearly in sura Al Imran "In the creation of heavens and the earth, and in the alternation of night and day, there are signs for men of understanding. Those who remember Allah, always, and in prayers) standing, sitting, and lying down on their sides, and think deeply about the creation of the heavens and the earth saying: " Our Lord! you have not

created all this without purpose, glory to you! Give us salvation from the torment of the fire (sura Al Imran, verses:190-191). Prophet Mohammad encouraged his companions to think and deliberate during his discussions with them. This was obvious in the Hadith in which Prophet Mohammad asked his companions: "Among the trees, there is a tree whose leaves do not fall, and it resembles the muslem. What is it? People thought and stormed their minds in desert trees. Then, the prophet said: "It is the palm. He employed palm trees to show and demonstrate that a Muslim should treat others kindly though they may treat him badly or throw him with stones as people do with palm trees to get their fruit (Sahih Al-Bukhari 1, p. 60, Hadith No. 61).

The researcher believes that Islam gives consideration to thinking and takes care of people and life affairs. In addition, Islam presents various active learning strategies in the holy Quran and Serra as well in order to help people to think in a practical and active way.

2.1.5 Principles of active learning

The principles on which active learning is based are presented by Ghazy,2004: 73, Maabad, 2006: 33, Bedair, 2008: 37 as follows:

1. It encourages contacts between students and the teacher.
2. Active learning develops reciprocity and cooperation among students.
3. It uses active learning techniques.
4. Active learning gives immediate feedback.
5. Active learning emphasizes time on task.
6. It respects diverse talents and ways of learning.

Abdelwahab(2005:137) adds the following principles:

1-More information do not necessarily mean more learning. Learners seek to create meaningful uses of knowledge regardless of the quantity and quality of the information presented.

2- Past experience matters. Personal beliefs and impressions from prior learning color the learners' world views and their approach to learning.

Learners link new knowledge to existing information in ways that make sense to them. The retrieval of new knowledge is facilitated when it can be tied to a learner's current knowledge.

3-Learners want to learn. Individuals are naturally curious and enjoy learning, but personal insecurity and fear of failure often get in the way.

4-Learners like challenges and are most creative when learning is challenging and meets their individual needs.

The researcher adds the following principles:

1-Learners are individuals. Not all learners are at the same level of physical, intellectual, emotional, and social development. Learners also differ in their cultural backgrounds. Although the basic principles of learning apply to all learners regardless of these differences, teachers must take into account such differences among learners. Teachers should vary their techniques to suit all styles of learners.

2-The learning environment is important. Learners learn best in a friendly, socially interactive and diverse environment.

3-Learners like positive reinforcement. Learning environments that support the self-esteem and respect of the individual learner tend to be more successful.

2.1.6 Benefits of Active Learning

The assumptions which are offered when using the active learning approach are that the techniques used will increase the student's learning of a given subject, or in the case of learning English as a second language, will allow the student to more easily gain language comprehension skills necessary for communication. The traditional teacher - centered approach of itemizing various points to be taught in order to learn English or any other subject by explaining rules and procedures is not the methodology used in an active learning driven classroom. (Bogart, 2009: 1)

Benefits of active learning are drawn from (Husain 2007), (Wilke, 2003: 208) and (Saada et. al 2006: 331) as follows:

1. Students who work together on active learning tasks learn to work with other people of different backgrounds and attitudes.
2. Students are more likely to find personally meaningful problem solutions or interpretations.
3. Students receive more frequent and more immediate feedback.
4. The need to produce forces learners to retrieve information from memory rather than simply recognizing a correct statement.
5. Students increase their self-confidence and self-reliance by giving them opportunities to participate actively in the process of their learning.
6. For most learners, it is more motivating to be active than passive.
7. A task that you have done yourself or as part of a group is more highly valued.
8. Students learn strategies for learning itself by observing others.

Karge et.al (2011: 367) and Braxton et. al (2008:72) affirm that active involvement in the learning process is vitally important in two areas: (a) for the mastery of skills, such as critical thinking and problem-solving and (b) for contributing to the student's likelihood of persisting to program completion .

The justifications of using active learning strategies, from the researcher's viewpoint are:

- 1) Active learning proved its effectiveness in various studies in general and in EFL in particular.
- 2) Active learning strategies increase student's engagement in learning and they make learning fun.
- 3) By using them, students have higher self –esteem and are strongly motivated.

- 4) They maintain strong positive relations among students. Hence, the students have positive attitudes toward the school and teachers.

Reviewing active learning importance, the researcher believes that active learning strategies aim at developing learner's background through acquiring various learning experiences, various education resources, life skills and knowledge. Moreover, active learning strategies seek to develop high thinking skills and promote self-confidence.

The researcher concludes that when students are active in their learning they are able to develop critical thinking skills, receive social support systems for the learning, and gain knowledge in an efficient way. Teachers must adopt active learning strategies to help learners to enhance skills and gain content knowledge. It is expected that active learning can produce meaningful learning, improve attitudes toward school, increase knowledge and retention, and enhance communication among students.

2.1.7 Challenges of active learning

Despite the promise of active learning, many teachers have been resistant to such changes in pedagogy, relying on more traditional didactic means of instruction. In the literature, numerous reasons have been cited as barriers to pedagogical changes:

- 1- For teachers, trying something new creates feelings of uneasiness and lack of confidence, not to mention the fact that teachers usually have few incentives to change their teaching styles.

- 2- Students and teachers also share similar expectations about one another's role in the classroom. Teachers prefer lecturing and view it as an effective means of transmitting information, whereas students come to expect teachers to be good lecturers.

- 3- Students are also resistant to change in the classroom, citing that they feel cheated or short-changed of content material if not lectured to.

4- Teachers have also cited that, with active learning, they cannot cover as much content in the time available, that it takes increased course preparation time, or that they simply lack educational training.

5- Teachers also state that large classes prohibit active learning and that materials are lacking to support it. (Wilke, 2003: 208)

Out of the researcher's experience, she found that there are some common obstacles in using active learning strategies in schools, from the teachers' viewpoint:

1. Teachers cannot cover much syllabus content in the time available.
2. Active learning strategies take too much pre-class preparation.
3. The size of the class prevents implementation of active learning strategies.
4. There is a lack of audios and videos materials and equipment in our schools that are needed to support discussion and active learning approaches.

2.1.8 The Role of Instructors in Active Learning

The role and effect of instructors or facilitators are important for active learning processes to be efficient. Active learning programs may need facilitators, program designers and developers, and evaluation and measurement experts. Institutes using active learning techniques are advised to have enough personnel and encourage them to work collectively at every stage of the program to effectively conduct the process. Since the planning and application of active learning may take extra time, instructors may have to spend more time on possible projects and working groups outside classrooms. Instructors may want to ensure that students understood the important points of the subject and most topics are touched upon. Teachers sometimes may have to make decision between students' learning and completing the curriculum. (Sahin, 2007)

Saulneir (2008: 6) and (Eison, 2010: 5) present the role of the teacher as follows:

1. The teacher should make the content relevant, demonstrate its power to answer questions, and otherwise show its apparent intrigue.
2. The teacher is to make the student responsible for learning decisions by relying on logical consequences of action and inaction, rather than punishment. For example, to deal with lateness, present important material or assignments early in the period that he does not repeat, rather than deduct attendance points for lateness.
4. It is assumed that the teacher involves students in a discussion of creating a climate that promotes learning.
5. The teacher should obtain feedback on the classroom climate occasionally and revisit the discussion of policies and procedures.
6. The teacher has to employ practices that “encourage students to encounter themselves as learners.

The researcher adds other roles represented in:

- 1- Selecting the active learning strategies that suit the content, age and student's language proficiency.
- 2- Providing the spiritual and physical rein for cements that instigate students' motivation.
- 3- Encouraging students to ask their questions.
- 4- Considering the individual differences among students.
- 5- Assigning the homework tasks that provoke student to search.

The researcher believes that the teacher has a major role in organizing the instructional process as he/she has to save the relevant class environment and select the activities in an accurate method putting in consideration students and their attitudes. Also, the teacher has to guide his students continuously.

The researcher thinks that active learning shifts partly the focus from the teachers and their delivery of course content to the students and their active engagement with the material. Through active learning techniques and modeling by the teacher, students give up the traditional role as passive receptors and learn and practice how to apprehend knowledge and skills and use them meaningfully.

2.1.9 Active learning activities

Bonwell and Eison (1991) suggest learners work in pairs, discuss materials while role-playing, debate, engage in case study, take part in cooperative learning, or produce short written exercises. The question is when active learning exercises should be used during instruction. While it makes some sense to use these techniques as a "follow up" exercise or as application of known principles, it may not make sense to use them to introduce material. Proponents argue that these exercises may be used to create a context of material, but this context may be confusing to those with no prior knowledge. The degree of instructor guidance students need while being "active" may vary according to the task and its place in a teaching unit. Further, students must be engaged in such higher-order thinking tasks as analysis, synthesis, and evaluation, to be actively involved. Thus strategies promoting activities that involve students in doing things and thinking about what they are doing may be called active learning.

Mantyla (1999:83) asserts that the components of good active learning activities are the same, whether presented in traditional or in online environments. Activities should 1) have a definite beginning and ending; 2) have a clear purpose or objective; 3) contain complete and understandable directions; 4) have a feedback mechanism; and 5) and include a description of the technology or tool being used in the exercise.

When using active learning strategies, instructors/teachers will want to consider the following:

- 1- Can learners complete the activity independently?
- 2- Will they need specific guidance before or during the activity? Will visuals or other materials be needed?

3- Will learners need to collaborate with other learners?

4- How do the learners ask questions? Will there be formative or summative evaluation?

5- What tools will be available to support the activity, including technology, resources, and examples? (Mantyla, 1999: 65)

While trying any new instructional approach, the teacher always entails a certain level of risk (for both the instructor and his/her students), many instructors and teachers have reported it helpful to start by first using low risk active learning instructional approaches.

Figure 1 (Bonwell & Eison, 1991: 66) below contrasts several general characteristics of low- and high-risk active learning instructional strategies.

Figure 1

A Comparison of Low- and High-Risk Active Learning Strategies

Students Are Active/Lower Risk	Students Are Active/Higher Level of Risk
Structured small-group discussion Surveys or questionnaires Demonstrations Self-assessment activities Brainstorming activities In-class writing Field trips Library tours Quizzes or examinations Lecture with pauses-Lecture with discussion Feedback Lecture	Role playing Small-group presentations Presentations by individual students Guided imagery exercise Unstructured small-group discussion Responsive lecture
Students Are Inactive/Lower Level of Risk	Students Are Inactive/Higher Level of Risk
Show a film for the entire class period Lecture for an entire period	Invite a guest lecturer of unknown quality

2.1.10 Using Active Learning strategies in the classroom:

Bogart (2009: 6) asserts that there are many active learning strategies which can be designed to encourage independent learning for the students in

the classroom. The notion that the classroom is no longer a teacher centered classroom but a student centered classroom is a significant change in the way knowledge is transferred to the student.

Active learning instructional strategies include a wide range of activities that share the common element of involving students in doing things and thinking about the things they are doing (Bonwell & Eison 1991). Active learning instructional strategies can be created and used to engage students in (a) thinking critically or creatively, (b) speaking with a partner, in a small group, or with the entire class, (c) expressing ideas through writing, (d) exploring personal attitudes and values, (e) giving and receiving feedback, and (f) reflecting upon the learning process

In addition, it should also be noted that active learning instructional strategies can (a) be completed by students either in-class or out-of-class, (b) be done by students working either as individuals or in group, and (c) be done either with or without the use of technology tool (Eison, 2010:1). Millis (2012: 3) refers to some examples of individual strategies. They include minute papers (indicating the most important thing learned and a point that remains unclear); direct paraphrasing (putting a definition in their own words for a specific audience); application cards (providing a specific real-world application); and lecture summaries (writing down the key points of material covered earlier). Among active learning strategies are:

1- Modified lectures

Other modifications to the lecture format may be utilized by the instructor in order to increase student's participation in the learning process. One technique is termed "pausing for enhanced retention and comprehension." The instructor pauses every 12-18 minutes and provides students with 2-3 minutes to work in dyads in order to clarify and assimilate the material just presented. The process is reinforced by a 3-minute period at the end of the lecture in which students are asked to record everything they can remember through free recall. It has been demonstrated that student's performance on subsequent examinations is significantly improved upon when this technique is used (Seeler, et. al, 1994).

2- Assigning short in-class writings

They are used to increase student's engagement during class presentations. Such activities will help (a) stimulate more students to complete pre-class reading and preparation, (b) focus student's attention to selective information presented during mini-lectures, (c) stimulate individual reflection and/or problem solving through writing, and (c) increase the proportion of students' willingness to volunteer a contribution to a subsequent class discussion (Eison, 2010: 10).

3- Brainstorming

Duangjai (2008: 5) defines brainstorming as a large or small group activity which encourages children to focus on a topic and contribute to the free flow of ideas. The teacher may begin by posing a question or a problem, or by introducing a topic. Students then express possible answers, relevant words and ideas. Contributions are accepted without criticism or judgement. Initially, some students may be reluctant to speak out in a group setting but brainstorming is an open sharing activity which encourages all children to participate. By expressing ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness. Petty (2009: 238) asserts that brainstorming is a method of producing a large number of creative ideas for subsequent evaluation. The rules are that: 1) All ideas are welcomed. 2) The group aims for quantity not quality. 3) Judging ideas is not allowed. 4) Ideas are common property; combining or improving previous ideas is encouraged.

4- Transforming study guides into puzzles

In contrast to the oftentimes-dull act of completing and then later mechanically memorizing material transferred from textbooks and lecture notes onto paper-and-pencil study guides, relatively easy-to-learn computer software, combined with a little instructor creativity can transform ordinary test review sheets containing such things as important terms, people, facts, etc. into engaging crossword puzzles (Eison, 2010: 12).

5- Assignments and projects

An assignment is a task or a set of tasks for students to cooperate – usually individually but sometimes in groups. The students can exercise considerable autonomy over how, where, when and in what order the tasks are carried out. Projects are usually more open-ended than assignments. (Petty, 2009: 298)

6- Student's *summary* of another student's answer

In order to promote active listening, after one student has volunteered an answer to teacher's question, Asaro suggests that the teacher asks another student to summarize the first student's response. Many students hear little of what their classmates have to say, waiting instead for the teacher to either correct or repeat the answer. Having students summarize or repeat each others' contributions to the course fosters active participation by all students and promotes the idea that learning is a shared enterprise. Given the possibility of being asked to repeat classmates' comments, most students will listen more attentively to each other. (Asaro, 2013: 3)

7- Using case method teaching cases

They are known as case studies. They are narratives designed to serve as the basis for classroom discussion. Cases do not offer their own analysis. Instead, they are meant to test the ability of students to apply the theory they have learned to a real world situation

8- Role Play

When skillfully designed and facilitated, classroom role-plays are an especially effective active learning instructional strategy for (a) arousing student interest and engagement, (b) providing a realistic and relevant way for students to connect essential course content to their personal and/or professional lives, (c) teaching students to develop and apply critical thinking skills, (d) creating opportunities for knowledge transfer as well as developing deeper self-awareness and understanding, and (e) helping

students develop increased empathy for others and a valuing of and respect for cultural diversity. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while (Richard, 2003: 222).

9-Simulation

An elaborate role play activity is often called simulation. Simulations can introduce an element of realism into teaching. While simulation is very similar to role-play, here students can bring items to the class to create a realistic environment. (Petty, 2009: 261)

10- Cooperative learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of abilities, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

11- Quiz/Test Questions

Students are asked to become actively involved in creating quizzes and tests by constructing some (or all) of the questions for the exams. This exercise may be assigned for homework and evaluated (perhaps for extra credit points) as an assessment of the material. In asking students to think up exam questions, the teacher encourages them to think more deeply about the course material and to explore major themes, comparison of views presented, applications, and other higher-order thinking skills. Small groups and textbook also work very well. Once suggested questions are collected, the instructor may use them as the basis of review games. (Asaro.2013: 4)

12- Inviting effective guest speakers

It implies thoughtful selection of one or more potential guest speakers, combined with skillful pre-class planning to adequately prepare

both the speaker and the students. This strategy can excite student's interest in a topic and stimulate lively in-class discussion (Eison, 2010: 10).

13- Thinking-aloud pair problem solving (TAPPS)

To solve case studies, complex problems, or interpret text, students can pair with one individual designated as the explainer and the other as the questioner. The explainers outline the issues at hand and then begin detailed descriptions of how they would solve the case, problem, or interpretation. The questioners listen for the most part, but they can also pose questions or offer helpful hints. At a given point, the students reverse roles, a process that continues until the exercise concludes (Felder & Brent, 2009: 3).

14-Think-Pair-Share

In this strategy, developed by Frank Lyman (1981), the instructor poses a question, preferably one demanding analysis, evaluation, or synthesis, and gives students 30 seconds or more to think through an appropriate response (Think). The thinking time can also be spent writing the response. After this “wait time,” students then turn to partners and share their responses, thus allowing time for both rehearsal and immediate feedback on their ideas (Pair). During the third and last stage, student's responses can be shared within learning teams, within larger groups, or within the entire class during a follow-up discussion (Share). (Millis, 2012:4)

15- Questioning Purposefully

This involves the frequent use of classroom questions including (a) questions posed by the instructor to students and (b) questions posed by students to either their classmates or their instructor. It is a strategy used to increase student's engagement as well as fostering critical/creative thinking (Eison, 2010: 8)

16-Game strategy

Harb (2007:9) defines games as educational means used in English language classes which help students acquire language through co-operative or competitive practice within certain rules. Kablan (2009:352) states that

"game applications, which are well-organized according to the aim, increase the learning process, strengthen retention and supply effective learning with joy in place of boring lessons by increasing motivation".

17-Using summative assessment strategies

Giving a test or quiz to measure student's learning for purposes of grading offers yet another approach to stimulating active student's engagement both in- and out-of-class. Well-designed and carefully constructed traditional quizzes and tests (e.g., multiple-choice, essay) can, for example, be used to enhance learning when they focus clearly on important learning goals (Eison, 2010: 16).

18- Using popular films and videos

Using illustrative excerpts from popular films is all-but-certain to elevate students' interest, and can easily stimulate focused critical thinking and personal reflection by students. Videos provide a ready-made context for the presentation of new vocabulary, structures, and functions as well as providing a stimulus for speaking. Furthermore, they can provide an excellent source for input for topic - based working (Philips, 1996: 133).

19- Integrating debates into course assignments

Classroom debate assignments help students (a) learn to locate information, (b) think critically, (c) formulate persuasive arguments and counter-arguments, and (d) express themselves in oral and written forms.

20- Creating field trips (real, simulated or virtual)

Taking students outside of the traditional classroom on a carefully designed educational field trip is one of active learning strategies. On a foundational level, field trips offer the obvious opportunity for students to create strong authentic connections between oftentimes-abstract academic material and their own life experiences. For example, under the direction of a creative instructor, a short and simple walking tour around campus can provide a wealth of educational opportunities to illustrate concepts previously presented only through textbook readings and/or in-class presentations (Eison, 2010 :15).

21- Tests and Quizzes

"It is interesting that many teachers and instructors appear to ignore the potential impact which tests can have upon learning. This may relate to the fact that tests or exams require time which faculty would prefer to, or must, allocate to other activities. In addition, within schools, exams or tests have more often been used for summative evaluation, not formative purposes for enhancing learning. Regardless of the reason, teachers should reconsider the use of tests within their courses". (Seeler, et. al: 1994)

In the following lines, the researcher will tackle in detail active learning strategies that are used in the suggested program and were selected to be experimentally tested in this research. These strategies are characterized by: 1) being strongly related with EFL instructions and 2) being in accordance with recent learning theories. These strategies are: 1) interactive games 2) think, pair and share and 3) computerized quizzes.

2.2 Interactive Games

Many studies have been conducted to explore possible factors which may influence language learning. Liu, & Chu, (2010) indicate that factors such as age, gender, motivation, personality, learning styles, and learning strategies have an influence on students' language learning outcomes. Teaching methods and learning strategies have been developed worldwide with the express purpose of improving students' English ability (Wang, et al, 2011: 3). The ever increasing numbers of EFL learners add greater urgency to the need to prioritize the most effective means by which language proficiency can be enhanced. Developing language skills through games is one such method.

2.2.1 Definitions of a game

There are countless definitions of the word *game*. The majority of these look similar, however, just few of them define a game as a useful tool or resource for teaching. Dictionaries, for instance, give the following concepts:

"Any specific contest, engagement, amusement, computer simulation, or sport involving physical or mental competition under specific rules, as football, chess, or war games". (Webster's New World Dictionary, 1991: 554.)

"A universal form of recreation generally including any activity engaged in for diversion or amusement and often establishing a situation that involves a contest or rivalry". (Safra, Yannias & Goulka, 1998: 105.)

According to the Longman Dictionary of Language Teaching and Applied Linguistics (Richards, Platt, & Platt, 1995), games are defined as "an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language" (p. 89)

Moreover, some writers have defined a game as follows:

Al Hela (2002:23) considered games as activities requiring some efforts to obtain goals according to specific rules. Games are excellent strategy for teaching language. They are not only used for entertainment, but also for practicing communication.

Games are regarded as a tool for improving problem solving skills and stimulating the students' language competence. So, they are activities which need efforts to achieve certain aims according to certain specific goals. (Harb, 2007:33)

Flexner and Hauck (as cited from Wang, et. al, 2011:128) stated that “a game is a competitive activity involving skills, chance, or endurance on the part of two or more persons who play according to a set of rules, usually for their own amusement or for spectators.”

El Kahlout (2012: 14) defines the game as a group of fun educational activities organized to be done by learners cooperatively or competitively with paying some efforts within a set of clear rules inside the classroom under the supervision of the teacher for achieving specific objectives.

Qteefan (2012: 23) defines the game as subjective process performed individually or chorally for pleasure and excitement and used to develop children's characters in different aspects, mentally, physically, emotionally and socially. In other words, the child through play learns and develops individually

Thus, the definitions above –dictionaries and authors– have general similarities amongst them. They coincide principally in three aspects: *cooperation, rules and enjoyment*:

-The term *cooperation* by itself signifies the main component that an interactive activity should have in order to be considered a game. Competition develops the student's motivation, as they are always in daily competition.

-*Rules* establish the patterns and codes in which the game should be played, teachers may be responsible for making students follow the rules.

-*Enjoyment* is considered as an important component for increasing students' motivation in learning a language. Students may enjoy the class, that way they might become more interested in it and obtain, in a better way, a more lasting knowledge to be used in real life. (Sánchez, 2007: 05)

Based on the definitions previously mentioned, the researcher believes that the game is a planned organized activity with a set of rules that requires the learners to interact with each other to achieve a certain aim.

There are many types of games that can be employed in a contemporary EFL learning environment, like computer games or online games, but the focus of this study is on the interactive games played in the classroom. A major purpose for using the games in the program is to help students learn English collaboratively in a lowered anxiety environment

2.2.2 Islam and Games

Islam emphasizes the child's right to play since playing represents "life" for the child. It has been cited in the Quran when the brothers of Joseph -peace be upon him- said "Send him with us tomorrow to enjoy himself and play and, verily, we will take care of him." Prophet Mohammad - peace be upon him- was the model in this field since he played with his grandsons and the kids of his companions. He was encouraging the kids to practice honest playing. Al-Ghazaly said that the physical education is as important as the mental education. He said that "Inhibiting the child from playing deceases the heart and stops his/her intelligence growth". (Eesa & Masalha, 2005: 3).

2.2.3 Reasons for using games

Reese (1999, cited in Chirandon, 2010) suggested that games can be used in English class for two purposes. The first is to activate background knowledge in presentation stage such as matching picture with target

vocabulary. Secondly, it is used to practice English skills or learn particular grammar in practice stage such as using spelling games to teach vocabulary.

Games are very useful in a class because they provide an opportunity for students to use their language in a less formal situation” without the pressure of doing it absolutely right or not, but with the enthusiasm for winning the game, as well as practicing the language. Nevertheless, it does not mean that the competitive activity should be taken as a mere amusing activity just to finish the class time, neither be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. In contrast, games should be used correctly in any part of the class in order to achieve a goal, and should stimulate students to develop and improve the demanded abilities towards the learning process. One of the most important goals to be achieved by playing is that it is a chance for getting freedom from the constraints of reality and its pressure. In addition, play helps in child's growth, knowledge and freedom of action. It is a means for developing child abilities, intelligences and creative thinking (Al Hela, 2002)

2.2.4 The significance of using games in teaching

Numerous scholars have pointed out that games are useful for children involved in the learning of English since games can strengthen students' motivation and self-confidence. According to Skinner's theory, playing can be presented as a kind of prize after learning which allows teachers to motivate learners to step forward (Wang et. al, 2011). If students are aware that they are going to play games after they learn grammar, structure or vocabulary, they will look forward to participating in those activities and apply things that they have recently learned with greater motivation. The significance of playing is also supported by Piaget due to its contribution to the development of problem solving, creativity, and communication which happens naturally in the process of playing games. Additionally, the affective filter hypothesis of the natural approach which was proposed by Krashen argues that “learners with high motivation generally do better, and learners with self-confidence and a good self-image

tend to be more successful” (as cited from Wang et. al, 2011: 129). This concept is related to using games in teaching English to raise children's motivation and confidence which can then promote higher levels of English learning.

The use of games in the classroom has many advantages. Sanches (2007) mentions some of them:

1- Games give a variety of tools to facilitate the teaching-learning process; in other words, teachers can make use of games as they are one of the complementary tasks of a syllabus which students can use to develop their learning strategies.

2- “Games are flexible.” It means that they can be used for teaching any aspect of the language. One game can even be used to teach two or three language features at the same time.

3- “Games make the lesson less monotonous,” as they provide a great variety of class activities which help to maintain students’ attention and interest in the language without getting bored.

4- “Games raise the students’ motivation in such a way that students enjoy their learning so much that they might not realize they are doing so.

5- “Games make students produce language subconsciously.” This means that students learn and/or review any aspect or ability of the language at the same time they focus their attention on whether they succeed in playing.

6- “Games stimulate students’ participation and give them confidence.” This is when students free themselves in order to participate to get the best score or even to be the best in the class. They usually feel much more confident with their performance and this makes them learn and practice new structures, learn from their mistakes, and fulfill the goals of the class, indeed.

7- “Games transform the teacher’s role from that of formal instructor to that of an organizer or/and moderator of the class.” In other words, games reduce the domination of the classroom done by the teacher.

8- “Games can also serve as a testing mechanism” because they expose the students’ weaknesses and strengths. This usually comes while the teacher is observing the performance of students in a game. The teacher takes notes about students’ mistakes and weak points to give adequate feedback (2007:05).

Similar to Sanchez, Harb (2007:37) asserts that through games, students learn much information, facts and concepts about people and things. Harb (2007:37) adds that the main goal of game activities is enjoyment. Games enhance the social and affective aspects of the students’ character. Moreover, games are a tool of expression. Students can express their thoughts, ideas, feelings, emotions and aptitudes through games.

Reflecting on the above mentioned, the researcher believes that games are useful tools for teaching and learning a foreign language. They make students build confidence to real life speaking, let them practice English at any time, help to develop the language skills, and also cater for the needs of all ages in language learning levels like basic, intermediate and advanced English. A game is a way in which learners get repeated exposure to an aspect of language without being too boring. As a result, games make learning and teaching English fun.

2.2.5 Types of Language Games

It is difficult to classify games into categories because such categories often overlap. Hadfield (as cited in Wang, et. al 2011: 128) explains two ways of classifying language games: First, he divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy; on the other hand, communicative games focus on the exchange of information. Jacobs (1996) further classifies

games into more detailed forms which are composed of both the elements defining linguistic and communicative games.

1. **Sorting, ordering or arranging games.** For example, students have a set of cards with months, and they have to arrange those cards in order.

2. **Information gap games.** In such games, one or more people have information that other people do not, and they have to exchange their information to complete a task.

3. **Guessing games.** These are a variation on information gap games. For instance, one student who has a flash card cannot show it to others but must instead mime it to others, and then other students have to guess the word from his or her performance.

4. **Searching games.** These games are another version of two-way information games, with everyone seeking and giving information. For example, everyone is given a clue to find out who the criminal is. They have to ask and then reply to their partners to solve the problem.

5. **Matching games.** As the name implies, participants need to find a match for a word, picture, or card.

6. **Labeling games.** These are a form of matching game. The only difference is that the participants match labels and pictures.

7. **Exchanging games.** Many card games fall into this category. In these games, students barter cards, objectives, or ideas.

8. **Board games.** “Scrabble” is one of the most popular games in this category.

9. **Role playing games.** Such games involve students in playing roles that they might not play in real life. They might also be employed to get students to practice set dialogues.

Rafii (2000: 77) classifies the games as follows:

1 - **Instructional games:** They are activities designed according to a set of rules moving with steps of the game to achieve the educational goals cooperatively.

2 – **Simulation games:** They are activities designed to allow the participants to practice real life positions, where each participant plays a role to solve problems or make decisions.

3 – **Competition games:** They are fun activities that include decision making in certain subjects; this type of games can be done with or without simulation.

Al kahlout (2012: 16) suggests the following classification:

1- **Cooperative game:** are enjoyable activities designed to encourage the cooperation among the learners to understand the objectives of the lesson where complete freedom of communication is allowed to coordinate or to share reward. That leads the learners to cooperate with each other, spread the atmosphere of friendship and encourage the participation of low achievers.

2- **Non - cooperative game:** are enjoyable activities designed to encourage competition among learners for solving or understanding the lesson where communication among learners is forbidden. That encourages them to think deeply, respect one another and do their best.

Sanches (2007) presents other ways in which games can be classified and the following are some of them:

1- **According to students' age.** Games are designed for children, teenagers, youngsters or adults. It is often very much a matter of opinion and local circumstance to place a particular game in one of these categories. In other words, the teacher chooses the game according to students' needs, and also considers their personalities

2- **According to students' level.** There are games for elementary, intermediate and advanced. A peculiarity, which exists in games, is their flexibility of adaptation. This means that the same game can be used in an elementary level or in an advanced one by just adapting the complexity of the item studied or practiced.

3-**According to the place or the space where games can be used, the classification might be:**

A. Outdoor games played outside the classroom, in free space.

B. Indoor games developed inside the classroom by using the material available in it (chairs, table, board, etc.).

4- **According to the number of participants, games can be done:**

A- When each student competes alone.

B- By teams or groups, when a group of three or more students compete against other teams. The number of students in each team should depend on the objective to be achieved in the game.

C- By pairs.

D- By the whole class.

5-**According to the skill wanted to be practiced, there are:**

1- Listening games in which the aim is principally focused on the practice of the listening skill.

2- Speaking games where oral communication is the principal objective of the task.

3-Writing games in which the aim is principally the practice of the writing skill.

4-Reading games where reading comprehension is the principal purpose of the task.

6-According to the sub - skills to be practiced, there are :

A- Grammar games that provide experience of the use of particular patterns of syntax in communication.

B-Vocabulary games that are the ones in which the learner's attention is focused mainly on lexicon.

C-Spelling games, which mean the way the words are spelt.

D- Pronunciation games, which mean the way the words or phrases, are uttered. (Sanchez, 2007:56-58)

In this study, the researcher adopts the criteria: according to the skill. She classified the games into: listening games, reading games, writing games, speaking games. The researcher selected these classifications since they are realistic and fit the nature of the study which concentrates upon the performance in the four skills.

2.2.6 Criteria for selecting games

The teacher is the one who decides which game would be appropriate for students to develop in a class. It would seem easy; however, the teacher must take many factors into account when deciding which game would be the most appropriate and most successful with his students at any time. To implement games in an English class, teachers should consider numerous factors.

Chirandon, (2010: 2) and Sanches (2007:55) propose the following criteria for selecting games. These are:

1- The number of students in class.

2-Places: the physical space in which the game will be applied

3- Students' age, this is if students are children, teenagers or adults.

4- Level of English proficiency: beginner, intermediate or advanced learners.

5- Duration and the content, English skills.

6- The difficulties of language.

7-The main aim of having a game, in other words, to analyze perfectly the purpose of the activity. .

8- Students' manners, if they are serious-minded or light-hearted; Students' situation towards the language, if they take English as a compulsory subject or are highly motivated in learning it.

9 -Considering the minimum amount of time needed to play the game with the maximum amount of time available in the lesson.

Khleaf (2009:8) suggests other points to be put into consideration in choosing a game. Some of them are:

1. Game material should be available and easy to be implemented.
2. Game instructions should be clear and simple.
3. Game parts should be consistent.
4. Game should be practical.
5. Game should be easily evaluated.

To sum up, reflecting on the previous criteria the writers presented, the researcher concludes that the principal factors teachers have to consider are related to the game itself, the students, the moment in which the game is applied, the time, the preparation but essentially the objective.

The researcher believes that to implement a successful game, the teacher should select the one that meets the lesson objectives, students' needs and their language proficiency. The game should not be just for fun or to pass the time. Games should be an important part in the English curriculum, not as an amusing activity. They should be planned to give students good chance for real communication and thus bridge the gap

between the classroom and the real world. The teachers have to plan in advance these kinds of exercises and also be prepared to face and solve possible problems accordingly.

2.2.7 The role of teachers

A main feature for applying games in the class is the teacher-student relationship. This is very important because the teacher should inspire students' confidence. Mclaughlin (2005:6) asserts that when teachers carry out any games or activities with students, they should prepare the material in sufficient quantities, explain the activity and check students' answers at the end of an activity or a game.

Schanez(2007: 44) suggests the following roles:

First of all, the role of the teacher should be as a *model*, whose main function is to give clear instructions and a little demonstration of the game itself.

The second role of the teacher is as a *moderator*, whose function is mainly focused on observing, analyzing, helping, taking notes, making sure that the game does not get out of hand, and providing feedback until the game is over.

Finally, the last role is the teacher as a *judge*, which is related to how to approach students to the game. This is quite a difficult task because the teacher has to judge students and, at the same time, make them feel confident.

On the other hand, students' roles depend on what the interactive game demands. In addition, students have to follow the rules of the game, and, even though they do not notice they are achieving a specific part of the foreign language, they certainly are doing so. (Sanchez, 2007: 47)

2.2.8 The Procedures of implementing the game

Sanchez (2007:55) suggests steps in which a game is developed in a class as follows:

- The teacher should give the instructions and an example of the game.

- Then, students play the game. They should never be interrupted to give feedback because it may reduce their motivation and they might lose their confidence in the language. The teacher should be present so as to be able to assist students if they ask for help while the game is played .Afterwards; the winner(s) is decided according to the rule(s) of the game.
- At the end of the game, the teacher provides students with feedback. It is a teacher's decision if it is given individually or in general to the class.

Carrier suggests that there are three appropriate stages in a lesson where games can be used:

A- As an introduction:

- 1- To open the class in a stimulating way. At this point, the teacher gets students' interest in the language from the very beginning of the class.
- 2-To know what point or level students already have. So, the game is taken as a review of a previous activity.

B- After the development of the lesson

It's organized to reinforce an item that the teacher considers necessary to review and/or to practice.

C- At the end of the class

The game aims at closing lessons in a stimulating way, so students can have some practice of the item studied and the teacher can realize if the item is well achieved by students.

2.2.9 The characteristics of good games

Kiryk (2010: 12) presents the qualities of the successful games as follows:

1. They are based on a learning objective. This gives the developer a focus point for the format, skills involved and material covered. Through playing, the players use previously learned knowledge and skills to acquire new knowledge and enhance their abilities.
2. They give the player control over his/her destiny.

3. They include doable challenges. The player should succeed and struggle at various points throughout the game.
4. They are fun and interesting, thus motivating. This encourages the player not only to play today but to return later to the game.
5. They are based on reality in order to intrinsically motivate the players to continue to play the game. The player is able to practice a useful skill without the stress that the real situation may incur. There are chances for multiple practice and redemption.
6. They require interaction. The players should interact with material on a variety of levels and of course with other players, more and less experienced or knowledgeable.

Yu (2005:34) points out that the good game has different characteristics such as:

- A game involves a challenge against either a task or an opponent.
- A game is governed by a definite set of rules.
- A game is freely engaged in.
- Psychologically, a game is an arbitrary situation clearly separate from real-life.
- Socially, the events of a game situation are considered, in and of themselves, to be of minimal importance.
- A game has a definite number of possible solutions; that is, only a finite number of things can happen during play.

The researcher believes that the most important characteristics of the good games are:

- 1- They meet some of the children's basic needs for their natural development and growth.
- 2- They include enjoyment and entertainment for participants.
- 3- They get the mind to be involved in an active process as the child is given the chance to investigate, explore and inquire during playing.

4- Games must include everyone. Each student should be able to participate as a player in order to effectively develop and promote social interaction, good communication and a sense of community.

2.3 Think-pair-share strategy

Each child is an individual and has individual learning needs. However, most human learning is a social process. Students can benefit from learning in groups and pairs. Students can learn better when they are engaged in working together. One of the forms of the collaborative learning is think, pair, share strategy. Think, pair, share is regarded one of the strategies used to activate learner's background about the instructional situation. It is a strategy designed to get many students actively involved in classes of any size. It is a learning strategy developed by Frank Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think –Pair –Share is a multi –response strategy, applicable to all learners (Fisher, 2005: 96)

2.3.1 Definition of Think-Pair-Share strategy

It is a classroom learning activity that provides students with an opportunity to think about a key question, idea, issue, or notion and share their thoughts with a partner before discussion in a small or large group. The focus is on brief, purposeful discussion (Lyman , 1993: 1).

It is one collaborative learning strategy found useful in all kinds of learning situations, and applicable to all ages and abilities.(Fisher, 2005: 96)

Nasr Allah (2004:113) affirms that this strategy is used to create a reaction towards a certain topic. After thinking and manipulating question or a problem individually of a certain topic, pairs of students discuss their ideas to get a suitable answer or solution. Then, they share their ideas and declare them as one idea.

2.3.2 Characteristics of Think-Pair-Share strategy

Hendy (2002:183) and Hamada (2002:241) mention some of these characteristics.

- 1- Think-pair-share strategy gives the students the opportunity to ask, discuss and exchange ideas.
- 2- It provides opportunities for learning.
- 3- This strategy provides students opportunities to learn from their errors in an atmosphere qualified with understanding, interaction and communication.
- 4- Think-pair-share strategy provides students with opportunities to record their ideas on paper or cards which can be collected and examined by the teacher. Thus, the teacher can see and discover their exploration of the topic.

The researcher adds other characteristics as follows:

- 1- This strategy reinforces the interpersonal communication through students' discussion.
- 2- It helps learners to build their knowledge through pair and group discussions.

2.3.3 How does the teacher do it?

Fisher (2005: 96) & Preszler (2006: 12) present the stages of think- pair-share as follows:

- 1-Students listen while the teacher poses the question or a problem.
- 2-Students take a few moments just to THINK about the question, forming ideas of their own.
- 3- Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with.
- 5- The instructor calls for pairs to SHARE their thinking with the rest of the class. The teacher can do this by calling randomly on a few students to summarize their discussion or give their answer.

2.3.4 Advantages of think-Pair-Share

There are many advantages to Lyman's technique. The personal interaction motivates students and engages the entire class. Quiet students are also able to answer the questions or complete the task with a partner instead of having to stand in front of the entire class. The instructor can easily assess student's understanding by listening to several groups during the activity, and by collecting responses at the end (Karge, 2011: 368).

Fisher affirms that working with a partner should also give a child confidence to work in bigger groups. For the child helped by another, the benefits can be considerable. Tutors can gain intellectual benefits in different ways. Putting their skills and knowledge to some purpose will help to consolidate their knowledge, fill in gaps, find new meanings and extend their conceptual framework. (Fisher, 2005: 93)

Putting students in pairs provides many of the advantages of group work. An analysis of the studies conducted upon learning in science, math, English, and technology classes showed that small-group learning promotes greater student achievement, increases retention in courses, and promotes favorable attitudes toward the course material. Students have the opportunity to state their own views, to hear from others, to hone their argumentative skills, and so forth, without the administrative requirements of group work. Social benefits arise from creating a cooperative learning environment in promoting a sense of common purpose and in social bonds (Fisher, 2005: 93). Further, working in pairs makes it virtually impossible for students to avoid participating.

The researcher can summarize the advantages of think-pair-share strategy as follows:

- It is quick.
- It does not take much preparation time.
- The personal interaction motivates many students with little intrinsic interest in the subject.
- The teacher can ask different kinds and levels of questions.

- It engages the entire class and allows quiet students to answer questions without having to stand in front of their classmates.
- The teacher can assess students' understanding by listening to several groups during the activity, and by collecting responses at the end.
- The teacher can do think-pair-share activities once or several times during a given class period.

2.3.5 Other variations of Think-Pair-Share

There are many variations of this active learning technique. A favorite of many educators is *Think-Write-Pair-Share*. In this scenario, students listen while the teacher poses a question, problem, concept or a task. As indicated above, the students are given quiet time to respond to the question in writing. Students are then cued to pair with a neighbor and discuss their responses, noting similarities and differences. It is important to give students enough time to share their answers and discuss how they arrived at the answers with their classmates. After rehearsing responses with a partner, students are invited to share publicly using language for reported speech (e.g. *My partner pointed out...; My partner mentioned that...; We agreed that; We decided that...*) (Karge et. al, 2011: 368).

Fisher (2005) offers another variation, the Read-Write-Pair-Share. He indicates that the strategy provides students with a scaffold experience. The student reads a passage independently, and then composes his/her reactions in writing. These ideas are shared with a partner. The scaffold is enhanced by the discussion and expansion of the thoughts with another classmate and they indicate that some may feel confident once they have rehearsed it by sharing with a peer and may volunteer to share with the entire class.

Tell-Help-Check is an excellent strategy that provides students with opportunities to review and confirm their understanding of critical information. Through interaction with partners, students are able to participate, either orally or in writing, in an activity that will assist in filling in knowledge gaps of information. First, the instructor numbers the students as 1's and 2's. The instructor poses a question to which the 1's respond to.

This may be done either in writing or orally. The amount of time allotted to answer the question depends on the depth of the question. Generally, one or two minutes are sufficient. Once the question has been answered, 2's provides help with the answer by adding information or editing existing information. Once both team members have given input on the answer, they check the text to determine accuracy (Karge, 2011:386).

2.3.6 Why should teachers use think-pair-share?

Think-Pair-Share provides young students with the opportunity to carefully think and talk about what they have learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students. In addition, the strategy incorporates various learning styles, which results in a greater amount of involvement and interaction from more students (Preszler, 2006: 12).

Think-Pair-Share is helpful because it structures the discussion. Students follow a prescribed process that limits off-task thinking and off-task behavior, and accountability is built in because each must report to a partner, and then partners must report to the whole class. Because of the first stage, when students simply THINK, there is wait time: they actually have time to think about their answers. According to Leamnsen, "group work during class time aims primarily at associating good outcomes with certain student behaviors" (2000:80).

In addition, students often find out that their answer, which they assumed to be stupid, was actually not stupid at all; perhaps their partner thought of the same thing. Students also discover that they rethink their answer in order to express it to someone else, and they also often elaborate on their answer or think of new ideas as the partners SHARE (Leamnsen, 2000: 81).

The interactive nature of this strategy helps students maintain interest in the topics covered. It also offers an avenue for students to tap into related background knowledge. This strategy provides an excellent opportunity for the instructor to assess student knowledge of the given topic. While the teams are working on the questions, the instructor can circulate the room to

determine the level of understanding of individuals and the group as a whole. This time also provides an opportunity for the instructor to provide feedback to individual students (Karge et. al, 2011: 368).

On implementing this strategy, at the beginning, the teachers usually find it time-consuming. However, afterwards, they find it very valuable as it makes classroom discussions more productive; students have an opportunity to think about their ideas before engaging into whole-class conversations. These, it seems, are powerful reasons to employ Think-Pair-Share in order to structure student's thinking and their discussions.

2.4 computerized quizzes

In the field of classroom assessment, a division has been established between assessments that are designed to a) measure a student's level of attained knowledge b) give immediate feedback both to the teacher to guide instruction and to the students to help them understand their current level of mastery. The first type is often referred to as assessment of learning. These would be: unit tests; major exams; standardized tests; or a state-mandated graduation test, given after a unit or a course has been completed. The second type is often referred to as assessment for learning. Such tools are quizzes or brief writing activities that drive the learner to a greater level of knowledge. (Robertson, 2012: 2)

Computerized quizzes implemented in the study fell into the second category: assessment for learning. These quizzes were implemented every two periods, and were designed on quiz creator program in order to provide students with immediate feedback about their learning, and make them cognitively engaged in the process of their learning.

2.4.1 Quizzes

In education, quizzes are a very effective tool for the teaching and learning process. Students have often relied on this trusted tool to enhance their knowledge as well as to increase their performance in the light of the set parameters. However, with the changing times, the technique of making quiz has been also changed. Instead of spending time in making quizzes manually, teachers and students can use the quiz maker tool to create computerized quizzes. (Marsh, 2012)

2.4.2 Computer-based assessment

Al-Amri (2009:15) asserts that learning from computer screens is becoming more and more common in our daily lives as the amount of reading material available on line is rapidly increasing. This influence has been seen in the field of language assessment where computerized testing such as computer-based tests are attracting the attention of researchers,

language learners, and test users alike. Technology has been implemented in the field of language assessment by using computers to deliver different types of assessment.

Computer-based tests are defined as tests or assessments that are administered by computer in either stand-alone or networked configuration or by other technology devices linked to the Internet or the World Wide Web. (Olsen, 2000)

2.4.3 Definition of computerized quizzes

Computerized quizzes refer to computer-assisted quizzes that imply the use of computers to assess students' progress. This assessment can vary in *format*: either consisting of a pre-printed paper test onto which students mark their responses, which are then processed automatically using an optical mark reader; or involving the direct input of students' responses into a computer terminal. Computer-based assessments may stand alone and specific to certain machines within a computer lab; based on a local network (intranet); or, as is increasingly common, web based (Chalmers, 2002: 2).

2.4.4 The significance of the computerized quizzes as an active learning strategy

In asking students to think of quiz questions, the teacher encourages the students to think more deeply about the course material and to explore major themes, comparison of views presented, applications, and other higher-order thinking skills. (Asaro.2013: 4)

Eison asserts that giving a test or quiz stimulates active student's engagement both in- and out-of-class. Well-designed and carefully constructed traditional and computerized quizzes and tests (e.g., multiple-choice, essay) can, for example, be used to enhance learning when they focus clearly on important learning goals. (Eison, 2010: 16)

Bonwell and Eison (1991) refer that "after a lecture, students recall 62% of the information. However, only 45% is recalled by students after 3-4 days and in 8 weeks only 24% of the information is recalled. If a quiz or exam was administered after the lecture, recall was doubled at the 8-week

period". It is interesting that many instructors and teachers appear to ignore the potential impact which tests can have upon learning. This may relate to the fact that tests or exams require time which faculty would prefer to, or must, allocate to other activities. Regardless of the reason, teachers should reconsider the use of tests within their courses. (Seeler, et. al: 1994)

The visible quizzes are sometimes called the “poor teacher’s clickers” because they function like personal response systems. They have the advantage, however, of allowing teachers to identify immediately the individuals giving incorrect answers. As Millis (2012: 4) points out, the learning in this case depends on the immediate feedback that the quizzes provide.

In the study program, the quizzes were designed using Wondershare Quiz Creator. The quizzes were non-invigilated, not time-constrained, and provided with immediate feedback to the students so that they could identify their areas of weakness. In the tests, the total scores were displayed immediately at the end of each test, supported by printed reports such as detailed reports on incorrect responses. The most formative aspect of the quiz is that the quiz centered on the provision of valuable revision tests for self-assessment. The original tests were reissued with immediate feedback on each question. The teacher made discussion with students on the item of the quizzes and students were given the chance to be engaged in discussion with peers and the teacher on the incorrect answers.

2.4.5 Pedagogical advantages of computerized quizzes

Al-Amri (2009:23) and Thurlow (2010:4) present the benefits of computerized quizzes as follows:

- 1- They offer test developers the opportunity to improve their productivity and lead to innovation in their fields.
- 2- The standardization of test administration conditions is one of the benefits offered by computer-based testing (CAA).

3- No matter what the tests' population size is, CAA helps test developers to set the same test conditions for all participants.

4- It also improves all aspects of test security by storing questions and responses in encrypted databases and enables testers to create randomized questions and answers from vast question pools.

5- Offering different test formats and the immediate presentation of different types of feedback, either to students or testers, are other great advantages of CAA. (Al-Amri, 2009)

Chalmers (2002:3) mentions other benefits represented in:

- It enables the assessment of a wide range of topics very quickly, with an associated reduction in the time that lecturers dedicate to marking.
- The need for double marking is totally eliminated. This time and resource saving allows more regular assessment than might otherwise have been possible, consequently enabling more detailed knowledge of students' progress and quicker identification of problems.

2.4.6 Administrative advantages of CAA

From the administrative side, Chalmers (2002:5) and Huff and Sireci (2000) present other benefits:

- The saving of time in supervision, invigilation and marking, and a reduction in subjectivity and human error in the marking process itself.
- When dealing with large groups of students, the time and resource saving can be of a significant order.
- Given the computer-based nature of the exercise, substantial reductions in printing costs should be achieved when assessments are updated or altered.
- Statistical evaluations of the results can be generated automatically, with no additional keying in of marks, thus reducing evaluation time.

- Successful integration into, and co-ordination with, student records and university information and management systems.

2.4.7 Disadvantages from a pedagogical point of view

Chalmers (2002: 9) and Thurlow (2010:5) mention that there are some disadvantages that users have to be aware of before opting for computer-based testing, which led many scholars to suggest conducting systematic studies to check equivalency and comparability of paper-based tests and computer-based tests. These disadvantages are:

- 1- Students need some degree of computer literacy in order to avoid the mode effect on computer-based testing. The computerized tests rely on a certain level of IT competence
- 2- An injudicious use of multiple-choice questions can lead to a focus on the testing of a superficial level of understanding, with consequent cynicism from staff and students alike.

2.4.8 Disadvantages from an administrative point of view

Chalmers (2002:5) points out the following disadvantages of the computer – based assessment as follows:

- 1- The application of computerized quizzes requires providing physical demands for IT staff.
- 2- Computer hardware and lab space if computer – based assessment schemes are to be conducted simultaneously on a large scale.

2.4.9 Tips on implementing the computerized quizzes.

Chalmers (2002:18) suggests the following tips on implementing the computerized quizzes.

- 1- First, design the aims and objectives of the project for specific pedagogic reasons, appropriate to the conditions in your school.
- 2- Second, conduct meaningful evaluations measuring how well the objectives have been achieved in the appropriate timescale.

3- Third, do not forget to explain to your students why computer-based quizzes are being implemented and at the same time involve them in it. This way they will share in the project's objectives.

Marsh (2012:2) adds other points:

Sample Quizzes: The teacher should give her/his students a sample quiz before they are actually given the graded assignment. This makes students familiar with the tool and will follow the instructions for actual graded test.

Feedback: When the teacher uses this type of quiz maker to create quizzes, it is suggested that he/she provides the students with feedback for the wrong answers. If the students answer a question incorrectly, they should know what the correct answers are.

Save Quizzes: Whenever the teacher creates quiz using multiple choices quiz maker, he/she should save the quiz at the back end for the further use and for the students who have no computer available at home. (Marsh, 2012).

In this study, the researcher used the computerized quizzes that are designed on quiz creator program. This type of quizzes was designed using Wondershare Quiz Creator. Wondershare Quiz Creator is a robust flash quiz maker that enables trainers and educators to easily create interactive flash-based quizzes with images, sounds, narrations and flash animations to engage learners through the learning process and offers immediate results tracking and score reporting toolkit.

To conclude, it is clear that the principles of computer-aided assessment are now speedily being applied to ever wider areas of assessment. The issue of computer-based quizzes cannot be ignored even in the most traditional establishments. It is very likely that the future student may have a greater choice of where she or he studies and the manner in which that study takes place. It is likely that computer-aided learning and teaching will play an ever-increasing role in the delivery of education.

2.5 Performance in English language

English has undoubtedly become both the most prominent means of global communication and the most important means for accessing to the world's intellectual, cultural, and technical resources. Although it does not have the largest number of native speakers, English is far more worldwide in its distribution than all other spoken languages. In 2000, Mandarin Chinese has around 874 million native speakers; Hindi, 366 million; and English, 341 million. In addition to the 341 million native speakers, English also has as 150 to 300 million speakers who use it as a second language and 100 to 1,000 million speakers who use it as a foreign language (Crystal, 1997: 1).

Due to its increasing use as the first global language, English proficiency is not merely an advantage but also a must. In international context, Cooke, (as cited in Kurniasih, 2011 :2) affirms that English serves as the main gate to get a better job, especially in multinational companies.

To learn a language in order to use it as a means of communication, the students need to deal with the four language skills: listening, speaking, reading and writing. By mastering these elements, they are expected to be able to integrate them in communication acts. Chun (2006: 1) asserts that the purpose of language learning is to improve the speakers' four skills of listening, speaking, reading and writing, but this is not the final purpose. The final purpose is to let speakers be able to use the language.

Although discussions on the teaching of the four language skills below are placed in four different sections, it does not mean that the four language skills are isolated processes. In reality, each language process enhances students' ability to use the others. Listening to other people use language enhances children's ability to speak. Reading helps students develop skills for communicating through writing. Through reading, learners have incidental contact with the rules of grammar. Writing helps in developing phonic knowledge and enhances reading fluency because young children always associate written language with oral language they have mastered (Kurniasih, 2011 : 4). Thus, the separation of the four language skills in the following sections is only for the sake of easiness for discussion.

2.5.1 Listening skill

2.5.1.1 Definition of listening

Purdy (1997:8) defines listening as the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings.

Fang (2008:21) states that listening is the Cinderella skill in second language learning. It became fashionable again in the 1980s when Krashen's ideas about comprehensible input gained prominence.

Millrood (2001:99) defines listening as an act of interpreting speech that one receives through ears. He distinguishes between listening and hearing explaining that hearing is an act of receiving the language through ears without interpretation; on the contrary, listening is an act of interpreting speech that one receives through ears.

Sarıçoban (1999) states that listening is the ability to identify and understand what others are saying.

2.5.1.2 Importance of listening

Although speaking is the most common form of communication, due to several reasons, listening is the first skill to master in order to be proficient in a language. (Chun, 2006) presents the following reasons:

1- First, no one can say a word before listening to it. Thus, the teacher must take into account that the level of language input (listening) must be higher than the level of language production (speaking). Good listeners often speak more exactly and more creatively than poor listeners; they have more words at their command.

2- Second, in a conversation, one can respond accurately only after listening precisely. Our daily interactions prove that poor listening can lead to unnecessary arguments and problems.

3- Third, listening constitutes half of the communication process.

4- Fourth, children get the majority of information through listening.

5- Finally, children spend more than half the time they are in the classrooms by listening.

Listening is the initial stage in first and second language acquisition. According to Sharpe (cited in Sevic, 2012), the promotion of children's speaking and listening skills lies at the heart of effective learning in all subjects of the primary curriculum. Therefore, ESL/EFL teachers have to make the development of children's listening skills a key aim of primary teaching and equip them with the best strategies for effective listening. Sevic, (2012: 11) also considers the teaching of listening skills as foundational to the development of other language skills. We should, however, be aware that any kind of listening comprehension activity needs to be well guided with clear aims.

2.5.1.3 Listening and English as a foreign Language

According to second language acquisition theory, language input is the most essential condition of language acquisition. As an input skill, listening plays a crucial role in students' language development. Krashen (cited in Hatab, 2010: 27) argues that people acquire language by understanding the linguistic information they hear. Thus language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. Given the importance of listening in language learning and teaching, it is essential for language teachers to help students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: precisely those that learners are likely to encounter when they use the language outside the classroom.

2.5.1.4 Why is listening difficult?

Despite its importance, listening to foreign language sounds is possibly the skill which learners usually find most difficult. This is quite natural since the sounds they hear, at least at initial stages, are unfamiliar. Thus, to get the message sent through an expression, they always feel under unnecessary pressure to understand every word. Another prominent cause that makes listening to a foreign language sounds difficult for children is the fact that children, whether in or out of the classrooms, are subjected to endless number of sounds. To a higher extent, these sounds do not belong to the foreign language they are learning. As a consequence, the

learners cannot concentrate on comprehending the sounds of the foreign language they are learning. (Kurniasih, 2011: 5)

2.5.1.5 The role of the teachers in teaching listening

To achieve the aims related to listening, Cabrera & Bazo(2002) suggest that the teacher plays an important role that is defined in the following steps:

1. The teacher should make sure the physical conditions are properly set up. All the distractions, unrelated materials, noise and movement should be removed. The teacher must also be sure that chairs face the right direction so that the eye strain and uncomfortable sitting conditions are erased.

2. It is important to help pupils prepare for the listening task well before they hear the text itself. First of all, the teacher must ensure that the children understand the language they need to complete the task and are fully aware of exactly what is expected of them. Mendelsohn (1994) asserts that learners should know what they are listening for and why.

3. The teacher is to use materials based on a wide range of authentic texts, including both monologues and dialogues.

4. The teacher should speak in animated and interesting manner, so that the pupils have a deep interest in the activity.

5. The next important step the teacher should do is to encourage pupils to anticipate what they are going to hear. In everyday life, the speaker, the situation, and visual clues all help us to decode oral messages. The teacher can help the pupils by presenting the listening activity within the context of the topic of a teaching unit. This will help the young learners predict what the answers might be. The teacher can also help them further by asking questions and using the illustrations to encourage pupils to guess the answers even before they hear the text. Mendelsohn (1994) stresses that learners should be given opportunities to progressively structure their listening by listening to a text several times and by working through increasingly challenging listening tasks.

7- When the pupils have completed the activity, it is suggested that the teacher encourages the whole class to answer. He / she should not put individual pupils under

unnecessary pressure. Rather than validating whether an answer is correct or not, the teacher replays the cassette or video and lets the pupils listen again for confirmation.

8. If the class gives the teacher a variety of answers, he/ she lists them all on the board and replays the cassette or video, so that the pupils can listen and choose the correct one. Even if they all appear to have completed the task successfully, always the teacher motivates them to listen to the text once more and check their answers for themselves.

Kurniasih (2011: 5-7) adds the following points

1- The teacher needs to stimulate the pupils to appreciate good listening by praising their achievement.

2- During the listening, the pupils should be able to focus on understanding the message. So, it is imperative to make certain they are not trying to read or write at the same time. It is also necessary to give a second chance to listen to the text to provide a new opportunity to those who were not able to do the task.

3- The teacher needs to select, explain, and demonstrate the use of the phonological features (assimilation, prominence, etc.) used in the text he/she thinks important for the students to notice in order to decode the text they are going to listen.

To conclude, listening is the most important skill in communication. It is a communication skill that requires the listeners to understand, interpret, and evaluate what they hear of. It paves the way for other skills to tower over the others because of its significance in terms of speech and freedom of expression. Without listening, communication can also be crippled. It is vital and should be a main part in classroom instruction.

2.5.2 Speaking skill

Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills and enables them to express themselves and learn how to use a language. When someone says '*I know English*' this does not mean that he can speak English. Scott (2005:28) adhered to this saying "It is this lack of genuine speaking opportunities which accounts for many students feeling

that, however much grammar and vocabulary they *'know'*, they are insufficiently prepared for speaking in the world beyond the classroom." Harmer (2001:47) says that "Communication is the central feature in teaching and learning language. It is, between students, creates opportunities for them to participate in the negotiation of meaning, to perform a range of language functions, and to attend to both language forms and functions."

2.5.2.1 Speaking definition

Speaking is the act of talking to someone, of making an utterance with intentional and unintentional dealings, or of a discourse of a person who really speaks. It refers also to literary works and artistic communications that are composed of daily recitations, as ancient poetry and oral literature regardless of a language spoken by the people worldwide. (Chun, 2006: 5)

Nunan (2003: 48) refers that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning.

Speaking is the ability to make use of words of a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and needs orally (Hornby, 1995: 826)

2.5.2.2 Goals of teaching speaking

Today's world requires that the goal of teaching speaking should improve students' communicative skills so that students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. Nunan (2003, : 39) sees "mastering the art of speaking" as the most important aspect of learning a language.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. (Burnkart,1998:2).

2.5.2.3 Principles of Teaching Speaking

To achieve the previous goals, teachers should follow certain principles for teaching speaking, which may help them in designing the classroom activities and management. Nunan (2003) and Kayi (2006: 2) suggest some principles that help in teaching speaking:

- 1.** The teachers should be aware of the difference between second and foreign language.
- 2.** The teachers should give students chance to practice with fluency and accuracy.
- 3.** The teachers should provide opportunity for students to talk by using group and pair work and limit the teachers' talk.
- 4.** The teachers should plan speaking tasks to involve negotiation of meaning.
- 5.** The teachers should design classroom activities that involve guidance and practice both transactional and interactional speaking.
- 6.** The teachers should ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- 7.** The teachers should provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."
- 8.** The teachers should not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- 9.** The teachers should involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- 10.** The teachers should circulate around classroom to ensure that students are on the right track and see whether they need help while they work in groups or pairs.
- 11.** The teachers should reduce teacher's speaking time in class while increasing student's speaking time.

In the light of the principles of teaching speaking as mentioned above, it could be concluded that English teachers, when teaching young learners, have to keep in mind the fact that they deal with a mixed class with varied abilities, expectations, motivation level, knowledge and, last but not least, different learning styles. Moreover, English teachers should create a classroom environment where students

have real life communication, diagnose problems faced by students who have difficulties in expressing themselves in the target language. Therefore, the teachers need to vary their approaches and offer as many opportunities as possible to make the whole class find a little something to hold on to expand and grow importance of speaking skill.

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve this aim best. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. (Kayi, 2006: 1)

2.5.2.4 Characteristics of Successful Speaking Activities

Again, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). In order that they can carry out the successful speaking, the teachers have to fulfill some characteristics of successful speaking activity such as:

Learners talk a lot. As much as possible of the period of time allocated to, the activity is in fact occupied by learner's talk. This may be obvious, but often most time is taken up with teacher's talk or pauses.

Participant is even

Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.

Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieving a task objective.

Language is of an acceptable level

Learners express themselves in utterances that are relevant, easy, comprehensible to teach others and of acceptable level of

language accuracy. Among active learning strategies that suit teaching speaking are: discussion, role play and assimilation, interviews and games.

2.5.2.5 The activities to promote speaking skills

In primary schools, two main types of speaking activities are used. The first type, **songs, chants, and poems**, encourages pupils to mimic the model they hear on the cassette. This helps pupils to master the sounds, rhythms, and intonation of the English language through simple reproduction. The **games and pair work activities** on the other hand, although always based on a given model, encourage the pupils to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation. (Kurniasih, 2011: 7)

Kayi (2006: 2) suggests other strategies:

1) Discussion

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here, the teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class.

2) Role Play and Simulation

Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while

3) Interviews

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present the result to the class.

4) Reporting

In class, the students are asked to report what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

5) Prepared Talks

A popular kind of activity is the prepared talk where a student makes a presentation on a topic. Such talks are not designed for informal spontaneous

conversation; because they are prepared, they are more 'writing-like' than spoken orally. However, if possible, students should speak from notes rather than from a script (Harmer, 2001: 274).

6) Dialogue

Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. Dialogue also increases students' vocabulary. The primary objective of using dialogue is developing student's competence (pronunciation, intonation, stress) in teaching speaking like native speaker.

2.5.2.6 Teacher's correction of student's speaking

The teacher should make sure the activities he/ she presents to the pupils provide a reason for speaking, whether this is to play a game or to find out real information about friends in the class. Once the activity begins, the teacher has to make sure that the children are speaking as much English as possible without interfering to correct the mistakes that they will probably make. It is useful to treat errors casually by praising the utterance and simply repeating it correctly without necessarily highlighting the errors. And finally, the teacher should offer praise for effort regardless of the accuracy of the English produced.

To conclude, teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

2.5.3 Writing skill

Writing is a highly demanding productive skill. It is also not a naturally acquired skill, a fact that makes writing different from speaking. To elaborate, every human being is capable of acquiring the speaking skill without receiving professional or formal training. On the other hand, the writing skill, whether in one's native language or foreign language, requires much training and practice in order to get developed.

2.5.3.1 Writing definition

Bello (1997:1) says that writing is a continuous process of discovering how to find the most effective language for communicating one's feelings and thoughts. He maintains that writing is challenging whether it is in a native language or in a second language.

Massi (2007) considers writing as a tool for the creation of ideas and the consolidation of the linguistic system by using it for communication in an interactive way. Writing is an interactive process by nature, since it results from the symbolic interplay between the writer, text and reader.

2.5.3.2 Why to teach writing?

Learning English as a foreign language (EFL) is quite effective when learners are allowed to experience all the four skills. Nevertheless, the skill that indicates the students' language development is writing. The students can write because they know how to carry out the thinking process, writing process, and writing compositions. If they lack these aspects, their writings are failure. Writing well is not just an option for young people—it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. (Graham and Perin, 2007: 3)

Harmer (.2001, pp.79-84) explains four reasons for teaching writing to students of English as a foreign language. They are: language development, reinforcement, writing as a skill and learning style.

- **Language development:** The process of writing is different from the process of speaking; the former helps us to learn as we go along. The mental activity of constructing proper written texts is part of the ongoing learning experiences.

- **Reinforcement:** Some students acquire languages in an oral/aural way, others get benefit from seeing the language written down. The visual demonstration of language construction is invaluable for both understanding and memory. It is useful for students to write the new language shortly after studying it.

- **Writing as a skill:** The most essential reason for teaching writing is that it is a basic language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays and reports and how to use writing conventions.

- **Learning style:** Some students are quick at acquiring language just by looking and listening; others may take longer time. Time spent in producing language can help in selecting the learning style i.e. slow learners are slow language producers when they are taught only in a verbal way. So, writing is more appropriate for those learners to learn language.

2.5.3.3 The role of the teacher in writing lessons

To help students become better writers, teachers have a number of tasks to perform. Harmer (2004, p.p. 41-42) discusses five tasks a teacher can do before, during and after student writing. They are:

1- **Demonstrating:** Students should be aware of writing conventions and genre constraints in specific kinds of writing, so teachers have to be able to put these features into their consideration.

2- **Motivating and provoking:** Teachers should motivate, help and provoke students to get ideas, acquire them with the value of the task and persuade them what fun it can be.

3- **Supporting:** teachers need to be supportive in writing lessons and help students to overcome difficulties that students face in writing.

4-Responding: Teachers should react to the content and construction of a piece of writing supportively and make suggestions for its improvement.

5- Evaluating: When evaluating students' writing, teachers can indicate the positive points, the mistakes that students made and may award grades. The teacher should be organized, disciplined, authoritative, dedicated and insightful.

2.5.3.4 Writing activities

Bowen and Marks (1994) discuss different writing activities in detail:

1. Copying : (vocabulary, structures, dialogues, narratives).

2. Written structure- based exercises: For example:

Writing sentences from prompts, answering questions using a particular structure, sentence completion matching halves of sentences and gap- filling.

3. Guided writing exercises: Examples of these are:

Writing a paragraph with accord to a mode and reassembling jumbled sentences to form paragraphs.

4. Dictations:

Dictation is felt to be a valid test of all language proficiency :grammar- listening – writing- syntax – lexis – phonology.

5. Summaries

These are useful for consolidating language (structure and lexis in particular).

6. Authentic writing tasks:

These are carried out by native speakers. Examples of these are letters and e-mails, filling in forms and writing messages

To conclude, pupils shouldn't be passive during lessons. It is important to engage them with school work so that they may learn. The active involvement of pupils in learning leads to more successful learning. In primary schools, EFL pupils progress from writing isolated words and phrases, to short paragraphs about themselves or about very familiar topics

(family, home, hobbies, friends, food, etc.). Since many pupils at this level are not yet capable either linguistically or intellectually of creating a piece of written text from scratch, it is important that time be spent building up the language they will need and providing a model on which they can then base their own efforts. The writing activities should therefore be based on a parallel text and guide the pupils, using simple cues. These writing activities generally appear towards the end of a unit so that pupils have had plenty of exposure to the language and practice of the main structures and vocabulary they need.

2.5.3.5 Teacher's correction of students' written works

The writing of primary school pupils, whether done in class or at home, will invariably contain mistakes. Again, the teacher should try to be sensitive in his/her correction and not necessarily insist on every error being highlighted. A piece of written work covered in red pen is demoralizing and generally counter-productive. Where possible, Kurniasih (2011: 79) suggests that the teacher encourages pupils to correct their own mistakes as they work. If there is time, the teacher can encourage pupils to decorate their written work and where feasible display their efforts in the classroom.

2.5.3.6 What affects pupils' writing?

Maltin (2005) mentions various factors that affect writing. These are:

- 1. Motivational factors:** the pupils with high writing self-efficacy are expected to produce better writing than pupils with the same abilities but with less self-efficacy.
- 2. Motor factors:** a pupil might write differently when he uses a computer instead of a pen and paper.
- 3. Social factors:** the audience who will read the piece of writing.
- 4. Long-term memory:** this includes the writer's semantic memory and his experience about the topic, general schemas and the audience.
- 5. Working memory:** this means the brief immediate memory for the material we are currently processing as well as the coordination of our ongoing mental activities.

Scarcella and Oxford (1992) have a rather different view. They think that the factors affecting writing are:

- **Needs and objectives:**

Individual differences in general affect pupils' writing. ESL writing developing is enhanced when instruction is planned to address the learners' needs and objectives.

- **Motivation:** Pupils are motivated to write when they are allowed to choose topics to write about. Successful ESL writers have positive attitudes towards writing.

- **Authenticity:**

This refers to using writing purposefully to convey messages to real audiences. It helps pupils to focus on the content and organization of their written work.

- **Cultural and linguistic experiences:**

The pupils' culture and writing ability in the first language might affect writing development.

- **Background knowledge:**

A pupils' background information affects his writing. A pupil with limited knowledge needs new experiences to build his/her knowledge.

2.5.4 Reading skill

2.5.4.1 The Definition of Reading:

Many definitions were given to reading. These definitions are rather complementary; there is not any contradiction among them. According to Nunan, (1993, p. 82) reading is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He called this process as the 'bottom-up' view of reading which is gradually developed as the reader goes on reading.

Millrood (2001:P.117) defines reading as:" a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience"

Farlex (2009:P.3) defines it as “a means of language acquisition, of communication, and of sharing information and ideas.

Reflecting on the above mentioned definitions, it is obvious that reading is a complex cognitive process aiming at understanding a written linguistic text and sharing information and ideas.

The researcher believes that reading is an active process. It is not a mere decorating of letters and words. Rather, when a student reads, he / she is engaged into processes of visual decoding, mental processing of what has been decoded, and relating it to one’s experience. It is an interactive skill in which the reader interacts with the text and employs his experience and previous knowledge to get the intended meaning.

2.5.4.2 Reading process:

Johnson and Keier (2010:p.21) assert that the reading processes are the same for all learners. They state that the reading process goes through the following steps:

- 1- Recognizing words and figuring out others.
- 2- Predicting the meaning of certain vocabulary words by searching and gathering information from context, background knowledge, and other sources.
- 3- Keeping a constant check to make sure what they are reading makes sense.
- 4- Using fix-up strategies when they get confused.
- 5- Activating prior knowledge and combining that information with the words of the author to derive meaning.
- 6- Making connections to other books or prior knowledge.
- 7- Attending to punctuation.
- 8- Grouping words into phrases.
- 9- Visualizing or questioning what they are reading.
- 10- Inferring the meaning of a word or phrases, or inferring what the author meant in a particular section.
- 11- Thinking about what they know about the structure of this text.

12-Critiquing and evaluating – deciding whether they like or dislike the text, agree or disagree with the information, would recommend it to others.

The researcher believes that to be a good reader, the student should recognize words, predict the meaning, use fix-up strategies, activate prior knowledge, recall the prior knowledge, understand the reading passage, make inferences and predictions, synthesize information from different sources and form and support opinion on ideas in the text, and critique and evaluate.

2.5.4.3 The Importance of Reading:

For the students who are learning a foreign language in an academic context, foreign language reading is extremely important because most of the target language input is obtained through the channel of reading. Learners are expected to select what they are going to read according to their interests in order to get information, knowledge and pleasure. Rabel (2005: 1) affirms that reading allows students to create in their minds how a particular character looks like or imagine how a scene plays out. Reading a book therefore, allows a student to exercise and cultivate her/his creative thinking skills.

2.5.4. Principles of Teaching Reading Lessons in English

Day and Bamford, (1998 : 7) suggest the following principles to be taken into consideration in any English reading lesson:

- Students read as much as possible in and out of the classroom.
- A wide variety of material should be available to encourage reading.
- Students select what they want to read due to their interest and level of comprehension.
- The purposes of reading are usually related to pleasure, information, and general understanding.
- Dictionaries are rarely used while reading because it makes fluent reading difficult.
- Reading speed is usually faster than slower as students read texts that they find easily understandable.

- Teachers orient students to the goals of the program, explain the methodology, keep track of what students read, and guide students in getting the most out of the program.
- The teacher is a role model of a reader, an active member of the classroom community and demonstrates what is meant to be a reader.

To conclude, the teacher is supposed to be a guide and facilitator who directs the students towards the objectives. Also, the students are expected to select what they are going to read according to their interests in order to get information, knowledge and pleasure.

2.5.4.5 How to teach reading?

In order to efficiently achieve and improve students' reading comprehension, three stages of classroom teaching should be applied to EFL reading instruction.

According to Li-juan, (2007:20), these stages are:

A- Pre reading stage:

In this stage, teachers should provoke students' interests and motivation through discussing pictures, titles and some key words. Students predict and talk about possible ideas of what the text might be about. Teachers are requested to establish a purpose of reading within students and activate their schemata as well.

b- While-reading stage:

As the name suggests, reading activities take place during the actual reading. It focuses on developing students' reading skills through answering multi-level comprehension questions such as general understanding questions, detailed-answer questions and high-order thinking questions.

c- Post-reading stage:

The activities of this stage take place after the reading has been done. Here, teachers check students' understanding of what they have read, relate the text to their personal experience and lives and relate and integrate reading to other language skills. For example, students can be asked to

summarize in writing what they have read, discuss or debate over certain issues latent in the reading text.

2.5.4.6 New Edition English for Palestine Grade 4

New Edition English for Palestine 4 is the fourth level of the English series. Level 4 complements and extends the work in level 1, 2 and 3. As such, level 4 maintains the continuity of the course and offers many new features to stimulate and challenge teachers and students. As in previous levels, the course has a double strand of communicative activities and skills work. The skills of reading, writing, listening and speaking are integrated throughout the course, and there is now more emphasis on combining the skills in sequences of activities (ETB, 2011: 4).

2.5.4.7 Components of English for Palestine Grade 4

A- Student's Book:

There are two Pupil's Books for Grade 4, covering 18 units in the course of a year. Pupil's Book 4A contains Units 1–9; once the class has completed this, it moves on to Pupil's Book 4B, which contains Units 10–18. Each Pupil's Book contains seven units of new material: these present new vocabulary and structures, introduce the English alphabet and basic phonics and provide practice for listening, speaking and early literacy skills. Two revision units give children the opportunity to review and further practice this language. The Pupil's Book is a combination of a traditional Pupil's Book and Workbook. Each unit contains material for six teaching periods: Periods 1, 3 and 5 are Learn periods in which language is presented and reinforced. Periods 2, 4 and 6 are practice periods in which language is practised in a wide variety of activities. Children also have the opportunity to develop handwriting skills. Each unit is based on a theme, allowing the new language to be taught in context, e.g. *At the restaurant, Let's make a cake, On the farm*. The themes have been taken from the Palestine curriculum to meet the needs and interests of children of this age.

B-The Teacher's Book

Comprehensive notes are supplied for each period, to help the teaching be as effective as possible and to ensure that teaching time is used efficiently. The notes for each period contain a summary box at the start, clearly detailing the learning aims and the key language covered, as well as listing the materials required so that you can prepare lessons in advance. Timings for each activity are supplied as a guide. Instructions on how to model examples and give feedback on answers are also included. The Teacher's Book also contains ideas for classroom games and using the flashcards and posters.

Developing listening and speaking skills

Children should be given every possible opportunity to hear English spoken and to speak it themselves, so that they can become fluent and accurate English speakers. Each period of *English for Palestine* provides opportunities for developing both fluency and accuracy

Developing reading skills

Grade 4 builds on the work done in Grades 1–3, with more opportunity to read sentences and simple texts.

Developing writing skills

In Grade 4 there are more opportunities to write both words and simple sentences.

2.6. Summary

In conclusion, this section presented the theoretical framework of the study in order to give a clear overview about the relevant topics. Next is the second section of this chapter that covers previous studies and commentary.

Part 2: Previous Studies

The second part discusses previous studies conducted in concern with the use of active learning strategies in teaching. This part is divided into five sections: 1) active learning in teaching subjects other than English, 2) active learning in teaching English language and other languages, 3) using think, pair ,share strategy in teaching English, 4) using interactive games in teaching English 5) and computerized quizzes in teaching English.

2.7 First domain : Studies related to active learning in teaching subjects other than English language

The present scenario of education system is that all people are under pressure to use the innovative strategies in the teaching and learning process, to teach students the knowledge and skills that are required for the twenty first century. It has been suggested that students whose activity is engaged with the material are more likely to recall information. Numerous studies have been undertaken to examine the advantages of active learning in appropriately adapted classes. Under beneath, there is an overview of related studies that look at the effect or the impact of using active learning strategies with related variables on students' performance and achievement in subjects other than English.

In her study, Al Alol, (2012) aimed to see the effect of using some active learning strategies on developing mathematical solving problems skills for the fourth primary grade in Gaza. The study sample consisted of (78) female students of the fourth primary grade of Gaza primary school. The experimental group consisted of (39) students and the other was a control group which consisted of (39) students. The researcher concluded the following results: 1) There were significant differences at ($\alpha \leq 0.05$) between the experimental group which used active learning and the group which did not use active learning in developing mathematical solving problem skills in favour of the students of experimental group. 2) There were significant differences at ($\alpha \leq 0.05$) between pre and post mathematical solving problems test in favour of the experimental group. 3) There was high

effect of using active learning strategies to develop the mathematical solving problem skills.

Al Jedy (2012), in her study, aimed to find out the effect of employing some of active learning strategies in teaching science on improving life skills of fourth grade students in Gaza. In order to achieve this objective, a teacher guide was prepared to teach the human body unit by using active learning. The content of this unit was analyzed in order to determine the life skills included in the unit. A life skills test was built; in addition, the experimental approach was used. A sample consisting of 72 students was divided into two groups: experimental (N = 36) and was taught using active learning strategies, a control one (N = 36) and was taught using the traditional approach. The findings of the study indicated that there were statistically significant differences at the level ($\alpha \leq 0.05$) between the average scores of students of the experimental group and those of the control group in life skills test. The difference was in favor of the experimental group.

Minhas, et. al. (2012) examined the effects of student-led seminar (andragogical) and lecture (pedagogical) teaching methods on students' retention of information and performance. For each year of the study, the course was divided into two time periods. The first half was dedicated to instructor-led lectures, followed by a control survey in which the students rated the efficiency of pedagogical learning on a five-point Likert scale from one (strongly disagree) to five (strongly agree). During the second period, students engaged in andragogical learning via peer-led seminars. An experimental survey was then administered to students using the same scale as above to determine students' preferred teaching method. Raw examination scores and survey results from both halves of the course were statistically analyzed by ANOVA with Newman-Keuls multiple comparison test. These results may indicate that integration of active and passive learning into undergraduate courses may have greater benefit in terms of students' preference and performance than either method alone.

Al Malky (2011) investigated the effectiveness of a proposed training program to help mathematics teachers acquire some of the active learning skills and improve the achievement and attitudes of their students in mathematics. In order to attain this objective, the descriptive and experimental methodologies were used, where the study was applied on two samples. The first sample was made up of elementary school teachers ($n = 12$) in the Office of Education. The second sample was made up of fifth elementary grade students ($n = 273$) who attended the training program . In order to test the hypotheses of the study, t - test for the correlated groups was used along with Pearson correlation coefficient. The findings of the study indicated that there were statistically significant differences at the level of ($\alpha=0.05$) between the averages of the mathematics teachers performance (study sample) on the active learning skills performance measure before and after being exposed to the proposed training program and in favor of the dimensional application.

Similarly, another experimental study was conducted by Al Zaydy (2010) and aimed at determining the impact of active learning in the development of innovative thinking and academic achievement in science for third-grade students in preparatory school compared with the traditional method. To achieve the goal of the study, the researcher used the semi experimental approach. She applied the study on a sample of 56 students divided into two groups during the second term of the years 2009. To test the study hypotheses, the data have been statically treated by using the (T-Test) and the accompanying variance analysis (Ancova) as well as the use of (Non Paramitic.S.) Statistics. The overall results of the study have shown that there was a positive impact of using active learning in developing innovative thinking and academic achievement in "Emerge and Work" unit in sciences subject for the third grade students .

Likewise, Al Astal (2010) aimed at investigating the impact of applying two active learning strategies on achievement and critical thinking of 9th grade students in the history course in Jordan. The study sample

consisted of three schools and three 9th grade sections as a cluster sample, distributed into three groups selected randomly. The first experimental group was taught by using active discussion strategy and consisted of (38) male students. The second experimental group was taught by using the modified lecture (the guided one) that consisted of (36) male students . The control group was taught by using traditional method, which consisted of (35) male students. Using ANCOVA revealed better achievement and critical thinking level of 9th grade male students who were taught history by using active discussion than those who were taught the same subject using either modified lecture or traditional method. The results also showed better achievement and critical thinking of 9th grade male students who were taught history by using modified lecture than who were taught the same subject by using traditional method.

Weltman and Whiteside, (2010) conducted an experimental study which involved more than 300 business statistics students in seven class sections. Students took a test following each learning session to assess comprehension. Method topic combinations were randomly assigned to class sections so that each student in every class section is exposed to all three experimental teaching methods. The results of this study showed that as increased levels of active learning were utilized, student test scores decreased for those with a high grade point average. In contrast, test scores increased as active learning is introduced for students in the lower level grade point average group. The effect of method on student score was not consistent across grade point average. Performance of students at three different grade point average levels tended to converge around the overall mean when learning was obtained in an active learning environment.

Al Fara and Hadrous (2010) aimed at identifying the impact of using some active learning strategies on the achievement motivation, self-confidence and academic achievement among the slow learners. To achieve this goal, the researchers designed and used three tools: achievement motivation scale, self-confidence scale, and a guide for teachers in using the

active learning strategies. The study sample consisted of (80) students from the slow learners and were divided into two groups: experimental group and a control one with (40) students in each one. The findings of the study indicated that there were statistically significant differences between the scores of students of the experimental group and the control group in the achievement test. The difference was in favor of the experimental group. Furthermore, the findings of the study indicated that there were statistically significant differences scores of students of the experimental group and the control group in the achievement motivation test. The difference was in favor of the experimental group.

Braxton et. al (2008) aimed to examine the impact of active learning on a student's level of overall social integration and perception of his or her institution's commitment to student welfare. The researchers used longitudinal panel design of 408 first-time, full-time, first year students in eight residential and religiously affiliated colleges and universities to test the four hypotheses. Students were randomly selected at each institution participating in a study of undergraduate experiences in the first year of college. The data collection for this study consisted of the administration of *The Fall Collegiate Experiences Survey* in fall 2002, the administration of *The Spring Collegiate Experiences Survey* in spring 2003, and the fall 2003 enrollment records of the eight participating colleges and universities. The two surveys were distributed to random samples of first-year students at each institution. The longitudinal panel was constructed using the responses to the two surveys and the fall 2003 institutional enrollment records with student cases matched by their identification number across the three data collection points. The results indicated that student's perceptions of faculty use of active learning practices had a positive and statistically significant impact on how students perceive their institution' commitment to the welfare of students. Also, the study indicated that a student's level of subsequent institutional commitment was positively related to retention.

Isabelle (2008) examined the free recall for course content of 314 American undergraduate students across various course levels. The purpose was to examine how students' memories and level of understanding for introductory materials would differ from those of more advanced classes. Across all class levels, the most frequently listed items were concepts introduced through active learning exercises, followed by videos and lecture materials. Depending on the course level and content, different types of class presentations yielded enhanced understanding of the material. Mean relevance scores were high for materials introduced with video clips in introductory classes, whereas mean scores were high for information introduced by lecture for upper level courses.

Wilke's (2003) study investigated the effect of active-learning strategies on college students' achievement, motivation, and self-efficacy in a human physiology course for non – majors at a small west-Texas university. Variables were studied via a quasi-experimental approach. Treatment groups were taught using a continuum-based, active-learning model implemented over the course of a semester. Control groups were taught using traditional didactic lecture methods. To assess the effects of the continuum-based active learning strategies, students were administered a comprehensive physiology content exam, Motivated Strategies for Learning Questionnaire, and attitude surveys. Factorial analyses indicated that the treatment groups acquired significantly more content knowledge and were significantly more self-efficacious than students in the control groups. There were no significant differences in motivation. Attitude surveys indicated that students in both the treatment and control groups demonstrated a positive attitude toward active learning, believed it helped (or would help) them to learn the material, and would choose an active learning course in the future.

Commentary on the first domain

Reviewing the previous studies related to using active learning strategies in teaching subjects other than English, the researcher asserts that active learning has come to the forefront of the educational system concern

all over the world. The idea of students' engagement occupied great interest. The researcher emphasizes the urgent needs of active learning strategies and their effectiveness in teaching and learning process. As it has been noticed in these studies, most researchers tried to identify the effectiveness of using active learning strategies on developing the learners' life skills, communication, performance and achievement as in Al Aalol's (2012), Al Jedy's (2012), Minhas et. al's 2012, Al Malky's 2011, Al Astal's (2010) Weltman and Whiteside's (2010) El Fara and Hadrous's (2010) Isabelle's (2008). Braxton et. al's (2008) differs in term of exploring the impact of active learning on a student's level of overall social integration and perception of his or her institution's commitment to student welfare. The school subjects and university courses are various. Aalol's (2012) and Al Malky (2012) address mathematics, Al Jedy (2012) and Weltman and Whiteside's (2010) studies were about science. Also, other studies explored the impact of a active learning on Arabic as El- Fara and Hadrous's (2010) and on history as Al Astal's (2010). It is worth mentioning that all the studies in this domain are experimental.

2.8 Second domain: studies related to active learning in teaching English and other languages:

There is a concern about implementing active learning strategies and their effectiveness in teaching and learning process. This was represented clearly in the efforts of the researchers who investigated the impact of active learning on subjects and colleges courses. In this domain, the researcher reviews the studies conducted to examine the impact of active learning on performance and achievement in English.

Bachelor, et al (2012) aimed to increase cognitive retention in order to increase student success. The target sample consisted of junior high students in the seventh grade and high school students in grades nine through twelve. One site was a metropolitan area while the second site was in a suburb of a metropolitan area. The researchers developed lessons

incorporating a variety of active learning techniques which were student centered. These interventions were implemented several times each week during 44 minute class periods for the junior high students and 52 minute class periods for the high school students. The interventions occurred during the fall semester so that students could respond to the active learning techniques implemented by the teachers. After the implementation of active learning strategies, the teacher - researchers concluded that a moderately positive change occurred concerning retention of essential concepts after teachers converted from traditional lecture methods. The teacher - researchers reported that incorporating active learning techniques in their classrooms encouraged cooperation, improved student engagement, and decreased unwanted behaviors.

Ashraf, (2011) attempted to investigate the effectiveness of using active learning strategies in teaching vocabulary on developing the fifth graders' speaking and writing skills and on their attitudes towards EFL. Eighty fifth graders were chosen from a larger population enrolled in the public primary school in Bani Hamad, Minia. They were divided into two groups: an experimental group and a control one, each group included forty pupils. The study followed the pre- post experimental design where the experimental group was taught using the active learning program while the control group was taught following the plan prescribed by the Ministry of Education in Egypt. Results of the study revealed that the experimental group significantly surpassed the control one on the post test of speaking, writing, and attitude scale. It was concluded that using active learning strategies in teaching vocabulary helped students develop their speaking skills, writing skills and their attitude towards EFL.

Ranjanie, (2008) conducted a normative survey method. The attitude toward Active Learning Methodology consists of 30 items given to 100 male and female teachers in the selected schools at Theni (DT), Tamil Nadu using random sampling technique. The results of the study found that active learning methodology has significant impact on students' learning. The study

found that there was no significant difference related to gender, age, qualification, type of schools and experience of teachers. But it differs significantly in terms of locality and teacher's handling the subject taught in Tamil and English. Socio-religious and taboo practices play an important role to determine the health status.

Additionally, Latchanna and Dagneu (2008) in their studies explored the attitude of English language teachers towards the use of active learning methods in teaching communicative English at Bahir Dar University in Ethiopia. The subjects were 23 English language teachers at university teachers purposively selected from foreign language department at Bahir Dar University. Data about the subjects were collected through questionnaire. Results of the study had demonstrated positive outcomes. The great majority of the teachers had good attitude towards the significance of active learning method as it enabled English language students to participate actively in English language classes, and integrate their learning experiences. Therefore, the English language teacher respondents were in favor of utilization of active learning methods to teach English language.

Mustafa et. al (2006) investigated the effects of active learning on foreign language self-concept and reading comprehension achievement. This research was carried through an experimental design with experimental and control groups. In the spring term of 2005-2006 academic year, 182 male college Iranian students formed the experiment and the control groups which were all randomly chosen. Active learning techniques were applied to experimental groups for thirteen weeks while the control groups were educated through traditional methods in teaching English. The data of the research were collected by the Foreign Language Self-Concept Scale which is developed by the researcher and a reading comprehension placement test. The results demonstrated that the researcher-mediated learning environment, i.e. the group engaged in active learning techniques was successful in enhancing reading comprehension achievement. On the other hand, the effect of active learning on foreign language self-concept was found to be

insignificant. Furthermore, there was no significant correlation between foreign language self-concept.

Güneyli1, (2008) in his research, the effectiveness of active learning approach in native language education has been emphasized. This research was experimental and was used by Turkish Teaching organized by active learning approach for determining learning levels of the students concerning their reading comprehension skills. Data had been obtained by utilizing “Turkish Reading Comprehension Skill Test”. The research was conducted at fifth class level in Şehit Tuncer and Geçitkale primary schools by getting permission from Ministry of Education and it lasted for fourteen weeks in the second term of 2005-2006 education semester. The results of the study indicated that the active learning approach was more effective than the traditional approach.

Commentary on the second domain

Considering the second domain, all of the studies showed that active learning strategies have a significant, positive impact on developing students' language learning. A wide range of evidence has supported the hypothesis that active learning students achieve higher conceptual understanding compared to other students who studied the same courses in the traditional learning approach. It has been concluded that this method is effective in teaching/learning process especially TEFL because it helps the teacher to create students' engagement. Some studies like Mustafa et. al's (2006) devoted themselves to examine the effect of active learning strategies on developing the students' reading skill. Others like Ashraf's (2011) investigated the effect of active learning strategies on developing students' writing skills. Another important issue that is deserved to be mentioned concerning the previous studies is the homological results, since all the previous studies showed positive effect of using active learning strategies on developing students' learning and achievement as well.

2.6.3 The third domain: studies related to using games in teaching English

Specialists in teaching English are in a continuous research about the most efficient techniques of enhancing the learners' skills. Using educational games in teaching is one of the techniques which have been investigated at different levels by many researchers. Some studies were conducted to investigate the effect of using educational games or to identify the impact of using educational games with other related variables. This section presents an overview of related studies that address the impact of using educational games on students' English language acquisition.

The most recent study is Azar's (2012) which was conducted to examine the effectiveness of learning vocabulary through games. The researcher chose one of the classes, in a language center in Maragheh, Iran as his research participants. There were 23 students between the ages of 10 and 13 all in beginner level in the class. The plan included conducting different kinds of games in lessons in order to see how students reacted to this method of learning vocabulary. Another way to gather data was to talk with learners at the language centers orally to understand their expectations, problems and progress in their process of learning vocabulary. The researcher also did a post-class interview to understand and get student's feelings and their own experiences in learning vocabulary. A questionnaire was designed in advance to help students understand clearly the purpose of the study. The research revealed that games contributed to vocabulary learning as they gave students a chance to learn, practice and to review the English language in a pleasant atmosphere.

In her study, Shagga, (2012) investigated the effectiveness of using computerized educational games on developing aspects of English grammar for deaf ninth graders' in Gaza Governorates. To achieve this aim, the researcher adopted a quasi experimental approach. The sample of the study consisted of (16) deaf students;(4) males and (12) females from Atfaluna

Society for Deaf Children in Gaza governorate. The computerized educational games were used in teaching aspect of English grammar for the experimental group in the first term of the school year (2011-2012). A grammar test of six questions with (30) items was designed and validated to be used as a pre and post test to measure any possible differences between the mean scores of the students in the pre and the post test. The collected data were analyzed and treated statistically using T- test and the Modified Gain Ratio equation to measure the effectiveness of using computerized games on developing aspects of grammar for the deaf students. The study results indicated that there were statistically significant differences at ($\alpha \leq 0.05$) between the deaf ninth graders' mean scores in the pre test and the post test due to the use of the computerized educational games. Also, there were no statistically significant differences at ($\alpha \leq 0.05$) between the deaf students of the experimental group in the mean scores in the pre test and post test due to the gender factor.

Additionally, Odeh's (2011) study aimed at examining the effect of using electronic learning games on academic achievement of fifth grade students in Ramallah and AL-Bireh schools in Palestine in the academic year 2010/2011. The study followed a quasi- experimental design. Its sample consisted of (114) male and female students from two schools of the Palestinian National Authority and was randomly divided into four groups: Experimental males, experimental females, control males and control females. As for the tools of study, the researcher prepared electronic learning games, and special education plan for the use of electronic learning games, and achievement test. The data were statistically analyzed, the questions of the study were answered and the null hypotheses were tested using the analysis of co- variance (ANCOVA). The results revealed that there were significant differences at the level of ($\alpha \leq 0.05$) in achievement attributed to teaching method in favor of the experimental group that learned by using the electronic learning games. The study also revealed that there were no significant differences in the achievement of fifth grade students due to gender or interaction between the teaching method used and gender.

Atawi (2011) aimed to investigate the effect of using word games on first grade students' achievement in English vocabulary in Al Muthana Bin Saad School for Boys, and Tahfeeth Al Quraan School for Girls in Tabouk City in Saudi Arabia. To achieve the purpose of the study, a pre/post-test was constructed to measure students' level in English vocabulary. The sample of the study consisted of 178 first grade students; (86) male students and (92) female students during the first semester of the scholastic year 2011. The sample of the study was distributed into four groups (two female groups (experimental and control), and two male groups (experimental and control). Descriptive statistical analyses were used (means and standard deviation) for the pre and post- tests of students' English vocabulary. Comparison statistical methods were used Two Way ANOVA analysis of variance to make a comparison between the control and the experimental groups and gender variable. The findings of the study indicated that there were statistically significant differences in the post- test between the control and the experimental groups in favor of the experimental group, and there was no statistically significant difference in the students' achievement due to gender.

Wang (2011) in his study examined the overall effects of using games on the improvement of young children's English proficiency in relation to the following criteria: motivation; vocabulary acquisition; and anxiety due to peer pressure. The overarching aim of the research was to investigate the relationship between the usage of games and students' English proficiency. In this study, the subjects numbered 50 grade-six EFL students from one elementary school. By applying quantitative and qualitative research methods, the major findings demonstrated that students evidenced significant improvements in their learning motivation and vocabulary acquisition, and that their anxiety levels due to peer pressure were reduced when learning included games. Other findings revealed that there was a significant relationship/difference in the utilization of games and students' English performance, most notably with regards to proficiency levels.

Similar to the previous study, Alemi's (2010) study attempted to investigate the role of using word games in developing the learner's vocabulary. The study applied an experimental design and the sample was selected randomly from a male / female group of third-private school in Tehran. The students were selected and randomly divided into two groups: experimental and control. This study applied two instruments: First, a proficiency test was administered to screen the subjects and homogenize them based on their level of proficiency. Second, an achievement test for the final measurement and evaluation was conducted. The scores obtained from the groups were compared through independent t-test. The difference was statistically significant and the finding supported the claim that using word games promoted vocabulary learning. So, the study confirmed the use of word games which had positive effect on vocabulary development of the third-grade junior high school students.

Liu, & Chu, (2010) reported the results of a study which aimed to investigate how ubiquitous games influenced English learning achievement and motivation through a context-aware ubiquitous learning environment. An English curriculum was conducted on a school campus by using a context-aware ubiquitous learning environment called the Handheld English Language Learning Organization (HELLO). HELLO helps students to engage in learning activities based on the ARCS motivation theory, involving various educational strategies, including ubiquitous game-based learning, collaborative learning, and context aware learning. Two groups of students participated in the learning activities prescribed in a curriculum by separately using ubiquitous game-based learning and non-gaming learning. The curriculum, entitled 'My Campus', included three learning activities, namely 'Campus Environment', 'Campus Life' and 'Campus Story'. Participants included high school teachers and juniors. During the experiment, tests, a survey, and interviews were conducted for the students. The evaluation results of the learning outcomes and learning motivation demonstrated that incorporating ubiquitous games into the English learning process could achieve better learning outcomes and motivation than using

non-gaming method. They further revealed a positive relationship between learning outcomes and motivation.

Chirandon's (2010) study investigated the effects of teaching English through games to Thai students who study in grade six at Tessaban 4 Banlamsai School. Thirty students were selected by purposive sampling as an experimental group. The experiment was conducted during the first semester of the academic year 2009. The research instruments consisted of a test and a questionnaire. Fourteen lesson plans were created and used to teach six different topics determined by the school curriculum and nine types of games were implemented in different lesson plans. The data collection procedures were divided into three parts: a pre-experimental phase, an experimental phase and a post-experimental phase. The findings revealed that students had significantly improved in vocabulary knowledge and ability to communicate. Moreover, they tended to have more positive attitudes towards learning English through games. Regarding these results, it can be recommended that using games in teaching English is beneficial to beginners especially those in primary school.

Peterson (2010) tried to investigate the effect of games and simulation on acquiring English language or any other language. He examined the psycholinguistic and socio cultural constructed proposed as basis for the use of games and simulation in computer assisted language learning. The study results confirmed that games and simulation presented valuable opportunities in learning language. Furthermore, games were beneficial methods for helping learners to acquire English language or any other language. The current study benefited from the study of Kablan (2009) and Peterson (2010) which confirm that using games improve the performance of learning and the academic achievement.

In the same context, Hamdan's (2009) study was conducted to investigate the effectiveness of linguistic games on developing the skills of reading comprehension for the seventh graders in Gaza. The experimental approach was used with two groups design. The study sample consisted of

(59) male students and (81) female from prep schools in middle Governorate of Gaza. The experimental group was taught by the linguistic games, while the control group was taught by conventional method that was in the second term of the school year 2009/2010. An achievement test was designed and used as a post-test, and then the collected data were analyzed by T-test and One Way ANOVA. The study indicated that there were statistically significant differences in the seventh grader skills of reading for meaning in English language due to the method in favor of the linguistic games strategy. In the light of that, the study recommended the necessity of conducting more studies on the effect of games on the different skills of English language and other school subjects.

Similarly, Hamzah and Dourad (2009) carried out their study to examine the effects of using computer games in teaching grammar, particularly in the use of the present simple tense and past simple tense as well as to gain insights on students and teachers responses towards using computer games in teaching and learning grammar items in Malaysia. The sample consisted of (56) students who were distributed into two groups; experimental group used games to learn grammar whereas no treatment was given to the control group. A pre-post achievement test was designed to collect the data which were analyzed descriptively using classroom observations to observe students' reaction to the games and interviews to find out (ESL) teachers' perspectives on using computer games to teach grammar. The results indicated that grammar games had a positive effect on learning the present and the past simple tenses. The students who learned grammar using computer games were motivated to learn more rules. The study suggested that using computer games on learning grammar can be an effective and a successful way in acquiring grammatical competence.

Furthermore, Kablan's (2009) study aimed at examining whether using exercises based on computer games increased the performance of learning and enhanced the academic achievement among 1st and 2nd graders. The sample was all the students who were in 1st and 2nd grade.

They were divided into two groups; experimental and control group. A pre - post achievement test was designed to collect the data. The researcher used T. test to measure the significant differences between the results of the pre and the post test. The study showed that the academic achievement enhanced as a result of using games which facilitate the learning process.

Shehri's (2009) study investigated the effectiveness of communication games when teaching English vocabulary to Saudi female elementary students. Eighteen fourth grade students participated in the study. They were divided into control and experimental groups. The control group received instruction using flashcards and pictures only, and the experimental group received the same instruction with the additional use of communication games. A pre test, post test, classroom observations, and questionnaires distributed among students in the experimental group were used to collect the data. Results showed a significant difference in the learning exhibited by the two groups. The results of the experimental group were higher than those of the control. The study also proved that communication games enhanced students' motivation and improved their English speaking skill.

Harb's (2007) study was conducted to identify the effectiveness of educational games on achieving English language among the students in the sixth grade at southern governorate of Gaza. His sample consisted of (192) students distributed into four groups. The researcher used the experimental approach using the strategy of educational games in teaching the experimental groups(male and female) and the conventional way in teaching the control groups (male and female) at the first semester of school years (2006- 2007). He built an achievement test of five scopes with (55) items. T-test and one way ANOVA were used to analyze the date to find that there were statistically significant differences in the sixth graders' achievement of English language due to the methods in favor of educational games strategy. In light of this, the study recommended to enrich the Palestinian curriculum with different games that tackle the different skills of English language and

to increase English language periods to help the teachers concentrate on learning quality.

Li (2007) examined the effect of using computerized educational games on ESL students' achievement in China. The sample consisted of (90) students and was divided into two equivalent groups; the experimental group consisted of (45) students were taught by computerized games while the control group consisted of (45) students were taught by the traditional method. The instrument of the research was a pre- post achievement test. The researcher used T. test to measure the significant differences between the results in the achievement test. The results indicated that the experimental group did better than the control group in the post test. Furthermore, using computerized educational games in learning English as a second language had a great effect on the fourth students' achievement level in English language. In the light of these results, the researcher recommended teachers of English language should use educational games to teach the four skills especially listening and speaking skills.

Qaddoumi, (2007) examined the effect of using educational games on the academic achievement and retention of English for the fourth grade students at Nablus governmental schools, in comparison with the traditional method. The sample consisted of 120 students of the fourth basic grade at Nablus governmental schools. They were divided into two groups, the experimental group which was taught with the educational games, and the control group which was taught traditionally. The application lasted for two weeks. The researcher used the (SPSS) program to analyze the data. The results of the study have shown that there were statistically significant differences at ($\alpha=0.05$) between the pre, post and retention measures of achievement of the experimental group. Also, there were statistically significant differences at ($\alpha=0.05$) in the control group, between the pre-post and retention measures. The differences were shown on these levels, (remembering, application, construction, and the total degree), The pupils'

achievement concerning these levels in the post measure was better than their achievement of the same level in the pre and retention measures.

Yu (2005) explored the effect of computer game-based grammar instruction on students' motivation and classroom atmosphere. In addition, it explored that the use of game in practicing grammatical features may improve the students' rate of accuracy in Japan. The participants were (57) who were divided into two groups, the control and experimental groups. The teaching program was the same for both groups. The difference lay in the use of game-based practice for the experimental group, while the control group performed traditional grammar-based practice only. Data were collected using the following instruments: grammar tests and examinations, a questionnaire on motivation, a questionnaire on classroom atmosphere, a questionnaire on the type of grammar practice, a questionnaire on the grammar and grammar instruction, focus group interviews with students, and the researcher's field notes. The findings of this study showed that the class became entirely student-centered. The use of computer games improved students' rate of accuracy and developed practicing grammatical features.

Commentary on the third domain

Considering the third domain, all of the studies showed that educational interactive games have a remarkable impact on developing students' English language learning. Some studies like that of Hamdan's (2009) devoted themselves to examine the effect of educational interactive games on developing the students' reading skill. Others like Azar,s (2012), Alemi's (2011), Atawi's (2011) and El Shehri's (2009) investigated the effect of educational interactive games on developing students' vocabulary. Odeh (2011), Liu and Chu (2012) and Harb (2007) examine the effect of educational interactive games on English learning achievement. Another important issue that deserves to be mentioned concerning the previous studies is the homological results since all the previous studies show positive effect of using educational interactive games on developing students'

learning and achievement as well. Most importantly, all the previous studies are new as two studies occurred in 2012, two studies in 2011, four studies in 2010, three studies in 2009, three in 2007, one in 2005. With regard to instruments, the previous studies display various tools. They include pre-test, post-test, interviews, observation, surveys, semi-structured interview. It should be mentioned that all the previous studies in this domain are experimental.

2.10 The fourth domain: studies related to using pair work in teaching English

Many researchers have been carrying out research to investigate appropriate teaching approaches, techniques, instructional tools, or writing methods to help students have better skills so far. Among many approaches, the one called “Cooperative Learning” seemed to attract a lot of attention and became popular. This conceptual approach is based on a theoretical framework that provides general principles on how to structure cooperative learning activities in a teacher’s specific subject area, curriculum, students and setting. There are many forms of this approach amongst them is "think, pair and share" which is regarded as one of the active learning strategies that maintain learner's engagement in the process of learning. In the fourth domain, the researcher presents an overview of the research efforts in the field of pair work in teaching English and its impact on the learners' performance.

Baleghizadeh's (2010) study was carried out to investigate the effect of pair work on a word-building task in two EFL classes. Forty Iranian adult students participated in this study. The participants in the experimental group completed the word-building task in pairs following the Think-Pair-Share technique, whereas the participants in the control group did the same task individually. Results of the data analysis showed that the participants in the experimental group achieved significantly higher scores on the given task than the participants in the control group. This indicates that the

students' joint efforts while collaborating with each other are likely to result in co-construction of morphological knowledge.

In their study, Watanabe and Swain (2007) investigated the effects of second language (L2) proficiency differences in pairs and patterns of interaction on L2 learning, making use of both qualitative and quantitative data. They designed the study in such a way that four different *core* participants interacted with higher and lower proficiency *non-core* participants. These learners engaged in a three-stage task involving pair writing, pair comparison (between their original text and a reformulated version of it) and individual writing. The core participants also engaged in a stimulated recall after the task. They analyzed each pair's collaborative dialogue in terms of language-related episodes and patterns of pair interaction as well as each learner's individual post-test score. The findings suggested that the patterns of pair interaction greatly influenced the frequency of LREs and post-test performance. When the learners engaged in collaborative patterns of interaction, they were more likely to achieve higher posttest scores regardless of their partner's proficiency level. It seemed that proficiency differences did not necessarily affect the nature of peer assistance and L2 learning.

Al-Makhzoomi and Awad (2009) conducted an experimental study aiming to investigate the effect of the collaborative learning on improving the students' potential when dealing with the active voice and the passive voice in English. To achieve this aim, the researchers conducted this study on the eighth graders in Qalqilia District in Palestine. The treatment was applied to 50 male and female students who were randomly selected from all the district schools. The researchers divided the sample into two groups of 25 students each (a control group and an experimental group). The groups were given the same material about the passive voice and the active voice. The students in the control group were taught the use of the passive voice and the active voice through the traditional method while the students in the experimental group were taught the use of the passive voice and the active

voice through the collaborative learning method. The findings of the study showed that there was a significant difference between the experimental and the control groups in favor of the experimental group, which means that the collaborative learning strategy was more effective in improving students' learning of the active and passive voice.

Storch, (2009) regarded his study as a first step in the investigation of using collaborative writing in second language contexts and comparing the performance of two groups of second language learners: one group worked individually, and the other group worked in pairs. When writing in pairs, each pair produced a single text. All participants completed one writing task: an argumentative essay. The performances of the individuals (N = 48) and the pairs (N = 48) were compared on detailed discourse analytic measures of fluency, complexity and accuracy. This comparison revealed that collaboration impacted positively on accuracy, but did not affect fluency and complexity. A detailed analysis of the pair transcripts recorded during the writing activity provided insights into the ways in which pairs work together, and the foci of their endeavor.

Kurt & Atay (2007) aimed to find out the effects of peer feedback on the writing anxiety of Turkish prospective teachers (PTs) of English. A total of 86 PTs of English participated in this study. During the eight-week study, PTs in the experimental group, who had been given a training on peer feedback, were asked to work in pairs in their writing class, give feedback on each other's essays and discuss their feedback with each other before handing them to their instructors. On the other hand, PTs in the control group received only teacher feedback on their essays. Data were collected by means of the Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004) given at the beginning and end of the study and by means of interviews carried out with 20 experimental group PTs at the end of the term. Results of the quantitative data showed that the peer feedback group experienced significantly less writing anxiety than the teacher feedback group at the end of the study. The interview results revealed that the

participating PTs benefited from the peer feedback process as with the feedback of their friends they became aware of their mistakes.

The aim of Carss's (2007) research was to describe the effects of Think-Pair-Share strategies used during Guided Reading lessons, on reading achievement. The study took place in a Year 6 classroom with two intervention groups, each containing six children. One group was reading above their chronological age and the other below. Control groups reading at these levels were also used. Three variations of Think-Pair-Share were utilized during the eight-week intervention period: Predict-Pair-Share, Image-Pair-Share and Summarize-Pair-Share. A quasi-experimental design was employed using a pre-test, post-test format and a mix of quantitative and qualitative measures to ascertain the effects. The results confirmed the positive effects of the strategy on reading achievement, especially for those students reading above their chronological age, although an extended period of intervention may have had more significant effects on those reading below. Positive effects on aspects of oral language use, thinking, meta cognitive awareness, and the development of reading comprehension strategies were noted with the intervention groups.

Storch (2007) investigated the merits of pair work by comparing pair and individual work on an editing task and by analyzing the nature of pair interaction. The study was conducted in four intact ESL tertiary classes. Students in class A completed the task in pairs and in class B individually. In classes C and D, students were given the choice of completing the task in pairs or individually. In class A, all pair talk was audio recorded. Analysis of the edited texts showed that there were no significant differences between the accuracy of tasks completed individually and those completed in pairs. Analysis of the transcribed pair talk showed that most pairs engaged actively in deliberations over language and tended to reach correct resolutions. Thus the results suggested that although pair work on a grammar-focused task may not lead to greater accuracy in completing the task, pair work provided

learners with opportunities to use the second language for a range of functions, and in turn for language learning.

Commentary on the fourth domain

Considering the fourth domain, all studies showed that pair work provided learners with opportunities to use the second language for a range of functions, and in turn for language learning. Storch's (2007) is the only study that showed that pair work on a grammar-focused task may not lead to greater accuracy in completing the task, but pair work provided learners with opportunities to use the second language for a range of functions, and in turn for language learning. Think, pair and share strategy was more effective in improving students' learning. Some studies like Crass's (2007), devoted themselves to examine the effect of pair interaction on developing the students' reading skill. Others like Storch's (2007) investigated the effect of educational interactive games on developing students' writing skills. Al-Makhzoomi and Awad (2009) examined the effect of educational interactive games on English learning achievement in grammar. Most importantly, all the previous studies are very new as they occurred in the period between 2010 - 2007. It should be mentioned that some of those previous studies used more than one tool in the same study. Similar to the previous domain, all studies are experimental.

2.11 The fifth domain: studies related to computerized quizzes

Several teaching approaches with a focus on active learning have been developed recently, with the aim to encourage the learner to take responsibility for their own learning progress. Most of these approaches augment the learning of material after it has been introduced in conventional lectures. In the last few years, schools and universities have incorporated personal digital assistants into their teaching curricula in an attempt to enhance students' learning experience and reduce instructors' workload. Regardless of the rapid growth of demand in this area, development and

implementation of this new mode of testing is currently in its initial stages. Therefore, sufficient empirical data, which would allow researchers to look into the soundness of computerized language tests are yet to be available. (Sawaki, 2001). In the following lines, the researcher sheds the light on the available research conducted regarding the use of this strategy in teaching English.

Piaw (2012) in his study employed a four-group experimental design to (1) identify the reliability of the two testing modes: paper-based testing and computer-based testing, (2) identify and compare the testing effects between the two testing modes, and (3) examine the effects of the two testing modes on test score, testing time and testing motivation. Results indicate that as a whole, testing effects significantly influenced testing time and testing motivation for the PPT mode. The CBT mode was more reliable in terms of internal and external validities, and it reduced testing time and increased testing motivation of the participants.

In their study, Agarwal, et. al (2010) examined whether a test-enhanced learning program integrated with daily classroom practices is effective in a middle school setting. Specifically, they implemented and experimentally evaluated a test-enhanced learning program in 6th-8th grade Social Studies, English, Science, and Spanish classes. Although laboratory studies documenting the benefits of quizzing on learning and retention were prominent, prior to their work little experimental work had assessed the effects of quizzing in classroom settings. The absence of classroom experiments relating to the testing effect represented a critical gap in extending the basic work to educational practice. In the typical laboratory experiment, the testing effect was demonstrated for material that subjects were exposed to once and for which they had no further access for review and study. Further, even when target material was educationally relevant (e.g., a text), it was an isolated passage not related to integrated content like that representing a classes' educational objectives. Their past three years of research at Columbia Middle School (CMS) have shown powerful positive

effects of quizzing on student performance on chapter exams, semester exams, and even on final examinations given at the end of the school year.

The purpose of Asim (2009) study is to explore the effects of the quizzing before and after each lesson on student learning. This study uses experimental method. There is an experimental group and a control group. This study is conducted in courses of physics and English of 9th graders. Before the study, a pre-test was administrated. 9C is control group. 9A is an experimental group and, in this group, at the beginning and at the end of each lesson quizzes were conducted. Experiment continued for three weeks. A post test was employed in fourth week on experimental and control groups. No information is given to the students prior to this post test. For the purpose of data evaluation, mean and standard deviation are computed. The difference between pre tests and post tests are accepted as the effects of quizzing on learning. The significance of the difference between pre test and post tests were analyzed by t-tests. It is found out after the study that the effect of quizzing on learning is significant.

Hosin, (2009) examined whether daily quizzing had any effect on students' homework grades. The participants in this study were high school Hispanic students from four geometry classes. All students were taught by the same teacher, and the duration of the experiment was for one term or six weeks. Two classes were placed in the control group and another two classes in the experimental group. In the control group, students took weekly quizzes every Friday, and in the experimental group, students took daily short quizzes during the last 10 minutes of the class. The investigator examined whether the daily quizzes had a significant impact on student mathematics achievement as measured by the final exam. The study found that daily quizzing significantly improved student mathematics scores and homework grades.

Another experimental study conducted in Saudi Arabia by Al-Amri (2009) explored the comparability of paper and computer-based testing in an L2 reading context and the impact of test takers' characteristics, i.e.,

computer familiarity, computer attitude, testing mode preference and test taking strategies, on students' performance on computer-based tests, and in comparison with paper-based tests. 167 Saudi medical students participated in this study. The study used several quantitative and qualitative instruments to gather data. The methodology used in this study differed from previous research as the framework employed here is both quantitative and qualitative in nature. This framework triangulated the data sources to increase the validity and reliability of the results and the conclusions of this study. The study found a significant difference between the mean scores on both modes; none of the factors examined had an influence on students' performance when doing the computer-based tests.

Wang et. al (2008) in their study sought to explore the comparability of scores between the two test administration modes. To help provide an answer to this issue, a meta-analysis was conducted to synthesize the administration mode effects of CBTs and paper-and pencil tests on K–12 student reading assessments. Findings indicate that the administration mode had no statistically significant effect on K–12 student reading achievement scores. Four moderator variables—study design, sample size, computer delivery algorithm, and computer practice—made statistically significant contributions to predicting effect size. Three moderator variables—grade level, type of test, and computer delivery method—did not affect the differences in reading scores between test modes.

The study of Segall et. al (2005) compared the usability, effectiveness, efficiency, and satisfaction of a PDA-based quiz- personal digital assistants - application to that of standard paper-and-pencil quizzes in a university course. Effectiveness was measured as students' quiz scores and through a mental workload questionnaire; efficiency was the time it took students to complete each quiz; and satisfaction was evaluated using a subjective user satisfaction questionnaire. The study showed the PDA-based quiz to be more efficient, that is, students completed it in less time than they needed to complete the paper-and-pencil quiz. No differences in

effectiveness and satisfaction were found between the two quiz types. Computer anxiety was not affected by the quiz type. For these reasons, as well as other advantages to both students (e.g., real-time scoring) and teachers (e.g., less time spent on grading), PDAs are an attractive test administration option for schools and universities.

Commentary on the fifth domain

The important issue that the researcher observed in the previous studies is the consistent results, since most the previous studies showed positive effect of using quizzes on developing students' learning, achievement and performance. Performance is improved when tests were given weekly instead of monthly. Most studies affirm that the computer-based testing proved to be more reliable in terms of internal and external validities, and it reduced testing time and increased testing motivation of the learners except Wang et. al (2008) who indicated that administration mode had no statistically significant effect on K–12 student reading achievement scores. Most importantly, all the previous studies are very new as they occurred in the period between 2000 - 2012. All the studies are experimental and were conducted in foreign societies except Al-Amri (2008) which was conducted in Saudi Arabia.

2.12 General commentary on the previous studies:

The researcher reviewed various studies directly relevant to the theme of the study. The review of these studies helped the research to enrich her background of the topic of the study. The previous studies have the same independent variable: active learning strategies. Yet, they are different in terms of the dependent variables such as performance, achievement, critical thinking, life skills, innovative thinking, students' homework grades, and retention of knowledge, motivation and attitudes towards school.

These studies are characterized by diversity: they were conducted in different countries, among them are US, Thailand, Egypt, Iran, Ethiopia, Turkey, Saudi Arabia, Britain, Jordan in addition to studies conducted in Palestine. Furthermore, the reviewed studies were conducted in various

institutions and were administered upon various stages and education levels beginning from the lower elementary up to college courses. Also, the samples of the studies were various: normal students, deaf students as in Shagga (2011) and slow learners as in Fara and Hadrous (2009).

Reflecting upon these studies, the researcher concluded the following.

- 1- Considering the first domain, all the studies show that active learning strategies have a remarkable impact on enhancing student's skills.
- 2- Similar to the first domain, most studies in the second domain affirm the significant effect of active learning strategies on learning English and other languages.
- 3- With regard to the third domain, all studies indicate the significance of using educational games in developing student's skills.
- 4- Concerning the fourth domain, most studies reveal that pair work helps to achieve significant results on student's learning.
- 5- The significant impact of the computerized quizzes is affirmed in the fifth domain studies.

The remarkable issue that the researcher observed in the previous studies is the consistent results since most of them indicate the positive impact of active learning strategies, together and individually, on student's achievement and performance.

This study may differ from the other studies in the following point:

It's the first study that explores the effect of the active learning strategies on teaching English in Gaza schools, although studies conducted on other subjects and college courses preceded this study. However, concerning the use of the interactive quizzes, this study according to the researcher's knowledge, is the first study in the Arab countries in general and in Gaza in particular to explore the effect of computerized quizzes on language performance.

The researcher hopes that this study can enrich the knowledge research related to active learning in general and the interactive games, think- pair- share and computerized quizzes strategies in particular.

2.13 Summary

This chapter reviewed some previous studies related to identifying the effectiveness of active learning strategies on learners' achievement, developing their skills or increasing their knowledge. These studies are presented under five sections: 1) active learning in teaching subjects other than English, 2) active learning in teaching English language, 3) using pair, share and think in teaching English 4) interactive games in teaching English 5) computerized quizzes in teaching English. This chapter presented how the researcher benefited from those studies and how the current study is different from those studies. The next chapter will show the research design and methodology of the study.

Chapter III

Methodology

Chapter III

Methodology

3.1 Introduction

This chapter includes the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the data collection tools, the pilot study, a description of the program used in the study and the research design. Moreover, it introduces the statistical methods used throughout the study.

3.2 The Study Approach:

The researcher adopted the experimental approach. Such an adoption was due to the nature of the research which aimed at finding the impact of active learning strategies on fourth graders' performance in English.

3.3 The Research Design:

As stated in chapter 1, an experimental research design was employed in this study. It is an artificial situation to test hypotheses, in which the researcher isolates the intervening factors, and studies the impact of the independent variable on the dependent variable in the purpose of making sure of the correctness of certain information, or to reach the generalization that controls the behavior of the dependent variables (Nawaf & El Odani, 2008: 58). The study adopted the experimental approach which requires two groups of students; an experimental group and a control one. The three strategies of active learning: interactive games, think, pair and share and the computerized quizzes were used in teaching the subjects of the experimental group while the traditional method was used with the control group subjects.

3.4 Population of the study:

The population of the study consisted of all fourth female graders enrolled at UNRWA schools of the middle educational area. They are 13198 students.

3.5 The sample of the study

The sample of the study consisted of (70) students distributed into two groups: the experimental group and the control group each of which consisted of (35) students. The researcher chose a purposive sample from Nuseirat Co-ed "B" School in the Middle Area where the researcher administered the experiment and where she works as a deputy school principal. Table (1) shows the distribution of the sample.

Table (3.1)

Distribution of the sample according to the groups

Group	Experimental	Control
Count	35	35

The sample subjects were equivalent in their general achievement and in their English language achievement in accordance with the statistical treatment of their results in the final exam of the school year (2011-2012). Age variable of the sample was also controlled before the experimental application.

3.6 Variables of the study

The study included the following variables:

A- The independent variable is represented in

1- The teaching method

1.1 The active learning strategies

1.2 The traditional method

2- The students' general ability of English language

2.1 High achievers

2.2 Low achievers

B- The dependent variable is represented in the students' performance in English language in the four skills: listening, reading, writing and speaking.

3.7 Controlling the variables

To assure the results' accuracy and avoid any marginal interference, the researcher tried to control some variables before the study.

1-Age variable

The researcher recorded the students' ages from their school files at the beginning of the school year (2012-2013). T-Test and Mann Whitney were used to measure statistical differences. Tables (3.2), (3.3) and (3.4) indicate that there were no statistically significant differences at (0.05) level between the experimental and the control groups due to the age variable.

Table (3.2)

T-test results of controlling age variable

Scope	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Age	Experimental	35	9.563	0.556	0.160	0.873	not sig.
	Control	35	9.586	0.637			

"t" table value at (68) d f. at (0.05) sig. level equal 2.00

"t" table value at (68) d f. at (0.01) sig. level equal 2.66

Table (3.2) shows that there are no statistically significant differences at (0.05) between the experimental and the control subjects due to the age.

Age variable between the high achievers in the two groups

Table (3.3)

Z-test results of controlling age variable

	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Age	high achievers in experimental	8	6.938	55.500	19.500	1.320	0.187	not sig.
	high achievers in control	8	10.063	80.500				

"Z" table value at (0.05) sig. level equal 1.9

Table (3.3) shows that there are no statistically significant differences at (0.05) between the high achievers in the experimental and control subjects due to the age variable.

Age variable between the low achievers in the two groups

Table (3.4)

Z-test results of controlling age variable

	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Age	low achievers in experimental	8	7.813	62.500	26.5	0.586	0.557	not sig.
	low achievers in control	8	9.188	73.500				

“Z” table value at (0.05) sig. level equal 1.96

Table (3.4) shows that there are no statistically significant differences at (0.05) between the low achievers in the experimental and control subjects due to the age variable.

2- General achievement variable

T-test and Mann Whitney were used to measure the statistical differences between the groups due to their general achievement. The subjects' results in the final exam of the school year (2011-2012) were recorded and analyzed. Tables (3.5), (3.6) and (3.7) show that there were no statistically significant differences at (0.05) between the experimental and the control subjects due to the students' general achievement.

Table (3.5)

T-test results of controlling general achievement variable

Scope	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
General achievement	Experimental	35	86.289	15.258	0.298	0.766	not sig.
	Control	35	85.180	15.822			

“t” table value at (68) d f. at (0.05) sig. level equal 2.00

“t” table value at (68) d f. at (0.01) sig. level equal 2.66

Table (3.5) shows that there are no statistically significant differences at (0.05) between the experimental and control subjects due to general achievement variable.

General achievement between the high achievers in the two groups

Table (3.6)

Z-test results of controlling general achievement variable

Scope	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
General achievement	high achievers in experimental	8	7.813	62.500	26.500	0.578	0.563	not sig.
	high achievers in control	8	9.188	73.500				

“Z” table value at (0.05) sig. level equal 1.96

Table (3.6) shows that there are no statistically significant differences at (0.05) between the high achievers in the experimental and control subjects due to general achievement variable.

General achievement between the low achievers in the two groups

Table (3.7)

Z-test results of controlling general achievement variable

Scope	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
General achievement	low achievers in experimental	8	8.500	68.000	32.000	0.000	1.000	not sig.
	low achievers in control	8	8.500	68.000				

“Z” table value at (0.05) sig. level equal 1.96

Table (3.7) shows that there are no statistically significant differences at (0.05) between the low achievers in the experimental and control subjects due to general achievement variable.

3- English achievement variable

T-test and Mann Whitney methods were used to measure the statistical differences between the groups due to their achievement in English. The subjects’ results in English final exam of the school year (2011-2012) were recorded and analyzed. Tables (3.8), (3.9) and (3.10) show that there were no statistically significant differences at (0.05) between the experimental and the control subjects due to English achievement variable.

Table (3.8)

T-test results of controlling English achievement variable

Scope	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Achievement in English	Experimental	35	83.900	18.399	0.216	0.830	not sig.
	Control	35	84.771	15.279			

“t” table value at (68) d f. at (0.05) sig. level equal 2.00

“t” table value at (68) d f. at (0.01) sig. level equal 2.66

Table (3.8) shows that there were no statistically significant differences at (0.05) between the experimental and the control subjects due to the English achievement variable.

English achievement variable between the high achievers in the two groups

Table (3.9)

Z-test results of controlling English achievement variable

Scope	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Achievement in English	high achievers in experimental	8	7.750	62.000	26.000	0.648	0.517	not sig.
	high achievers in control	8	9.250	74.000				

“Z” table value at (0.05) sig. level equal 1.96

Table (3.9) shows that there were no statistically significant differences at (0.05) between the high achiever in the experimental and the control subjects due to the English achievement variable.

English achievement variable between the low achievers in the two group

Table (3.10)

Z-test results of controlling English achievement variable

Scope	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Achievement in English	low achievers in experimental	8	7.688	61.500	25.500	0.683	0.495	not sig.
	low achievers in control	8	9.313	74.500				

“Z” table value at (0.05) sig. level equal 1.96

Table (3.10) shows that there were no statistically significant differences at (0.05) between the low achiever in the experimental and the control subjects due to the English achievement variable.

4- Previous learning variable

To make sure that the sample subjects are equivalent in their previous English language achievement, the researcher applied the pre-achievement test. The results of the subjects were recorded and statistically analyzed using T-Test and Mann Whitney techniques. Tables (3.11), (3.12) and (3.13) show the means and the standard deviation of each group in English previous learning. The results' analysis indicated that there were no statistically significant differences between the experimental and the control groups at (0.05) level due to their previous learning of English before the experiment.

Table (3.11)

T. test results of controlling previous learning in English variable

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Speaking	Experimental	35	3.286	2.257	0.291	0.772	not sig.
	Control	35	3.429	1.836			
Reading	Experimental	35	3.114	1.568	0.276	0.783	not sig.
	Control	35	3.229	1.880			
Writing	Experimental	35	1.714	1.447	1.462	0.148	not sig.
	Control	35	1.171	1.654			
Listening	Experimental	35	6.571	2.524	1.724	0.089	not sig.
	Control	35	5.514	2.605			
Total*	Experimental	35	14.686	4.837	0.855	0.395	not sig.
	Control	35	13.657	5.218			

Table (3.11) indicates that there were no statistically significant differences at (0.05) level between the experimental and the control groups due to previous learning in English variable.

Previous learning variable between the high achievers in the two groups

Table (3.12)

Z-test results of controlling previous learning in English variable

Scope	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Speaking	high achievers in experimental	8	8.625	69.000	31.000	0.108	0.914	not sig.
	high achievers in control	8	8.375	67.000				
Reading	high achievers in experimental	8	8.750	70.000	30.000	0.215	0.830	not sig.
	high achievers in control	8	8.250	66.000				
Writing	high achievers in experimental	8	10.125	81.000	19.000	1.511	0.131	not sig.
	high achievers in control	8	6.875	55.000				
Listening	high achievers in experimental	8	10.500	84.000	16.000	1.702	0.089	not sig.
	high achievers in control	8	6.500	52.000				
Total	high achievers in experimental	8	8.875	71.000	29.000	0.317	0.751	not sig.
	high achievers in control	8	8.125	65.000				

“Z” table value at (0.05) sig. level equal 1.96

Table (3.12) indicates that there are no statistically significant differences at (0.05) level between the high achievers in the experimental and the control groups due to previous learning in English variable

Previous learning variable between the low achievers in the two groups

Table (3.13)

Z-test results of controlling previous learning in English variable

Scope	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Speaking	low achievers in experimental	8	9.000	72.000	28.000	0.430	0.667	not sig.
	low achievers in control	8	8.000	64.000				
Reading	low achievers in experimental	8	10.375	83.000	17.000	1.655	0.098	not sig.
	low achievers in control	8	6.625	53.000				
Writing	low achievers in experimental	8	9.438	75.500	24.500	0.907	0.364	not sig.
	low achievers in control	8	7.563	60.500				
Listening	low achievers in experimental	8	9.938	79.500	20.500	1.234	0.217	not sig.

Table (3.13) indicates that there are no statistically significant differences at (0.05) level between low achievers in the experimental and the control groups due to previous learning in English variable

3.8 Instrumentation

To achieve the aims of the study, the researcher used the following tools:

- 1- A performance test, and
- 2- Active learning – based program.

3.8.1 Performance test

A pre-post performance test was prepared by the researcher. A group of expert teachers and supervisors presented their recommendations and

suggestions to measure the subjects' performance. It was used as a pre test applied before the experiment to prove that both groups were equivalent in terms of their performance. The test was used as a post test applied after the experiment to identify any possible progress in the performance of both groups. (Appendix 2)

3.8.1.1 General aims of the test

The test aimed at measuring the effect of the active learning – based program on the subjects' performance in English language. It was built according to the criteria of test specification. Being used as a pre test, it aimed at proving that both groups were similar in terms of English four skills: listening, speaking, writing and reading. Then being used as a post-test, it aimed at identifying any possible progress and difference in the performance of both groups.

3.8.1.2 The test items

The total number of the test items is 40. Every item has one mark. Therefore, the total mark given to the test is 40. The items of the test fall into four scopes as follows

A- Listening

This scope includes eleven items that measure students' skills to listen to get some pieces of information. Students had to listen and number the pictures within four items. They were to choose the correct answer within three other items, and they had to listen and put ' True ' or ' False ' within other four items .

B- Speaking

This scope includes nine items that measure students' skill to complete mini-dialogues. Students had to match two columns to form meaningful mini- dialogues. In the other three items, they were to complete mini dialogues.

C- Reading

This scope includes eleven items that measure students' knowledge, comprehension and thinking skills. Students had to read five sentences and choose the correct word that suited the sentence, and they were to classify a set of words into the suitable category. In the other two items, students were to identify the odd word.

D-Writing

This scope includes nine items that measure students' skills to write words and sentences. Students had to form words through jumbled letters. In two items, they were asked to form meaningful sentences through re-arranging jumbled words. In the other two items, they had to answer two questions depending on their knowledge and experience.

3.8.1.3 The pilot study

In order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficients, the test was conducted (as a piloting test) on a randomly selected group of female students, 42, who had similar characteristics to the target groups, control and experimental. These three groups studied at the same school, Nuseirat co- ed "B" School and were from the same cultural and environmental background. The necessary revisions and recommendations were made in the light of the statistical results.

3.8.1.4 Time Estimation

The researcher used the following equation (Abu Oda, 2010), to count for the test time.

$$\frac{\text{Time spent by the first student} + \text{Time spent by the last student}}{2}$$

2

So, the time estimation = $47+73/2= 60$ minutes. After applying the equation, the researcher found that the time needed for the test was 60 minutes.

3.8.1.5 Validity of the test

Al Agha (1996:p.118) states that a valid test is the test that measures what it is designed to measure. The referee validity, the content validity and the internal consistency validity were ensured in the current study. The test proved valid according to:

A) The referee validity

The test was administered to a panel of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA schools. Taking their valuable feedback and recommendations into consideration, some modifications and changes were made.

B) The content validity

The test specification was designed according to the general objectives of the content (Appendix:5) the content analysis (Appendix:3) and the weight of each skill and the objectives of the test . These skills were represented in the test specification and hence their items in the test. The test items for each skill accord with the general objectives of the skill and its nature according to the syllabus,

C) The internal consistency validity

Al Agha (1996:p.121) says that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation coefficient of the average of each scope with the total average. This validity was calculated by using Pearson Equation. The correlation coefficient of each item within its scope is significant at levels (0.01) and (0.05).

Table (3.14) shows the correlation coefficient of each scope with the whole test. According to table (3.14), it can be concluded that the test was highly consistent and valid as a tool for the study.

Table (3.14)
Correlation coefficient of each item within its scope

No	scope	Pearson Correlation	Sig. level	No.	Scope	Pearson Correlation	Sig. level
1	Speaking	0.389	sig. at 0.05	23	Writing	0.651	sig. at 0.01
2		0.440	sig. at 0.01	24		0.754	sig. at 0.01
3		0.827	sig. at 0.01	25		0.394	sig. at 0.05
4		0.769	sig. at 0.01	26		0.238	not sig.
5		0.645	sig. at 0.01	27		0.662	sig. at 0.01
6		0.742	sig. at 0.01	28		0.745	sig. at 0.01
7		0.818	sig. at 0.01	29		0.582	sig. at 0.01
8		0.416	sig. at 0.01	30		0.737	sig. at 0.01
9		0.549	sig. at 0.01	31		0.794	sig. at 0.01
10	Reading	0.511	sig. at 0.01	32	Listening	0.756	sig. at 0.01
11		0.740	sig. at 0.01	33		0.366	sig. at 0.05
12		0.637	sig. at 0.01	34		0.504	sig. at 0.01
13		0.646	sig. at 0.01	35		0.733	sig. at 0.01
14		0.438	sig. at 0.01	36		0.420	sig. at 0.01
15		0.010	not sig.	37		0.658	sig. at 0.01
16		-0.054	not sig.	38		0.349	sig. at 0.05
17		0.528	sig. at 0.01	39		0.375	sig. at 0.05
18		0.601	sig. at 0.01	40		0.679	sig. at 0.01
19		0.715	sig. at 0.01	41		0.355	sig. at 0.01
20		0.753	sig. at 0.01	42		0.637	sig. at 0.01
21		0.628	sig. at 0.01	43		0.423	sig. at 0.01
22	0.561	sig. at 0.01	44	0.246	not sig.		

r table value at df (38) and sig. level (0.05) = 0.393

r table value at df (38) and sig. level (0.01) = 0.304

The results of table (3.14) show that the values of these items are suitable and highly consistent and valid for conducting this study. The researcher also made sure of the correlation between the item with the total score of the test as shown in table (3.16).

Table (3.15)

Pearson Correlation coefficient for every scope of the test with the total score of the test

Scope	SUM
Speaking	0.790
Reading	0.800
Writing	0.860
Listening	0.354

r table value at df (38) and sig. level (0.05) = 0.304

r table value at df (38) and sig. level (0.01) = 0.393

As shown in table (3.15), there is a correlation between the scopes and the total score at sig. level (0.01). This shows a high internal consistency of the test which reinforces the validity of the test.

3.8.1.6 Difficulty Coefficient

Difficulty coefficient equals the percentage of the wrong responses of the students to the total number of the students who answered the test; we can calculate this from the following equation:

$$\text{Difficulty Coefficient} = \frac{\text{No. of wrong responses to an item}}{\text{The total responses to the items}} \times 100$$

Table (3.16) shows the difficulty coefficient for each item of the test.

Table (3.16)

Difficulty coefficient for each items of the test

No.	Difficulty coefficient	No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.68	15	0.73	29	0.73
2	0.73	16	0.55	30	0.68
3	0.64	17	0.68	31	0.73
4	0.73	18	0.73	32	0.77
5	0.59	19	0.77	33	0.64
6	0.64	20	0.64	34	0.73
7	0.68	21	0.77	35	0.59
8	0.77	22	0.68	36	0.73
9	0.55	23	0.73	37	0.68
10	0.68	24	0.77	38	0.64
11	0.45	25	0.73	39	0.45
12	0.41	26	0.64	40	0.41
13	0.68	27	0.64		
14	0.73	28	0.68		
Total difficulty coefficient		0.66			

Table (3.16) shows that the difficulty coefficient wobbles between (0.41 – 0.77) with total average (0.66) which means each of items is acceptable or in the normal limit of difficulty according to view of point of assessment and evaluation specialists.

3.8.1.7 Discrimination coefficient:

Discrimination coefficient means that the test is able to discriminate between the high achievers and the low achievers. The difficulty factor of a test was computed according to the following equation. (O`dah, 2002:125)

$$\text{Discrimination Coefficient} = \frac{\text{No. of the students who have correct answer from the high achievers} - \text{No. of the students who have the correct answer from the low achievers}}{\text{No. of high achievers} - \text{No. of low achievers}}$$

Table (3.17) shows the discrimination coefficient for each items of the test:

Table (3.17)

Discrimination coefficient for each items of the test

No.	Discrimination coefficient	No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.64	15	0.55	29	0.55
2	0.55	16	0.55	30	0.45
3	0.73	17	0.64	31	0.55
4	0.55	18	0.55	32	0.27
5	0.64	19	0.45	33	0.36
6	0.55	20	0.55	34	0.36
7	0.64	21	0.45	35	0.27
8	0.45	22	0.64	36	0.36
9	0.55	23	0.55	37	0.27
10	0.64	24	0.45	38	0.36
11	0.73	25	0.55	39	0.36
12	0.45	26	0.36	40	0.27
13	0.64	27	0.73		
14	0.36	28	0.64		
Total Discrimination coefficient					0.50

Table (3.17) shows that the discrimination coefficient wobbles between (0.27 – 0.73) with total average (0.50), which means each item is acceptable or in the normal limit of discrimination according to the viewpoint of assessment and evaluation specialists.

3.8.1.8 Reliability of the test

Reliability: Mackey and Gass (2005:128) define reliability as "the instrument consistency". That is, if a student gets a high mark in a certain subject test, it would be expected that he would also receive a high mark if he took the same test.

1- Kud-Richardson (K-R21)

(K-R21) depends on calculating the percentages of correct answers to the test items, and also on the variance of every item.

2- Split - Half Method

It depends on splitting the test into two parts, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman – Brown Prophecy Formula. (Abu Hattab & Sadeq, 1980: 14) Table (3.18) describes (KR21) and Split - half coefficients for the test domains.

Table (3.18)
(KR21) and Split- half coefficients of the test domains

Test Domains	KR21)	Split half coefficients of the test domains
Speaking	0.792	0.727
Reading	0.858	0.866
Writing	0.825	0.901
Listening	0.700	0.638
Total	0.888	0.673

The results show that the reliability coefficients are acceptable. This means that the test is reliable and valid to apply.

3.8.2 The suggested program:

This part of the chapter provides a description of the active learning program, Appendix (5), in terms of its definition, objectives, teaching and learning aids, content, evaluation, validity and time.

3.8.2.1 Definition of the program

Although an instructional program has been given many definitions by many educators, all definitions are very similar. According to Afana (1998: 75), a suggested program is a systematically-designed and organized educational unit which encompasses a group of activities, experiences, techniques and means of evaluation in order to develop certain and specific skills. Based on the above mentioned definition and taking into consideration the research nature, the researcher defines a program as a group of well designed activities that aim to develop the knowledge and skills of learners promote their competencies and improve their performance.

3.8.2.2 Principles of the current educational program

In order to achieve an effective teaching-learning process and the objectives of the program as well, some essential principles were taken into consideration:

- 1 - Individual differences among students were taken into account when designing the activities and exercises.
- 2 - The exercises were introduced in terms of ease and difficulty.
- 3 - The exercises presented a variety of games addressing and reflecting the target skills.
- 4 - The program provided a variety of sources/teaching-learning aids.
- 5 - The program was student-centered; and the teacher was a facilitator, guide and director.
- 6 - The programme maintains pair interaction through think, pair, share strategy.

7- The program is based upon test- enhanced learning; the quizzes are implemented for learning, not about learning.

3.8.2.3 General aim of the educational computer games program:

The program aimed at

- 1- improving and developing grade four students' English performance through the use of active learning strategies.
- 2- extending students' abilities in the key skills of listening, speaking, reading and writing by providing opportunities for students to engage actively in meaningful activities in English.

3.8.2.4 Specific objectives:

At the end of the program, students are expected to achieve the following objectives:

- Talking about quantities
- Buying things at a shop.
- Talking about prices.
- Talking about school subjects
- Talking about what they do/do not do on different days of the week.
- Asking for things in a restaurant.
- Ordering food and drinks in a restaurant.

3.8.2.5 The sources of designing the active learning - based program

Regarding the idea, the researcher got great benefits and enriched her mind with various sources such as: supervisors, teachers, educators, program designers, researchers, books and web sites.

3.8.2.6 Procedures of designing the program

Building the program passed through the following steps:

- 1- Reviewing literature, the researcher gathered information related to the present research that helped design and identify the program's definition, objectives, content, resources, activities, techniques and evaluation.

2- Then, came the step of identifying the interactive games aiming at achieving the program's objectives and providing opportunities for students to participate actively in the process of their learning.

3-The third step was concerned with designing the computerized quizzes on quiz creator program.

3.8.2.7 Validity of the program

To prove the program's validity, consultation with a group of referees specialized in the field of education was conducted. These referees varied from university professors to university and college tutors and from supervisors to teachers of English. Appendix (6) shows the names of these experts.

3.8.2.8 Teaching-Learning aids

The researcher used the following resources/teaching aids: blackboard, student's book, pictures, crayons, posters, computer slides, miming, dramatization, cards, LCD and worksheets.

3.8.2.9 Content of the program

The program consists of the student's book, and a teacher guide. The teacher guide consists of the following: interactive games. Quizzes and lesson plan of each period specifically explaining and giving detailed description of the classroom procedures and activities that took place among the elements of the classroom environment. The lesson plan includes the following elements: objectives, the role of the teacher and students and teaching-learning aids. It also identified the roles each element had to do and organized the time among the activities. The lesson plan guides the teacher to the activities implemented in every period which includes games, pair work and a quiz creator quiz implemented every two periods. A clear detailed explanation of the procedures of the periods is presented in the teacher's guide designed by the researcher. (appendix 5)

3.8.2.10 Implementation of active learning – based program

- 1- The researcher held a meeting with the teacher who implemented the experiment. The researcher explained to her various topics related to the program: its aim, the three strategies and her role in the program.
- 2- The researcher provided the teacher with the following: the interactive games index, the computerized quizzes, and the teacher's guide in which there is a detailed presentation of the procedures of the lessons.
- 3- The researcher gave the experimental group students an idea about the program and how much it would be beneficial in helping them to improve their skills.
- 4- The researcher made class visits in order to follow up the program and provide the teacher with guidance needed.
- 5- For more clarification and facilitation, the teacher provided students with help and modeling when necessary.
- 6- In each lesson, the games and think, pair and share strategies were used .
- 7- After every two periods, the students were provided with quiz creator quizzes.

3.9 The statistical methods

The data were collected and computed by using (SPSS) Statistical Package for Social Sciences, Pearson correlation, (KR21) and Split - half coefficients of the test domains were used to ensure the test validity and reliability.

- Furthermore, T-Test, and Mann Whitney were used to measure the statistical differences in means between the experimental and the control groups due to the active learning strategies, and the students' level in English language whether high or low achievers.
- "D" and " η^2 " were calculated to measure the effect size of active learning strategies on the different skills of English language.

3.10 Limitations of the study

- The study aimed to test the effectiveness of a program based on active learning on English language performance for the fourth grade in UNRWA schools in middle Gaza governorate.
- The study was applied in the first semester of the school year (2012 - 2013)
- The study was limited to teaching English language textbook "English for Palestine New Edition4" units (4-5-6-7).
- The experiment lasted for six weeks in November and December 2012.
- The study aimed to examine the impact of only three strategies: think, pair and share, interactive games and computerized games.

3.11 Data collection procedures

- Studying the researches and studies conducted on active learning strategies in general and the implementation of the three active learning strategies in teaching English in particular.
- Analyzing the content of the suggested units.
- Preparing a teacher guide based on using games in teaching the content of the suggested units.
- Designing the performance test with the help of a group of good teachers.
- Consulting experts in English language and methodology to assure the test statistical validity.
- Applying the pre-test, recording and interpreting the results.
- Holding training course to the experimental group to enhance their ability to use the computer.
- Teaching the content using the active learning program with the experimental group and the traditional method with control group.
- Applying the post-test, recording and interpreting the results.
- Presenting recommendations and suggestions in the light of the study findings.

Chapter IV

Results: Analysis of data

Chapter IV

Results: Analysis of Data

Introduction

The study aimed at examining the effectiveness of the active learning strategies on the fourth graders' performance in English language in the middle Gaza UNRWA schools. In this chapter, the researcher offers the results of the research tools. The findings of the research are tackled with regard to the research questions and hypotheses by using Statistical Package for Social Sciences (SPSS). Therefore, the researcher employed different statistic formulas such as means of frequencies, percentages, t-test and Mann Whitney. Furthermore, the researcher used effect size through (η^2) and d value to measure and obtain the extent to which the independent variable, active learning strategies program, had an effect on the dependent variable, the experimental group's performance in English.

4.1 The results of the study:

4.1.1 Question (1) findings:

The first question inquired about the following:

What is a program that is based on active learning strategies?

This question was answered in more details in chapter (3) and appendix (5).

4.1.2 Question (2) findings:

The second question inquired about the following:

Are there statistically significant differences at ($\alpha \leq 0.05$) in the performance level in the four skills: listening, reading, writing, and speaking between the students who learn English language through active learning strategies (experimental group) and those who learn English language through the traditional method (control group)?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in performance level in the four skills: listening, reading, writing, and speaking between the students who learn English language active

learning strategies (experimental group) and those who learn English language through the traditional method (control group).

To test this hypothesis, means and standard deviation of the experimental and the control groups' results were computed. (T- Test) was used to measure the significance of differences.

Table (4.1)

T - test independent sample results of differences between the experimental and the control group in the post performance test.

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Speaking	Experimental group	35	7.314	2.349	5.991	0.000	sig. at 0.01
	Control group	35	3.657	2.743			
Reading	Experimental group	35	8.286	3.374	5.119	0.000	sig. at 0.01
	Control group	35	4.514	2.759			
Writing	Experimental group	35	6.943	2.623	8.392	0.000	sig. at 0.01
	Control group	35	2.086	2.201			
Listening	Experimental group	35	10.000	1.455	6.432	0.000	sig. at 0.01
	Control group	35	6.086	3.293			
Total	experimental group	35	32.543	7.659	9.103	0.000	sig. at 0.01
	Control group	35	16.343	7.223			

“t” table value at (68) d f. at (0.05) sig. level equal 2.00

“t” table value at (68) d f. at (0.01) sig. level equal 2.66

Table (4.1) shows that "t" computed value is higher than "t" tabulated value in all scopes of the test and the total score. This means that there are differences of statistical significance in the students' performance in the language skills in the post test in favor of the experimental group. There is also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group is 16.343 in relation to the total score of the oral test, the mean of the experimental group is 32.543. Based on such findings, it can be claimed that the active learning –based program is effective in enhancing skills of performance in the four skills: listening, reading, writing, and speaking

The following equation, according to Afanah (2000: 43) and Mackey and Gass (2005 : 349), was employed to calculate the effect size:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Also the researcher calculated "d" value by using the following equation: (Afanah, 2000: 38).

$$D = \frac{2t}{\sqrt{df}}$$

The results of "η 2" and "d" values shown in Table (4.2) indicate large effect of the programme on all the test scopes

Table (4.2)

The table references to determine the level of effect size (η 2) and (d)

Test	Effect size		
	Small	Medium	Large
η 2	0.01	0.06	0.14
D	0.2	0.5	0.8

Table (4.3)

The total score "T" value, eta square " η^2 ", and "d" of each scope

Scope	t value	η^2	D	Effect volume
Speaking	5.991	0.345	1.453	Large
Reading	5.119	0.278	1.242	Large
Writing	8.392	0.509	2.035	Large
Listening	6.432	0.378	1.560	Large

Implementing the effect size equation shows that the effect size of the program, as shown in table (4.3), is large. This large effect could be attributed to the activities, techniques, and teaching aids used in the program.

4.1.3 Question (3) findings:

The third question inquired the following:

Are there statistically significant differences at ($\alpha \leq 0.05$) in the performance level in the four skills: listening, reading, writing, and speaking between the high achievers in the experimental group and their counterparts in the control one?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in performance level in the four skills: listening, reading, writing, and speaking between the high achievers in the experimental group and their counterparts in the control one.

To examine this hypothesis, means and standard deviation of the high achievers in the experimental and those in the control groups' results on

the post- performance test were computed. The researcher used Mann Whitney Test to measure the differences. To interpret this hypothesis, the researcher used Mann Whitney Test and *Z Value* results of the total average score of the high-achievers' post-performance test between the experimental and the control group.

Table (4.4)

U and Z value to examine differences between the experimental and the control high achievers in the post-test

Scope	Groups	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Sig. value	Sig. level
Speaking	high achievers in experimental group	8	12.313	98.500	1.500	3.289	0.001	sig. at 0.01
	high achievers in control group	8	4.688	37.500				
Reading	high achievers in experimental group	8	12.438	99.500	0.500	3.363	0.001	sig. at 0.01
	high achievers in control group	8	4.563	36.500				
Writing	high achievers in experimental group	8	12.500	100.000	0.000	3.467	0.001	sig. at 0.01
	high achievers in control group	8	4.500	36.000				
Listening	high achievers in experimental group	8	12.500	100.000	0.000	3.424	0.001	sig. at 0.01
	high achievers in control group	8	4.500	36.000				
Total	high achievers in experimental group	8	12.500	100.000	0.000	3.386	0.001	sig. at 0.01
	high achievers in control group	8	4.500	36.000				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (4.4) shows that (Z) computed value, 3.386, is higher than the (Z) tabulated value, 2.58, in the post test. The results show that there are differences of statistical significance in favor of the experimental high achievers in all the test scopes. As a result, the hypothesis is totally rejected. There is also a statistically significant difference between the means of both

groups in favor of the experimental group. Whereas the mean of the control group is 4.500, the mean of the experimental group is 12.500.

To calculate the size effect, the researcher used Eta square " η^2 " and " Z " value by using the following formula (Afana, 2000: 42):

$$\eta^2 = \frac{Z^2}{Z^2 + 4}$$

Table (4.5)

"Z" value, eta square " η^2 ", of each domain and the total degree

Domain	Z	Z ²	Z ² + 4	η^2	Size effect
Speaking	3.289	10.817	14.817	0.730	Large
Reading	3.363	11.310	15.310	0.739	Large
Writing	3.467	12.019	16.019	0.750	Large
Listening	3.424	11.725	15.725	0.746	Large
Total	3.386	11.463	15.463	0.741	Large

The results of " η^2 " indicate high effect of the program in the all scopes.

4.1.4 Question (4) findings:

The fourth question inquired the following:

Are there statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in the four skills: listening, reading, writing, and speaking between the low achievers in the experimental group and their counterparts in the control one?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level in the four skills: listening, reading, writing, and

speaking between the low achievers in the experimental group and their counterparts in the control one.

To examine this hypothesis, means and standard deviation of the low achievers in the experimental and those in the control groups' results on the post performance test were computed. The researcher used Mann Whitney Test to measure the differences. To interpret this hypothesis, the researcher used Mann Whitney Test and *Z Value* results of the total average score of the low achievers' post performance test between the experimental and the control group.

Table (4.6)
U and Z value to examine differences between the exp. and the cont. low achievers in the post-test

Scope	Groups	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Speaking	low achievers in experimental group	8	11.875	95.000	5.000	2.878	0.004	sig. at 0.01
	low achievers in control group	8	5.125	41.000				
Reading	low achievers in experimental group	8	12.000	96.000	4.000	3.029	0.002	sig. at 0.01
	low achievers in control group	8	5.000	40.000				
Writing	low achievers in experimental group	8	11.688	93.500	6.500	2.722	0.006	sig. at 0.01
	low achievers in control group	8	5.313	42.500				
Listening	low achievers in experimental group	8	11.625	93.000	7.000	2.726	0.006	sig. at 0.01
	low achievers in control group	8	5.375	43.000				
Total	low achievers in experimental group	8	12.375	99.000	1.000	3.258	0.001	sig. at 0.01
	low achievers in control group	8	4.625	37.000				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.5

Table (4.6) shows that the (Z) computed value, 3.258 is higher than the (Z) table value, 2.58 in the post test. The results show that there are differences of statistical significance in favor of the experimental high achievers in all the test scopes. As a result, the hypothesis is totally rejected. There is also a statistically significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group is 4.625, the mean of the experimental group is 12.375.

To calculate the size effect, the researcher used Eta square " η^2 " and " Z " value by using the following formula (Afana, 2000: 42):

$$\eta^2 = \frac{Z^2}{Z^2 + 4}$$

Table (4.7)

"Z" value, eta square " η^2 ", for each domain and the total degree

Domain	Z	Z ²	Z ² + 4	η^2	Size effect
Speaking	2.878	8.284	12.284	0.674	Large
Reading	3.029	9.173	13.173	0.696	Large
Writing	2.722	7.412	11.412	0.649	Large
Listening	2.726	7.429	11.429	0.650	Large
Total	3.258	10.615	14.615	0.726	Large

The results of " η^2 " indicate high effect of the programme in the all scopes of the four skills : listening, reading, writing, and speaking.

4.2 Summary

Generally speaking, the study provided evidence that active learning – based programme had positive effects and improved student's performance. It's obvious that the differences in favor of the experimental group were observed in the skills: listening, speaking, writing, and reading. These results can be considered as an indication that active learning strategies tested in this study can be promising solutions to student's lack of engagement and motivation in English classes. These results are confined to three tested strategies.

Chapter V

Findings, Discussion, Conclusions, Implications and recommendations

Chapter V

Findings, Discussion, Conclusions, Implications and Recommendations

Introduction

This chapter tackles the results of the study. It summarizes the conclusions that were documented in the light of the study results. Some pedagogical implications are documented as well. The researcher also provides some recommendations which can be beneficial for curriculum designers, educators, supervisors, teachers and researchers because they can help improve the teaching-learning process in the Gaza Strip.

5.1 Discussion and Findings

The idea of this study emerged from the researcher's perception that the performance of 4th graders descends obviously as compared with their performance during the previous grades. This perception was formulated after accurate follow up and observation of 4th graders performance as a whole. Upon discussions with teachers and colleagues, the researcher realized that the engagement of learners in the process of their learning could improve their performance. In this regard, active learning strategies could be helpful in increasing students' engagement in their learning as a substitution for the current traditional method of teaching.

The purpose of this study was to examine the effectiveness of the active learning strategies on the fourth graders' performance in English language in the Middle Gaza UNRWA schools. To collect data, a pre and post test was employed. A panel of specialists agreed that the instrument was valid. The items of the instrument had a KR21 coefficient of (0.888) and Spilt half coefficient of (0.673) for the test as a whole. The data were tested through the application of T- test, Mann Whitney in addition to means, and standard deviation.

The findings of the study were limited to the experiment "active learning strategies program" since all variables such as age, general achievement and achievement in English language in particular were controlled before the experiment. In this study, this chapter deals with the interpretation of the statistically analyzed data of the hypotheses of the study presented in chapter four. In the light of the statistical results, the researcher concluded the following:

1-There are differences of statistical significance in the fourth graders' performance in English language skills: listening, reading, writing, and speaking due to the method in favor of active learning strategies.

2-There are differences of statistical significance in the fourth graders high achievers' performance in English language in the four skills : listening, reading, writing, and speaking in favor of the experimental group.

3-There are differences of statistical significance in the fourth graders low achievers' performance in English language: listening, reading, writing, and speaking in favor of the experimental group.

The general results of the study provided evidence on the superiority of the experimental group that was taught using three strategies of active learning: interactive games, think, pair and share and computerized quizzes. The findings of the study are discussed thoroughly underneath.

5.1.1 Question (2) findings:

The second question inquired the following:

Are there statistically significant differences at ($\alpha \leq 0.05$) in the performance level in the four skills : listening, reading, writing, and speaking between the students who learn English language through active learning strategies (experimental group) and those who learn English language through the traditional method (control group)?

The results concerning question two indicate that "t" computed value is higher than "t" table value in all scopes of the test and the total score. This meant that there are differences of statistical significance in the students'

performance in the language skills in the post test in favor of the experimental group.

This result agrees with the results of almost all the previous studies conducted by number of researchers who highly evaluated the effectiveness of active learning strategies on the students' performance and achievement. Some but not all of those researchers are mentioned here such as Dang,(2006), Minhas, et al (2012), and Ashraf (2011) who concluded that using active learning strategies in teaching vocabulary helped students develop their speaking skills, writing skills as well as vocabulary, Latchanna and Dagnev (2008), and Mustafa et. al (2006). The results of this study indicate that the active learning approach resulted in higher reading comprehension achievement than the traditional lecture teaching approach; Güneylil(2008) indicates that active learning approach is more effective than traditional approach in leading students to acquire the reading comprehension skill behaviors.

According to "d" and " η^2 " values shown in table (4.3), it was observed that the effect size of the active learning strategies is high in the students' performance including listening, speaking, writing and reading.

The high effect could be attributed to following reasons:

- 1-The activities, techniques, and the variety of teaching aids implemented in the program helped to enhance students' skills in the four skills: listening, reading, writing, and speaking.
- 2-Pair work, interactive games and computerized quizzes motivated students to work while keeping them engaged and interested.
- 3-The active learning strategies also created a relaxed, fun filled and anxiety-free atmosphere that facilitated and enhanced learning.
- 4- Also, it was noted that active learning activities provided a context in which language was used in a meaningful way and they helped students develop communicative competence in the foreign language.

5-Furthermore, the researcher (also the teacher) found that active learning activities increased students' motivation and they could be more interested in English classes.

6- The computerized quizzes on quiz creator program gave the learners immediate feedback about their performance. The teacher discussed the items of the quizzes with the students. This helped the learners to recognize weakness points. Thus, learners were cognitively engaged in the process of reforming their performance.

Furthermore, this positive impact was observed by the teacher through some statements and comments. The teacher reported that her students seemed to learn new vocabulary more quickly and retain it better when it was applied in a relaxed and comfortable environment such as while playing games and doing task in pairs.

During informal talks and discussions with the experimental group, most of the students assured that they greatly benefited from the astonishing techniques carried out through the teaching sessions. These techniques were so amazing. They permitted them to evade traditional, tedious classes to more entertaining and efficacious ones. It is observed that most students were actively involved and motivated. Moreover, many students reported their contentment and satisfaction for joining such classes and they seized every opportunity to assume these feelings.

Most students aspired that these effective techniques were daily applied and used to make the teaching process more attractive and dynamic. Almost most of the co sharers advised their peers to join this program owing to its prerogatives and they accentuated that the three strategies manipulated during the anticipated programme were all exciting and effective and that each strategy has its own advantages and regularities.

Concerning computerized quizzes, the students emphasized that they were beneficial as they taught them to be precise and accurate. Most of them assured that there was no superiority to one strategy in respect with the others. They also said that interactive games stimulated timid students to participate and become more courageous. The teacher deduced that all the

students were waiting for English classes curiously as they mentioned that unexpectedly.

Most students promulgated the effectiveness of pair work as it allowed them to construe their notions and ideas explicitly and without fear. Furthermore, cooperation helped them greatly in ameliorating their abilities in language four skills. All of the students in the experimental group consensually expressed their ecstasy of being involved in active learning program. All students confirmed that their classmates helped them to read and write correctly. Also, students said that they enjoyed having quizzes on computer. Most importantly, the experimental students reported that they felt more enjoyment, made higher motivational effort, felt more confident in language use and were more actively involved than the control group subjects.

5.1.2 Question (3) findings:

The researcher investigated the third question which examined if there are statistically significant differences at ($\alpha \leq 0.05$) in the performance level in the four skills: listening, reading, writing, and speaking between the high achievers in the experimental group and their counterparts in the control one.

The results concerning question three indicated that (Z) computed value was higher than (Z) table value in the post test. Mann-Whitney U results showed that there were differences of statistical significance in favor of the experimental high achievers in the four skills: listening, reading, writing, and speaking. There was also a statistically significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group was 10.13, the means of the experimental group was 11.68.

According to η^2 value, it was observed that the effect size of the active learning strategies- based program still had positive effect on the high achievers' performance in all skills. This result is in agreement with that of Al Jedy (2012), but in contrast with that of Weltman and Whiteside (2010) which indicated that when higher level students were exposed to more

classroom use of active learning methods, their level of learning dropped to around the overall mean.

This result may be attributed to the following reasons:

1-Being good at English, high achievers had high motivation toward learning in general; they could enrich their minds with such activities that supported and promoted their learning.

2- The program got high achievers to bear more responsibility and they were given the opportunity to make self-regulation and make decision about the different aspects of that process.

3-They became challenged to use their mental skills during learning.

5.1.3 Question (4) findings:

The fourth question inquired the following:

Are there statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in the four skills: listening, reading, writing, and speaking between the low achievers in the experimental group and their counterparts in the control one?

The results concerning question four indicated that (Z) computed value (3.258) was higher than the (Z) table value (2.58) in the post test. This means that there are statistically significant differences at ($\alpha \leq 0.05$) between the experimental group and the control one regarding to performance in the four skills: listening, reading, writing, and speaking favoring the experimental group. There were also statistically significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was 4.625, the mean of the experimental group was 12.375. The effect size was high for each skill and the total score of performance test. That indicates that the active learning based- programme had a large effect on the low-achievers of the experimental group in total score of each skill and the total score of the performance test.

This result is in agreement with that of Al Jedy (2012) and Weltman and whiteside (2010) which indicated that the low- level- students' scores

improved with higher levels of active learning. The researcher believes that this result can be attributed to:

- 1- The activities brought real world context into the classroom and enhanced students' use of English in a flexible communicative way.
- 2- The learning materials and learning activities allowed the low achievers to participate. They felt that these activities were relevant to their needs, interests and abilities.
- 3- All students had full chance to share in the process of learning. All students have equal chance to participate.
- 4- This programme maintained more motivation through using pair work that gave more opportunities to think, share ideas without boundaries. Hence, their self confidence was promoted.

5.2 Conclusions

As conclusion, the study provided important data on the use of active learning in teaching English. The results of the study provided strong evidence that active learning strategies result in higher performance in the four skills: listening, reading, writing, and speaking than the traditional method do. The study proved that active learning strategies can promote learning. Learning environment enriched by active learning practices enables the learners to participate, act, react, and reflect individually and in groups their personality. It has been substantiated that the three strategies: interactive games, think, pair and share and the computerized quizzes consolidate students' interaction and engagement in the activities. Therefore, students with various levels and abilities could achieve better performance in all skills.

5.3 Pedagogical Implications

1. Active learning strategies are strongly recommended when teaching English.
2. Teachers should avoid teacher-centered classes and encourage student-centered classes.

3. Schools and classroom environment should be provided with motivating equipment to enhance students' enthusiasm and increase interest.
4. Teachers should be aware of their students' individual differences. Consequently, they introduce materials and use techniques which may foster positive attitudes towards learning English.
- 5- Presenting students, in a wide variety of content areas, with frequent quizzes appears to correlate positively with enhanced test performance.

5.4 Recommendations

The study presents strong evidence to implementing active learning strategies to increase language learner's success in English lessons. Based on the findings of the study, the following recommendations can be made for English language teachers, supervisors, faculties of education and researchers.

5.4.1 English Language Teachers

1. Meaningless repetition should be abandoned and teachers should employ active learning strategies in order to provide the students with challenging academic tasks and enhance language skills.
2. Teachers should be aware of their students' needs, abilities and individual differences and select the relevant techniques for enhancing students' skills.
3. Teachers should change their role from instructors who dominate the class into educators whose role is to organize, help, guide, coordinate and support the students to communicate and acquire language.
4. Teachers are required to cope with the modern trends in teaching by keeping changing their methods and strategies.
5. Teachers are required to increase the use of pair work, computerized test and games.

5.4.2 English Language Supervisors

EL supervisors are responsible for promoting the methods and strategies used by their EL teachers in schools through the following:

1. They should conduct training courses so as to acquaint school principals, teachers and the local community with the active learning strategies and

their importance in teaching-learning process and practical ways of how to implement them.

2. EL supervisors can conduct training courses to help EL teachers to design games for their classes.
3. EL supervisors are to conduct training courses to help EL teachers to design computerized tests for their classes.
4. They should call for providing the needed material for using active learning strategies in schools. Teachers need in service training to be proficient active learners.

5.4.3 Education program managers

- 1-Since active learning strategies are time consuming, it is recommended to decrease the number of students in classes.
- 2- The managers should support schools with all effective facilities such as computers, LCD, televisions, videos, the internet, copy machines and all kinds of boards.
- 3- The program managers are to increase English language periods to give the teachers suitable opportunity to concentrate on learning quality.

5.4.4 Faculties of Education

Faculties of Education are the institutions in which teachers receive knowledge and information regarding their specialization. In addition to that, they are responsible for building their professional qualities and competencies. Hence, faculties of education are recommended to:

1. Raise student-teachers' knowledge and awareness about the benefits of the active learning strategies,
2. keep developing the faculty material and strategies to cope with the recent trends in education,
3. unite the strategy of preparing student-teachers with specific basics,
4. hold continuous communication with Education Programme managers in UNRWA and MOE,`
5. take the results and recommendations of the studies seriously in account,
6. prepare flexible student-teachers who can work in all situations, and

7. design on-line web concerning active learning which presents active learning strategies and gives detailed presentation of each strategy with practical models in classes.

5.5 Recommendations for Further Studies

In order to extend the findings of this study, the researcher introduces the following suggestions for further studies:

1. Researchers can hold a comparison between computerized quizzes and paper quizzes to identify the impact of the computerized quizzes on performance.
- 2- Other researchers can conduct evaluative studies based on active learning strategies to examine to what extent English teachers encompass the active learning strategies in their classes.
3. The current study was conducted on with 4th grade students. Thus, similar research is needed in different grades.
4. The effect of active learning on other skills such as life skills and critical thinking can be examined in further studies.
5. A comparison among the three strategies tested in the study may be explored to examine the most proficient one.
6. The current study was limited to three strategies (think, pair, and share) interactive games and computerized quizzes. Hence, the researcher suggests examining the effectiveness of other strategies.

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٢٣٧

Appendices

Appendix (1)

Referees' List

This list includes the names and titles of the referees who refereed the performance test and the active learning based- program.

Name	Field	Institution
Awad keshta	Faculty of Education	IUG
Basel Skaik	Faculty of Education	Al Azhar uni
Mr. Mohammed Atiyah	Assistant Professor	Al-Aqsa Uni
Kamal Abu Hasabalah	Supervisor of English	Al Azhar uni
Kamal Abu Shamla	Supervisor of English	MEHE
Ahmed El Habash	Supervisor of English	MEHE
Sahar Abu Jalambo	Teacher of English	UNRWA
Arafat Jarwan	Teacher of English	UNRWA
Samah El salhi	Teacher of English	UNRWA
Neema Al Hanafi	Teacher of English	UNRWA
Muyasar Mowanes	Teacher of English	UNRWA

IUG stands for the Islamic University of Gaza.

UNRWA stands for United Nations Relief and Work Agency

Appendix 2

Performance Test for the Fourth Grade

Name -----

Mark-----

① Speaking (9 marks)

1- Match the two parts of the following mini- صلي بين أوب

A	B
1- How many bags of pasta do you need?	() I'd like a bottle of lemonade.
2- What would you like to drink ?	() Yes, of course.
3- Excuse me, could I have a pen?	() I need 3 bags.
4- How much is a packet of sweet?	() yes we have.
5- What is your favourite food?	() It's 5 D.
6- Do you have English today?	() Fish.

dialogues:

أكمل الحوار بكلمات مما بين القوسين Finish the dialogue with words from the list:

{religion – subject – drink}

7- Ahmed: What _____ do you have today?

8- Amr: I have English and _____

Complete the mini- dialogue using picture. أكمل الحوار مستخدمة الصورة

Dana: What do you at the weekend?

9- Hala: On Friday I -----.



② Reading (13)

Choose the correct answer:

اخترى الإجابة السليمة

10- I need three _____ of potatoes .

a- packets b- kilos c- cartons d- bottles

11- In _____, I learn about Islam

a- religion b- science c- maths d- PE

12- What would you like for _____? I'd like ice cream.

a- food b- drink c- subject d- dessert

13- In _____, you learn about numbers.

a- English b- Arabic c- maths d-
science

14- It's a place where Moslems go. It's a _____.

a- school b- playground c- beach d- mosque

Classify: صنفي

{potatoes –ice cream– chickens – cake --lemonade– }

Food	Dessert
15-	17-
16-	18-

Odd one out. حددي الكلمة الشاذة

19- beach - playground- mosque - watch

20- twenty - fourteen- kilo- seven

③ Writing (9 marks)

Think and write: أكتبي الكلمة بشكل صحيح

21- a n a c _____



22- o f r k _____

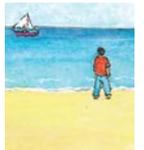


24- d u h n r d e _____ **100**

23- t o b e t e l _____



25- e a h c _____



Read and write in a correct order: رتبي الكلمات لتكون جملة مفيدة: _____

26- packet – of – need – a – biscuit – We .

27- Thursday – On – go – I – playground- to.

Answer the following questions. أجيب عن الأسئلة التالية.

28-What is your favourite subject ?

29-What food would you like to eat?

④ Listening (11)

Listen to the dialogue and write the person under the food he

/she likes. استمعي إلى الحوار واكتبي اسم الشخص تحت الطعام الذي يحبه.

(Walid – Amr – Huda – Ahmed)



30-()

31-()

32-()

33-()

Listen to the dialogue and choose. استمعي إلى الحوار واختاري الإجابة الصحيحة

34- Huda liked ----- (chicken – meat- carrots) for food.

35- At the restaurant, Ali asked for a -----(napkin- glass-spoon)

36- Ahmed liked to drink----- (apple juice – milk- coffee) .

Listen to the dialogue and Tick ✓ or ✕: استمعي إلى الحوار وضعي إشارة

Sunday	Monday	Tuesday	Wednesday
English	Arabic	Religion	PE

37

38

39

40

Good luck

Listening guide

– **One**

– **Is this your packet of biscuits, Walid?**

– **No, it's Huda's.**

– **Two**

– **Amr, is this your carton of milk?**

– **Yes, it is.**

Three

– **Is this your bag of potatoes , Huda,s?**

– **No, it's Walid's.**

- Four**
 - Is this your can of olives, Ahmed?**
 - Yes, it is.**
-

What subjects do you have, Huda?

- On Sundays I have English and science. I like English – it's my favourite subject. On Mondays I have religion and maths.**
 - What do you have on Tuesdays?**
 - Oh , I have a subject I don't like . It's science.**
 - And on Wednesdays? Do you have PE?**
 - No, we have maths and Arabic.**
-

Here's the menu. What would you like to eat, Huda?

- I'd like chicken and rice, please.**
- What about you Ahmed? I,d like salad and carrot.**
- What would you like to drink?**
- I'd like apple juice, please.**
- Ali, why aren't you eating?**
- Excuse me, could I have a spoon please?**
- Here you are**

Content analysis

Unit	Aims	vocabulary	Structure	Listening	Speaking	Reading	Writing
Unit 4	<p>*Talking about quantities.</p> <p>*Buying things in a shop.</p> <p>*Talking about prices.</p>	<p>Can – bottle – kilo – carton – pasta – plus – need – numbers</p> <p>10-90.</p>	<p>*What would you like?</p> <p>*How much is it?</p> <p>*Ten plus twenty.</p> <p>*Here you are.</p> <p>*How many bags of pasta?</p>	<p>*Ss listen to write some pieces of information.</p> <p>*Ss listen to repeat the price.</p> <p>* Ss listen to circle the right picture *Ss listen to match the number with the word.</p> <p>*Ss listen to write the price.</p>	<p>*Ss ask about numbers, quantities of food.</p> <p>*Ss ask questions about what they like.</p> <p>*Ss play a game.</p>	<p>*Ss read and match numbers with the words.</p> <p>*Read and complete.</p> <p>Ss read the numbers.</p> <p>Ss read the quantities to answer the questions.</p>	<p>Ss supply the missing number. (2)</p> <p>*Ss write vocabulary with correct spelling. (2)</p> <p>*Ss write the sum of equation.</p> <p>* ss copy a sentence.</p>

Content analysis

Unit	Aims	vocabulary	Structure	Listening	Speaking	Reading	Writing
Unit 6	<p>*Talking about school subjects</p> <p>*Talking about what they do/do not do on different days of the week.</p>	<p>Religion</p> <p>PE</p> <p>Arabic</p> <p>Science</p> <p>English</p> <p>Maths subject</p>	<p>*On Sunday, I have -----.</p> <p>*My favourite subject is -----.</p> <p>*What subject do you have on Sunday?</p> <p>*What is your favourite-----?</p> <p>*What do you do at the weekend?</p>	<p>*Ss listen to match the subject with its picture.</p> <p>*Ss listen and repeat.</p> <p>*Ss listen and complete.</p> <p>*Ss listen and tick true or false.</p> <p>*Ss listen and match the person with the picture.</p> <p>*Ss listen and repeat.</p>	<p>*Ss act out a mini-dialogue.</p> <p>*Ss sing a song.</p> <p>* Ss ask and answer questions about their hobbies.</p> <p>*Ss play a game.</p> <p>*Ss play a game.</p>	<p>*Ss read and circle the suitable word. (2)</p> <p>*Ss read and Complete sentences.(3)</p> <p>Ss read the table to tick true and false.</p> <p>Ss write sentences about their hobbies.</p>	<p>*Ss write the word with correct spelling.</p> <p>*Ss write sentences using information table.</p> <p>*Ss order and write.</p> <p>*Ss copy the sentences.</p> <p>Ss write sentences about their hobbies.</p>

Content analysis

Unit	Aims	vocabulary	Structure	Listening	Speaking	Reading	Writing
Unit 7	<p>* Asking for things in a restaurant.</p> <p>* Ordering food and drinks in a restaurant.</p>	<p>Food</p> <p>Dessert</p> <p>Drink</p> <p>Fork</p> <p>Spoon</p> <p>Knife</p> <p>Glass</p> <p>Napkin</p> <p>Ask for</p> <p>Menu</p> <p>restaurant</p>	<p>*What would you like for dessert?</p> <p>*I'd like chocolate, ice cream, please.</p> <p>*What would you like to drink?</p> <p>*I'd like lemonade.</p> <p>*Excuse me, could I have a pen, please?</p> <p>*Yes, of course.</p>	<p>*Ss listen and decide T or f. (2)</p> <p>*Ss listen and complete.</p> <p>*Ss listen and repeat.</p> <p>*Ss listen and write sentences.</p>	<p>*Ss act out a mini dialogue.</p> <p>* Ss ask and answer questions about the food and drink they like.</p> <p>*Ss play a game.</p>	<p>*Ss read letters and form words.(2)</p> <p>Ss read questions and answers about contents of a menu . (2)</p> <p>ss read the sentences to fill the spaces.</p> <p>Ss read the letters to form word related to food.</p>	<p>*Ss write the word with correct spelling.</p> <p>*Ss write words out of crosswords.</p> <p>*Ss copy two sentences.</p> <p>*Ss write numbers in a correct order.</p> <p>*Ss fill in a table.</p>

Specification timetable

Unit	No. of Skills of				Total of Skills
	Listening	Speaking	Reading	Writing	
4	5	4	4	4	17
6	5	5	6	4	20
7	5	3	6	4	18
Total	15	12	16	12	55

Unit	No. of Items in				Total of Items
	Listening	Speaking	Reading	Writing	
4	$5 / 55 \times 40$ ≈ 4	$4 / 55 \times 40$ ≈ 3	$4 / 55 \times 40$ ≈ 3	$4 / 55 \times 40$ ≈ 3	13
6	$5 / 55 \times 40$ ≈ 4	$5 / 55 \times 40$ ≈ 4	$6 / 55 \times 40$ ≈ 5	$4 / 55 \times 40$ ≈ 3	16
7	$5 / 55 \times 40$ ≈ 4	$3 / 55 \times 40$ ≈ 2	$6 / 55 \times 40$ ≈ 5	$4 / 55 \times 40$ ≈ 4	15
Total	12	9	13	10	44

Appendix (5)

A Program based upon active learning strategies

for Developing Students' Performance in English

Section 1: Teacher's guide

Dear Teacher,

Learning is optimized when students are actively engaged in learning.

What I hear, I forget;

What I see, I remember;

What I do, I understand.”

– Old Chinese proverb, sometimes attributed to Confucius-

Active learning engages the whole person, not just the intellectual mind. When people try to do things and fail or succeed, emotions are triggered, and these have a significant effect on how we remember. So when you are teaching or persuading someone, and particularly if you want them to remember things, get them actively involved

This guide helps you to employ a new teaching method based on using three strategies of active learning to develop 4th graders, performance in the four skills: listening, reading, writing, and speaking. The strategies used are: share, pair and think, interactive games and computerized quizzes. The contents of the suggested program were chosen, organized and adjusted according to the opinions and suggestions of a group of specialists of teaching methodology, supervisors of English language and experienced teachers.

Active learning definition:

Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing

Definition of pair , think , share strategy:

Students pair up to share thoughts on a problem or question initiated by the instructor. This can be modified to involve pairs of students exchanging ideas to enrich the discussion. The technique is good for generating class discussion and sharing of opinions and ideas.

Definition of interactive games

Teaching activities based on competition and reinforcement, combine between entertainment and learning.

Definition of computerized quizzes

Computerized quizzes refers to Computer-assisted quizzes that imply the use of computers to assess students' progress.

In the programme, the quizzes are designed using Wondershare Quiz Creator. The quizzes are non-invigilated, not time-constrained, and with feedback to the students so that they can identify their areas of weakness. In the tests, the total scores are displayed immediately at the end of each test, supported by printed reports such as detailed reports on incorrect responses. The most formative aspect of the quiz is that the quiz centers on the provision of valuable revision tests for self-assessment. The original tests are reissued with immediate feedback on each question. The teacher can make discussion with students on the item of the quizzes and students are given the chance to be engaged in discussion with peers and the teacher on the incorrect answers.

Teacher's role in Active learning programme:

Teacher is the main factor in the success or failure of using Active learning programme as a teaching means in classroom and to achieve the purposed objectives.

1. Activating existing knowledge by revising the previous lesson if there is need. This makes students more receptive to additional information
2. Explaining the new lesson and giving students examples.
3. Helping and guiding the students while doing the task if they need.
4. Discussing students about the difficulties which faced them during the task.
- 5- Monitoring and providing feedback to encourage the children and to identify areas of weakness that you need to review

The principles of the current educational programme

In order to achieve an effective teaching-learning process and the objectives of the program as well, some essential principles were taken into consideration:

- Individual differences among students were taken into account when designing the activities and exercises.
- The exercises were gradually introduced in terms of ease and difficulty.
- The exercises presented a variety of games addressing and reflecting the target skills..
- The program provided a variety of sources/teaching-learning aids.
- The program was a student-centered; and the teacher was a facilitator, guide and director

General aim of active learning – based program:

The program aims at

- 3- improving and developing grade four students' English performance in the four skills: listening, reading, writing, and speaking through the use of active learning strategies.

4- extending students' abilities in the key skills of listening, speaking, reading and writing by providing opportunities for students to engage actively in meaningful activities in English.

Specific objectives :

At the end of the programme, students are expected to acquire the following:

Talking about quantities.

Buying things in a shop.

Talking about prices.

Talking about school subjects

Talking about what they do/do not do on different days of the week.

Asking for things in a restaurant.

Ordering food and drinks in a restaurant.

Listening skills included in units 3-4-5-6 are:

-Ss listen to write some pieces of information.

-Ss listen to repeat the price.

-Ss listen to circle the right picture

-Ss listen to match the number with the word.

-Ss listen to write the price

-Ss listen to write some pieces of information.

-Ss listen and repeat.

-Ss listen and decide T or f.

Ss listen and complete.

Ss listen and write sentences

Speaking skill included in units 3-4-5-6

Ss ask about numbers, quantities of food.

*Ss ask questions about what they like.

*Ss play a game.

*Ss act out a mini-dialogue.

*Ss sing a song.

* Ss ask and answer questions about their hobbies.

Ss ask and answer questions about the food and drink they like .

Reading skill included in units 3-4-5-6

1- Ss read and match numbers with the words.

2- ss Read and complete

3-Ss read and circle the suitable word.

4-Ss read and Complete sentences.

5- Ss read letters and form words.(2)

6- Ss read questions and answers about contents of a menu

Writing skills included in units 3-4-5-6

Ss supply the missing number

*Ss write vocabulary with correct spelling

*Ss write the sum of equation.

* ss copy a sentence

Ss write sentences using information table.

*Ss order and write.

Ss write sentences about their hobbies.

*Ss write words out of crosswords.

*Ss write numbers in a correct order.

Tips on implementing the programme

1- The programme made integration of three strategies: interactive learning, think, pair and share and computerized quizzes.

2- The teacher should give the students sample quiz before they are actually given the quiz assignment. Thus, they will become familiar with the tool and will follow the instructions.

3- Every lesson period include the use of a set of interactive games and pair, share and think. After every two periods, the students are required to move to the computer lab and have the computerized quiz. At the end of the quiz, the teacher provides every student with a report on her performance. Every student discusses the result of the quiz with her partner. The teacher discusses with students the most embarrassing questions.

4- On implementing the activities in think pair, and share, the teacher should follow these steps:

! Ask the question.

! Have the students individually **think** about an answer for a few seconds.

! Allow the students to **discuss** their answer with a partner for a few seconds.

! Finally, have the students **share** in teams or call on a few students to share their answers with the class.

Appendix (5) B-

Section II

The interactive games implemented in the program

No.	Name game	No	Name game
1-	Word Building Game	10-	Matching pictures with words
2-	Spy Code Game	11-	Stand up and sit down
3-	Scattered Letters Game	12-	Memory Game 2
4-	The hidden words Game	13-	What is it?
5-	Sentence relay Game	14-	Help the cat to reach the house
6-	Matching Game	15-	Classifying Game
7-	Shaking Hands	16-	Pyramid Game
8-	Hangman Game	17-	Charades Game
9-	Memory Game	18	Sparkle Game

1- Word Building Game

Objective: To recall words relevant to the lesson topic. .

Group size: 2-4 Students .

Language focus: Writing .

Game Instructions: Find as many words as you can. The more words

you have, the more points you get .

C - b - t - n - l - p - a - o - e

Possible answers: bottle – can – potato .

2- Spy Code Game

Objective: To recall the vocabulary of food.

Group size: Pairs.

Time: 5-10 minutes.

Language focus: writing

Game Instructions: Try to break this code and find the words

a b c d e f g h I j k l m n o p q r s t u v
w x y z

1. $2 + 20 + 20 + 12 + 5 =$ _____

2. $2 + 1 + 7 =$ _____

3. $23 + 1 + 20 + 5 + 18 =$ _____

4. $3 + 1 + 14 =$ _____

5. $11 + 9 + 12 + 15 =$ _____

The answer: bottle bag water can kilo

3- Scattered Letters Game

Objective: To recall some words related to a certain topic.

Group size: 2 – 4 Students.

Time: 10 minutes.

Language focus: Vocabulary and reading.

Work out the following puzzles and find the words.

- 1- A place where Muslims go on Friday.
- 2- A place in which we play with friends.
- 3- A place where we go near the sea.

q-s-e-m-u-m-o	—	g-o-n-u-r-p-a-d-p-l-y	—	e-c-a-h-b-	e
---------------	---	-----------------------	---	------------	---

4- The hidden words Game

Objective: To recall some verbs to recall the school subjects.

Group size: Pairs.

Time: 10 minutes.

Language focus: Reading.

Find the hidden words in the squares below, they may be vertical or horizontal.

Science – maths – can – P. E – Arabic – tea.

M	A	T	H	S	M
B	R	C	C	c	O
E	A	A	O	I	S
A	A	N	P	e	Q
C	B	T	N	n	U
H	I	E	M	c	E
R	C	A	A	e	E

5- Sentence relay Game

Objective: To write complete meaningful sentences.

Group size: Whole Class.

Time: 10 minutes.

Language focus: Writing.

Students hold 5 cards with words.

The whole class is required to help them to stand correctly to form a correct sentence.

1st student: rice
2nd student: to
3rd student: like
4th student: eat
5th student: I

I like to eat rice.

6- Matching Game

Objective: To practice two parts of mini-dialogues.

Group size: 6 Students.

Time: 10 minutes.

Language focus: Speaking.

Match parts of A with Parts of B

The fastest Group is the winner.

A

- 1- Excuse me, Could I have your pen?
- 2- What food would you like to eat?
- 3- How many bottles of water do you need?
- 4- What drink would you like to have?

B

- A. Lemonade.
- B. Rice.

C. Yes of course.

D. Three bottles.

7- Shaking Hands Game

Objective: To recall information related to school subjects.

Group size: 10 Student.

Language focus: Reading.

Game Instructions: 10 Students are divided into groups. The teacher distributes 5 Cards to a group and other cards of the related information. One student holds up the subject card and the other student is required to stand up and shake hands with this student. Correspondingly, every student shakes hand with the related one.

A

Group A

Group B

Arabic

stories

Maths

numbers

Science

trees and animals

Religion

Islam

B

Group A

Group B

Cartoon

pasta

Bottle

biscuits

Can

lemonade

Bag

pasta

Packet

olives

8- Hangman Game



Objective: To recall vocabulary.

Group size: Whole Class.

Language focus: Vocabulary.

Game Instructions: Try to guess the word by guessing its letters.

If the Letter is right, , the teacher puts it in the relevant place. If it's wrong, the teacher draws the parts of the following figure. If the figure is drawn completely, the students are the loser.

9- Memory Game

Objective: To remember words related to subjects.

Group size: 5 Student.

Time: 10 minutes.

Language focus: Reading.

Game Instructions: T. presents a certain table of subjects for 2 minutes.

Then, he /she hides it. Ss. are required to read sentences related to the table and tick \checkmark or x.

Saturday	Sunday	Monday	Tuesday	Wednesday
Religion	English	Science	Arabic	P.E
English	Arabic	Maths	P.E	Science

1- On Saturday, we have Arabic.

2- On Monday, we have Science.

3- On Wednesday, we have English.

10- Matching pictures with words Game

Objective: To reinforce vocabulary.

Group size: 5 Student.

Time: 7 minutes.

Language focus: Vocabulary.

Game Instructions: Each group has cards of words and their pictures.

They are required to match the word with the picture. The fastest is the winner.



beach playground mosque restaurant



English Arabic Religion Maths



Hundred Ninety Nineteen fifteen



Twelve nineteen seven nineteen

11- Stand up and sit down Game

Objective : Listen to a group of sentences to comprehend.

Group size : 7 Student.

Time : 10 minutes.

Language focus : Listening.

Game Instructions: Teacher reads a set of sentences . students are required to listen carefully. If the sentence is wrong, the student stands up , if it is right , the student sits down .

A

- 1- In maths , We read stories.
- 2- In P.E, we learn about animals.
- 3- In religion , We read about Islam.

B

- 1- Ten plus thirty equals forty.
- 2- Twenty plus ten equal ten
- 3- Eighty minus ten equals sixty.
- 4- Sixty minus thirty equals ten.

C

- 1- Walid likes fish and potatoes.
- 2- Walid would like tea.
- 3- Fiona would like meat and salad, please.
- 4- She likes to drink like juice.

5- Beth would like potatoes.

12- Memory Game 2

Objective: Time: 3 minutes.

Game Instructions: The teacher shows cards with sentences or pictures to the whole class. The teacher can play this game by dividing the class into teams. The teacher chooses two students of each team. They are required to look at the sentences for 1 minute. Teacher hides the sentences. The one who says more sentences is the winner.

- 1- Seven packets of biscuits.
- 2- Three cartoons of milk.
- 3- Two cans of olives.
- 4- Four kilos of potatoes.
- 5- A bog of pasta.

13- What is it ?

Objective: Ss. practise reading and saying vocabulary.

Time: 2 minutes.

Language focus: Speaking.

Game Instructions: S.1 holds a card for the picture " fork " and stands behinds S.2. The rest of the class ask what is it? S.2 tries to guess the

picture. If the guessing is incorrect, the class say: "No, try again." If the answer is correct, students clap to her. The game is repeated with other students and other pictures.

14- Help the cat to reach the house Game

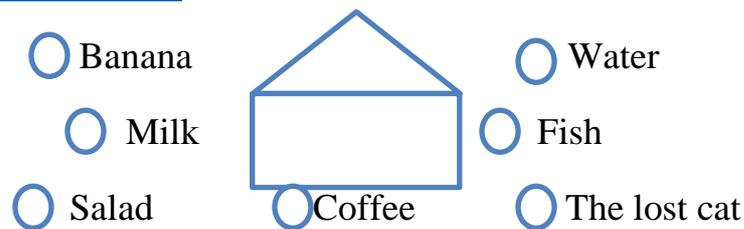
Objective: Ss. recognize words related to the same family.

Group size: Pairs.

Time: 5 minutes.

Language focus: Reading.

Game Instructions:



15- Classifying Game

Objective : To classify words with its family.

Group size: Two or three Ss.

Time: 5 minutes.

Language focus: Reading.

T. puts the heads of the words (family) and Ss. have to choose the cards and classify them correctly the fastest one and who doesn't commit mistakes is the winner. (Chocolate – Coffee – Fish – Rice – Salad – Banana – Ice cream – Tea – Water.

Drink	Food	Dessert

16- Charades Game

Objective: vocabulary recollection.

Group size: Pairs.

Time: 8 minutes.

Language focus: Vocabulary.

Divide the group into teams. Students should be given a word or phrase to

act out. Other players guess the word . If their guess is correct, then they score a point .Move to the next team, for the next actor .

Suggested words: A restaurant 2- fish

17- Pyramid Game

Objective: Describing or defining words; Vocabulary.

Group size : Whole Class.

Time: 5 minutes.

Language focus: Vocabulary.

The class is divided into pairs, facing each other .

One student is given the prompts and describes them to his partner. For each correct answer the team is given one point . If Arabic or the name

of the item is used to describe it, no points are awarded .

18- Sparkle Game

Objective: listening comprehension, spelling.

Group size: Whole Class.

Time: 10 minutes.

Language focus: Listening and Spelling.

- Have all the students line up or stand in a circle in the front of the room .
 - The teacher says a word in the target language .
 - The students should spell the word. One person says one letter until the word is complete .
 - The next student should say “sparkle” to indicate that the word is complete .
 - A new word is given and the spelling starts with the next student .
 - If the word is spelled incorrectly, have the student who said the wrong letter sit down .
- If the word is spelled correctly, have the student after the student who says“ sparkle” sit down.

Appendix (5)

C- Lesson plans

Unit: 4

Lesson: 1

SB P. P.22

Class: 4th

Objectives: At the end of the period, most ss. are expected to be able to:

1- Use containers for food and drink.

2- Ask and answer questions about containers for food and drink.

Key vocabulary: carton – can – kilo – bag – bottle

Key structures: What do you need? , we need water

AVM : A poster- cards – real objects -

Class organization: pairs – whole – individuals.

Stage	Procedures
<p>Warming Up: Checking HW : Revision :</p> <p style="text-align: center;">presentation</p> <p style="text-align: center;">Ex. 1 : - Read and Match :</p>	<p>Greetings T. checks Ss. Homework Write the following sentence in your copybook The bin is in front of the desk: T. uses Hangman game on the word "food". T. gets ss to mention types of food they know. T. shows Unit 4 Poster. T. asks: <i>What can you see?</i> T. elicits as many items of food/drink as possible in English. T. holds a bottle and asks: What's this? T. It's a bottle. T. does the same things with other containers using realia and pictures. T. checks the meaning , shape and the pronunciation of the new vocabularies . T. says Read. Ask the children to read aloud the shopping list. T. reminds the children that most words in English form their plural by adding 's' to the end. T. discusses the picture. T. says Listen. Play recording. On first listening, ss. look at the pictures and listen to the amounts. T. says Listen and write. T. plays recording, pausing after <i>Yes, three kilos of potatoes</i>. T. asks: <i>What do they need?</i> to elicit <i>Three</i></p>

<p>Ex. 2 : Listen and say</p> <p>Ex. 3 :Say</p>	<p><i>kilos</i> <i>of potatoes.</i></p> <p>T. models writing the answers in the book. T. continues playing recording, pausing so that the children can write the amounts next to the food and make the items plural as necessary. T. elicits answers. T. asks a student to write the numbers on the board. Ss correct their work. T. uses memory games using the pictures of the containers. T. says Listen. Play recording for Activity 1 again. T. tells ss they are now going to be asked questions about the items on the shopping list. T. plays recording for Activity 2, pausing so the children answer orally in the gaps.</p> <p>T. asks ss to read the speech bubbles aloud. T. says Say. ss work in pairs, taking it in turn to ask and answer questions. T. asks ss to think of other containers to ask about. T. asks ss to pair and share their questions and answers. T. uses " sparkle game " getting ss to mention the pronunciation of the words: can-bottle- kilo. As homework, ss draw the containers: A bag of pasta- a bottle of water- a can of olives.</p>
--------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Unit: 4

Lesson: 2

SB P. P.22

Class: 4th

Objectives: At the end of the period, most ss. are expected to be able to:

- 1- Use containers for food and drink.
- 2- Say numbers.
- 3- Connect the number with the word.
- 4- Write the correct form of the containers.

Revised vocabulary: numbers – carton – can – kilo – bag – bottle

AVM : Card numbers - cards – real objects -

Class organization: pairs – whole – individuals

Stage	Procedures
<p>Warning Up: Checking HW : Revision :</p> <p>presentation</p> <p>Ex. 1 : - Read and Match :</p> <p>Ex. 2 : Ss. match and write.</p> <p>Ex. 3 :</p>	<p>Greetings</p> <p>T. checks Ss. homework : draw the containers: A bag of : pasta- a bottle of water- a can of olives.</p> <p>T. revises the words of the previous lesson using spy code game. (game no. 2)</p> <p>T. revises the numbers from one to twenty as follows: T. says: let's count to twenty.</p> <p>Read and Match</p> <p>Ss. read the numbers. T. explains the activity. Ss. match in pairs. T. checks. T. uses matching game (game 10: D) T. holds a bottle and asks: What's this? Ss. It's a bottle.</p> <p>By using realia , T. revises a bag of Pasta T. asks what is it? In the same way, T. revises other containers T. does the same things with other containers getting ss to hold the containers and saying their names.</p> <p>T. explains the activity. T. discusses the pictures. T. gets ss to do no. 2 publicly. T. gets ss to do the exercise. T. gets ss to check each others work by working in pairs T. checks and writes the answers on the bb.</p> <p>T. explains the activity. T. does an example. T. asks Ss. to think, then pair and share the answer in pairs. Ss. say their answers. T. checks. T. writes the answers. T. uses (memory game 2: no.12.). One student says container, other says the type of food related to the container. In pairs, Ss. plays the game. T. gets pairs to demonstrate their performance. At the end of periods, Ss .move to comp. lab to answer quiz no. 1. In this period, they do it in pairs. At the end of the quiz, ss receive a printed report on their performances. as homework, they are required to write quiz items and the correct answers in their notebooks.</p>

Unit: 4 Lesson: 3 SB P. 24 Class: 4th

Objectives: At the end of the period most Ss. are expected to :
be able to

- 1- Buy food in a shop
- 2- Buy drinks in a shop
- 3- Talk about the cost of items

Key structure: What would you like? I like a ---. Anything else? How much is it?

Key vocabulary: dinars

Revised words : a carton of milk , bottle , a can of tomatoes , kilo .

AVM: cards – real objects.

Stage	Procedures
<p>Warning Up :</p> <p>Checking HW</p> <p>Revision :</p> <p>Presentation :</p> <p>Ex1: 1 listen and circle</p> <p>EX 2 LISTEN AND SAY</p>	<p>Greetings :</p> <ul style="list-style-type: none"> - T. uses " hangman game " using the word : water - T. checks ss. home work by discussing quiz items - T. revises the containers and the food using the "Shaking hands –B game". <p>By using acting. T. presents the structure: what would you like? I'd like a</p> <p>Ss. read aloud and drill.</p> <p>T. presents: How much is it ?</p> <p>T. uses "The sentence relay Game" on the sentence: I'd like a bottle of water.</p> <p>Ex 1 listen and circle</p> <p>T. discusses the pictures and elicits the items in the picture.</p> <p>T. says: listen and circle.</p> <p>T . plays the cassette. Ss listen and circle.</p> <p>T. plays the cassette again and makes pausing so that ss can circle food items.</p> <p>T. plays it again.</p> <p>ss listen and check.</p> <p>Ex 2 listen and say</p> <p>T. presents 4 Dinars. T. asks: What is it? Holding the card</p> <p>T. checks the meaning, shape and the pronunciations of the new vocabulary</p> <p>T. elicits 4 D and what means.</p> <p>T. prepares ss for listening. T. plays the cassette.</p> <p>ss listen and points to the picture.</p>

EX:3 SAY	<p>t. plays the cassette again making pause at the end of each line in order to make ss repeat. T. presents the activity.</p> <p>SAY T. plays the cassette. Ss. listen and repeat. Some students act the dialogue. T. asks Ss. to act dialogues using this other than food in the picture. Ss. get in pairs and think of other things. Ss. act their dialogues in pairs. T. asks some pairs to perform their dialogues. T. uses the " Charades Game (no.) " using the following structures: Packet of sweet- two dinars—bottles of water- bag of pasta</p> <p>Correct the mistake 1- (A cartoon) of tomatoes. 2- (A can) of milk. 3- Four (packets) of pasta.</p>
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Unit: 4 Lesson: 4 SB p. 25 Class: 4th

Objectives : At the end of the period most ss. are expected to be able to :

- 1- Buy food and drinks in a shop.
- 2- Read sentences about quantities.
- 3- fill the space with correct words

Revised vocabularies: bag, can, kilo, bottle, carton, tomatoes, biscuits, water, milk

Revised structure: What would you like? I'd like, please

AVM: SB P.3 – 25, cards, colours.

Stage	Procedures
Warning Up checking HW Revision :	<p>Greetings :</p> <p>T. checks homework.</p> <p>T. revises the following vocabulary by using the " classification game" as demonstrated below. T. presents this activity on cards and ask ss to do it in pairs. The fastest pair is the winner. Classify :</p>

Unit: 4**Lesson: 5****Class: 4th**

Objectives : At the end of the period most Ss. are expected to be able to :

- 1- Talk about prices.
- 2- Learn the numbers from 10-100 (tens).
- 3- Match the numbers with its words.
- 4- Complete the numbers.

Revised structure: How much is it?

Revised words: dinars, boots book, T-shirt, telephone.

New words: hundred.

AVM: cards, SB p. 27, cassette.

Stage	Procedures
Warning Up:	<p>Greetings :</p> <p>T. discusses with ss the most embarrassing items in the quiz. T. uses "word Building game" (game no. 1). T. Revises the numbers. T. says: Let's count to twenty. T. presents the words hundred T. uses memory Game by holding number from 10 – 200. T. hides two numbers and asks Ss. to guess the hidden numbers. T. checks. T. presents the sums. $05 - 20 = 30.$ $10 + 10 = 20.$</p>
Ex. 1	<p>Ex. 1: Listen and match : T. uses the matching game. ss are required to match the number with the card related to it. T. gets ss to look at the numbers and read some numbers. T. explains the task. T. plays the cassette.</p>
Ex. 2	<p>Ss. listen then match. T. checks. - Listen and write : Ss. listen to the cassette, then, write the numbers. T. plays the cassette again.</p>
P.27 , Ex. 3	<p>Ss. checks. Write the numbers. 30:----- 50:-----</p>
Homework	<p>100:-----</p>

Unit: 5**Lesson: 1****Class: 4th**

Objectives : At the end of the period most ss. are expected to be able **to** :

- 1- Revise jobs, hobbies, house.
- 2- Read and match the sentences.
- 3- Write what someone is doing.

New vocabulary: Brush.

Revised vocabularies : watching , sleeping , playing , reading , drawing , house , kitchen , bedroom .

AVM : cards , pictures .

Class organization : cards , pictures , cassette .

Stage	Procedures
Checking HW : Revision : Presentation : 2 3 Practice Evaluation	<ul style="list-style-type: none"> - T. checks Ss. home work. T.C. Mum is cooking in the Ss. complete orally and one as comes to choose the card . T. does the same with other words. - Listen and check : T. asks Ss. to look at the pictures and tells them that they are going to listen to the cassette and put \checkmark or \times. T. plays the cassette . - listen : T. plays it again . Ss. listen and check . - listen and say : Ss. listen to the cassette and answer about the pictures . checks their understanding . - Say : T. explains the task to the class and does examples with good Ss. . In pair Ss. do the same . T. checks their understanding . - Write p 29 : T. does the first as an example . Ss. complete . T. checks. - Read and match p 20 . Ss. match the sentences of home .

Unit : 6 Lesson : 1 Class : 4th

Objectives : At the end of the period most Ss. are expected to be able to :

- 1- talk about subject they have.
- 2- read days of the week.
- 3- ask what they have in a day .
- 4- answer what r they have in a day .

New vocabulary : English , Arabic , PE , Science , Math's .

Revised vocabularies : days of the week .

New structure : What subjects do we have today ? we have

AVM : cards , cassette , St.B , pictures.

Class organization : whole , pairs , individuals .

Stage	Procedures
<p>Warning Up :</p>	<p>- Greetings : T. uses the " Spy Code Game" with the students in pairs .</p>
<p>Checking HW :</p>	<p>1 - 4 + 1 + 25 + 19 = 2- 19 + 21 + 14 + 1 + 25 =</p>
<p>Revision :</p>	<p>T. checks Ss. home work. T. Revises the days of the week . SS. say them .</p>
<p>Presentation :</p>	<p>T. presents the subjects by using cards and pictures . T. checks the meaning , shape and the pronunciation of the new vocabularies .</p>
<p>Ex.1 Listen and match :</p>	<p>T. uses the " Sparkle Game "to enhance learning of these words: science & maths T. discusses the pictures T. explains the activity T. plays the cassette . Ss. listen . T. demonstrates to the class that they are going to listen and match . T. plays the cassette again . Ss. listen and match . T. plays the cassette again. Ss. check . T. uses the " Matching Pictures with words Game" , and get</p>

Ex2: listen and say	<p>ss to relate the subjects to their pictures. T. presents the key structure using the demonstration through a model dialough. T. gets ss to drill the structure in chorus, groups, and individually. T. prepares Ss. and tells them that they are going to listen and say the school subjects .</p>
Ex. 3 : say	<p>T. plays the cassette and makes a pause to think . T. plays the cassette. Ss. do it in pairs . T. asks pairs of children to read the bubbles aloud. T. do it in pairs. T. goes around, checks and helps . T. uses (Game no. 4)</p>
Homework	<p>Ss. Find the hidden words in the squares below . Ss. answer it in pairs : Science – maths – can. P. E. – Arabic – tea . Complete the following dialogu. (subjects – maths) Ali: What -----do we have today ? Huda: we have -----</p>

Unit : 6 Lesson : 2 Class : 4th

Objectives : At the end of the period, most Ss. are expected to be able to :

- 1- revise the school subjects .
- 2- say sentences about what subjects they have.
- 3- identify what they do in each subjects

Revised vocabularies : What do you have ?

New structures : What's your favourite subject ?

Revised vocabularies : English , Arabic , Maths , Science , Religion , PE .

New vocabularies : read stories , run and jump sing songs .

AVM : cards , pictures,

Stage	Procedures
Checking HW :	- Greeting : T.C." Day " What's the day today ? T. checks Ss. home work .
Revision :	T. Revises the subjects of the previous lesson by playing the " Shaking hands game " as follows. T. gives individuals some pictures and others the cards of Pictures related to the subject. One student holds up the

<p>Presentation :</p> <p>A game</p> <p>EX. 1 Read and circle :</p> <p>EX. 2, think and WRITE</p> <p>Presentation of the structure</p> <p>EX. 3 Write</p> <p>:</p> <p>Homework</p>	<p>subject card and the other student is required to stand up and shake hands with the student holding the picture. Correspondingly, every student shakes hand with the related one. T. checks Ss. responses .</p> <p>T. presents the words sing songs – run jump by using the demonstration, pictures.</p> <p>T. checks the meaning , shape and the pronunciation of the new vocabularies.</p> <p>T. asks the class to choose four students to play the game . Each team will match or choose the word with its suitable card . The fastest team and correct one is the winner .</p> <p>Read and circle :</p> <p>T. explains the task to the class .</p> <p>T. does the first one as an example .</p> <p>Ss. complete the rest IN PAIRS .</p> <p>T. checks SS answerS .</p> <p>T. uses " word Building Game" as follows: Find as many words as possible t – b – a – m – e – s – p</p> <p>- Think and write :</p> <p>Now Ss. look at the pictures in their book pp. 35</p> <p>T. explains to ss that they should write the correct form of the words, then write its number in the box .</p> <p>T. does no. 1 publicly</p> <p>Ss . do this task in pairs .</p> <p>T. checks on the bb.</p> <p>T. present My favourite subject is using demonstration.</p> <p>T. asks individuals, then lets them ask in pairs .</p> <p>T. goes around check and helps .</p> <p>Write :</p> <p>T. asks individual to read the word in the word box .</p> <p>T. tells Ss. to complete the task in pairs. .</p> <p>Ss. move to comp. lab and do quiz 4 individually . each student is provided with a report on the scores . At the end of quiz session, they discuss in pairs their results . they are required to rewrite the items and answers in their copybooks.</p>
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Unit : 6

Lesson : 3

Class : 4th

Objectives : At the end of the period most Ss. are expected to be able to :

- 1 read the timetable .
- 2- listen intensively to write days of the week .
- 3- ask about subjects they have .

Revised vocabularies : days of the week , science , maths , English , Arabic , PE, religion

key structures : What's your favourite subject ? What subject do you have on ----- ?

Stage	Procedures
<p>Checking HW : Revision : : EX 1</p> <p>EX 2 : Listen and tick (√) . write :</p> <p>EX say</p> <p>Ex 4</p> <p>HW</p>	<p>T. Greetings. The Day today is T. checks Ss. home work . T. discusses with ss the quiz items Revises the words of the previous less subjects and days of the week using matching game. (game no. 10) T. tells Ss. to read the time table aloud . T. prepares them for listening . T. plays it again to check their answers . T. introduces the new structure : On Mondays, I have PE. T. gets ss to drill the new structure. Ss practise the new structure by working in pairs to talk about their timetable. Listen and tick (√) . write : Listen and tick (√) . write : Ss. read aloud the speech bubble . T. plays the cassette . Ss. listen and point to the subjects and the days. T. plays the cassette a gain . Ss. listen and tick. T. plays the third time to check . Ss. answer . T. uses memory game (game no. 9) . Listen and Say : T. plays the cassette . Ss. listen to the questions and answers . T. does the first one as an example . T. says : In pairs Ss. read the speech bubbles aloud T.& Ss. does the mini dialogue . T. asks ss to think of other subjects and act the dialogue in pairs T. goes around, checks and helps . Answer the following questions 1- what subjects do you have on Sunday? 2-What is your favourite subject?</p>

Unit : 6 Lesson :4 Class : 4th

Objectives : At the end of the period, most Ss. are expected to be able to :

- 1 - read the timetable .
- 2- ask and answer about their favourite subjects.
- 3- listen and complete the song .

Revised vocabulary : days of the week , science , maths , English , Arabic , PE

Revised structures : What's your favourite subject ?

Stage	Procedures
<p>Checking HW :</p> <p>Revision :</p> <p>Ex. 1 Say and tick (√) write</p> <p>Ex 2: Write . listen and check :</p> <p>HW</p>	<ul style="list-style-type: none"> - T. Greetings. The Day today is - T. Check Ss. home work . <p>Answer the following questions</p> <p>1- what subjects do you have on Sunday?</p> <p>2-What is your favourite subject?</p> <p>Revises the words of the previous less subjects and days of By using" what is it ? game ".</p> <p>Say and tick (√) write :</p> <p>T. demonstrates the task to the class</p> <p>T. tells ss to complete the timetable in pairs.</p> <p>Ss in pairs ask and answer questions about the table.</p> <p>T. plays the game no. 11 :stand up and sit down .</p> <p>Write . listen and check :</p> <p>T. asks Ss. to complete the songs using the pictures and day prompts.</p> <p>T. plays the cassette . Ss. check their work .</p> <p>T. plays the cassette . Ss. sing the song .</p> <p>Ss. move to comp. lab and do quiz 5.. each student is provided with a report on the scores . At the end of quiz session, they discuss in pairs their results . they are required to rewrite the items and answers in their copybooks.</p>

Unit : 6

Lesson : 5

Class : 4th

Objectives : Most Ss. are expected to be able **to** At the end of the period :

1- Listen and match the sentences (characters) with the pictures .

2- Listen and write what they do at the weekend .

New vocabulary : Go to the mosque, play football , go to the playground , play basketball , go to the beach , listen to music .

New structure : What do you do at the weekend ?

Revised vocabulary: Days of the week .

AVM : cards , pictures .

Stage	Procedures
<p>Warning Up : Checking HW : Revision :</p> <p>Presentation :</p> <p>Ex.1 - Listen , Match and Write :</p> <p>Ex.2 - Listen , Match and Write :</p> <p>Ex.3 say</p>	<p>- Greetings : What's the day today ? - T. checks Ss. home work. T. revises the days of the week . SS play the " stand up & sit down " game :A T. presents the new vocabularies by showing their pictures . T. checks the meaning , shape and the meaning of the new words. T. presents the structure by demonstration - Listen , Match and Write : T. Plays the cassette . T. elicits the characters and activities in the pictures. T. demonstrates to the class how they can answer the activity Ss. listen and draw lines to match the person with the picture. plays the cassette again and Ss. write the letter of each day in the space . T. checks Ss. understanding . - Listen and Write . Say : T. demonstrates to the class the activity . T. plays the cassette . Ss. listen . T. plays it a gain Ss. listen and write . T. plays and Ss. check . - Say : T. asks pairs of children to read the bubbles aloud . T.&S. do an example . Ss. in pairs do the same and think of other answer . T. goes around checks and helps . Ss. do the "scattered letter Game" (no.3) in pairs . The fastest pair is the winner .</p>

Unit : 7

Lesson : 1

Class : 4th

Objectives : At the end of the period most Ss. are expected to be able to :

- 1- ask politely for items in the restaurant .
- 2- recognize items in a restaurant.
- 3- - listen and write the missing word

New vocabularies : glass, fork , a spoon , knife , napkin restaurant .

New Structure : Excuse me , Could I have a , please ?

AVM : cards , pictures , cassette , SB. P. 40

Class organization : pairs , individuals , whole .

Stage	Procedures
Warning Up : Checking HW :	- Greetings : Day and Date . T. checks Ss. home work . T. uses the Hangman Game on the word : food . T. makes brainstorming on the word" food" and get Ss. to mention as mush words related to the word : food
Revision :	T. holds the poster to the class and elicits items they know it before.
Presentation :	T. presents the new vocabularies showing its cards and pictures. T. checks the meaning, shape and the pronunciation of the new vocabularies.
Ex.1 - Read . Listen and write	T. demonstrates the list to the class. T. asks individuals to read the labels aloud . T. plays the cassette . Ss. listen and tick the items . T. plays the cassette a gain. Ss. checks. T. uses " What is it? " game no. 13 .
Presentation of the structure	T. presents the new structure using acting as follows: T. talks to the students: I need a pen. I say to the student: Excuse me, Could I have a pen please? Yes of course.
Practice of the structure	The student says: yes. The teacher says: you mean. T. gets ss to repeat in chorus, in groups and individually. T. gets ss to use the new structure by asking for things in a class. T. uses "sentence relay game" using the structure: Excuse me , Could I have a , please ?
: Listen and Write :	T. discusses the picture with Ss. T. asks: where are the people? T. reads the bubble aloud and other reads the words in the word box. T. demonstrates the task to the class.

Ex.3: Say .	<p>T. plays the cassette. Ss. listen and identify. T. plays it again. Ss. listen and write the missing words. T. plays the cassette and Ss. checks their answers . T. writes the answers on the bb . T. S. Excuse me . Could I have a pen, please? Ss. Yes, of course . Ss. Excuse me . Could I have a pencil , please ? Yes , of course . Ss. in pairs Ss. ask and answer . T. checks. Ss. are required to think of other things to ask about. Ss. ask and answer questions in pairs.</p> <p style="text-align: center;">- Memory game :</p> <p>Ss. are required to look at the sentences for two minutes. Then, they close the books. Two Ss. come in front of the class and says the five sentences in Ex. 2 . The one who says them correctly is the winner .</p>
Evaluation	<p>ss do the following ex. in their exercise books. Complete the following spaces. Ahmed: ----- me, could I have a----- please? HUDA: Yes-----</p>
Homework	<p>As homework, ss write down the key vocabulary in ex. 1.</p>

Unit : 7

Lesson : 2

Class : 4th

Objectives : At the end of the period most Ss. are expected to be able to :

- 1- ask politely for items in the restaurant .
- 2- . listen and write the missing word

key vocabularies : glass, fork , a spoon , knife , napkin restaurant .

Key Structure : Excuse me , Could I have a glass and a fork , please ?

AVM : cards , pictures , cassette , St Bp 41

Class organization : pairs , individuals , whole .

Stage	Procedures
<p>Warning Up : Checking HW : Revision : Presentation of Ex.1 THINK AND write</p>	<p>- Greetings : Day and Date . T. checks Ss. home work . T. uses the "scattered letter game" as follows: Form a word related to the restaurant out of these letters { g – p--- o --- s-----a ----n ----l } T. demonstrates the task to the class that they are going to write the missing letter. T. does the first one as an example. Ss. Complete in pairs . T. checks their answers .</p>

<p>Ex.2 : Draw and Write</p> <p>Homework</p>	<p>T. uses the "sparkle game" using the words : , fork , a spoon , knife , napkin</p> <p>T. demonstrates the task to the class.</p> <p>T.. discusses the pictures with ss.</p> <p>T.. gets ss to play memory game on the details of the pictures.</p> <p>T. does the first as an example.</p> <p>Ss complete the rest in pairs.</p> <p>T. goes round and helps.</p> <p>T. checks.</p> <p>ss moves to comp. lab to do quiz no 7 . In this case, they do it in pairs.</p> <p>At the end of the quiz, ss receives a printed report on their performances . T. discusses with ss the most embarrassing items.</p> <p>As homework, ss write down the quiz items and answer them correctly.</p>
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Unit : 7

Lesson : 3

Class : 4th

Objectives : At the end of the period most Ss. are expected to be able **to :**

- 1- practice ordering food and drinks .
- 2- ask about things in the restaurant .
- 3- circle the words .
- 4- listen and write the letters of the characters .

Key structure : What would you like to eat ? I ,d like fish.

New vocabularies : menu , carrots , chicken , meat , food , drinks , eat .

Revised structure : potatoes , water , juice .

AVM : cards , S B p. 42

Stage	Procedures
<p>Warning Up :</p> <p>Competition :</p> <p>Checking HW :</p> <p>Revision :</p> <p>Presentation :</p>	<p>- Greetings :</p> <p>T. checks Ss. home work .</p> <p>T. revises the words chicken , restaurant , fish. through charades game . game no. 17 .</p> <p>T. asks, Do you like fish ?</p> <p>What's this ? T. holds potatoes .</p> <p>T. presents the new vocabularies , showing the cards .</p> <p>T. checks the meaning , shape and the pronunciation of new</p>

<p>Ex. 1 : Read . Listen and Write :</p>	<p>vocabularies . By using demonstration, T. presents the structure: What would you like to eat ? I'd like fish , please . T. gets ss to repeat in chorus, groups and individually. T. discusses the picture . Who's looking at the menu. T. Walid , Fiona and Beth. T. writes the names on the bb. Ss listen. T. plays the cassette T. plays the cassette again. Ss. listen and write the letters of the characters. T. plays it again. Ss. checks. T. uses " standup and sit down " Game no. c using the sentences in the listening texts. T writes the answers on the bb. - Listen and Say : T. prepares Ss. to listen in order to answer the question . Ss in pairs ask and answer.</p>																		
<p>Ex. 2 - Listen and Say :</p>	<p>T. goes around checks and helps. T. reads the dialogue. T. gets ss to repeat. T. models the dialogue with a student. Ss act the dialogue.</p>																		
<p>Ex. 2</p>	<p>T. gets ss to think of another things to ask about. Ss do the dialogue in pairs.</p> <p>Classify:</p> <p>carrots , chicken , meat , potatoes , water , juice</p>																		
<p>Evaluation</p>	<table border="1" data-bbox="539 1473 1378 1594"> <tr> <td>drinks</td> <td>Food</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	drinks	Food																
drinks	Food																		
<p>Homework</p>	<p>As homework, ss fill in the table with as many words they can</p> <table border="1" data-bbox="539 1653 1340 1888"> <tr> <td>Food</td> <td>drinks</td> <td>restaurant</td> </tr> <tr> <td>carrots ,</td> <td>Tea</td> <td>Fork</td> </tr> <tr> <td>-----</td> <td>-----</td> <td>-----</td> </tr> <tr> <td>-----</td> <td>-----</td> <td>-----</td> </tr> <tr> <td>-----</td> <td>-----</td> <td>-----</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Food	drinks	restaurant	carrots ,	Tea	Fork	-----	-----	-----	-----	-----	-----	-----	-----	-----			
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Unit : 7

Lesson :, 4

Class : 4th

Objectives : At the end of the period most Ss. are expected to be able to :

3- circle the words .

4- write the key vocabulary in a correct pronunciation .

Key structure: I ,d like fish and rice, please.

Key vocabularies : carrots , chicken , meat , food , drinks , coffee, potatoes, lemonade, rice, water, salad

AVM : cards , SBp 43, pictures, a poster

Stage	Procedures
Warning Up : Checking HW : Revision :	- Greetings : T. checks Ss. home work . T. revises the words carrots , chicken , meat , lemonade, rice through" Shaking Hands Game" no. 17 in which ss match between the picture and the cards.
Ex. 1	Find and Circle . Write : T . presents the poster of the ex.. t. explains the activity . T . discusses the pictures. T. does an example Ss. complete in pairs. The fastest pairs have the chance to present the answer in public. T. checks and writes the answers on the bb.
Ex. 1 write in your copy books	T. asks ss to write in their copy books T. revises the direction with Ss. T. shows Ss. how to write the sentence correctly and neatly .
Evaluation	Make words : (a - s - c - i - r - o - t) 1- 3- ---- 2-
Homework	Ss. write the sentence in ex. 2 in their copybooks at home. Ss. move to comp. lab and do quiz no. 8 . In this period , they do it in pairs. At the end of the quiz, ss receives a printed report on their performance .

Unit : 7

Lesson : 5

Class : 4th

Objectives : At the end of the period most Ss. are expected to be able to :

1- order dessert in a restaurant .

2- understand a bill .

New Structure : What would you like for dessert ? I'd like chocolate ice-cream .

Key vocabularies : chocolate , banana , melon , lemon , ice-cream , organs , kunafeh , dessert and bill .

AVM : cards , pictures , cassette , poster .

Class organization : pairs , individuals .

Stage	Procedures
Warning Up : Checking HW : Revision : Presentation : Ex. 1 read. listen and write (√) or (×) : Ex. 2 - Listen and Write . Say	Greetings : Day and Date . T. checks Ss. home work . T. presents the new words using the pictures and realia. t. uses the game :What is it? using the items: ice-cream, chocolate. Game no. 13 T. presents the key structure as follow: T. asks a student. What would you like for dessert ? T. answers: I'd like chocolate ice-cream . T. presents the structure on the board. T. gets ss to drill in chorus, groups and individually. Read. listen and write (√) or (×) : Ss. read the words. T. discusses the pictures . T. plays the cassette . Ss. listen and write . Ss. listen again . T. plays the cassette and Ss. check their answers . T. uses game no. 15 . Ss. play it pairs . The fastest correct pair is the winner . - Listen and Write . Say : T. explains the tasks to the class . Ss. listen and write the answers . T. plays the cassette again . Ss. checks . - Say : In pairs Ss. ask and answer . T. does an example with one S . Ss. do another example . Ss complete in pairs.

Homework	T. goes around and helps . T. uses game no. 15 in pairs they are required to write down the answers in their books as homework.
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Unit : 7

Lesson :6

Class : 4th

Objectives : At the end of the period most Ss. are expected to be able **to :**

1- classify words into food, desert, drinks .

2-relate the words to the numbers .

New Structure : What would you like for dessert ? I'd like chocolate ice-cream .

Key vocabularies : chocolate , banana , melon , lemon , ice-cream , organs ,
kunafeh , dessert and bill . numbers from ten - hundred

AVM : cards , pictures , cassette , poster .

Class organization : pairs , individuals .

Stage	Procedures
Warning Up : Checking HW : Revision :	- Greetings : Day and Date . - T. checks Ss. home work . T. uses hangman game to guess the words: twenty T. presents the new words : hundred using the number 100 card.
Presentation : Complete . Say :	T. revises the numbers from 10-100 by using " Rearrangement game". ten Ss. hold the numbers and stand in a jumped order . one S. come and change their places and get them to stand in a correct order . T. checks on the bb . Complete . Say T. demonstrates the activity. T. does one example with ss T. gets ss to complete individually.
Ex. 2 : write	Ex. 2 Write : Ss. write word of numbers . T. tells an individual to read the s in the box . Ss. complete . T. checks .
Ex. 2 - Listen and Write . Say	T asks ss the following questions to revise the items related to dessert, food, drinks. What would you like for dessert ?

<p>Ex. 3 Say</p>	<p>What would you like for food ? What would you like for drinks ? T. discusses the table with Ss. T. gives example for each category. Ss. write in the table in pairs and fill in the bill . T. gets some pairs to present their work T. uses. Game no. 14(Help the cat to reach the house) . Circle the odd one out :</p>																				
<p>Homework</p>	<table border="0"> <tr> <td>tea</td> <td>Coffee</td> <td>milk</td> <td>drinks</td> </tr> <tr> <td>chicken</td> <td>Food</td> <td>fish</td> <td>rise</td> </tr> <tr> <td>orange</td> <td>Grapes</td> <td>fruit</td> <td>apple</td> </tr> <tr> <td>meat</td> <td>Fish</td> <td>water</td> <td>chicken</td> </tr> <tr> <td>ten</td> <td>Hundred</td> <td>twenty</td> <td>number</td> </tr> </table>	tea	Coffee	milk	drinks	chicken	Food	fish	rise	orange	Grapes	fruit	apple	meat	Fish	water	chicken	ten	Hundred	twenty	number
tea	Coffee	milk	drinks																		
chicken	Food	fish	rise																		
orange	Grapes	fruit	apple																		
meat	Fish	water	chicken																		
ten	Hundred	twenty	number																		

LISTENING TEXTS

UNIT 4 * LESSON 1

Ex 1

What do we need?

We need ...

- a carton of milk*
- a packet of pasta*
- a can of tomatoes*
- a bag of potatoes*
- a bottle of lemonade*
- a kilo of carrots*

EX 2

- Let's go shopping. What do we need?*
 - We need potatoes.*
- Yes, 3 kilos of potatoes. And we need milk. How many cartons?*
 - We need 2 cartons of milk.*
- What else do we need?*
 - Pasta?*
- Yes, two bags of pasta.*
 - What about olives, mum?*
- And a can of olives.*
 - Mum, can we buy some biscuits, too?*
- Yes. ... 3 packets of biscuits.*
 - And lemonade!*
- ... And 4 bottles of lemonade. Let's go!*

UNIT 4 * LESSON 3

EX 1

- *What would you like?*
 - *I'd like a packet of sweets, please.*
- *Here you are. Anything else?*
 - *No, thank you. How much is it?*
- *Two dinars.*
 - *Here you are.*
- *Thank you.*

EX 2

- *Good morning, Mr. Nader.*
 - *Good morning, Mrs. Reem. What would you like?*
- *I'd like a kilo of apples, please. And two bottles of water.*
 - *Here you are. Anything else?*
- *Two cartons of juice, please.*
 - *Apple juice or orange juice?*
- *Orange juice. And I'd like a packet of biscuits.*
 - *What about some oranges? They're very nice.*
- *No, I don't need oranges today. Can I have three cans of tomatoes, please?*
 - *Of course. Anything else?*
- *No, thank you. How much is it?*
 - *Twenty dinars.*
- *Here you are.*
 - *Thank you.*

UNIT 4 * LESSON 5

EX 1

*ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety,
a hundred*

EX 2

- *I like the sweater. How much is it?*
 - *Forty dinars.*
- *How much are the green boots?*
 - *They're eighty dinars.*
- *How much is it?*
 - *Six books ... That's 10, 20, 30, 40, 50, 60 – sixty dinars.*
- *I'd like the black phone, please. How much is it?*
 - *It's a hundred dinars.*
- *Can I have a kite, mum?*
 - *Yes. How much is it?*
- *It's ten dinars.*
 - *I need new jeans.*
- *How much are they?*

UNIT 6 * LESSON 1

EX 1

Maths, PE, Arabic, Science, Religion, English

What subjects do we have today?

We have English and maths.

EX 2

- *What subjects do we have today?*
 - *We have English.*
- *Great! I like speaking English and I like singing songs!*
 - *And we have maths. I like numbers.*
- *Anything else?*
 - *Ummm ... PE. We can jump and run.*
- *Yes, PE's fun. Do we have Arabic?*
 - *Yes.*
- *Good. I like reading stories.*
 - *And we have science.*
- *I like learning about trees, flowers and animals.*
 - *Me too. And we have religion. I like reading the Qur'an.*

UNIT 6 * LESSON 3

EX 1

Today we have religion, science and PE. What day is it?

- 2- *We have religion, maths and English. It's my favourite day.*
- 3- *It's my favourite day. We have Arabic, religion and PE.*
- 4- *We have Arabic, maths and PE. I don't like this day.*
- 5- *I don't like this day. We have English, science and Arabic.*

EX 2

- *What subjects do you have, Fiona?*
 - *On Sundays I have English, Arabic and PE. I love PE – it's my favourite subject. On Mondays I have science, English and religion.*
- *What do you have on Tuesdays?*
 - *Arabic and PE. I have maths too.*
- *And on Wednesdays?*

- I have science, maths and religion on Wednesdays. And on Thursdays I have religion, English and PE.

EX 3

When does Fiona have Arabic, PE and maths?

- 2- When does she have English, Arabic and PE?*
- 3- When does she have religion, English and PE?*
- 4- What subjects does she have on Wednesdays?*
- 5- What subjects does she have on Mondays?*
- 6- What's Fiona's favourite subject?*

UNIT 6 * LESSON 4

EX 1

*On Sundays we have English.
We say 'Hi. How are you?'
On Mondays it's religion.
And we have science too.
On Tuesdays we have Arabic
We learn to write and speak.
On Wednesdays we have maths
Oh, what a busy week!
On Thursdays it's our favourite
The teacher says to me,
'Please run and jump and skip and hop.'
The subject is PE!*

UNIT 6 * LESSON 5

EX 1

- *What do you do at the weekend, Hamzah?*
 - *On Fridays I go to the mosque with dad.*
- *What about Saturdays?*
 - *On Saturdays I play football. What about you, Fiona?*
- *I go to the playground with my friends on Fridays and I play basketball on Saturdays.*
 - *What do you do, Hala?*
- *On Fridays I go to the beach with my family. And on Saturdays I listen to mus. .*

EX 2

- *What do you do at the weekend?*
 - On Fridays ...*
 - On Saturdays ...*
- *Fiona, what do you do at the weekend?*
 - On Fridays ...*
 - On Saturdays ...*
- *Hala, what do you do at the weekend?*
 - On Fridays ...*
 - On Saturdays*

UNIT 7 * LESSON 1

EX 1

- *I have a fork and a spoon.*
 - *I have a glass, too.*
- *Where's my napkin?*
 - *Here it is.*
- *Thank you. Oh – where's my knife? I don't have a knife.*

- *Excuse me. Could I have a knife, please?*
- *Yes, of course.*

EX 2

- 1- *Excuse me. Could I have a knife, please?*
- 2- *Excuse me. Could I have a glass, please?*
- 3- *Excuse me. Could I have a fork, please?*
- 4- *Excuse me. Could I have a napkin, please?*
- 4- *Excuse me. Could I have a spoon, please?*

UNIT 7 * LESSON 3

EX 1

- *Here's the menu. What would you like to eat, Walid?*
 - *I'd like fish and potatoes, please.*
- *And to drink?*
 - *Lemonade, please.*
- *What about you, Fiona?*
 - *Meat and salad, please.*
- *What would you like to drink?*
 - *I'd like juice, please.*
- *Beth, what would you like?*
 - *I'd like chicken and rice, please, dad. And water.*

EX 2

- 1- *What does Walid want to eat?*
- 2- *What does Fiona want to eat?*
- 3- *What does Beth want to eat?*
- 4- *What does Walid want to drink?*
- 5- *What does Fiona want to drink?*
- 6- *What does Beth want to drink?*

UNIT 7 * LESSON 5

EX 1

- *What would you like for dessert, Walid?*
 - *I'd like chocolate ice cream, please.*
- *Fiona, what about you?*
 - *Banana ice cream, please mum.*
- *Beth?*
 - *I'd like an orange, please. What about you, mum?*
- *I don't want anything, thanks. Dad would like kunafeh.*
 - *What would you like, Tom?*
- *Ice cream, please. Chocolate ice cream!*
 - *What a lovely meal!*
- *Yes! Thank you!*
 - *You're welcome*

EX 2

How many people have ice cream?

- 2- *Who has an orange?*
- 3- *Who doesn't want a dessert?*
- 4- *What does dad want for dessert?*
- 5- *How much is the bill?*

Appendix (D) :Quizzes

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Quiz 1

Question 1 of 4 \ True/False \ 1

The number 20 is twenty

True

False

Outline... Submit

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File View Control Help

Quiz 1

Question 2 of 4 \ True/False \ 1

This is a bottle

True

False



Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 1

Question 3 of 4 \ Multiple Choice \ 1

How many bags of pasta?

- I need two bags of tomatoes**
- I need a can of pasta**
- I need a kilos of pasta**
- I need a bottle of pasta**

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 1

Question 4 of 4 \ Multiple Choice \ 1

I need of olives

- a packet**
- a bottle**
- a can**
- a bag**

Outline... Submit

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File View Control Help

Quiz 2

Question 1 of 3 \ Matching \ 1

Match A with B

A can of	potatoes
A bottle of	lemonade
A kilo of	pasta
A bag of	fish
A packet of	biscuits

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 2

Question 2 of 3 \ Multiple Choice \ 1

How is the jacket? It's 4D

- many**
- old**
- much**
- long**

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 2

Question 3 of 3 \ Multiple Choice \ 1

I need seven of sweets

- a packet**
- packet**
- packets**
- a packets**

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 3

Question 1 of 5 \ True/False \ 1

Ten plus forty equals thirty

- True**
- False**

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 3

Question 2 of 5 \ True/False \ 1

Forty minus twenty equals twenty

- True**
- False**

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 3

Question 3 of 5 \ Matching \ 1

Match A with B

40	a hundred
70	seventy
100	ninety
90	forty

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 3

Question 4 of 5 \ Multiple Choice \ 1

The number 100 is

- a hundred**
- a hundread**

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 3

Question 5 of 5 \ Multiple Choice \ 1

**How much is the book?
It's**

- good**
- 60 Dinars**
- Very nice**
- In the bag**

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 4

Question 1 of 3 \ Multiple Choice \ 1

What subject do we have today?

- Rice
- Science
- Monday
- School

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 4

Question 2 of 3 \ Multiple Choice \ 1

In, we learn about Islam

- English
- P.E.
- Science
- Religion

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 4

Question 3 of 3 \ Matching \ 1

Match A with B

In Maths	we run and jump
In English	we learn about animals
In Arabic	we sing songs
In PE	we learn about

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 5

Question 1 of 5 \ Matching \ 1

Match A with B

What subjects do you have on Sunday?	My name's Walid.
What is your favourite subject?	My favourite subject is religion.
What is your	We have Arabic.

Outline... Submit



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File View Control Help

Quiz 5

Question 4 of 5 \ True/False \ 1

In religion, we sing a song

- True
- False

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 5

Question 5 of 5 \ True/False \ 1

In Science, we learn about Islam

- True
- False

Outline... Submit

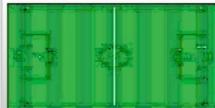
Adobe Flash Player 10

File View Control Help

Quiz 6

Question 1 of 3 \ Matching \ 1

Match the picture with the word

	I listen to music
	I go to the mosque
	I play football

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 6

Question 2 of 3 \ Sequence \ 1

Rearrange

- 1 **on**
- 2 **have**
- 3 **I**
- 4 **Monday**
- 5 **maths**

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 6

Question 3 of 3 \ Sequence \ 1

Rearrange

- 1 **Play**
- 2 **football**
- 3 **the**
- 4 **At**

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 7

Question 1 of 4 \ Matching \ 1

Match the picture with the word

	knife
	napkin
	spoon

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 7

Question 2 of 4 \ True/False \ 1

Listen to the folloeing text:
Walid asks for a spoon

True

False

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 7

Question 3 of 4 \ True/False \ 1

Listen to the folloeing text:
Ahmed asks for a spoon

True

False

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 7

Question 4 of 4 \ True/False \ 1

Listen to the following text:
Ahmed and Ali went to the school

True

False

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 8

Question 1 of 4 \ Matching \ 1

Match A with B

What would you like to eat?	Yes of course
What would you like to drink?	I'd like lemonade
Excuse me, Could I have a knife,	I'd like fish

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 8

Question 2 of 4 \ Multiple Choice \ 1

Odd one out

- coffee
- eggs
- lemonade
- water

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 8

Question 3 of 4 \ Multiple Choice \ 1

Odd one out

- salad
- carrots
- tea
- rice

Outline... Submit

Adobe Flash Player 10

File View Control Help

Quiz 8

Question 4 of 4 \ Multiple Choice \ 1

Odd one out

- juice
- grapes
- tea
- water

Outline... Submit

Appendix (6)

Permissions received from IUG and UNRWA

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

 **الجامعة الإسلامية - غزة**
The Islamic University - Gaza

هاتف داخلي: 1150

عمادة الدراسات العليا

الرقم..... ج.س.غ./35/Ref

التاريخ..... 2012/12/17/Date

الأخ الدكتور/ رئيس برنامج التربية والتعليم بوكالة الغوث حفظه الله،،،

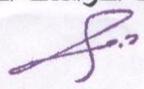
السلام عليكم ورحمة الله وبركاته،

الموضوع/ تسهيل مهمة طالبة ماجستير

تهديكم عمادة الدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة
الطالبة/ سحر حمادة عبدالقادر الصالحي، برقم جامعي 220100316 المسجلة في برنامج
الماجستير بكلية التربية تخصص مناهج وطرق تدريس، وذلك بهدف تطبيق أدوات دراستها
والحصول على المعلومات التي تساعد في إعدادها والتي بعنوان

**The effectiveness of using a Programme based on active learning
strategies on fourth graders English performance in Gaza
UNRWA schools**

والله ولي التوفيق،،،

عميد الدراسات العليا

أ.د. فؤاد علي العاجز



السيد مدير تدريس التربية المستقلة ت.م.م
عبدلحميد
لدا منح تسهيل عمل الباحثة لتطبيق البرنامج
على قسمين في المدرسة
و نظرا
صورة الى:
الخط

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