

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Effect of Using a Videoconferencing-based Strategy on UNRWA 9th Graders' English Speaking Skills and their Attitudes towards Speaking
أثر استخدام استراتيجيات مبنية على الفيديو كونفيرنس على مهارات التحدث باللغة
الإنجليزية لدى طالبات الصف التاسع بمدارس الأنروا واتجاهاتهن نحو التحدث.

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DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification

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The Effect of Using a Videoconferencing-based Strategy on UNRWA 9th Graders' English Speaking Skills and their Attitudes towards Speaking

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الجامعة الإسلامية - غزة
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كلية التربية
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**أثر استخدام استراتيجيات مبنية على الفيديو كونفرانس على مهارات
التحدث باللغة الإنجليزية لدى طالبات الصف التاسع بمدارس الأنروا
واتجاهاتهن نحو التحدث.**

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بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ جيهان محمود سالم عاشور لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

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وبعد المناقشة العلنية التي تمت اليوم الثلاثاء 28 رجب 1435هـ، الموافق 2014/05/27م الساعة الثانية عشرة ظهراً 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 ،،،

مساعد نائب الرئيس للبحث العلمي والدراسات العليا

.....
أ.د. فؤاد علي العاجز

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

﴿أَوْ مَن كَانَ مَيِّتًا فَأَحْيَيْنَاهُ وَجَعَلْنَا لَهُ نُورًا يَمْشِي بِهِ
فِي النَّاسِ كَمَن مَّثَلَهُ فِي الظُّلُمَاتِ لَيْسَ بِخَارِجٍ مِّنْهَا﴾
سورة الأنعام: الآية ١٢٢

*And is one who was dead and We gave
him life and made for him light by
which to walk among the people like one
who is in darkness, never to emerge
therefrom? Thus it has been made
pleasing to the disbelievers that which
they were doing. (6:122)*

DEDICATION

To the soul of my parents

ACKNOWLEDGMENT

" O my Lord! Grant me that I may be Grateful for Thy favour which Thou hast bestowed upon me, and upon both my parents, and that I may work righteousness such as Thou mayest approve; And be gracious to me in my issue. Truly have I turned to Thee and truly do I submit (to thee) in Islam (pp 1548-1549)The Holy Quraan. English Translation of the Meaning and Commentary.

I'd like to thank all those who supported me along the path of hard working and searching. Bouquet of thank you flowers to Professor: Awad Keshta, for his stimulating and warm advice and his massive faith in my capacities since the sunshine of ideas until the last word was written.

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The Abstract

The Effect of Using a Videoconferencing-based Strategy on UNRWA Ninth Graders' English Speaking Skills and their Attitudes towards Speaking

This study aimed at investigating the effect of a videoconferencing-based strategy on UNRWA Ninth Graders' English Speaking Skills and their Attitudes towards speaking skill. The speaking sub-skills which were the study's focus were fluency, accuracy and appropriacy.

The researcher chose her representative purposeful participants from Biet Lahia Girls' school which is run by UNRWA in north Gaza area and consisted of (60) participants equally divided into two groups; (30) students were assigned as the control group and the other (30) students were assigned as the experimental group.

The researcher designed three tools; the achievement test to measure the students' speaking achievement, the observation card to observe the students' speaking development, and the attitude scale to determine the changes towards speaking skill occurred due to the implementation of the experiment. The researcher also used the strategy, the content analysis to help the researcher build the achievement test and the strategy, the interview to investigate the changes happened due to the implementation in their personalities, life skills and speaking English as well.

The experiment was applied during the first term of 2013-2014 scholastic year and used speaking functions in Grade Nine, *English for Palestine*, Student's book. The experiment lasted for 15 lessons given online by 8 British teachers who received a scanned copy of their lessons, lesson preparation model, powerpoint presentations and proposed worksheets.

The results of the study revealed that the videoconferencing-based strategy affected positively in the students' English language speaking skills. The researcher interviewed the participants who showed that they benefited from the British teachers in removing speaking English hesitation, shyness, and lack of trust. On the other hand, the implementation of the strategy helped in increasing the students' self-

confidence, enhancing their searching skills and improving their self-learning strategies. It also changed positively the students' attitudes towards speaking English language skill.

Due to these findings,, the researcher recommends the Palestinian teachers to be in contact with teachers all over the world to exchange experiences and discuss new methodologies in teaching English with them.

She also recommends English language experts to arrange different workshops for teachers to implement online technologies in teaching English language skills and other workshops and welcome experts from different countries to promote education and be aware of new education theories and applications.

ملخص الدراسة

أثر استخدام استراتيجيات مبنية على الفيديو كونفيرنس على مهارات التحدث باللغة الإنجليزية لدى طلاب الصف التاسع في مدارس الأثروا واتجاهاتهم نحو مهارة التحدث

تهدف هذه الدراسة للتحقق من تأثير استراتيجيات مبنية على الفيديو كونفيرنس على مهارات التحدث باللغة الإنجليزية لدى طلاب الصف التاسع في مدارس وكالة الغوث واتجاهاتهم نحو مهارة التحدث باللغة الإنجليزية ومهارات التحدث الفرعية الثلاث: الطلاقة، الدقة والملاءمة. من أجل هذا الغرض، اختارت الباحثة عينتها القصدية من مدارس وكالة الغوث - شمال غزة وهي مدرسة بنات بيت لاهيا الإعدادية، وتمثلت عينتها في (٦٠) طالبة وزعت بشكل متكافئ ومتساو لمجموعتين: ضابطة وتجريبية.

صممت الباحثة ثلاث أدوات لجمع المعلومات الخاصة بدراستها، وهي الاختبار التحصيلي لمعرفة إذا ما كان لتطبيق الاستراتيجيات من تأثير على تحصيل الطالبات في مهارة التحدث باللغة الإنجليزية. كما استخدمت الباحثة بطاقة الملاحظة لتدوين تطور الطالبات خاصة وأن بعض مهارات التحدث لا يمكن قياسها من خلال الاختبار الكتابي. كما أعدت الباحثة مقياساً لقياس اتجاهات الطالبات نحو مهارة التحدث والتغيرات التي قد تطرأ على الاتجاهات بسبب تطبيق الاستراتيجيات. إلا أن الباحثة استعانت بتحليل المحتوى لبناء الاختبار التحصيلي، ولتصميم الاستراتيجيات. كما استعانت بطاقة المقابلة لمعرفة أهم الفوائد التي عادت على الطالبات نتيجة لاستخدام الاستراتيجيات التي لها علاقة بمهاراتهم الشخصية والحياتية ومهارة التحدث باللغة الإنجليزية.

طبقت الدراسة خلال الفصل الأول في العام الدراسي ٢٠١٣-٢٠١٤، حيث قام ثمانية معلمين بريطانيين بشرح وظائف اللغة التي وردت في الفصل الأول من كتاب اللغة الإنجليزية المقرر للصف التاسع وتم حصرها من خلال تحليل المحتوى الذي قامت به الباحثة، بلغ مجموع الدروس التي تلقتها طالبات الصف التاسع من المعلمين البريطانيين والباحثة (خمسة عشر) درساً.

أرسلت الباحثة للمعلمين نسخة من الكتاب المدرسي المقرر عبر البريد الإلكتروني، نموذج تحضير للدروس، عرض تقديمي بوربوينت، وأوراق عمل تتعلق بجميع الدروس قبل البدء بتطبيق الدروس.

أوضحت الدراسة من خلال المقابلة البعدية التي طبقت مع عينة الدراسة أن استخدام استراتيجيات مبنية على الفيديو كونفيرنس في تدريس مهارات التحدث لطالبات الصف التاسع له تأثير على الطالبات يؤدي لامتلاك الطالبات لهذه المهارات، كما أن تلقي الطالبات الدروس من المعلمين البريطانيين باستخدام التكنولوجيا أدى لتخفيف مستوى كل من التردد، الخجل وعدم الثقة لدى الطالبات. كما أنه أسهم في بناء الذات، تطوير استراتيجيات البحث والتعلم الذاتي لدى الطالبات. كما أن الاستراتيجيات قد ساهمت في تغيير اتجاهات الطالبات نحو مهارة التحدث باللغة الإنجليزية.

وبناء على هذه النتائج، فإن الباحثة قد حثت المعلمين الفلسطينيين على التواصل مع معلمين من مختلف أنحاء العالم لتبادل الخبرات معهم ومناقشة طرق حديثة لتدريس اللغة الإنجليزية. كما حثت خبراء اللغة الإنجليزية التربويين على عقد ورش عمل للمعلمين والترحيب بالخبراء من مختلف أنحاء العالم عبر الفيديو كونفيرنس أو لقاءات من خلال الزيارات أو المؤتمرات بهدف تطوير التعليم ومعرفة نظريات التعليم الحديثة.

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Chapter I

Study Background

Chapter I

Study Background

1.1. Introduction

Human beings can never live in isolation; they share the planet so they need to exchange messages with their partners for specific purposes. They need to share messages about their needs, passions, pains, anger, favourites, dreams, plans, and discoveries. They also need to find different means to exchange messages about these different purposes.

They can be involved in this process in what is known as communication when information flows from one person to another (Axley, 1984). Humans also developed various ways to exchange these messages (Stremel, 2008).

Tassoni (2006) classified communication into four types; verbal, non-verbal, written and visual. The verbal one includes sounds, words, language and speaking. Whorf (1964) believed that language shapes the way we think and determines what we can think about. Simply, it is a means to transfer, record, text and register the ideas, feelings, discoveries, plans, experiences and knowledge people live.

English as an international language is used by the wider communities rather than its native speakers (Mckay, 2002: 5). It plays an important role in everyday situations all over the world and deals with all aspects of life. It is the language of science, information, technology, politics, economics and education (Hamdona, 2007).

Although Chinese Language is spoken by the third of the world's population, English is regarded as the most internationally used language (Wierzbicka, 2006:3).

English is used by three groups of speakers: those who have inherited it as their birth tongue, those who have acquired it as a second language, and those who are compelled to use it for some special purposes as diplomats, businessmen, journalists, consultants, scientists, technologists, or students of literature (Schnoor, 2003: 17).

At the close of the fifth millennium since recorded history began, English is unique amongst all languages (Clyne, 1992). No other world language has ever been put to so many uses by so many people in so many places (Salim,2007 :28) or on such a scale – on land, by sea, in the air and in space; in the mind, in the mouth, and by hand (in writing or sign); through printing on paper and on screens; on tape and films; on radios, televisions, telephones, electronic networks, and multimedia (Mcarthur, 2005).

In order to acquire proficiency in any language, learners should use language meaningfully (Beckett & Miller, 2006: 229). Certain language elements must be possessed by the learners before the process takes place.

So, speaking is one of the four language skills (Dash & Dash, 2007:36; Nasr, 1994:45). It is a productive and active skill (Baruah, 2006: 160). Speaking helps students produce those units of meaning in phrases and clauses, not just word by word (Gruber-Miller, 2006: 12). Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown; 1994; Burns & Joyce, 1997).

When speakers produce words and sounds, they publicize information, feelings and opinions. Some believe that speaking is the best skill to measure students' language learning.

Due to the blockade around Gaza and lack of tourism industry into this area, it's quite complicated for the Gaza students to meet English Language native speakers, which highlights videoconferencing as an alternative of exposing the students to the native speakers. Videoconferencing offers a great opportunity for the under blockade Gaza students to transfer the language they have already learnt into real-life situations.

Children now grow up in a fast-paced, technology-changing world that is altering how they think, learn, communicate, and socialize (Adams & Hamm, 2013:2). Technology challenges today's classrooms in supplement to the chalkboard and other audio visual medias (Bowers, 2008:37) to offer a better educational environment.

Such technologies include various mobile computing devices and interactive presentation tools are considered as an opportunity for learners to foster and build upon students' intuitive exploration. Having them inside classrooms makes the lessons more interactive (INTEL,2010).

Students can learn better at home than in class with good learning materials, effective networks, and proper support. Many students are drawn to online courses because they both want and need to determine the time and place of their learning (Lynch, 2004: 16). People can learn in virtual classrooms collaboratively and digitally in which geographical distances span (Khosrowpour, 2000:243). This generation is really living in a computing educational environment!

Social media are a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing (Junco, Heiberger & Loken, 2010). Technologies have attracted the interest of higher education faculty members looking for ways to engage and motivate their students to be more active learners (Hughes,2009).

There has been an interest in integrating various social media tools (such as blogs, micro-blogs, video-sharing sites, and social networking) into the learning process. That was why most of the researchers study implementation of technologies in instruction (Grosseck, 2009).

Palestinian educators are making all efforts towards learning English as a foreign language improvement and development so they are conducting many studies in

order to find solutions for barriers of learning English skills and how using technologies may help in achieving the aim of these studies. One of the most challenging studies is El Khatib's (2012). It investigated whether the use of the web quests helped students master English language reading skill. When the researcher analyzed the collected data, she revealed that, the use of the web quests helped students not only to master reading skill and sub-skills but also helped students' change their habits in treating a reading text. Students adopt new methodologies and work collaboratively to work out reading tasks.

The study of Alhabbash (2012) is another rich study. In his study, the researcher aimed at finding out the effectiveness of the online discussion on the students' speaking skill. After the implementation of the experiment, it was found that the online discussion had a positive effect on the students' English language speaking skill.

Al-Mudallal's (2013) study is the most recent study in investigating the effect of the technologies on English language different skills. This study aimed at investigating the effect of using the weblog as a teaching and learning electronic tool on enhancing the eleventh graders' writing performance. After the implementation, the findings revealed that weblogs had a large effect on the students' writing skill. A remarkable improvement on the students' writing performance happened due to the implementation of the experiment.

These three studies are examples of the Palestinian researchers efforts to investigate the effectiveness of various technologies on students' English language skills learning. These studies had two benefits; firstly: they solved some of the learning English as a foreign language problems and secondly: they employed new technologies in solving these problems.

1.2 The Need and rationale for the study:

As we're living the DotCom era, electronic resources are offered to Palestinian students. These resources provide more interaction in virtual classrooms via videoconferencing. In videoconferencing strategy, teachers could apply video, voice, and text communications. This mainly helps to bridge the gap (McCuller, n.d.) between Palestinian students in Gaza and native speakers of English language elsewhere!

This study may be a step towards breaking the blockade of the Gaza Strip since 2006. Our students may have the opportunities to meet the London teachers, talk about their hopes and dreams, fly with their imagination and cross the borders. These videoconferences may open the gates for the students to travel virtually and exchange experiences.

1.3 Statement of the problem

The researcher has been teaching 9 graders for over 10 years. She noticed that students are unaware of how to launch a discussion or respond to a question; they might be hesitant, shy, embarrassed, ignorant of responses or confused with vocabulary choices.

Videoconferencing is still relatively new for the internet, but it's getting common very rapidly. It's a full-motion, two-way, video/audio system of technology which allows two or more partners in different locations to communicate (Gehris, 1998).

The researcher started videoconferencing in 2009 when she began working for a collaborative online project entitled as connecting classrooms – schools online as one school in Gaza shared a teaching/learning online project with another school in the UK with the high support of the British Council and the UNRWA facilities.

Being involved in such a fascinating project, the researcher noticed the pleasurable and joyous atmosphere that prevailed when starting videoconferencing meetings with the UK schools. She also noticed that students' speaking skills improved gradually as more videoconferencing meetings took place.

Thus, the researcher intends to study if videoconferencing-based strategy has an effect on the UNRWA ninth graders' speaking skill and whether implementing videoconferencing lessons affects their attitudes towards speaking skill. Referring to this, the statement of the problem is formulated in the following major questions:

What's The Effect of Using a Videoconferencing-based Strategy on UNRWA Ninth Graders' English Speaking Skills and their Attitudes towards Speaking?

1.4 Research questions:

1. What is the effect of using a videoconferencing-based strategy on the UNRWA 9th graders' speaking skills?
2. What is the effect of using a videoconferencing-based strategy on the UNRWA 9th grade high-achievers' speaking skills?
3. What is the effect of using a videoconferencing-based strategy on the UNRWA 9th grade low-achievers' speaking skills?
4. What is the effect of using a videoconferencing-based strategy on the UNRWA 9th graders' oral skills?
5. What is the effect of using a videoconferencing-based strategy on the UNRWA 9th graders' attitudes towards speaking skills?
6. What is the effect of using a videoconferencing-based strategy on the UNRWA 9th grade high-achievers' attitudes towards speaking skills?
7. What is the effect of using a videoconferencing-based strategy on the UNRWA 9th grade low-achievers' attitudes towards speaking skills?

1.5 Research hypotheses:

Based on the questions, and in order to address the research questions, six corresponding null research hypotheses were tested as follows:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the experimental group on the post test and that of the control group.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the high-achievers of the experimental group on the post test and that of the control group.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the low-achievers of the experimental group on the post test and that of the control group.
4. There are no statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the experimental group on the post application of the observation card and that of the control group.
5. There are no statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the experimental group on the post application of the attitude scale scores and that of the control group.
6. There are no statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the high-achievers of the experimental group on the post application of the attitude scale scores and that of the control group.
7. There are no statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the low-achievers of the experimental group on the post application of the attitude scale scores and that of the control group.

1.6 Purpose of the study

This study aims to investigate if the use of a videoconferencing-based strategy has an effect on the nine graders' English speaking skills at UNRWA Schools.

It also aims to examine if the use of a videoconferencing-based strategy has an effect on the nine graders' attitudes towards learning English speaking skills at UNRWA North Gaza Schools.

1.7 Significance of the study

The significance of the study lies in the hypothesized possibility that implementing a videoconferencing-based strategy when teaching English language speaking skill may improve the students' achievement in speaking skill, so the study can be beneficial for:

1.7.1 Ministry of Education and UNRWA – Education Department

They may organize workshops for language experts to study how to implement videoconferencing strategy in teaching English Language speaking skills.

1.7.2 Language specialists

They may plan effective workshops, demonstration lessons, micro teaching sessions, action research projects to implement videoconferencing strategy in teaching English speaking skills.

1.7.3 Language education centers

They may develop their teaching strategies to include online sessions, interviews, quizzes, meetings and discussions with English language experts and teachers all over the world.

1.7.4 Teachers

They will benefit from the strategy to help students overcome the problems of anxiety, shyness, weakness, hesitation and low level of achievement. They may also benefit from the strategy to develop their own ICT skills, train other teachers in other areas and exchange ideas, experiences, success stories with other teachers all over the world.

1.7.5 Other researchers

They might study implementing videoconferencing in teaching other language skills; listening, reading and writing.

1.7.6 Students

Students will benefit from the study results as using videoconferencing strategies may enhance their self-esteem, and reduce their hesitation and worry. They will be able to experiment their language in real communicative situations. They will also be able to express themselves freely. They will know about the cultural aspects and differences and communicate with others based on these aspects and differences.

Students may also find new ways to contact pen-pals and to use videoconferencing strategy to discuss topics, negotiate, debate and learn new cultural aspects. This also will help them to build up their own language and exchange cultural lifestyles and accept diversity.

Videoconferencing enhances students' speaking skills, self-confidence, and improves their interaction. It also removes their shyness, hesitation, speaking anxiety (Coburn, 2010).

1.8 Operational definition of terms

1.8.1 Videoconferencing

Videoconferencing is a two-way video, audio and data communication between two or more parties over a remote connection. It is carried out over a variety of media (Surendar, 2007).

The researcher would apply a strategy based on video chatting tool which allows people see and hear each other while they are available in different remote settings employing the internet connection, a camera set and a microphone.

The researcher would employ the (skype) which is a very fine software and can be freely downloaded from www.skype.com in PCs or smart phones. Cheap international phone calls can be done using skype if users buy special credits.

1.8.2 Strategy:

McKeown (2011) argues that strategy is about shaping the future and is the human attempt to get to desirable ends with available means.

Strategy is a high level plan to achieve one or more goals under condition of uncertainty. It becomes even necessary when it is known or suspected there are insufficient resources to achieve these goals.

Strategy can be defined as the determination of the basic long-term goals and objective of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals (Chandler, 2003:13).

Relying on this, the researcher developed a strategy based on a videoconferencing tool, skype, to measure if the videoconferencing-based strategy affects the students' English language speaking skills and their attitudes towards English Language speaking skill.

1.8.3 English Language Speaking Skill:

Speaking is a skill, which deserves attention every bit as much as literary skills, in both first and second language. Learners of a language need to be able to speak with confidence (Bygate, 2003).

Speaking is the productive skill in which students utter words and sentences for specific purposes to convey certain messages using the appropriate grammatical rules , vocabulary and score of formality with the atmosphere of confidence and comfort.

1.8.4 English Language Speaking sub-skills:

1.8.4.1 Accuracy

Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation (Spratt, Pulverness & Williams, 2005:34). Speakers express themselves with the correct sociolinguistic competence (Ano,2001).

1.8.4.2 Fluency:

Nation (1991) defines fluency as the ability to get across communicative intent without too much hesitation and too many pauses or cause barriers or a breakdown in communication. In agreement with this definition, (Baker & Westrup, 2003: 90) defined fluency as speaking with ease and without thinking about possible errors

In this study, the researcher developed a strategy based on skype. Students are supposed to communicate orally with people in a remote place to achieve specific learning objectives within a sequence of planned activities.

The researcher designed an achievement test and an observation card to measure students' improvement in fluency mainly, number of words per specific period of time, correct grammar, appropriate sentence formation, paces and correct pronunciation.

1.8.4.3 Appropriacy:

It is the extent to which utterances are produced and understood in different contexts depending on contextual factors such as status of participants, purposes of the interaction and norms or conventions of interaction. Appropriateness of utterances refers to both appropriateness of meaning and appropriateness of form (Canale 1983:7).

1.8.5 English Language Speaking functions in *English for Palestine Grade 9*

English for Palestine Grade 9 refers to the English curriculum for the 9th graders published by the Palestinian Ministry of Education and Higher Education in August 2008. It includes general guidelines for the authors of the syllabus, general objectives, the methods and the teaching procedures as well as the various ways of evaluating the students' achievement.

The grade 9 English Curriculum has 16 units. Each unit includes one main dialogue and extra speaking activities (*English for Palestine 9*, Student's Book, 2010).

The study focuses on the following language functions:

1. Describing an air journey.
2. Discussing a picture.
3. Asking and answering about locations/ the way.
4. Telling a story.
5. Advising/requesting/obligating
6. Reporting an event/action.
7. Meeting friends since ages and discussing news.
8. Comparing ancient and modern lives.
9. Talking about city problems and suggesting solutions.
10. Talking about a leader/giving personal qualities.

1.8.6 Palestinian Ninth Grade students:

Those who enrolled to UNRWA, governmental and private schools 9 years ago. They are mainly 14 years old. Arabic is their mother-tongue language and they have been taught English as a foreign language since they were in their first grade classes.

1.8.7 UNRWA schools

The 1948 catastrophe resulted in more than 700,000 Palestinian civilians' displacement. Those were forced to leave their homes to Gaza, The West Bank, Syria, Lebanon and Jordan.

UNRWA was created in the aftermath of the 1948 war and its mandate was to carry out, in collaboration with local governments, the direct relief and works programs to raise assistance internationally for relief and works projects. It started in operation in May 1950 to support those who needed emergency relief. To help refugees, the agency has become the only international organization set up to face the problems of the above mentioned shelters (Bocco, 2009).

Over 240 schools, training centers and impaired centres are run by UNRWA. UNRWA adopts the curriculum of the countries where refugees live.

1.9 Limitations of the study:

The study was conducted according to the following limitations:

- This study focused on the effects of implementing videoconferencing on three of the English speaking sub skills.
- The study was implemented on the ninth female graders at Beit Lahia Girls' Prep school - UNRWA North Gaza which meant that all the participants were girls.
- The researcher used the experimental design.
- The experiment was executed by eight English language native speakers from Chelsea Community Hospital School – London.

Summary:

In this chapter, the researcher introduced the need for her study by expressing the importance of learning a language to communicate with people from different countries and how her study offers an opportunity for Palestinians to be open to the outside world. Her study also offers an opportunity for students to practice language in real-life situations.

The researcher formulated the major question as investigating the Effect of Using a Videoconferencing-based Strategy on UNRWA Ninth Graders' English Speaking Skills and their Attitudes towards Speaking. Then the researcher hypothesized the seven hypotheses which she would test.

Ministry of education and UNRWA – Education department, language specialists, language education centres, teachers, researchers, and students might benefit from the study due to the fact that it employs technology in solving some face-to-face contacting problems.

The researcher displayed the operational definition of the videoconferencing, strategy, English language speaking skill and English language speaking sub-skills; accuracy, fluency, and appropriacy, English language speaking functions, Palestinian ninth grade students, and UNRWA schools. She also specified the limitations of the study.

Chapter II

Section 1- Literature Review

Part 1- Videoconferencing

Chapter II

Section 1- Literature Review

Part 1- Videoconferencing

Chapter II is divided into two sections. The first is the theoretical background which is concerned with issues related to speaking skills the study is focusing on, e.g. their definitions, importance, kinds, techniques and methods related to teaching these sub-skills as well as going through the definition, importance and steps of teaching speaking skills and implementation of strategy-based-on-videoconferencing.

The second part is mainly concerned with previous studies. The researcher discussed (16) previous studies in which their conductors focused on the effectiveness of using technologies in teaching languages, the effectiveness of using videoconferencing in teaching English language skills, and the effectiveness of using videoconferencing in teaching speaking skills.

2 Videoconferencing

2.1 What is videoconferencing?

It is that technological service which enables the transmission of audio and video signals and data content between users (Caporali & Trajkovi, 2012: 27). Diggs-Brown (2012) defined videoconferencing as an interactive tool that uses video, computing, and communication technologies to allow people in different locations to communicate face-to-face (p. 214). It is used because conducting meetings are the most expensive communication activity considering preparation costs, travel expenses, and the price of materials, facilities, and equipment used during these meetings (Alessandra, 1993: 188). So collaboration via videoconferencing eliminates complicated scheduling issues and massive travel costs (Seekey, 2005: 39).

Videoconferencing, as one of the multimedia applications, helps to overcome constraints imposed by time, geographic distances, cognitive limitations (offering opportunities for information support, tutor, lecturing, brainstorming, and informing) and limited expert resources (Information Resources Management Association International Conference, 1994: 517) and it dispenses away with the need to travel.

Videoconferencing has actually been around for decades. It was first demonstrated by Bell Labs technicians who displayed a crude link between Washington, D.C. and New York City in the 1920s (Barlow, Peter, & Barlow, 2002: 9)

Meetings through videoconferencing are possible when personal computers are attached with small cameras and excellent hi-speed telecommunication lines. It doesn't only save money but also ensures a speedier review and feedback system (Kumar, 2005: 124). It reflects the movement of this medium from an exclusively one-to-many model,

to a form that expresses the many-to-many (network/interactive) nature of our wired society (Rhodes: 2001: 4).

A variety of studies have been undertaken on the use of videoconferencing within a learning environment. Videoconferencing allows interaction between students and remote teachers in order to preserve the vital aspects of the teacher-student relationship (Bonting, 1999: 240)

Table (2.1): A comparison between kinds of meetings (Song, Halsey, & Barress, 2009:50)

The Hamster Revolution		
Meeting format	Pros	Cons
Live Meetings	Best for sensitive, controversial, and complex topics, richest form of communication exchange, allows for strong interaction before and after meeting.	Most expensive format, requires much more transition time, high travel/ building costs, increase carbon footprint.
Videoconference	Allows for seeing participants' nonverbal expressions, which can sometimes be extremely important; somewhat interactive; reduces carbon footprint; reduces travel costs; higher-end systems from HP, Cisco, and others are breaking new ground in telepresence, which is the sensation that people are in the same room; Hi Def picture is crystal clear.	Visual action not always exciting engaging less interactive, more technical problems, can be expensive, embarrassing if colleague is wearing pajamas.

In table (2.1), we can find the pros and cons of the different types of meetings. The researcher put in mind the cons of videoconferencing in order to make more efforts for avoiding these problems or finding the exact solutions for them.

2.2 Types of Videoconferencing:

Video conferencing is often used as an additional communication channel to enhance group interaction. It should not be an alternate to face-to-face interaction.

There are three categories of video conferences:

A: Video conferences held in special meeting rooms.

B: Video conferences supported by picture telephones, and

C: Computer-supported video conferences between offices, so called desktop video conferences (Borghoff & Schlichter, 2000: 291).

The researcher applied the third type of videoconferencing as she used a USB camera and sometimes if a problem occurred, she used the laptop desktop camera. She downloaded the videoconference software (skype) freely from www.skype.com to connect the teachers in UK who used the same software (skype) at the same time. Both the researcher and the teachers in London followed a well-planned schedule depending on discussing one topic each lesson by one or two British teachers at once.

The researcher was guided by Videoconferencing: Can You See Me Now? An AMX White Paper (See appendix: A) as a guideline for her to make sure of videoconference, room, equipment and students' readiness to start.

2.3 Equipment needed to set up a videoconference

The following video conferencing equipment was needed to be set up. Visit: <http://www.icts.uct.ac.za>

2.3.1 Camera:

Cameras are necessary to send images from the speaker's location to the target location and vice versa in the two-way videoconferencing. The situation is different in the one-way videoconferencing, only the speaker's camera is used to view his images to the audience.

A basic webcam (including those build-in to notebooks) is quite sufficient for broadcasting the image of one or two persons. For larger groups, it is recommended to use a mid-range webcam, similar to the Microsoft LifeCam Studio, the laptops cameras or the USB cameras.

Specialized videoconferencing rooms require a specialized camera with a specific lens suited for the venue and the type of videoconference to be set up. The researcher used a high-quality USB webcam and sometimes used the DELL camera which is available in her laptop as an alternative for the outlined web camera.

2.3.2 Display device:

A display device is required to view the image or video broadcast from the remote location. The basic notebook or computer monitor would be sufficient for one or two persons, but seems to be insufficient if the audience size increases.

Display devices should be substituted with a digital projector or LCD monitor. In case it is necessary to view multiple groups at the same time, or share images in different remote locations, other display devices would be advisable.

The researcher used an LCD TV as a display monitor. This TV was connected to the laptop screen. So the researcher was able to control images and chats from the laptop screen while the audience was able to see via the LCD TV screen. The researcher also prepared an LCD set to display images on a white board as another option if the LCD TV didn't work for one reason or another.

2.3.3 Loud Speakers:

Computer speakers are often sufficient for a one-to-one person broadcast. A USB microphone headset would greatly enhance personal sound and voice quality. Depending on the requirements for a specific session, additional speakers might be required. In most cases this could be accomplished by connecting the computer to the location's sound system.

The researcher used the exact systematic the 16 previous mentioned process after she bought very high quality speakers. The speakers' sound is high enough to make each student hear in a good sound level.

2.3.4 Microphone:

A microphone is required when sound needs to be contributed while viewing a hosted session, a microphone is not required. Specialized microphones are available for larger venues and are selected based on the requirements and venue acoustics. In most cases only one person at each venue would be contributing to the conversation and a USB microphone headset would be sufficient.

2.3.5 Venue:

When having a one-to-one videoconference using a normal computer or a laptop, the venue itself might not be that important. However, there are some universal environmental factors to consider. When equipping a room with video conferencing facilities it is very important to consider the acoustics, layout, furniture, lighting, wall colour and decorations of the room. There are some considerations for the venue should be put in mind. These are:

2.3.5.1 Table:

The shape of the table determines the seating position, which in turn determines if all participants are visible to the camera. Reflected light is coloured by the surface from which it is reflected. The table surface doesn't not only affect the light reflection, but also affects the acoustics.

While implementing the lessons, the researcher changed the students' grouping many times and so the locations of the tables were moved many times according to the activities. But in general students sat behind tables in rows.

2.3.5.2 Room

Colours and decor determine the amount of reflected light, which affects the quality of the image transmitted. The shape and layout of the room greatly influence the quality of the sound and image transmitted from the location. Non-uniform rooms are best suited to reduce reflection and noise vibration. The ideal shape of a conference location is a rectangle, as opposed to a square room.

2.3.5.3 Walls

The most suitable colours of a room, which don't reflect lights, are mid-grey and greyish tones of blue and green. Sharp or dark colours should be avoided.

2.3.5.4 Lighting

This determines the image quality of the viewing parties. Soft diffused lighting is ideal. Fluorescent lighting with diffusers are best suited for video conferencing. Down lighters should be avoided as they cause uneven lighting and cast shadows.

The researcher used the white lighting lamps, but she had to turn them off when necessary especially when the videoconferencing was going on to make the image clearer and with no reflections. When students had to work in pairs, groups or write something, the researcher turned the lights on.

2.3.5.5 Furniture

The colour of the furniture and its finishes are very important as they affect both the acoustics in the room and the amount of reflected light. Padded chairs will help dampen sound while matte finished covering (without bold patterns) assists in creating a clear video image.

Mid-brown tables with limited reflection helps reduce shadows on faces that would be created by an upward reflection. In large places, table inputs for power, microphones and digital displays should also be considered.

The researcher preferred to use the art room in Beit Lahia Girls' Prep. School where walls are covered with different drawings which make the view very nice and colourful. Windows are closed with black curtains which made the LCD TV images clearer to everybody in the classroom.

2.3.6 Internet connection:

It's important to have internet connection to start videoconferencing all over the world. Each participating venue should have a user name and a password to login to skype (any other videoconferencing software) and both should know each other's ID.

After setting the microphone, webcam and internet connection.

1. Log in to skype using the exact username/email and password.
2. Add the contact person to the contact people list.
3. Make the videocall and wait for the contact person to accept.

2.4 Videoconferencing Applications:

In his book, Rhodes (2000: 12-13) listed the applications of videoconferencing as one of the best technologies as follows:

2.4.1 General business applications:

We easily can understand that most technologies or discoveries all over the world were first achieved and used for the development and promotion of the business world. Then educators and teachers borrowed these technologies for educational purposes adding their own special vision. Business applications of videoconferencing includes meetings and collaborative work supports for management, sales, accounting, manufacturing, customer services, engineering, training and other functions.

2.4.2 Distance Learning:

Videoconferencing encompasses a wide range of uses by education institutions including KGs, schools, universities, colleges, academic research centres, training centres and professional instruction.

2.4.3 Government applications:

Videoconferencing can be used for law enforcement, military, and other specialized applications group, as well as the use of videoconferencing by federal, state and local governments for more conventional uses.

2.4.4 Vertical business applications:

Many businesses have specialized needs that can be served by videoconferencing solutions; banking, aerospace, pharmaceutical, and other companies with distinct ways of conducting their business.

2.4.5 Telemedicine:

Telemedicine employs videoconferencing and other remote communication technologies to diagnose and treat illnesses and injuries. It's the oldest applications for videoconferencing and steady growing and increasing public pressure to provide widespread access to cost-effective health care.

2.5 Videoconferencing in Education

Education experts can apply new technologies or techniques for learners everywhere through videoconferencing which requires a different teaching methodology from any other methodologies used before. The technology itself necessitates different ways of interacting, different ways of presenting information, and different ways of judging the meaning of the messages going in both directions.

Videoconferencing appears to be a substitute for the usual classroom interaction and is, therefore, appealing as a teaching medium as it promises face-to-face experiences for teaching at a distance. The aim is for the technology to be clear so that interaction takes place as it would if the individuals were in the same room.

Undoubtedly, videoconferencing has great potential in extending education experiences to remote areas for non-traditional students. It provides a personal and supportive learning route in complemented face-to-face learning (Juwah, 2006: 203)

The use of videoconferencing within education has become a viable option for teaching remote students who will be engaged in learning with an excellent teacher. Teachers will become coaches that assist students in problem-solving, selecting their learning materials and facilitate meetings to decide their learning needs (Begley & Leonard: 2005: 245)

Videoconferencing enables better teacher-student communication. It has developed more than other methods of distance education, in terms of real-time interaction, relationship, motivation and collaborative learning (Caporali & Trajkovik, 2012: 105). Videoconferencing has many effects on the students' personality, life-skills and speaking skills as follows:

2.5.1 The effects of implementing videoconferencing on the students' personality:

Studies show that students gain lots of benefits from videoconferencing chats or learning with teachers from different countries through videoconferences as follows:

1. Videoconferencing increases the students' self-confidence (Tavani & Losh, 2003).
2. Videoconferencing increases the students' trust in strangers (Zhang & Zhang, 2009).
3. Videoconferencing helps students respect the cultural diversity between peoples in different and remote areas or in different and close areas (Verizon, 2010).

4. Videoconferencing helps students adopt voluntary work and give helping hand to each other (Gyorke, 2007).
5. Videoconferencing helps students adopt many values; time respect, commitment, and respect other people while they are speaking or discussing an issue (Earon, 2013).
6. Videoconferencing has the potential to influence learning by increasing students' motivation (Olsen, 2003).
7. Videoconferencing is found of an effect in increasing the students' interest and concern in learning English language to communicate with people from different locations (Comber, Lawson, Gage, Cullum-Hanshaw, & Allen , 2004).

2.5.2 The effects of implementing videoconferencing on the students' skills:

1. Videoconferencing improves the self-learning methodologies; self-evaluation, self-learning, self-observation, planning and self-monitoring, and giving feedback (Knipe & Lee, 2002).
2. Videoconferencing helps students learn how to solve the problems they face (Comber, Lawson, Gage, Cullum-Hanshaw, & Allen , 2004).
3. Videoconferencing helps students take the appropriate decision within the appropriate time (Knipe & Lee, 2002).
4. Videoconferencing helps students build good collaboration atmosphere through working in a team (Olsen, 2003).
5. Videoconferencing helps students plan for their learning (Olsen, 2003).
6. Videoconferencing helps students master some of the searching skills (Alberta Education, 2006).
7. Videoconferencing helps students to be able to ask question and discuss different topics with different aged people (Alberta Education, 2006).
8. Videoconferencing helps students to be able to evaluate and appreciate people artistic works, and other things (Lander & Burns, 1999).
9. Videoconferencing helps students to be able to organize their learning (Lander & Burns, 1999).

2.5.3 The effects of implementing videoconferencing on the students' English language speaking skills:

1. Videoconferencing makes students happy to speak English with the native speakers (Alberta Education, 2006).
2. Videoconferencing supports students with enough confidence to speak English with English language mother-tongue teachers (Tavani & Losh, 2003).
3. Videoconferencing reduces students' speaking hesitation (Shamsudin & Nesi, 2006).
4. Videoconferencing helps students find new methodologies for English language speaking development (Liu & Jiang, 2009).
5. Videoconferencing grants students the opportunities to practice speaking English language inside and outside classroom (Martin, 2005).
6. Videoconferencing helps students over come worries of making mistakes (Verizon, 2010).
7. Videoconferencing helps students reduce the use of translation inside classroom (Gartner, 2012).

2.6 Motivations of using videoconferencing in teaching:

2.6.1 To share experiences with a remote teacher:

Visual communication and collaboration mediated training/teaching creates an educational environment offering several geographically separate end-user groups a taste of presence by introducing teachers and students in remote areas. They both work and collaborate together without being physically at the same geographical location (Remenyi,2005: 429).

2.6.2 To save time and costs:

Thinking of transportation, accommodation and travel expenses in addition to time wasting to spend several days for a one-hour session, meeting or a lecture, people will think of using video-services instead of spending only one hour of time for a one-hour lecture.

Videoconferencing lets people conduct meetings, give presentations, talk to vendors, and meet new business prospects or colleagues in different countries without the expense of time and inconvenience of travelling. Participants can be at two or more locations either domestic or international (Diggs-Brown, 2012: 214)

2.6.3 To improve education quality:

Classes, seminars and conferences are examples of videoconferencing implications in education, specifically, in seminars, when speakers don't want to attend the whole event. Professional training is also another example when trainers or trainees have their own full-time jobs and very limited spare time.

Lots of research centres worldwide use videoconferences for research success and update (Caporali & Trajkovik, 2012: 27). Experts who prepare for videoconferencing will have brief, more frequent interaction with possibility to share graphics or illustrations interactively (Diggs-Brown, 2012: 214).

2.6.4 To combine classes to create a viable class size:

Videoconferencing has been used by worldwide schools to share information about their schoolwork and to learn about each other's language and culture. Desktop video conferences provide a practical strategy for exchanging information in the foreign language which assist students to be involved and learn successfully (Jones & Coffey,2012:124).

HIGHLIGHT1: The British Council – Schools online

The British Council launched the Connecting Classrooms Online Project since 2008. But it was not introduced to Palestine until 2010.

Visit: <http://schoolsonline.britishcouncil.org/>.

Lately, it was updated and known as schools online. It is a global education programme which offers:

- **School partnerships:** Partners get the support to build sustainable relationship with a link school.
- **Professional development for teachers:** Partners get equipped to tackle global themes in the classroom with the British Council fully funded, regional face-to-face workshops and online courses.
- **British Council International School Award:** Partners gain recognition for their schools. According to the British Council, over 5,200 schools and 936,000 young people across the world have participated in connecting classrooms who take part in global projects; environment, SEN, culture, responsibilities as global citizens, global economy and human rights.

Skype conferences took place to introduce people, language, and cultural aspects of high importance between classes in Palestine and UK.

As well as, videoconferences were used to show traditional crafts, customs, problems and hopes of the future between the students from the two different countries. Online handcraft workshops and teaching/learning sessions took place. Press releases figured out how successful that was (See appendices L1 and L2). Exhibitions in both countries were arranged to show the other country's cultural products for their people.

Videoconferencing is not another version of face-to-face meetings. To achieve a high level of interaction, some critical issues have to be planned (Marshall, Kinuthia, & Taylor, 2009: 158); these issues are:

- Videoconferencing involves simultaneous teaching of two or more classes at different sites through the use of technology. Considerable effort is required to maximize interaction between the sites.
- Variety of presentation techniques; visual materials, graphics, illustrations or/and brain teasers within videoconferencing sessions are needed as all types of teaching.
- The capability of transmitting close-up images: in order to contribute a unique element to teaching and learning,
- Face-to-face teaching requires particular teaching competencies and presentation skills. Teaching in a distance education requires an equal demand of different skills in which interaction happens via printed material. These materials ought to be prepared and distributed to students in advance before sessions start.

Considerations of applying videoconferencing:

1. The type of equipment and connectivity used.
2. The educational settings;
 - The type of students involved in the conference.
 - The academic teaching staff who are going to attend for helping or applying or even only for sharing.
 - The subject content.
 - The demands on the students.
 - The number of videoconferencing participants.
 - The style of use (lecture/ tutorial bias/ training/testing).
 - The score to which sound, network congestion or other difficulties affect outcomes.

2.7 Videoconferencing in teaching languages

Videoconferencing enhances students language during the preparation phase and before they really talk. They think, write, read and produce the language. Some researchers even observed that students produced long and correct sentences (Gruson & Barnes, 2011) after training for long time!

However some problems may occur, such as body language, eye-contact, and internet disconnection. Dawley (2007: 147) discussed strengths and weaknesses of using videoconferencing in teaching. So the researcher had to find different solutions to these problems.

Table (2.2) Dawley (2007): Strengths and weaknesses of video conferencing

Strengths	Weaknesses
The ability to see facial expressions of participants during conversation, allows for better interpretation of understanding through visual cues.	Participants need initial training in how to effectively use and participate in video conferencing
Provides a scene of " connectedness" to instructor and other students in class through webcam images. The student becomes a real person, as opposed to just a voice or text posted on a discussion board.	Requires high quality webcam.
Users gain a more global view of the world by interacting with participants from various locations.	First-time use requires set-up of speakers and microphone, typically done using a wizard inside the program
Emerging new forms of pedagogy, such as eyber mentoring, are possible due to videoconferencing.	Users on low bandwidth may have issues with video or audio streaming, thus resulting in delayed audio feeds, jumpy video display or

	being disconnected.
Software is web-based and easy to access.	Host server requires ongoing maintenance of software and user accounts.
Ability to poll students and collect polling data.	Mainstream software is still expensive to the mean consumer
Ability to share copies of documents and multimedia.	Firewalls can prevent access to video conferences. These are installed by some employers and schools.
Ability to have conversation occur using video, voice or text. All three happening in the same environment.	Required meeting times can impose on adult distance learner's schedules, especially when accommodating various time zones.
Main speaker can be talking while others can continue side comments or questions in the text chat, thus allowing for simultaneous conversation.	some software does not allow for simultaneous audio discussion. Users are required to " trade " the microphone.
Breakdown rooms can be added to a main session, allowing for pairs or small groups of users to have side conversation.	May not allow time for reflection due to fast pacing of discussion.
Host can record a session, thus making the session available for playback to others via a URL.	Students with hearing or visual disabilities may not be able to participate in the video-conferencing.
Capabilities of the tool allow it to be used for a variety of purposes; including discussion sessions, guest lectures, virtual office hours, portfolio demonstration sessions, demonstration of software, creating recorded tutorial and more.	Because research is newer in K-12 video conferencing, fewer pedagogical materials are available to teachers.
	Students feel neglected and will disengage if a raised hand or comment in the chat box goes unnoticed or unacknowledged for a long period.

According to table (2.2), the researcher proposed some solutions for each weakness point. With professor, Awad Keshta (this study supervisor) and Fatima Burbar (Observer 2), they evaluated the suggested solutions and graded them as follows;

Evaluation	Indication
Excellent	Helped greatly in solving the problem.
Good	Helped much in solving the problem.
Moderate	Helped a little in solving the problem.
Bad	Didn't offer any help.
Very bad	Made the situation worse.

Table (2.3) Suggested solutions and evaluation of weaknesses of videoconferencing

Weaknesses	Suggested solutions	Evaluation
Participants need initial training in how to effectively use and participate in video conferencing	Training took place in 2 sections: Theoretical section Practical section	Very good
Requires high quality webcam.	Researcher bought a high definition and good quality USB camera.	Very good
First-time use requires set-up of speakers and microphone, typically done using a wizard inside the program.	Researcher set up speakers, microphone and skype at home. Researcher experimented them before the implementation took place.	Excellent
Users on low bandwidth may have issues with video or audio streaming, thus resulting in delayed audio feeds, jumpy video display or being disconnected.	Researcher contacted many people to offer the best internet connection services. Researcher needed to extend the lessons if there was something missing.	Good
Host server requires ongoing maintenance of software and user accounts.	Not needed in Gaza	-
Mainstream software is still expensive to the mean consumer	The skype is downloaded freely.	-
Firewalls can prevent access to video conferences. These are	Researcher stopped firewalls during	Very good

installed by some employers and schools.	the lessons.	
Required meeting times can impose on adult distance learner's schedules, especially when accommodating various time zones.	Lessons took place after school day. Parents approval was signed. School approval was signed. AEO approval was signed before starting the lessons.	Excellent
some software does not allow for simultaneous audio discussion. Users are required to " trade " the microphone.	Researcher bought a microphone with long wire.	Good
May not allow time for reflection due to fast pacing of discussion.	Researcher gave students time to think and react	Good
Students with hearing or visual disabilities may not be able to participate in the video-conferencing.	3 SEN (students with special education needs) were at the experimental group. They all suffer from seeing problems. The researcher managed their setting in front of the class.	Very good
Because research is newer in K-12 video conferencing, fewer pedagogical materials are available to teachers.	The researcher prepared her own materials, copies of the lessons, her own lesson plans, designed suggested PPPs and emailed them to the British teachers.	Excellent
Students feel neglected and will disengage if a raised hand or comment in the chat box goes unnoticed or unacknowledged for a long period.	The researcher allowed each student to participate once or twice. Sometimes she left the questioning role for the students themselves to give the opportunity for everyone to share.	Excellent

2.8 Videoconferencing in teaching speaking skills:

Videoconferencing has created a way to link-up students from different continents as they can see and hear each other in real-time. They can ask for clarification, repeat utterances (Roux, 2000), respond to questions and acquire what helps them to learn a language.

Videoconferencing enhances students' interaction, motivates students' learning (Roux, 2000). Videoconferencing gives the students the opportunity to interact and practice their speaking and listening skills with native speakers of the target language, as well as to gain cultural insights and awareness (Katz, 2001).

The researcher used a guide for the use of videoconferencing (Appendix: A), she benefited from the guiding tips of (Gyorke, 2007) to plan, prepare, implement, and evaluate the use of videoconferencing in teaching speaking.

Chapter II

Section 1- Literature Review

Part 2- Speaking

Chapter II

Section 1- Literature Review

Part 2- Speaking

2.9 Language

According to Online Webster Dictionary (2014), language is any means of conveying or communicating ideas can be expressed by writing or any other instruments. It is also defined as the forms of speech and methods of expressing ideas with care of arranging words. Another definition for the language is any system of symbols created for the purpose of communicating ideas, emotions, commands, between agents. Visit: <http://www.webster-dictionary.org/>

Nature and Characteristics of language (Dash & Dash, 2007: 3)

1. Language is human. Only humans can employ oral and written language symbols to represent their thoughts.
2. Language is primarily speech which is uniquely human. It means people interact with words to exchange thoughts, feelings and experiences.
3. Language is symbolic. Language symbols represent reality so that we can discuss ideas and convey meanings.
4. Language is arbitrary as there is no natural connection between letters and reality. There is only commonly shared agreement about the usage of letters or words.
5. Language is systematic as its use isn't haphazard. There are specific rules which make language systematic.
6. Language is dynamic not static. It changes as new words and standards are accepted and incorporated.
7. Language is complete as we can communicate all our ideas and experiences through language.
8. Language is a cultural phenomenon as each language reflects the culture of the people who speak it. Since cultures differ so also do languages.
9. Language is a social activity as it doesn't operate in a vacuum. It operates in a social setting involving people.
10. Language is conventional as it is considered to be a system of established practice followed in a particular society at a given time.

We communicate situations using words. This is called verbal communication. However, messages can be conveyed without words; which is so far called nonverbal communication. Segments of meaning that cannot be conveyed by purely lexical means are often of nonverbal nature. The nonverbal component of communication thus easily becomes a factor in linguistic and cultural miscommunication (Esposito, 2007: 84).

In other words, when we write a letter for example, we need to use punctuation to tell the reader that this sentence is finished or not finished yet or we are asking a

question or exclaiming. When we use oral communication we use body language; hand movement, eye contact, gestures, body and face expressions, tone and intonation including fall and rise to let our listeners understand the message exactly as we want it to be understood.

Language is a means of communication (Martinich, 1984: 10) and it's used in two forms; written and oral. Speaking is the form of oral correspondence between the speaker and the hearer in transforming ideas for reaching the goal of communication (Taufiqulloh, 2009).

2.10 Communication

All species including human beings live in societies, so they need to communicate to share something or just to survive (Alexandar, 1974). Parents communicate with their unborn child in the antenatal stage to cue their baby into their voices and the world around them (Brock & Rankin, 2008 :4).

Although babies lack the wording, they cry; varying their pitch to attract attention of adults and signify their needs (Iwaniec, 2004: 90). They have different cries for different purposes and parents soon recognize that each cry goes to which purpose (Buckley, 2003)! Rahman (2010) maintains that communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. We actively and consciously participate in the communication process in order to get, develop, inquire or give information and understand social conceptualizations.

Wilson (1979) explains that communication occurs whenever the behavior of one individual (the sender) influences the behavior of another (the receiver). Thus, Littlejohn & Foss (2008) defined communication as process that links discontinuous parts of the living world to one another.

So far communication is any act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge, or affective states. It can be intentional or unintentional, conventional or unconventional signals, linguistic or non-linguistic forms, or it may occur through spoken or other modes. (National Joint Committee for the Communication Needs of Persons With Severe Disabilities, 1992)

Communication is an activity of conveying or exchanging meaningful information between two or a group of persons (Windahl & McQuail, 1993), allowing a connection between two entities to take place (Rodriguez, 2006: 16). The exchange of thoughts, messages, or information happens by speech, visuals, signals, writing, or behavior (Cabeza & Kingstone, 2001: 187).

The sender and the receiver must share a common experience with the message symbols; in other words, to encode and decode messages exactly the same way (Griffin & Moorhead, 2013: 309). Human communication must be purposeful; messages to be

exchanged between two or more people in different ways are also intended to be conveyed for different purposes (Stremel, 2008). Communication is the process of sharing ideas, feelings, instructions, worries, hopes, impressions, information and attitudes (Antai-Otong, 2008: 2-3).

Some people fail to distinguish between language and communication. However, some linguists explained the difference:

language is a means of communication, it gives us a way of communicating, but it is not identical with the activity it makes possible. Communication is the transfer of messages or thoughts from one agent to another; it is one use of language among many. Language is also used to clarify one's own thoughts, to express one's emotions, to rehearse one's ideas before giving a speech or a lecture. And language is not the only means of communication, some communication takes place without language (Martinich, 1984: 10).

2.11 Functions of Communication

During the process of communication, we get or send the message via our senses; touch, sight, taste, hearing and smell are the real channels (Banerji & Ghosh, 2010: 4) to inform, misinform, counsel, sell, buy, confuse, confirm, advise, teach, learn, reveal, persuade, accept, affirm, clarify, motivate, criticize, deny, conceal and many other functions.

Communication helps us understand each other and solve problems. In case being sick and visiting a physician, without communication he/she will not be able to diagnose our disease or give us the appropriate medicine. Finocchiaro & Brumfit (1983: 65-66) have purposed five major categories of communication functions: personal, interpersonal, directive, referential and imaginative.

2.11.1 Personal:

We communicate for private reasons related to ourselves more than others; clarify or arrange our ideas, express our thoughts and feelings of joy, love, pleasure, happiness, surprise, likes and dislikes, satisfaction, disappointment, distress, pain anger, anguish, fear, anxiety, sadness, annoyance and others, express concerns of morality, intellectuality and sociality and express everyday feelings of hunger, thirst, fatigue, cold and warmth.

2.11.2 Interpersonal:

We communicate to share something with someone else; to greet or leave someone, introduce ourselves or others, identify ourselves and express joy at ourselves or others' success or disappointment at ourselves or others' failure or misfortune, express our concerns, extend and accept invitations, refuse invitations or make arrangements, make appointments for meetings or visits, break appointments politely and arrange another mutually convenient time, apology, excuse or accept excuses,

indicate agreement or disagreement, interrupt politely, change an embarrassing subjects, welcome visitors or pay visits to others, argue or debate, offer and accept offers of foods and drinks, share wishes, desires, hopes, problems, beliefs, thoughts, opinions, make promises and commitments, compliment and make excuses.

2.11.2 Directive:

We communicate to influence the actions of others; accept and refuse directions, make suggestions, persuade, request and grant permission, request information, ask for help and respond to a plea for help, forbid, command, give and respond to instructions or directions, warn, discourage, establish guidelines and deadlines, ask for directions and instructions.

2.11.3 Referential:

We communicate to talk, report or revise something that has been done or finished earlier. It includes talking or reporting about things, actions, events or people in the environment, identifying items or people at different sites, asking for description, describing, understanding messages or descriptions, creating questions, scanning or skimming for information, paraphrasing, summarizing, or translating, interpreting information, explaining or asking for explanation, comparing or contrasting, discussing possibilities and probabilities or capabilities of doing something, requesting or reporting facts about events, hypothesizing, formulating and supporting ideas, and evaluating the results.

2.11.4 Imaginative:

We communicate to widen our visions, taste language about an imaginative creativity of ourselves or others. Therefore, we communicate to discuss a poem, a story, a text, an advertisement, a piece of music, a play, a painting, a movie, a TV program, a story-telling, an event narrating, and/or discussing a simulation, expand suggested ideas or a piece of reading, create rhymes, poetry, stories, plays, or scripts, recombine dialogues or passages creatively, suggest original beginnings or endings to the written texts.

2.12 Communication process:

The communication process involves multiple stages. At each stage, there is a potential for barriers to be formed or problems to arise. Konar (2011: 161) identified activities which are involved in the communication process as follows:

1. The sender tries to convey an idea by encoding it into a message.
2. The message travels through a channel from the sender to the receiver.
3. The receiver decodes the message.
4. The receiver provides the feedback.
5. The process gives the frame of reference of the sender and the receiver.
6. The process provides the context of the receiver.

Konar (2011) confirmed the previous work of Lucas (2009) when he explained the process with details in great agreement as the figure down shows:

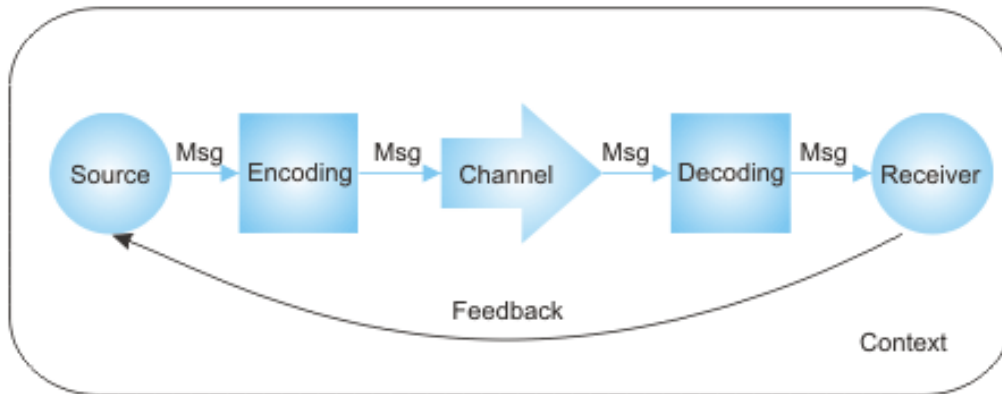


Figure (2.1): The communication process

Experts pointed out four different stages of communication (Konar,2011) these are;

1. **Ideation:** is the stage of forming the idea or selecting the messages which can be either logical or emotional. Such classification of messages constitutes later "what" to communicate (Rizvi, 2005: 5).
2. **Encoding:** is the stage by which the sender converts the idea into a message using the verbal and non-verbal means of communication (Konar, 2011: 161) in the shape of spoken words, gestures, symbols, signs or body movements (Shafaei, 2011: 510) by choosing the appropriate channel of communication (Guffey & Loewy, 2010: 15). Many filters are used when sending and receiving the message; the socio-economic-cultural background for the communicators, their opinions, beliefs, and feelings (Konar, 2011: 161). During this stage, communication also involves the proper timing, place and manner of sending and receiving (DuBoff & Krages, 2005: 10).
3. **Decoding:** it involves the translation or conversion of the received stimulus into thoughts so that one can understand the message (Taloo, 2008: 154).
4. **Response:** it involves the action or reaction which shows that the receiver has understood the message (Leonard, 2012: 85). It also helps the sender to know that the message was successfully transmitted in what is called feedback.

Konar (2011) also explained that three essential factors make the communication process go smoothly and successfully. These are;

1. The receiver ought to show either a verbal and a non-verbal feedback, the sender shouldn't repeat himself/herself, and try not to give unnecessary illustrations.
2. The necessity of a reference frame to build a harmonious relationship between the sender and the receiver ideas. The frame of reference is the logical combination of ideas, opinions, attitudes, beliefs, values, knowledge, and culture.

3. The sender and the receiver should share certain circumstances; time, physical surroundings, actions and reactions, emotions, attitudes and opinions of people which determine the context. The context changes according to the situation variation. This is known as the communication context which is considered as the backdrop of the process.

Konar's (2011) factors were also illustrated earlier by Lucas (2009), who thought that interference is also important. Lucas (2009) thought that interference is anything that impedes the communication of a message. He detailed interferences by giving examples; a person talks on the telephone, sometimes there is static, or wires get crossed so that two different conversations are going on at once.

Lucas (2009) classified interferences into external and internal. External interferences come from traffic outside and the clatter of a radiator are two examples whereas the internal interferences come from the audience. One of the receivers has a toothache and she may be distracted by the conversation due to the pain she is suffering.

2.13 Human communication properties

Human speech can be described as a system of lexemes and grammatical rules by which the symbols are manipulated. Most of the thousands of human languages use patterns of sound and gesture for symbols which enable communication with others around them. Das (2006) reported the properties of human language as follows:

2.13.1 Displacement:

It is the capacity of a person to produce messages with the appropriate reference to time criteria; the past, present and the future and to location criteria; sites, cities, countries or planets. This comes in harmony with Yule (2006), who added that displacement allows us to talk about things and places whose existence we cannot even be sure of.

Although a honeybee can convey the distance and the direction of the nectar source, it can't tell another bee that it should first turn right or left for a distance of 10 meters for example (Syal & Jindal, 2007:9).

2.13.2 Arbitrariness:

It is the case without " natural " connection between a linguistic form and its meaning (Yule, 2006:10). Every language has its denotation system to distinct objects, activities and concepts. But, there is absolutely no reason why a given meaning should be denoted by one sequence of sounds rather than another (Trask, 1999).

2.13.3 Productivity:

It happens when communicators are able to produce the utterances and use them in social contexts when necessary.

2.13.4 Cultural transmission:

It means to use the language for cultural concepts exchange. Language transmission helps learners develop their language automatically within their cultural usage to the new linguistic usage.

2.13.5 Discreteness:

It means that the communicators produce sounds that should be meaningfully distinct and discrete.

2.13.6 Duality:

It is producing a massive number of language with limited sounds and meanings. Duality is one of the most economical features of human language.

2.14 Types of human communication

People communicate with one another through speech, hand signs, body movement, touch and eye contact. There are mainly four types of communication to convey the final message which are:

2.14.1. Verbal communication

It is communication through the use of verbalized sounds and spoken words (Cotterill, 2012: 51). It includes the use of the sounds, words, sentences, contexts and speech. Words help communicators express their likes, dislike, and more complex emotional experiences (Maurer, Brackett, & Plain, 2004:21).

Humans communicate verbally in face-to-face conversations. Meetings, interviews, conferences, speeches and phone calls are other forms of verbal communication (Butterfield, 2010: 1). We constantly participate oral communication in our daily-life situations by either speaking or listening (Steinberg, 2007: 42) to people. The process will be a success if the speaker can choose the best words that convey the meanings he intended to say and meets the hearer's interpretations (Puolakka,2011:47).

However this type is classified into four sub-categories, which are:

2.14.1.1 Intrapersonal Communication

It is the private communication and restricted to ourselves; It includes the silent conversations we have with ourselves or/and when we juggle the roles of the sender and the receiver at the same time processing our thoughts and actions (Vocate, 1994).

2.14.1.2 Interpersonal Communication

It is central to our everyday lives as we want to share others (Wood, 2012: 9). It takes place between two individuals who represent the sender and the receiver of the messages (Hartley, 1999).

2.14.1.3 Small Group Communication

It happens when more than two people share behavior or information (Johnson & Johnson, 1991) in the communication process as each participant has an interaction role in the conversation (Cragan, Kasch, & Wright, 2009) within a relational and social context (Poole & Roth, 1989). Press conferences, board and team meetings are different shapes to small group communication.

2.14.1.4 Public Communication

It happens when an individual addresses a large group of people. It is highly structured with time limitations, listeners' ability to interrupt with questions or commentaries, clear speech purpose, and anticipated questions (Lucas, 2009). One important shape of such type is the election campaigns and public speeches.

2.14.2 Non-verbal communication

It is when the sender can manage to convey the message without having to use spoken words and has a great effect when two people of two different languages communicate for a purpose without any of them can use the other's language. Segerstrale & Molnar (1997) considered it as the missing link between the social and natural sciences.

In some cultures, it is important to build a kind of rapport before entering to a meaningful communication while in other cultures, it's less important. People who build effective working rapports use non-verbal behavior and particularly body language. The more communicators understand others' non-verbal communication signs, the more rapid they save time and become influential listeners (Spires, 2011). There are many purposes of using the non-verbal communication codes in conveying the message (Pearson, 2011) as follows;

2.14.2.1 Repeating:

Both verbal and non-verbal indications are used to convey the same message. For example, when someone asks you about the way and you just say that the place he is looking for is on the next street you say: " It's on the next street ". Your hand will also move towards the next street direction without attention.

2.14.2.2 Emphasizing

It's to use the non-verbal communication to strengthen your message as if you express your happiness saying; "I'm happy. " your face should show a happy face with a big smile for example. So your face big smile emphasizes the expression of happiness you have already said.

2.14.2.3 Complementing

It's adding another meaning to the message. If you show a big smile with " I'm upset. " utterance, then nobody will believe you. Your tears will add a meaning to the sentence; " I'm very sad to lose my cat. ".

2.14.2.4 Contradicting

This happens occasionally when your verbal and non verbal messages conflict. If you're not happy and someone asks about yourself and you just say; " I'm Fine " with this pause between the words. That means your (fine) is incorrect, you're just hiding something behind this pause and find expressions. So we have two contradicted messages; one shows the reality and the other shows the falseness and let your audience decide what to believe.

2.14.2.5 Substituting

This means we have one message and only non-verbal codes, as if someone asks about your health and you show that your nose is red meaning that you have caught cold or you might have flu. Sometimes when people want to show agreement they just gesture their thumbs up or down to show disagreement.

2.14.2.6 Regulating

This is used when nonverbal code monitor and control interactions with others. This happens when someone makes something that you like or don't like but you won't hurt by talking so your nonverbal communication codes can convey the message. It's like when someone interrupts you while talking without finishing your speech and you just look away!

Hand movement, eye contact, arms folding and legs crossing or hands shaking, patting and touch, postures and facial expressions are all important to code the message in parallel with words. Voice is also considered as nonverbal communication with its stress, exclamation, questioning, rise and fall tones and intonation. Lots of people use such non-verbal ways of communication while they communicate verbally.

Creative and aesthetic nonverbal forms of communication also include music, dancing and sculpturing.

2.14.3 Written Communication

Written communication is the development and expression of ideas in writing. It involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through interactive experiences across the curriculum.

It is the medium through which the message of the sender is conveyed with the help of written words. Letters, personal journals, e-mails, reports, articles, and memos are some forms of written communication. Unlike other types of communication, written messages can be edited or rectified before the sender sends them. One form of the written communication can be electronic when messages are conveyed through electronic devices such as laptops and phones when the receiver reads a message on the screen of an electronic device.

2.14.4 Visual Communication

It involves the visual display of information, wherein the message expressed or/and understood with the help of a visual aid such as; topography, photography, signs, symbols, maps, colours, posters, banners and designs. These aids help the viewer to understand the message visually.

Movies, plays, TV shows and video clips are all electronic forms of visual communication. Mobiles and computers are written and visual communications as they are visual aids used to display the written messages. Icons and emoticons (emotion icons used in chat boxes; facebook, twitter, whatsapp or messengers) are also forms of visual communication. When a sender uses one of them in a phone or computer that means they convey a meaning.

The World Wide Web is the greatest visual communication ever happens due to the availability of a mass combination of text, design, links, images, and colour. All of these visual features have a message to be conveyed when used. These all affect the lives of all citizens of 21st century global cultures (Williams & Newton, 2007).

2.15 Speaking

Speaking is considered to be the most important active skill (Widdowson, 1994) for a foreign language learning (Khamkhien, 2010). It is producing utterances for communicating messages (Rodrigues, 2000:32). It starts from infancy to be developed during childhood to maturity (Levelt, 1989: 2). Abdel Salam (2002) defined speaking as a collection of micro-skills which include syntax, grammar, morphology, pragmatics or social language, semantics and phonology.

Speaking is an interactive process because it requires the involvement of another person unlike listening, reading or writing (Noll, 2006: 70). Speaking skill isn't only producing the utterances, but it is the complete process of constructing meanings,

producing utterances and receiving and processing information (Brown, 1994) with confidence (Bygate, 1987).

The meaning formation depends on the context, purpose, subject matter of the speech and the speaker's personality (Jaffe, 2011:202) and the physical environment of the situation. It also includes the participants, their relationship, their cultural backgrounds, and their experience in the topic. We need speaking for many reasons;

Educators, governments, ministries of education and employers need people who can speak English well. Companies and organizations want staff who can speak English for international marketing. Good English speaking students have a great chance of further education, of finding employment and gaining promotion. It also helps students to access up-to-date information in different fields of sciences (Baker & Westrup, 2003: 5)

In speaking, learners try out new vocabulary and develop working knowledge of language form and structure once visually prompt and culturally familiar information are provided. In oral learning, facing clues like intonation and gesture enhances understanding (Dawes, 2008: 44).

To know a certain amount of grammar and vocabulary doesn't help learners of a foreign language to master it, they also need to employ the forms and the new vocabulary items into real-life situations. The teacher's role has been shifted from building repertoire to teach and test items to building students' skills in using these items (Jensen, Sandrock & Franklin: 2007:32).

Oral skills should be taught before writing skills. Time for oral rehearsal of the sentence is of key importance (Hiatt & Rooke, 2002: 31) as well.

The national and international research suggests that student voice is of great significance when it involves the active participation for decision making, the opportunity for learning exploration and construction, learning personalization, leadership distribution and authentic real-life situations (Department of Education and Early Childhood Development,2009).

In speaking tests, it's necessary to get students to actually say something to recognize that there is a difference between knowledge about a language and the skill to use it (Bygate, 2003). By this, learners of the language treat what they learnt and processed sounds and words to compose oral outcomes for specific purposes suiting the context in which it occurs. Such a process includes the participants or the speaking partners, the experience, the physical environment and the purposes for speaking (Baker & Westrup, 2003).

Speaking is integrated with listening skill. Speakers should have their audience and receive feedback for understanding the meanings of the messages sent by the speakers (Jones,1996). Listening is a deliberate process by which a sound is given a meaning (Ferrington, 2003).

The process was explained by Barclay (2011) who cited in her book that hearing is a physiological process in which sound waves are collected through the hearing machine to be transmitted to the brain for analysis and comprehension. Comprehension is to understand the native speech at normal speed in their world-like situations (Chastain, 1971:136).

2.16 Importance of speaking skill:

Speakers can't produce effective and appropriate outcomes until they have been exposed to some specific linguistic competences such as grammar, pronunciation and vocabulary, as well as the sociolinguistic competence such as register of the expressions and the contextualizing of the language. Teachers were used to focusing on teaching grammar and vocabulary in isolation which made it difficult if not impossible for teachers and assessors to assess language use ability (Mckay, 2006: 48).

Speech is not always unpredictable as language functions or patterns that tend to recur in certain discourse situations; inviting, requesting, offering, greeting, and introducing selves.

Speaking has a meaning when it enables children and young people to explore their own selves and clarify their identity. They can manage to understand and respect their own selves (Ranson, 2000). When speaking happens, learners express their views, feel confident to speak up when issues of high interest occur. They also develop a range of skills, strategies and behaviours which assist them to manage the challengeable situations. Fielding and Ruddock (2002) explained that speaking opportunities facilitate a stronger sense of membership, respect and self-worth, learning management, agency and personalizing learning.

Celce-Murcia's (2001) stated that authenticity is very important when students ought to speak. The topics should be of great interests to the learners with focus on meanings, values, collaboration, social development and provision of a rich context.

The researcher sums up the importance of speaking as follows:

- a) Speaking is the communication tool to transform ideas (Conrad & Dunek, 2012: 74), express feelings (Bar-On, 2004: 246), explain about discoveries, research results and discussions and responding to others.
- b) Mastering speaking skills makes the speaker a well-rounded communicator who is a proficient in the four language skills. Such skillfulness provides the speaker with several distinct advantages which let them enjoy sharing idea with others and managing to understand and respect their own selves (Ranson, 2000)
- c) Mastering speaking skills helps the speaker to gain the attention of the audience and hold it till the completion of his/her message.
- d) Speaking skills are important to achieve the career success. Speaking enhances one's personal life by giving opportunities for travel, promotion, scholarships, or to attend conferences, international meetings, represent organizations in international events.

- e) Speaking to the public gives speakers the power to influence people and shape their decisions (Griffin, 2008: 19).
- f) Speaking is a cross-cultural communication system whose function is to regulate consensus with respect to the recognition of cross-cultural identities and the coordination of a nation's political, economic, and social functions with other nations (Cushman & Cahn, 1985: 13).
- g) Speakers of a foreign language develop a range of skills, strategies and behaviours which assist them to manage the challengeable situations.
- h) Speaking opportunities facilitate a stronger sense of membership, respect and self-worth, learning management, agency and personalizing learning (Fielding and Ruddock, 2004).

2.17 Speaking process

Children must feel confident and secure, willing to express their ideas freely. However, those who have limited knowledge feel hesitant (Locke, & Locke, 2013: 22). Offering a dynamic interactive learning environment provides sharing and listening opportunities to the learners. It is also a good opportunity for students from different backgrounds to participate and exchange experiences and cultural aspects.

- Classrooms should be equipped with all facilities for learners of a second language while students collaborate and communicate ideas and information. Students should work in pairs, small groups, or large groups to enhance the purposes of speaking tasks.
- Timing is crucial for practicing speaking activities, thinking of the situations, and the uses of the language functions in the real wide world.
- Teacher's roles are important as he is the one who is responsible for:
 - Giving students the opportunities to collect information, and interpret the information they collect.
 - Building the new knowledge upon students' prior knowledge by reconstructing and reshaping prior understanding.
 - Finding different styles of questions to elicit answers and read pictures and enhance students' responses.
 - Encouraging purposeful talk and tentative "thinking aloud".
 - Focusing his reaction on the intention of students' responses rather than grammar and dialect.
 - Constructing and developing a variety of assessment types to guarantee involvement of students in different speaking activities.
 - Encouraging peer assessment that focuses on strengths and areas for improvement.

- Valuing questions as much as answers.
- Sharing enthusiasm for telling stories to students and by providing opportunities for students to tell stories.
- Making informal talks and sharing facts and opinions as a regular part of the program.
- Encouraging students to challenge their own and others' assumptions, prejudices, and information presented as facts.
- Promoting students' abilities to develop and participate during discussions and debates.
- Developing students' respect to others' feelings, opinions, ethics, cultural diversity.
- Setting personal goals for communicating appropriately and effectively, and for understanding the needs of listeners and participants.
- Respect cultural traditions.
- Encouraging and appreciating efforts and improvement as well as competence.
- Assessing both processes and products.

2.18 The speaker

The speaker is a person, a locutionary agent, who engages in a linguistic activity with an intention to communicate (Maynard, 2007: 18). Each participant takes turns at being speaker and hearer. Sometimes more than one person speaks at the same time, but generally the changes from speaker to hearer and back again are managed with a great degree of finesse (Jackson & Stockwell, 2011: 87).

Speaking requires that learners know how to produce the linguistic competence e.g. grammar, pronunciation, or vocabulary. They also need to understand the sociolinguistic competence, which includes the answers to many questions e.g. when, how, what, who, why to produce a piece of language.

Therefore a good speaker is the person who is able to master the success of exchange (Van Duzer, 1997). Speakers of a language must be able to anticipate the linguistic elements and then to produce these linguistic elements in their specific contextualized situations.

A good speaker according to Burns & Joyce (1997) must be able to manage some discrete elements such as:

1. Turn Taking
2. Rephrasing
3. Providing feedback/redirecting:

A learner of English as a foreign language considers himself/herself as a successful learner if he/she can communicate fluently and effectively in English (Nazara, 2011). At present, the ability to speak English fluently has become a must, especially for English Language as a foreign language students.

Characteristics of a dynamic, effective, confident speaker

Unrban (2007) mentioned the characteristics of a dynamic, effective, confident speaker in his book (p. 5-6) as below:

1. The confident speaker listens to himself critically. He can instantly recognize his mistakes and how to correct them immediately and goes on.
2. An effective speaker has the ability to control the strength and clarity of his voice in a proper breathing.
3. An effective speaker avoids making vocal mistakes; to speak in a normal speed, not very quickly nor very loudly, not to whine nor to use nasals, not to hesitate nor to fade out at the end of the sentences. Such vocal mistakes are considered as barriers to the listener's understanding the message.
4. An effective speaker speaks clearly; to enunciate the words completely, opening his mouth enough to articulate every syllable of every word. Clearly, he completes his words flow and separate his thoughts.
5. An effective speaker uses dynamics; not to drone on and on a monotone voice, varying the pitch, volume, pace and speed of speech. He also adds different pauses in different places to allow thoughts and concepts be shaped, and understandable to the audience.
6. An effective speaker has a powerful vocabulary; not over people's heads, nor force phony. He has the ability to incorporate words into his speech that denote intelligence and an active mind. He avoids using clichés and overused words.
7. An effective speaker controls his body language. He knows exactly which posture to create, maximize the voice tonal quality, be careful to make eye contact with the audience, smiles, shows warmth and sincerity and doesn't use the hands too much.
8. An effective speaker points, relates to his audience, keeps the presentation clear and interesting and involves his audience.
9. An effective speaker can put it all together; understands the features of an effective and dynamic speech, works to include all elements together regardless of the situation.
10. An effective speaker always looks to improve; gives his performance a proper scoring, doesn't feel completely satisfied with his performance, realizes that promotion and improvement can happen but never will achieve perfection.

Three things are happening when we speak; We're delivering a verbal message, we're delivering a vocal message and we're delivering a non-verbal message.

2.19 Practicing English Speaking skill:

2.19.1 Inside the Classroom

Palestinian learners of English as a foreign language can speak and of course read, listen and write English at schools. Before 1998, two curricula were taught. In the Gaza strip area, the Egyptian books were used and in the West Bank area, the Jordanian books were used. Teaching English used to start at grade 7 (mainly age 13).

After the 1994 Oslo Declaration had been signed, new books and curricula were designed for the use of the Palestinian students in both Gaza and the West Bank. It was entitled as (*English for Palestine*) and it was designed to start teaching English from grade 1 (mainly age 6) to grade 12 (mainly 18 years old).

With this new plan, grades 1, 2, and 3 have 3 lessons a week while from grades 4-12 have 5 lessons a week. Students are being taught the four skills, besides grammar and vocabulary.

Teaching English at schools is important due to the fact that most of the scientific related topics are taught in English in addition to the fact that teaching these topics also is in English.

To be able to communicate using modern technology, students must be aware of many English language competences as well as lots of future jobs require using English either to communicate or to e-mail or make a contract, such as, bank officer, exporters and importers, businessmen and diplomats.

In order to achieve these goals, teachers make a lot of efforts, use different techniques and strategies and employ modern technologies. To make teaching English an essential factor in the development of a country, people have to communicate with other cultures and civilizations. Is using or speaking English inside classroom enough to support students with much confidence? Or do they need more discourse training in the wider community and real-life situations?

In Farmer & Sweeny's (1997) study, they cited Lai's (1993), and Pierson's (1993) studies which answered the previously mentioned question. Lai's research proved that one of the major reasons for the English language learners' widespread lack of confidence in using English is that the opportunities for real communication are extremely limited.

On the other hand, Farmer & Sweeny (1997) mentioned another research in Hong Kong in which the students were noticed passively-interacted with their teachers, limiting their language with the Yes/No answers. So teachers effortlessly mix native and target languages use in their English classes.

At our Palestinian schools, students feel worried about their speaking, they feel shy, embarrassed and unconfident to start applying the new language including structures

and vocabulary. It is therefore the teacher's role to overcome fluency and accuracy barriers by encouraging students and motivating them even when they are hesitant or worried.

2.19.2 Outside the Classroom

Students of non-native English language have less opportunities to use English (Sweeney & Farmer, 1994). In Palestine, mainly Gaza, students have less opportunities than their peers in the West Bank or Jerusalem due to the occupation and siege eras, as well as the lack of tourism and trade movement. There are no air or sea ports to meet people from different countries.

Normally, people can communicate with native speakers of languages at historical sites, traditional markets, clinics, hospitals, information centres, on the streets and everywhere. But, Palestinian people use alternative ways to speak English, they prefer to use the social media, video conferences, text chats, vibers, tangos, whatsapp and chat rooms to communicate with foreigners in general.

They always like to be aware of others' cultures, traditions, clothes, food, festivals, customs, marriage ceremonies and careers. They like to exchange how they live and to discuss their problems and the ways of solving these problems.

The British Council and the Amideast organization are the international biggest organizations working in Gaza. They arrange courses, events, tours for students. and they offer chances for teachers to attend international conferences in order to enhance teaching English as a foreign language.

2.20 Barriers of speaking English with high professionalism:

2.20.1 Cultural differences:

Social roles and rule for speaking differ from one culture to another. These roles and rules have strong effect on speakers' interest, ability, level of professionalism to learn, speak or discuss with others. It is very common that our social status, sex, age and level of education affect the language we use when we speak. These also specify words and the degree of formality.

The barriers will appear when students transfer their cultural rules from their mother-tongue language into the target language or they are worried to transfer when speaking so they feel unwilling to speak. To overcome this barrier, teachers of the target language should be aware of all the cultural difference, they have to accept their native differences or teach them the target culture differences.

2.20.2 Personal differences:

Teachers categorize learners into different types. Some like to learn new things and easily use these new items in their lives. Others are hard-learners and hardly

remember what they learnt. Learning is a good chance to the first type who prefers trying new experiences and they break all fear barriers easily but the second type needs more challenging time to overcome the problems.

To overcome or at least reduce the amount of unwillingness to speak, teachers diagnose their learners and categorize them into different levels and then treat them all the appropriate way which helps them all either improve or develop self-confidence. To reach this level of efficiency, teachers encourage learners to think of their feelings while learning, think of the learning process itself, connect their learning with the profits they will gain in the present and the future and support them with information about different excellencies they benefit when mastering English language speaking skill.

2.20.3 Dealing with lack of confidence

Unwillingness to speak is a normal result of lack of confidence and embarrassment of uncertainty. To be introduced to people and face new situations make the situation even harder for learners of a foreign language.

Teachers help students by preparing as many as possible life-like situations to be presented and practiced inside the classroom. New and expected situations build their self-confidence and how to employ new learnt language within contexts. It's also a good experience to correct their mistakes.

To help students overcome their lack of confidence, teachers should offer students a supportive learning environment. In addition, students ought to feel free to ask questions, to comment, to add, or even to make jokes whenever they feel like behaving this way and to feel secure of making mistakes.

Teachers are supposed to keep praising their students, reducing risks of making mistakes, raising students' motivation, granting students enough time to practice before presenting, varying the way of practicing; in pairs, in groups, as a whole class.

2.20.4 Dealing with a big challenge

Many learners find it difficult to remember much and to understand more. It seems that learning to speak a language is a big challenge to many people to reach the stage when oral communication becomes easier and more relaxed.

To help learners reach this important point, teachers have to teach a little new language at a specific time with much practice to employ them appropriately, explaining new language before lessons start, encourage students to ask questions, avoid asking embarrassing questions; " Do you understand? ", keep revising till making sure that learners use the new language effectively, and vary their own teaching strategies and methodologies.

2.20.5 Limit of speaking time

Most schools and students focus on examination papers and scores. Most of these examination papers are written, even speaking tasks or exercises are answered in the written form. Some teachers and their students may feel that speaking skills are to be ignored because written skills are more important to be mastered specially to pass the exams.

It is also easier for teachers to correct mistakes of a written work than notice or observe in speaking. Teachers as well can notice their students' learning progress while they correct their written work.

They deal with speaking as an isolated skill while it can be a good practice for implementing new vocabulary and grammar. Being good speakers will also help students be good writers of English. As it all a complete process, one is built upon mastering of the previous one.

2.20.6 Preparation for speaking

Some students don't respond to teachers' questions. That can be because they know little about what to say in such situations or which words they should use for these situations or which grammatical rules are necessary in these situations or they may have to respond more quickly. However, when they write, they have enough time to think what to write, how to write it and even they may have enough time to edit their written works.

Easily this can be answered by teaching and giving students enough time to practice the words and the grammar they will need for the speaking activity. If students are prepared before the speaking activity takes place, they will find it easy and fun to speak.

Teachers also need to allow silence moments to let students think about what they heard and prepare themselves for what they will say soon. This helps students not to be nervous, hesitant, or rephrasing . If they have enough time (space) nonsense will not appear between meaningful sentences. Hesitation sounds like "mmmm" and "errrr", fillers, give speakers a little more chance to think before producing words.

2.20.7 Interest of the topic

Students find it hard to have a conversation, chat, discussion, debate or any other figure of speaking activity on a topic that they know little about. If primary students have to talk about the bank or airport checking, they may feel like they can't do it successfully. They will prefer to talk about their own families or pets instead.

Speaking topics familiarity supports English language learners' confidence to start or be involved in a conversation. Familiarity of young learners is available in their everyday life activities; school, sports, pets, food, family and their TV heroes. Young

students learn with much fun when they feel interested in the topics being discussed. Learning with fun leads to learn more effectively and motivationally.

2.21 Speech forming process skills:

Bygate (2003) summarized the oral skills that come within the process of speaking skill. The skills are either main ones; planning, selection, and production or subordinate ones, those which support and facilitate the main skills work, these are; message planning, management, negotiation of meaning, facilitation of negotiating the meaning and accuracy.

Bygate (1987) explained the difference between speaking as a skill and speaking as knowledge. He assured that when we test learners' speaking, it is necessary to get them to real speaking situations. To assist learners be able to speak, they ought to have enough knowledge of grammar and vocabulary. So it is obvious to us that there is a recognized difference between knowledge about a language and skill in using it.

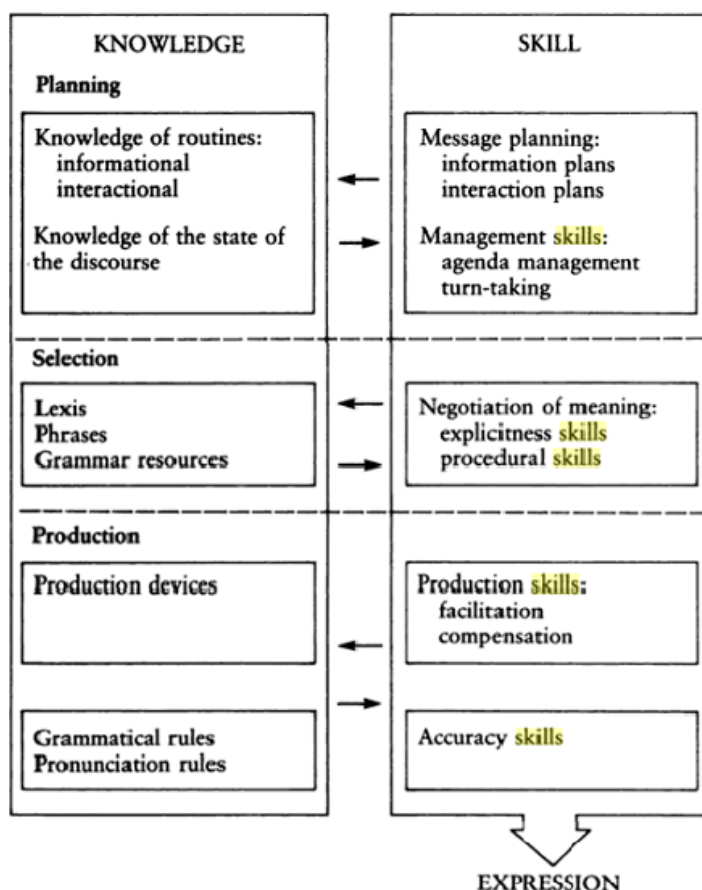


Figure (2.2): A summary of oral skills (Bygate, 2003)

This distinction is very important when we teach English as a foreign language. It also leads us to study both knowledge and the skill with more focus.

Speaking is using background and linguistic knowledge to create an oral message that will be meaningful for the audience (Chastain 1988: cited in Arnold, 2003:1). In speaking, thoughts and feelings are put together into words ready for production. This process happens unconsciously with some slips, false starts, repetitions, and self-correction strategies. Learners of English as a foreign language ought to know the planning, selection, and production of the oral skills. They need to know;

2.21.1. Planning:

- **Language:** It is to specify which language to be used to encode the message (Ellis,2005:172), to decide what information, interaction and discourse state ought to be used. A good speaker has to know how to plan the production of utterances; they need to collect information about the topic, lexis, and structure (Taylor, 2011: 143-153) before the speaking activity takes place.
- **Degree of formality:** It's also important that the speaker should be aware of the score of formality (Ross & Hunt, 2006:214) , nature of audience (Mcdowell, 1998: 41), the conversation circumstances (Quaglio, 2009:6), and body language (Abell & Napoleon, 2008: 43-45) limitations help the speaker greatly select the appropriate styles of conveying the message with less risk of misunderstandings.
- **Conversation criteria:** The speakers' knowledge of the conversation time, place (Gunderson, 1975: 259), interaction nature; face-to-face or technologically mediated (Newton, 2000: 173), the conversation feelings, moods, values, experiences, (Select Knowledge Limited, 1998) and the degree of the speakers' interest help them plan what exactly to say or avoid saying. Consequently, messages or feelings of the speaking activity are translated into words in an appropriate style of interaction (Robinson,1994:18-20).
- **Information:** Speakers need to master the skill of planning for information and interaction. Greene & Burlison (2003: 227) drew the attention towards some speaking knowledge planning skills to master working on vocabulary and familiarity with complex syntax extensively. This skill gives the speakers an opportunity to widen their audience by matching the information with their interpretations of the intentions, goals, emotions when forming messages.
- **Vocabulary:** It isn't enough to collect and parrot thousands of vocabulary, but it is also important to master the skill of how, when, where to employ this vocabulary.
- **Nonverbal communication:** Speakers should master both verbal and non verbal communication skills via channels to realize the goals, plans, the dynamics and changes of the social circumstances (Greene & Burlison, 2003).
- **Interaction:** Contexts shall be analyzed of their formality degree or according to the audience. Gathering information about the audience is essential to generate the appropriate knowledge, presentations and interaction styles. Interaction with others

requires decision making, collaboration, information sharing, information gathering, and conversing socially-intended purposes of social interaction (Schell, Gillen, Scaffa and Cohn, 2013: 884). People study their own level of social appropriateness, then they develop their efficient plan to define the limits of contexts, rules and considerations to convey their messages (Berger, 1997: 22).

Skills:

- Speakers should be well-prepared and organized in information and interaction perspectives. Agenda management can be a good strategy to arrange both the information and interaction perspectives.
- Speakers should employ turn-taking skill as it is important when planning for the knowledge in the speaking process in both face-to-face or via medium conversations (Granstrom & Karlsson, 2002: 174). Turn-taking takes place when speakers exchange taking over the conversation from one to the other at an appropriate point (Flowerdew, 2012: 119). Speakers who master turn-taking skill are able to stop talking and another speaker starts (Flowerdew & Miller,2005 :57).
- Turn-taking is based on the modeling of interactions between listeners and speakers in terms of rules agreed upon by speakers before speaking takes place. The rules include the emphasis on the actual stream of speech. In 1970, Sacks, Schegloff and Jefferson developed a turn-taking model and established rules of how it takes place (Mayers, 2008: 5).

This is why it is characterized as a ' locally managed ' system. It can explain why only one speaker speaks at a time, how next speakers are selected, where and how overlaps (points where two or more speakers talk simultaneously) are placed, and how periods of silence occur within the talk of one speaker (a pause) or between the talk of two or more speakers (a gap) (Boxer and Cohen, 2004: 54)

2.21.2. Selection

Language is processed mentally. Memories, long and short, help to provide a means of understanding this process. Long-term memory is repository of all kinds of knowledge, including syntactic and morphological rules, semantic information and lexis. On the other hand, the short-term memory is used for speech performance (Wood, D., 2010:61).

In less than a second, the speaker recalls all the language knowledge they experienced before to be able to talk about different topics. That means to process the knowledge base we're trying to share with others. Focusing on the limits of a person's knowledge leads to failure to speaking well (Kelly & Kelly, 2003:13-16). The knowledge we have may be vague and sketchy or on the other hand may be vast and deep.

Selectively, knowledge and information are processed (Dierkes, et.al. 2003: 504) to filtering, organizing, and later uttering operations in the mind. The selection of lexis, phrases and grammar resources happens in harmony with all the conversation circumstances to convey a meaningful message and get a positive feedback.

- **Selection of lexis:** Lexical items need to be selected to express concepts, and syntactic, morphological, and phonological rules applied to construct utterances (Wood, D. 2010: 61). Lexis knowledge selection includes words and phrases of great importance to mastering not only speaking, but also the other language main skills. Vocabulary and knowledge of the words are closely tied together. Without grammar very little knowledge can be conveyed but without words, nothing can be conveyed (Edgar, 2010:1).
- **Selection of phrases:** Phrases are of great importance when speakers set a speaking activity. phrases are used for better understanding, making meanings clear and avoiding problems. In addition, selecting the best phrases depends on the cultural background of each speaker; what is acceptable in one culture may be not acceptable in the other.
- **Selection of grammar:** As well as, the selection of grammar resources is of great importance for appropriate functions, exponents and expressions (Bygate, 2003). Grammatical rules change meanings from past to present or from active to passive.

Grammar is the system that governs the formation of sentences (Tauber & Podolsky, 2000: 346). The rules that govern the grammar of a language can be either prescriptive or descriptive (Valli, 2000: 223). Denham & Lobeck (2011: 10) defined the prescriptive grammar as a set of rules that prescribes or defines how we are supposed to speak and appear in grammar books and style guides. These rules have social values due to different authorities. Whereas Murray & Christison (2010:106) defined the descriptive rules as those rules which are based on how language is actually used and the rules which govern the use.

Skills

Speakers ought to be able to negotiate the meaning they are about to convey by their utterances. This happens within two sub-skills of negotiation; explicitness and procedural skills.

Oral explicitness skill means to produce speeches clearly and unambiguously. Utterances ought to be clear in meanings, contexts and formation. While the oral procedural skill means to order utterances in a well-planned sequence to make it clear for the listeners.

2.21.3 Production:

Language production is highly connected to social behavior and controlled by the context of the language. Pickering and Garrod (2004) claimed that the fundamental

mechanism of a dialogue takes place in an automatic process known as interactive alignment. In this model, a successful dialogue is achieved by the interlocutors' representations. This model also focuses on the primary mechanisms of the linguistic representation levels and the production promotion from one level to the other in a continuous and linked process through alignment channels.

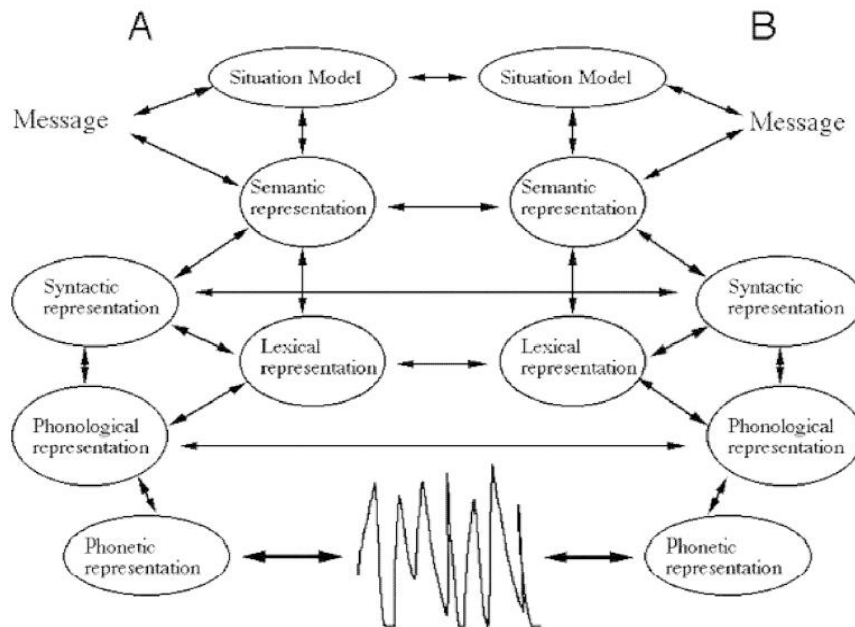


Figure (2.3) Pickering and Garrod interactive alignment.

The linguistic information transformed via these channels, which are external factors, is encoded in sound (Aslam, 1990: 11-14). Both Interlocutors activation leads to the other's representation (Robinson, 2011: 50). In other words, the listener obtains a specific response to the speaker's message, and the speaker produces the appropriate sounds that allow the listener to do this (O'Ferrel & Fals-Steward, 2013:308). According to Pickering and Garrod (2004), the listener draws inferences on the basis of his previous knowledge about the speaker, and the speaker has to infer what the listener has inferred. Both interlocutors aim to come to a mutual understanding of their meanings, intentions, feelings and values (Ingram, 2010:93).

The interactive alignment model assumes that the processor draws upon the same representations (Pickering and Garrod, 2004). This means that a representation that has just been constructed for the purposes of comprehension can then be used for production (or vice versa) (Shtyrov, 2013 :91). Depending on this, utterances (including syntax, semantics, and phonology) are served by speakers' production to be heard or read (Steinhart, 2001: 6).

To produce clear and appropriate utterance, speakers need to have the powerful knowledge of production devices including sounds, words, sentences, functions, exponents, cohesion and coherence, connectors, grammatical rules and pronunciation rules and discourse background.

Skills:

Speakers ought to be able to produce the knowledge they already know, facilitate this knowledge and compensate it. Mastering the knowledge and being able to produce this knowledge appropriately leads to the accuracy of speaking.

2.22 Aspects of speaking:

To enable learners of English as a foreign language express themselves in real-life situations, there are three aspects of speaking to be highlighted and clarified to learners by their instructors, these are:

2.22.1 Speaking is face to face:

Most speaking situations take place as face-to-face conversations to allow speakers get feedback and make sure of receipt of the message. Speaking occurs, most of the time, in situations where participants or interlocutors are present to facilitate communication (Widdowson,1998).

Speakers can speak using the social media or using a media to facilitate distance speaking such as telephones (some telephones can send and receive pictures), video conferences and mobile software.

2.22.2 Speaking is interactive:

Conversation ought to continue smoothly between participants who offer and allow balanced contributions for their peers to take turn and to fill-in the gaps (Cornbleet& Carter, 2001). In turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures (in some cultures, it is normal to interrupt the speaker and comment but in other cultures, it isn't), thus causing possible communication difficulties in conversation between people of different cultures and languages (McDonough & Mackey, 2000).

2.22.3 Speaking happens in real time:

During conversations, responses are immediate and spontaneous. The speakers' produced language reflects what they think at this time. Time limitations or pauses are the only preparation chance for the speaker to plan, organize and control the language. Speakers might change their speech in their midway of speech or they might forget things they intended to say; or what they have already said, and so they repeat themselves (Miller, 2001).

This implies that the speech production in real time imposes pressures, but also allows freedom of compensating for these difficulties by using the formulaic expressions, hesitation devices, self correction, rephrasing and repetition which can help speakers become more fluent and cope with real time demands (Hughes, 2002)

Actually, exposure to real-life situations facilitates the oral production of a foreign language learners. In other words, the nature of the social context affects the choice of the language form for a given language function or purpose. The social context consists of the social setting, the speakers, and the social and power relation among them (if the speakers are close friends for example, their language will be different if they are a customer and an assistant) (Uso-Juan & Martinez-Flor, 2006: 143). Language forms include choice of words, grammar, and pronunciation (Reppen, Fitzmaurice, & Biber, 2002). Language functions are the communicative intentions or purposes of speakers' utterances (Kissine, 2013: 57).

This exposure helps learners compensate their encountered problems. It also helps them sound normal in their use of the foreign language. In addition, it helps to reduce the amount of errors. However, Davis and Pearse (2000) stated that errors are integral part of language learning and not evidence of learning/teaching failure.

Correcting speaking errors is a highly debatable issue due to the nature of spoken discourse, spontaneity and transience. This debate includes assessing speaking (Luoma 2004). Teachers put in consideration learners' level, the speaking component they are teaching, how to correct, when to correct and why to correct. All these questions must be an issue of discussion before a teacher decides correcting.

Therefore, it is a must for teachers to be aware of their learners' level and prior knowledge of the language to avoid learners' discouragement. It is also important for teachers to highlight that making errors never means foolishness or weakness of ability to learn a foreign language. On the other hand, it is important to instruct learners not to laugh when others' make mistakes.

Correction of speaking errors should be varied depending on the purpose of the speaking activity to direct teaching speaking and give feedback for learners about their performance (Wajnryb, 1992). Instructors ought to categorize mistakes depending on the answers of purpose of correction, what exactly to correct, when to correct and who is going to correct questions.

Shafaei (2010) summarized the different ways of correcting speaking mistakes as follows:

- **Teacher-correction:**

Teachers diagnose their students' problems and the solution of these problems, they can define and put things simply so students can understand quickly and easily and they can find the best correcting technique and employ it when necessary. In addition, students trust what their teachers say.

- **Student-to-student correction:**

In this way, correcting responsibility may be given to other students. This way helps all the class get involved, and keep them alert, and learn to be independent. It also

decreases the teacher's-talking-time, and reveals the cooperation atmosphere among the students.

- **Self-correction:**

The teacher gives a chance to the students to correct themselves as they can remember the problem and the solution. It helps them feel more confident having recognized their own mistakes and being able to correct these mistakes (pp. 277-278).

2.23 Teaching English speaking skill:

Many language learners consider speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- **Mechanics (pronunciation, grammar, and vocabulary):** Using the right words in the right order with the correct pronunciation
- **Functions (transaction and interaction):** Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- **Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants):** Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communicative situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

Speaking as a process that has many features; it is open-ended, evolving and unpredictable (Burns & Joyce, 1997). The discourse controls the outcomes and the degree of formality of this process. That means that what might be acceptable in one context may be considered as impolite in another. The context or discourse is known as the language functions which vary according to the message.

The perception of learners of a second/foreign language can change from moment to moment to match the messages and reflect the shared and received information (Gruyter, 1989). However, before sharing information, it is revised for better understanding and professional development (Goudvis & Harvey, 2007).

Students active engagement in the speaking process changes their perceptions from time to time (Fielding, 2001). Their progress reflects upon information shared with others or received from others as they employ the new knowledge and understanding effectively (Berry, 2008). Besides, they develop their schemas about language and the world.

The speaking process includes activities that occur prior to, during, and after the real speaking practice (Richards, 2012). For example, before the real speaking activity happens, the speaker should realize the actual content of the message, how it should be presented, and what kind of listener will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. By the end of the speaking activity, speakers may comment, answer questions, explain concepts, assess the process, summarize, give feedback on the speaking topic.

2.23.1 Pre-speaking teaching phase

To guarantee a better procedure and gain better results, instructors must plan for all speaking activities. Instructors should have done simple activities before so the students will be ready and expect the speaking activities topics which would help them interact effectively (Stein,2008:6)

Pre-speaking begins before real speaking takes place. Students' experiences, observations, and interactions inside and outside of the classroom have an impact upon what they say and how they say it. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize their ideas for speaking.

This phase includes activities which expose students to the actual content, circumstances of the content, the way to express (talk/speak) this content to their audience, the perception and feeling of the two speakers. They are also exposed to the correct language forms they will use while practicing the activity. Richards (2008) highlighted the importance of the pre-speaking tasks as:

- They are used to help the students understand the topic and the objectives of the speaking task. This can be achieved by brainstorming, eliciting pictures, miming, talking about a personal experience or introducing the topic.
- They basically depend on the students' prior-knowledge. So the teacher may focus on the target language during this phase.
- They depend on giving students some time for thinking and generating ideas before they start the real act of the task.

- Students have the opportunity to listen to the target language. This prepares them to talk about the topic being revealed.
- Students may face a problem and start thinking of how to solve it.
- Students may read a text or some words that they will be used during the task later.

In this phase, teachers use different strategies; eliciting, enhancing, introducing needed structures and vocabulary, warming up, personalizing the content, miming, employing audio visual mediums, revising, and many other strategies.

The purposes of the preparation phase include:

1. Introducing or teaching new language including grammar rules and vocabulary to be used in the speaking activity.
2. Increasing the chances for retracting, or reorganizing learners' developing linguistic knowledge.
3. Mobilizing, or activating learners' relatively new linguistic knowledge.
4. Recycling, or reactivating learners' specific language items for the task.
5. Easing learners' processing load by allowing them to clarify ideas and content for the task.
6. Pushing learners to interpret tasks in more demanding ways and use language to express more complex meanings (Skehan 1998:137-139)

This phase aims to provide opportunities for students to plan and organize for speaking. There are some purposes for pre-speaking activities, these are:

A: To choose a speaking topic:

Students generate and explore ideas for speaking topics through a variety of pre-speaking activities such as the following:

- Students pick up the topic, organize their learning steps, and perform their task. Female speaking classes prefer to speak about shopping while male speaking classes prefer talking about their football matches.
- Students draw some webs and graphic organizers.
- Students read and search about the topic.
- Students decide what to say and when.
- Students search for more details about the topics they are going to speak about in order to be more persuasive.
- Teachers illustrate the students' learning by broadcasting a video or a piece of music. This helps students to build up their knowledge from class community to the real wider community.
- Teachers model, pantomime, act, draw, change tones, show facial expressions related to the speaking activity.
- Students write some ideas as more comprehensive speaking production.

B: To determine purpose:

Students speak to express ideas, emotions, and opinions, and to share information. They have to answer " What is the purpose for this speaking activity? " question before they speak. If they know exactly the purpose of their speaking activities, they interact effectively.

C: To determine the audience:

Speakers ask about their audience age, sex, language background, English level, interest topics and background. Audiences vary according to the real-world so our language must vary according to the audiences. The expected audiences are:

- Familiar, known audiences (self, friends, peers, family, teachers).
- Extended, known audiences (community, student body).
- Extended, unknown audiences (local media).

D: To determine format:

Speakers consider the way their ideas and information are to be presented most effectively. Depending on the way, they select the best format to convey their messages. Formats of conveying messages via speaking are:

D: 1: Conversation:

It is the largely informal talk between two or more people is the most usual type of spoken discourse (Jackson & Stockwell, 2011: 18). It is a complex activity, even in the first language. Both the speaker and the listener cause and face difficulties. Some may not remember the exact or appropriate words or expressions to say (Lynch & Anderson, 2012).

D: 2: Discussion:

It is the form of extended conversation, where children talk together about what they have learnt, how to find something out, how to plan an activity, or how to solve a problem. It develops children's confidence, social skills and thinking skills; it encourages cooperation and active learning (Locke & Locke, 2013: 17).

According to the Teaching Centre of Washington University in St Louis, 2013 website, discussion is one of the most challenging teaching methods. This comes in harmony with (Brookfield & Preskill, 2012) consideration for discussion as one of the most important ways for human beings to make meanings, to construct a worldview, and to provide a meeting place of various modes of imagining.

Discussions aim to engage everybody in the communication process in which teachers stimulate critical thinking, establish a rapport with their students, demonstrate

the appreciations and contributions with a challenging deep thinking, provide a means of measuring learning and exploring in depth the key concepts of the course through questioning.

D: 3: Role-play:

It is a social or human activity in which participants take on and act out specified roles, often within a predefined social framework or situational blueprint (a scenario) (Spencer-Oatey, 2000: 322). In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel (Harmer, 1984). Ladousse, 1987 listed some special reasons for using role-play activities; these are:

1. Role-play helps students use a range of functions and structures and the areas of vocabulary that have been already introduced, which means students are now ready to speak in any situation after they have been trained to.
2. Students are required to use and develop for social relationships neglected by syllabuses.
3. Students are prepared for specific roles in their lives; work or travel in an international context. Role-play enables them not just to acquire set phrases, but to learn how interaction might take place in different situations.
4. Role-play helps shy students by supporting them with the necessary mask. These students don't like to participate in private conversations about themselves so they will no longer feel that their own personality is implicated.
5. Role-play is also fun as students enjoy letting their imagination rip. Enjoyment automatically leads to better learning.
6. Role-play is one of a whole gamut of communicative techniques which develops fluency in language students, promotes interaction in the classroom, and increases motivation. It encourages peer learning, and responsibility for the learning process (pages 6-7).

D: 4: Simulations:

These are very similar to role-plays but are more elaborate. A simulation is a game that involves a hypothetical set of circumstances similar to those a negotiator is likely to confront in the real world. A good simulation puts a person in a realistic but manageable negotiation situation that guarantees to test newly acquired skills in a short period of time. People can try new ways of doing things with few risks to their professional standing or ego (Susskind, Levy, Thomas-Larmer, 1999: 41).

In simulations, students bring items to the class to create a realistic environment. These simulations entertain students, motivate them and increase their self-confidence.

Simulations are used when the real context is overly complex, dangerous, impractical or costly for the learner to experience. Simulations provide a situation that capitalizes on three areas critical to the learning process. These are; motivating, social and experiential (Saunders & Smalley, 2000: 34).

D: 5: Information Gap:

It is transmitting, communicating and sharing information that happen within organized activities in pairs, small or large groups. Activities include instructions (giving directions), descriptions, comparisons, and narrations (Oxford University Press, 1987: 76). One student will have the information that the other partner does not and the partners will share their information.

Information gap activities can solve a problem, collect information and give a chance to everybody to talk. Directions, describing, and talking about happy families are excellent topics for information gap activities (Barton, 2006: 43-44).

D: 6: Brainstorming

Brainstorming is a technique for producing creative ideas in group idea-generation sessions (Kerr, 2009: 110). Students can produce ideas in a limited time for solving a problem (Karsnitz, O'Brien & Hutchinson, 2012: 90). The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas (Kaufman & Wandberg, 2010: 89). Griffin (2011: 49) stated that brainstorming requires free-association rather than planning and used as a problem-solving strategy in different settings. It is used in individual, in pairs or in groups. Griffin proposed three ways to approach brainstorming;

- **Free-association:**

It can be as unstructured as setting at the desk with a pencil and a sheet of paper, or at the computer with a blank screen. The teacher records all ideas that come to the mind. As soon as the first idea comes to the mind, other ideas will follow in a rapid succession.

- **Clustering:**

It is a visual way to brainstorm. The teacher writes down an idea in the centre of a piece of paper and then draws four or five lines extending from it. At the end of these lines, the teacher writes down the other ideas that relate to the first idea.

- **Categories:**

Most speeches given in public speaking classrooms are about concepts, events, natural phenomena, objects, people, places, plans, and policies, problems and processes. Brainstorming by categories is an excellent way to generate a speech topic, and it provides more structure than free association or clustering. The teacher lists the

categories on the computer screen or the piece of paper. Then he lists the different words under each heading that fits into the indicated categories. Students work in pairs to come up with the lists (pages 49-50).

D: 7: Storytelling

It is relating a tale to one or more listeners through voice and gesture. It is not the same as reading a story aloud or reciting a piece from memory or acting out a drama. The storyteller looks into the eyes of the audience, and together they compose the tale (Geisler, 1997: 2).

Students can summarize a story they heard using their own language. Story telling fosters creative thinking, and helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

Stories give hope, teach wisdom, guidance, life, perspectives and understanding. Stories teach us to move up, and to live in peace. They inspire, warn, elicit, and advise us. Stories are also essential to reveal sins, heal relationships, focus on the goals, give directions, convince, strengthen, protect, persuade, prove, influence, and guide us (James, 2002: 112-121)

Storytelling strategy increases children's awareness of languages and culture. It enhances the use of the prediction sense and encourages social interaction outside classroom. In addition, it helps learners to share the experiences. (Grugeon & Garder, 2013: 115-118).

D: 8: Interviews

It is a strategy in which each pair of students prepares a speaking time during which they ask each other questions about their lives and interests. An interview is a complex social interaction in which a person is trying to learn about another person's experiences or thoughts on a specific topic. It is true that interview is a rule-guided speaking activity, but it also requires a high level of interpersonal skills (Kitchin & Tate, 2013: 215)

Interviews provide teachers with new insights about their students (Raynaud, 2009: 44); they provide their students with the requested instructions. Interviews give students the chance to practice their speaking ability inside and outside the classroom. One of the most important goals of interviews is that language is sharing what is unique and special about someone or something and to express appreciation for special qualities and contributions (Griffin, 2011: 20).

D: 9: Story Completion:

Students sit in a circle to practice free-speaking activities. The teacher starts to tell a story, but after a few sentences he stops narrating. Then, students structure the

story. Completion transmits from point to point at which a possible next speaker may seek to affect transition (Atkinson & Heritage, 1984: 44).

The second student starts narrating from the point where the first student stopped. Students may report a piece of newspaper to their friends. They tell what they find as the most interesting news (Walter, 2010: 114) or simply they can talk about whether they have experienced anything worth telling their friends in their daily lives to their peers in the classroom.

D: 10: Playing Cards

It is the strategy of taking notes and flow in debates (IDEA, 2004: 27). In this game, students should form groups of four. Each suit represents a topic. For instance:

- **Diamonds:** Earning money
- **Hearts:** Love and relationships
- **Spades:** An unforgettable memory
- **Clubs:** Best teacher

Each student in a group chooses a card and writes 4-5 questions about that topic to ask the other people in the group.

However, the teacher states at the very beginning of the activity that students are not allowed to prepare (yes-no) questions, because by saying (yes) or (no) students get little practice in spoken language production.

D: 11: Picture Narrating

It is the activity which aims to narrate a story by retelling or reacting to five-frame story or one picture (Tuttle & Tuttle, 2013: 85). This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

D: 12: Picture Describing

In this activity, students are given one picture and asked to describe what it is in the picture (Bourman, 1997: 67). Students work in groups and each group is given a different picture. Students discuss the picture with their groups, then the group spokesperson describes the picture to the whole class. This activity fosters creativity and imagination of the learners as well as their public speaking skills.

D: 13: Find the Difference

For this activity students can work in pairs and each couple is given two different pictures (Kayi, 2006) for example, a picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

2.23.2 Ongoing speaking teaching phase:

Speaking actively engages students in different types of interactions (Shrum & Glisan, 2009: 257) with peers and other audiences. In this phase, students who have been supported collaboratively are more likely to have confidence to go public with their ideas and information.

In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations, depending upon their purpose for speaking (Eckert and McConnell-Ginet, 2003: 117).

2.23.2.1 Some purposes for speaking:

- To express personal emotions and feelings (Lee, 2002: 18), ideas and thoughts (Taylor, 1992: 37), or express opinions (Pye &Greenall, 1996: 11).
- To tell a story (Schank, 1995: 51).
- To entertain or amuse the audience (Wood, 2010: 274)
- To describe people, event, places objects, or jobs (Jaffe, 2009: 291).
- To inform, explain, persuade and demonstrate (Palmer, 2011: 13).
- To request or offer help (Turk, 1985: 212).
- To inquire for information or question (Barrass, 2006: 28).
- To clarify our meanings and messages (Verderber, Verderber and Sellnow, 2007: 189).
- To explore and experiment with a variety of ideas and formats
- To converse and discuss (Timmerman & Schiappa, 2010: 18).

2.23.2.2 Some scaffolds to support speaking:

Teachers can scaffold learners as they prepare to meet the demands of the speaking task. Goh & Burns (2012: 157) cited from Maybin, Mercer, and Steirer

(1992:188) that scaffolding concept means to help learners accomplish a task, to manage the task their own and to bring learners to closer distance of competence to complete the task.

Designing the proper scaffolds supports greatly the student learning. There are many techniques which teachers can use to scaffold instruction, but the most important issue is that scaffolds must be removed gradually as the instruction process is developing (Bowers & Keisler, 2011: 109).

2.23.2.2.1 Modeling:

It is the most important way that children learn. Children carefully watch and notice. They learn from each other, from their teachers and from the society (Sanabria, 2012: 45). Using expert and successful users of English with a focus on the modeling of successful language provides better language learning environment (Berns, 2010:220).

2.23.2.2.2 Supporting the visual modality:

Modeling helps students to be good listeners, to take turns, to reach a consensus about the details and meaning of a passage and to give constructive feedback to one another (Snowman, McCown & Biehler, 2009: 313).

We all know that learners differ in the style of learning they prefer to learn using, they are either visual, auditory, tactile, or kinesthetic as follows:

- **Visual modalities:(learning through seeing):** Using realia, semantic maps, and videos to bring the content to life.
- **Auditory: (Learning through the ears):** Having students learn information using a chant or through music.
- **Tactile: (Learning through the hands):** Touching realia or using manipulatives to present information.
- **Kinesthetic: (Learning by moving):** Engaging students in movement to represent different ideas.

If we need to scaffold speaking, then we need to support the visual modality. A visual demonstration at the start of a new lesson (e.g., graphic organizers, pictures, realia, maps, video) strengthens English language learners' understanding of the concepts being taught (Bowers & Keisler, 2011: 116).

2.23.3 Post-speaking teaching phase:

It is important to have students reflect upon their performance (Hanson, 2008: 297). Their reflection, whether it is oral or written, should include the teacher, who can assess their progress and help them set their goals for improvement (Tuttle & Tuttle,

2012: 18). This type of reflective assessment and goal setting encourages critical thinking.

2.23.3.1: Purposes of post-speaking:

2.23.3.1.1 To reflect upon performance:

Students who have opportunities to reflect upon their speaking experiences, with the availability of well-designed criteria, grow in their abilities to speak effectively and the opportunity of improvement is very strong.

2.23.3.1.2 To set goals for improvement:

When students reflect upon their performance, they begin to recognize what they have done well and what they have not. Being able to assess their performance, students can design new strategies for improvement.

2.23.3.2 post-speaking scaffolds include:

- Developing or discussing various speaking activity assessment criteria:
- Providing opportunities for students to talk, write, or present in various ways their personal speaking strengths and needs (e.g., learning logs, teacher/peer conferences).

2.24 Speaking sub-skills:

2.24.1 Fluency

Thornbury (2005) defined fluency as the ability to converse or to express a sequence of ideas fluently, but what is fluently or fluency? Fluency can be defined as the features of a second language oral performance that serve as reliable indicators of how efficiently the speaker is able to mobilize and temporally integrate, in a nearly simultaneous way, the underlying processes of planning and assembling an utterance in order to perform a communicatively acceptable speech act. It is the ability to describe and report actions or situations in precise words (Segalowitz, 2010: 47).

According to Wikipedia 2013, Harrell (2007) defined fluency as a speech language pathology term which means the smoothness or flow with which sounds, syllable, words and phrases are joined together when speaking quickly.

People can be said as fluent speakers if their speaking includes the pauses management by, fit timing, correctness fill, meaningful transition points and words between pauses. Foster and Skehan in Nunan (2004) proposed a model in assessing speaking fluency by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

In the past, English as a foreign language instruction focused on the about-language teaching which means teaching vocabulary and structures separately without connecting them to real-life situations or the life discourse. Nowadays, teachers have extra focus on learners' language production either in written or oral forms rather than language itself.

Due to the international position of English as the language of sciences, medicine, technology, business and media, it is highly considered as a successful process for learners to speak English fluently and effectively. (Graves, 2008; Nazara, 2011). A speaker has a mere desire to feel confident when talking to others using English (Derwing, Rossiter, Munro and Thomson (2004). However, Koponen and Riggenbach (2000) asserted that fluency in language assessment is comparable to continuity, smoothness or evenness of speech without extreme breaks or hesitations. In other words, fluency grows as instruction keeps taking place.

Tumova (2002) stated that fluency means speaking the language freely to express ideas in real-life situations regardless of making mistakes. Castaneda, & Roderquez-Gonzalez (2011) added that fluency means to speak smoothly and continually without stopping to think of selecting the correct word.

According to Badr (2008), Romero (2006), Smith (2003), and Zhang (2009) fluency as one of speaking sub-skills is speaking at a normal speed without stumbling over words and sounds with perfect English, conveying the speaker's message in an easy, clear and understandable way, using a simple language that suits the listener's level, producing comprehensible sentences with no major complications, exposing ideas calmly and spontaneously, arguing persuasively, organizing the oral production both cognitively and physically, manifesting a certain number of hesitations, pauses, backtracking and corrections, and using gap-fillers correctly.

Nakano et al 2001 mentioned some factors to develop the fluency of the students; these are are:

- (1) The total number of words spoken in a fixed time.
- (2) The number of silent pauses for thinking.
- (3) The number of repetition of words, phrases or clauses.
- (4) The number of repair or reformulation for correction.
- (5) Mean length of utterance.

These factors if they are well-developed and obviously mastered are also considered as indicators of fluency.

2.24.2 Pronunciation

Students are always confident about not making mistakes while producing the language. Teachers' aim of speaking lessons is to help students spend less time on becoming accurate. So accuracy means the use of the correct forms here utterances don't contain errors affecting the phonological, syntactic, semantic or discourse features of a language (Bryne, 1986).

Thornbury (2005) defined pronunciation as the student's ability to produce comprehensible utterances to fulfill the task requirements. In a wider meaning, Dalton (1994) defined pronunciation as the production of significant sounds in terms of pure sounds and meaningful sounds in contexts.

Pronunciation is of important significance as a part of any language code in which we can distinguish English, Arabic, or Russian. As well as, pronunciation is important to achieve meanings being conveyed within a context. Here, codes are combined with other factors to make communication possible. Therefore, pronunciation is the act of speaking. Both perceptions lead us to believe that pronunciation is greatly connected to utterances.

Consequently, wrong pronunciation may cause misunderstanding or frustration (Celce-Muria, 1995). So it is important to master the new pronunciation habits for better acquisition of the language. Learning to pronounce a second language means building up new pronunciation habits and overcoming the bias of the first language (Cook,1996).

Harmer (2001) provided pitch, intonation, minimal pairs, spelling, rhythm, and stress, as issues related to pronunciation. Kenworthy (1987) listed stress and pitch as various components of sounds and learners need to understand the function of such components as well as their form.

Understanding the components of pronunciation is not enough for learning the language but also to convey meanings, learners should be aware of what to pay attention to. Poor pronunciation will make the conversation frustrating and unpleasant for both themselves and their listeners as well (Trouvain & Gut, 2007: 53).

2.24.3 Grammar

Grammar is a system of rules governing the structure and arrangement of language (Parsons, 2004:8). It is true that languages have rules, but people put these rules to their spoken words. Languages started by people making sounds which evolved into words, phrases and sentences (Alvarez, 2010: 14).The fact is that all languages change over time for a variety of reasons (Barry, 2002: 84). Grammar is simply a reflection of a language at a particular time (Alvarez, 2010:14).

The purpose of grammar is to facilitate the mapping between form and meaning – between the edges formed over words or phrases and their denotations in the system's world model (Tomita, 1996: 320).

Huddleston (1984:47) classified grammar into two categories: descriptive grammar which aims to present the grammar that underlies the actual usage of speakers of the language, while perspective grammar aims to tell its readers what grammatical rules they should follow: the difference is one of goals.

Salazar (2006) noted that children have to learn linguistic grammar at school. They don't need grammar to be able to speak, or to understand those who speak in a particular language, but they need to know grammar in order to be able to speak and write properly. Crystal (1994: 191) listed six reasons to study grammar, they are:

- **Accepting the challenge:**

People are constantly curious about the world in which they live, and wish to understand. They will do their best to understand it. Grammar is one of the biggest complicated areas that a learner of a language ought to challenge.

- **Being human:**

Language is involved with almost everything we do as human beings. Grammar is the formation of the language we use and speaking without this organized formation, the flow of the language usage will stop.

- **Exploring our creative ability:**

Our grammatical ability is extraordinary. It is probably the most creative ability we have. There is no limit to what we can say or write, yet all of this potential is controlled by a finite number of rules. Without mastering grammar rules, language skills; speaking and writing will be affected as we can't write or speak without being able to form sentences correctly.

- **Solving problems:**

We encounter ambiguity, and unintelligible speech or writing. To deal with these problems, we need to highlight grammar and be able to identify wrong sentence formation, sentence ill coherence and cohesion and bad consequence.

- **Learning other languages:**

Learning about English grammar provides a basis for learning other languages. Much of the apparatus we need to study English turns out to be of general usefulness. Other languages have clauses, tenses, and adjectives too. And the differences they display will be all the clearer if we have first grasped what is unique to our mother tongue.

- **Increasing our awareness:**

After studying grammar, learners should be more alert to the strength, flexibility, and variety of the language they are learning, and thus be in a better position to use it and to evaluate others' use of it. Learners' knowledge of the language grammar must improve, but turning that awareness into better practice by speaking and writing more effectively requires an additional set of skills.

2.24.4 Vocabulary

Vocabulary is one of the most important objectives of teaching a second/foreign language, because it is the basis of the speech (Shafaei & Nejati, 2010: 32). Semantic development continues from early childhood through adulthood. As children grow, they continue to develop vocabulary through further practice (Angell, 2008: 99).

Vocabulary learning serves communication (Kim, 2008: 1) and acquiring new knowledge. The goal of vocabulary development is to help students become independent learners to infer or learn meanings of unknown words (Cooper, Kiger, Robinson & Slansky, 2011: 228).

Students learn two aspects about words: recognition and meaning (p.228). Recognition involves identifying an item as familiar; it means discovering the familiarity of a word and availability of all information related to a word (Harley, 2013: 168). Word recognition includes all the strategies students employ to decode words, including phonemic analysis, analogies, analysis of syllables, sight word mastery, and analysis of morphemes (Feinstein, 2006: 425). Children's recognition of vocabulary consists of being able to pronounce or read orally. Children's meaning vocabulary is that body of words whose meanings they understand and can use (Cooper, Kiger, Robinson & Slansky, 2011: 228). Both recognition and meaning develop simultaneously as students learn to read and write.

Thornbury (2005: 22) suggested three usual things used by speakers in what they are saying:

- Speakers involve high proportion of words and expressions to express their attitude (stance) to what is being said.
- Speakers employ words and expressions to express positive and negative appraisal because a lot of speech has an interpersonal function.
- Speakers employ deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

2.24.5 Appropriateness/ Appropriacy

According to (www.thefreedictionary.com), appropriateness means to be suitable for a particular person, condition, occasion, or place. It also means the appropriate conduct of doing the right thing. In addition to these two meanings, it also means the quality of being specially suitable. If we consider the three definitions, appropriateness will mean doing the right thing with high quality.

2.24.5.1 What is appropriacy:

Arndt, Harvey, & Nuttall (2000: 149) claimed that fluency and appropriacy are the main criteria for successful language use. They also cited from Ivanic, 1990 page 124 that the words *appropriate*, *appropriately*, *appropriateness*, *appropriacy* are

alarmingly frequent in the language syllabuses, assessment schemes and language awareness materials in current use.

Appropriacy is the process of selecting the content of the communication and formulation of the message based on the speaker's intention (Kaplan, 2010: 64) and cultural backgrounds (Arndt, Harvey & Nuttall, 2000:150).

We are considered to be proper users of a language if we use all words in the correct conduct; correct grammar system, correct sentences in a correct situation. A speaker needs to explain how and why they adapt their systemic knowledge of language to real world use, involving judgments of appropriacy at all levels; discourse, lexico-grammatical, or articulatory (Kaplan, 2010: 64) levels.

2.24.5.2 Types of appropriacy:

Appropriacy is an important sub-skill in the productive skills; speaking and writing. However, it is a must in spoken language. It can be shown in three types; sociolinguistic, socio-cultural and social appropriacy (Ek,1992: 71).

2.24.5.2.1 Sociolinguistic appropriacy

All language systems show instability and variation. The greater instability and variability in terms of both the amount and the rate of change. Socio-linguistic concerns with identity and accommodation help to explain the construction by bilinguals of a variation space which is different from that of a native speaker. It may include differences in phonology, syntax, discourse, communication strategies. This matter can be related to individuals or the whole community (Byram, 2000: 158).

Buck (2001: 21) cited from (Hymes, 1972) that sociolinguistics leads to the recognition that language use must not only be correct, but must also be appropriate to the situation in which it takes place. Then he talked about the sociolinguistic norms which are parts of the language as the grammatical system. Appropriacy is more than just linguistic: it involves understanding situations and interacting with these situations in a purposeful manner (Tudor, 2001: 54).

2.24.5.2.2 Socio-cultural appropriacy:

It is one of the subjects of learning and may even be its goal. Learners have plenty of access to language through media and some degree of shared socio-cultural background across cultures (Jenkins, 2000: 74). In any social community with any relevance criteria, language is not just a matter of recording occurrences of its language but also of the socio-cultural contextual concomitants of the utterance concerned. A particular word or phrase or extended stretch of language to be authentic by form, its communicative function, the reference to the circumstances of its occurrence which ought to establish: what the occurrence means to the users, its social meaning, in terms of reference, force and effect (Alatis,1993:310).

2.24.5.2.3 Social appropriacy:

When people plan to achieve goals involving social interaction, persons must take into account the social appropriateness of their projected actions. Generally, persons prefer conflict-free interaction. Social appropriateness guides planners toward constructing plans that will not offend others (Hewes, 2013: 146-147).

The quality of appropriacy is measured by the quality of some norm as Purpura (2004: 18-19) cited from Hymes (1967) that he related appropriacy of context to situational factors involving;

- The participants and their roles,
- The setting: i.e., time and place.
- The actual form of the message: i.e., the grammatical form of the message,
- The topic: i.e., what the message is about,
- The purpose: i.e., its goal or intention,
- The key: i.e. serious, sarcastic,
- The channel: i.e., oral,
- The norms of interaction: i.e., loudness, interruptions,
- The norms of interpretation: i.e., how violations of the norms of interaction are viewed and
- The genre: i.e., informal letter, speech, lab report (pp. 18-19).

2.24.5.3 Importance of appropriacy:

Brown and Yule (1983) suggested that much language use aims at 'interaction', by which they mean using language to create, preserve and develop social relationships. If the speaker is not appropriate this aim will not be achieved. Rudeness, deliberate or not, causes social relationships to break down. Celce-Murcia (2001: 165) put that the mismatches and misunderstandings in oral communication are the causes of many problems such as;

- a. The speaker does not have full command of the target linguistic knowledge which may lead him to produce unacceptable or unintelligible form of (terms of phonology, grammar or lexical choices).
- b. The necessary background knowledge (content, propositions) isn't shared by speakers (speaker/hearer), and they bring a different set of expectations to the spoken interaction.
- c. If the speaker and the hearer don't share the same socio-cultural rules of appropriacy, they may violate such a rule from the hearer's point of view due to pragmatic transfer from the first language.

2.25 Strategies for developing speaking skill:

2.25.1 Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2.25.2 Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges such as a script, greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

2.25.3 Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their abilities to manage the various communication situations that they may encounter outside the classroom.

Summary:

In section 1 of this chapter, the researcher highlighted terminologies of the study. In part 1 of section 1, she defined the videoconferencing, compared videoconferencing with live meetings, categorized videoconferencing into three types, surveyed the videoconferencing applications; business distance learning government purposes, vertical business, and telemedicine, talked about videoconferencing in education and reasons behind videoconferencing use in education, listed motivations of videoconferencing application in education; sharing experiences, saving time and costs, improving education quality and combining classes to create a viable class size, shed some light on the Schools Online/ British Council, which was the first inspiration for this study, talked about use of videoconferencing in teaching languages and finally talked about videoconferencing in teaching a foreign language speaking skill.

The researcher considered the strengths and weaknesses of videoconferencing in education and later she suggested some solutions to these weaknesses. She applied the proposed suggestions in her study and evaluated them.

In part 2 section 1 of this chapter, the researcher introduced language, its nature, communication, functions of communication, process of communication, prosperities of communication and types of communication. The researcher talked about speaking as an oral communication. She talked about importance of speaking skill, process of oral production, the effective speakers, practicing English speaking skill inside and outside classrooms, and speaking English language barriers. In addition, she discussed the speech forming process skills which are; planning, selection, and production and needed skills for each step. She also talked about aspects of speaking, and phases of teaching speaking skill.

Teaching speaking skill process includes three phases; pre-speaking activities, while-speaking activities and post-speaking activities. The researcher talked about the importance of the three phases and activities can be implemented during each phase.

Chapter II

Section 2- Previous studies

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Introduction

Electronic learning is becoming an increasingly common way to educate and train individuals. E-learning offers a collaboration process for teaching and learning with electronic tools. E-learning systems increase the ability to collaborate asynchronously (occurrence in different times) or synchronously (simultaneous) by relying on technology features that allow for videoconferencing and collaboratively accessing web applications and information repositories.

Many previous studies investigated the effect of implementing technology in instruction, teaching languages, teaching English language skills and teaching speaking. On the other hand, many other studies investigated the effect of implementing videoconferencing in improving English speaking skills.

2.26 Previous studies

2.26.1 Implementing Technology in teaching speaking skill

2.26.1.1 Gruson & Barnes (2011):

This study aimed to find out the effectiveness of putting the French and English students in a position to communicate with distant native speakers and whether this would improve their oral and socio-cultural skills.

To test their hypotheses, the researchers followed the experimental methodology in September, 2008 in Brittany. Teams were constructed from different countries and taught a unit based on the use of a board game called Cluedo. Later, it was implemented again in a Breton and Devon school in February, 2011.

The researchers used two instruments; video recordings of four lessons and audio recordings of interviews with the participant teachers.

The study concluded that students could keep in eye-contact even if some connection problems happened, participants shifted from their mother-tongue language into the target language unconsciously. As well as, students used longer sentences and used very skillful body language.

2.26.1.2 Junco, Heibergert & Loken (2010):

This study investigated the effects of using social media " twitter " on students' learning and engagement. The researchers followed the experimental methodology of two groups design with the 150 ranged 18-19 years old participants who were taking a

first year seminar course of pre-health professional majors for 14 weeks in this programme.

The results showed that using twitter improved contact between students and faculty and provided an atmosphere of digital lifestyles. It also empowered cooperation between students promoting active learning and prompt feedback. Focusing on speaking; all students said that the interlocutor spoke clearly to them. Some participants found it difficult to talk to their partner in discussion of the photographs content.

An interview followed the questionnaire. All students had shown great interest and improvement in their English language learning; including speaking skills.

2.26.1.3 O'Brien & Alfano (2009):

It is a case study from Stanford University's Cross-Cultural Rhetoric Project. It discussed innovative teaching methods used to meet new institutional mandates for global learning and internationalization. In this class, five continents were connected collaboratively.

The research took place in 2006 and the funding organisation facilitated over 80 cross-cultural video conference connections among students from universities in the USA, Sweden, Singapore, Australia, Egypt, and Russia.

In most cases, about 15-20 students formed into 5-6 teams at each participating university for a 2-hour videoconferencing to complete a number of assignments that work progressively towards developing improving students' intercultural competencies. Teams were supposed to communicate in order to produce cultural collaborative text, visual text or a multimedia montage.

The research revealed that the participants learned more from small group collaboration when working on rhetorical analysis tasks with members of diverse countries than from large group discussions or extensive faculty lectures about cross-cultural texts.

The study project lasted 3 years. The students evaluated the project as a success due to the experiences they shared, cultural texts they produced, skills of using technology they learnt, and the new ways of living in the world together in humanity they developed.

2.26.2 Implementing technology in English language skills teaching:

2.26.2.1 Ozdener & Satar (2008 a):

This study aimed to investigate the implication of computer-mediated communication technologies on overcoming problems of English language speaking. The researchers used the experimental methodology with 60 participants in two equal experimental and control groups during the the 2005-2006 spring term for four continued weeks.

Text and voice chats were used. During application data was collected using many instruments; participants' perspectives regarding their changing experiences and the types of tasks used during the implementation, and open-ended questionnaires.

Collected data was analyzed to uncover that the participants believed that the sessions were a nice change against routine classroom environment. They also stated that they would like to have chat sessions in English lessons because chat sessions increased their interest in English learning. It also improved participants' commitment, interaction, cooperation and active learning.

2.26.2.2 Ozdener & Satar (2008 b):

This study aimed at investigating the use of two synchronous computer-mediated communication tools: text and voice chat. It was conducted at a vocational high school in Istanbul, Turkey during the 2005-2006 spring term, using a total of 90 female participants divided equally into three groups; text experimental, voice experimental and control groups.

The groups were; text, voice and control ones consisted of 30 secondary school learners. The participants were engaged in 40-45 minute-long chat sessions for four-weeks program. Preanxiety and postanxiety scales and speaking tests, participants' perspectives through open-questionnaire and close-questionnaire were used to collect the data.

The results showed that the speaking proficiency of both experimental groups increased, whereas there was a decrease in the anxiety levels of the text chat group.

2.26.2.3 Ryobe (2008):

This study examined how video chat activity between 55 Japanese university students and online Filipino English teachers through Skype improved students' oral communication skills and motivation toward autonomous learning.

During 2008 first-term classes, participants engaged in 25min video chats eight times; besides, questionnaires, pre-post tests, free comments, interviews, DVD recordings, and PAMELA recordings for Skype were conducted.

Students were engaged in 25-min Skype video chat sessions. To collect data, the researcher used post-test, a questionnaire, and interviews. The results revealed better performances for the participants more than the control group. Japanese students, who were typically shy, could speak better in prearranged one-on-one conversations with real-time video images that allowed them to view their partners and use non-verbal language.

The students also perceived that communicating in English was fun and they were highly motivated to speak English fluently. What was really surprising that 100% of the video chat students' free comments were positive!

2.26.2.4 Trajanovic & Domazet (2007):

This paper was written to investigate the implementation of a technological program effectiveness and to improve three teaching English courses in Serbia. The researchers followed the experimental methodology to test their hypotheses.

The participants received training to chat, VoIP, and video conference with their peers. They were also trained to use e-mails and forums by using additional tools such as Google Talk, Skype, various forums, whiteboards. The production of the same audio/video recordings can be done in various qualities, corresponding to various transmission speeds.

The researchers observed a noticeable development and improvement on the 134 participants' English skills. The experimental group gained more scores in all assignments than the control group.

2.26.2.5 Martin (2005):

The purpose of this paper was to share some of the researcher's experiences between 1996-2002 in order to guide others towards integrating videoconferencing into curriculum delivery and into any form of distance learning.

She illustrated over (10) case studies of videoconferencing across a wide range of curricular areas, age groups and learning styles in local and international levels using different types of learning mainly collaborative learning to investigate the impact of videoconferencing on students' learning process.

The researcher found out from her case studies that much good work can be done in videoconferencing in many places. The positive effect can be easily transformed inside classroom for both teachers and pupils. Creative, fun and collaborative instruction occurred when implementing videoconferencing.

2.26.2.6 Potter (2005):

This study investigated the distance learning effects on the twenty-nine secondary school students' achievement. It also investigated if distance-learning could change their attitude towards common complaint.

The participants attended a statistics course in a suburban school in North Carolina and another 7 students of the same age attended the same course in another rural school within the same school district. The students of the suburban received instruction with the presence of the instructor while the (7) students at the rural school received their classes through videoconference in the same time for 18 weeks.

The instructor visited the rural school classroom four times and both classes received instruction from that setting. During the semester both classes met once in the same location for a single lesson.

By the end a survey about the students' attitudes was given to them to complete to conclude that those who received the class found the technology more helpful in learning than those who were present at the host site and that the camera had little effect on participation and never was a factor of prohibiting in asking questions out.

Seeing another group of learning on the monitors had both positive and negative impacts on their learning atmosphere of the classroom. In general, the overall class experience, students' responses showed that videoconferencing is helpful in learning.

2.26.3 Implementing videoconferences in teaching English language speaking skill:

2.26.3.1 Romiyanto (2013):

The aim of study was to observe how Skype was used in teaching speaking, to find out the student's perception of using Skype and to find out the problems faced by the teacher and students in teaching speaking of using Skype at SMK Muhammadiyah Pekalongan.

The researcher used the descriptive qualitative method. The researcher described the phenomenon of using Skype in teaching speaking with English speaker. The participants were 28 students. The researcher used an observation sheet, a questionnaire, and an interview to collect the data.

The results of the research showed that the technique of teaching learning by using Skype was easy for everyone. It helped the students to communicate with English speakers over the world. The students considered teaching English language speaking skill using skype is very effective. It also helped students solve the problems through memorizing vocabularies and practice more speaking tasks.

2.26.3.2 Kirkgoz (2011):

This study investigated the effect of implementing blended speaking course on twenty-eight Turkish teacher students' English learning. The researcher used the experimental methodology and used the course speaking task recordings as a tool to collect data.

After implementation, data was collected by the recordings, interviews, and a written course evaluation survey. Students' scores were analyzed to find out that students made noticeable improvement in their oral communication skills, and they were positive in their perceptions of integrating technology in the lessons. Besides, students considered recording their speaking practice by a camera had a positive impact to evaluate their speaking performance and improve it later.

2.26.3.3 Jenks (2011):

This research aimed to study whether using video conferencing would be significant to students' knowledge of English language. It was represented in a two part research at the university level in Taiwan. The participants were divided into three groups; a 20 Food Science seniors, a 15 Business Management seniors and 1 Computer Science freshman group as the experimental, and 24 Business Management senior group as the control group in 8 weeks' study, with 6 weeks' treatment.

The first part used video computer mediated communication (CMC) to complete eight predesigned workshops that took students through synchronous and asynchronous language projects. The second part of the research used (CMC) to compare learning differences created by the use of either synchronous or asynchronous video (CMC). The researcher used 3 tools; a pretest/posttest single group design, questionnaire and observation cards to collect the data.

Results showed that synchronous video CMC participants performed significantly better on the conversation measure while showing no gains over asynchronous video CMC on the listening and chat environment measures.

Results showed that 42 participants' post-test scores increased, instructors observations indicated that approximately 1/3 of the students would spend large amounts of time practicing their English before engaging in dialogue or delivering a 30 second video message to a teacher. While in the questionnaire, students indicated that the video chat gave them a new opportunity to express themselves, and improvements in their speaking skills in general, and felt enjoyment when practicing speaking skills with their peers via video conference.

2.26.3.4 Coburn (2010):

This study investigated the effect of (skype) used by volunteer conversation facilitators, who live in different countries and either native English language speakers or live in a country where English is the mother-tongue of its people, to teach oral English to university undergraduates in Iran for a month in 2007.

Interviews with the participants lasted between 30 – 90 minutes and conversations being taught fully online with no face-to-face contact. The study results confirmed that skype conversations improved students' oral English and changed their attitudes towards English learning in general and English oral skills in specific. One of the biggest challenges was the weak internet connection stream.

2.26.3.5 Shih (2010):

This study aimed to establish a blended model by combining online and face to face instructional blogging for English for specific purposes course. The research followed the experimental methodology on 44 college seniors of a university in southern Taiwan.

The researcher used peer and instructor feedback, interviews, self-reflection and a learning satisfaction survey to collect data. After analyzing the data, a noticeable improvement on students' performance occurred. The students' survey analyzing results showed that they felt satisfied with the program and thought it was effective.

2.26.3.6 Masson (2010):

This study investigated if a computer-assisted language learning (CALL) based activity using web-based video messages sent to the teacher as weekly online journals will develop students' speaking skill. The 107 participants had to submit weekly online journals through www.eyejot.com which were dialogues between the teacher and the participants with the teacher responding to videos periodically.

The researcher constructed a questionnaire to collect the data. After analyzing the data, he found out that 66% of the participants believed that their speaking skill was improved during the experiment. It was also found that using technologies reduced speaking anxiety and distrust.

2.26.3.7 Mason (2001):

This study investigated the effect of using videoconferences on language learning. The researcher focused on the idea of user located remotely from each other, using the internet. The researcher used the qualitative and quantitative methodologies. She used two different surveys to collect the requested data.

The experimental group was asked to complete a computer based test survey while the control group was asked to complete a traditional survey. The tested the

participants' level in English listening, reading, speaking, grammar and writing. By the end students had to complete a questionnaire followed by a semi-structured interview. Interviews results showed great improvement in oral skills.

2.27 Comments on the previous studies:

1. All previous studies confirmed that implementing different technologies in teaching English language skills had an effect on the students' different language skills improvement. Technologies included videoconferences, voice chats, emails, computer-based communications, forums, social media, and online blogging changed students' attitudes towards learning English as a foreign language.

Kirkgoz (2011) and Shih (2010) studies which dealt with blended learning also recorded that technology affected positively the students' speaking skill.

2. Most previous studies followed the experimental methodology to investigate the effect of technology on students' language learning improvement except Martin's (2005) which was a case study (different case studies from different countries over 10 years). This methodology and the two groups (experimental and control) design helped the researcher to design her study following the previous researchers' footprints due to the similarities with these studies.
3. All studies revealed that technologies improved students' language different skills mainly their oral communication skills. Gruson & Barnes (2011) added that technologies helped students improve their body language and keep eye contact with other people via cameras. While Potter's (2005) study disagreed with this confirming that students' participation was affected by the camera's availability when communication took place. Romiyanto (2013) concluded that skype solved some speaking problems
4. In O'Brien & Alfano (2009), Junco, Heibergert & Loken (2010) and Martin (2005) studies, results confirmed that students learned collaboration either with their learning group or with the distance-teachers or distance-peers in other countries. On the other hand, Ryobe's (2008) study revealed that using videoconferencing as a technology motivated students toward autonomy.
5. Different tools were used in the different previous studies. Interviews with the participants can be considered as an important tool to collect data and gather their opinions about the implemented technologies. Video-recordings were used in Gruson & Barnes (2011), Trajanvic & Domazel (2007), Martin (2005), and Kirkgoz (2011) studies. This helped the researcher to decide recording the observation related to students in order to be analyzed.

The previous comments helped the researcher greatly to gather the students' opinions by interviewing them. She designed her interview (See appendix:G), gave more details about each point in the interview and finally interviewed the students.

Attitude scales were also implemented to find out the participants' attitudes towards English language speaking skill as in Romiyanto's (2013), Ryobe's (2008), Mason's, (2001), and Jenks' (2011) studies. Others preferred to use anxiety towards speaking scale as Ozdener & Satar's (2008b) and Masson's (2010) studies. This helped the researcher to decide designing her own attitude scale to investigate students' attitudes towards speaking skill after implementing the video-conferencing strategy.

Observation cards were used especially to measure the improvement level of the students especially the ones related to the speaking fluency as Romiyanto's (2013) and Jenks' (2011) studies. This also helped the researcher put in consideration the difficulty to observe students' speaking fluency in a writing test. So she recorded the students while speaking in interviews to be analyzed later by an observation card.

6. The teaching environment was full of fun and enjoyment as Jenks' (2011), Ryobe' (2008) and Ozdener & Satar' (2008a) studies showed. In addition to the fun atmosphere, speaking anxiety reduced as Masson' (2010), Ozdener & Satar's (2008b) revealed.
7. Coburn's (2010), Gruson & Barnes' (2011), Junco's, Heiberger & Loken's (2010) and Potter's (2005) studies showed some problems that faced them when implementing their studies which were; weak connection, camera effect on participation, and restricted non-verbal communication. The researcher put in consideration when planning for her implementation these problems and solved them by empowering the internet connection, train students to talk in front the camera, got a high quality camera and a high sensitive mic for voice quality, let students train themselves using the camera to record for their colleagues to be familiar with the camera availability.
8. Different evaluation methods were used; open and close questionnaires were used as in Ozdener & Satar (2008a) and Ozdener & Satar's (2008b) studies, different assignments as in Masson (2010) study, peer feedback and self reflection as in Shih's (2010) study.

The researcher benefited too much from the previous studies as follows:

- The previous studies helped the researcher choose the appropriate research design finding similarities and differences with the previous studies.
- The previous studies helped the researcher choose and build her tools; the achievement test, the observation card, the attitude scale, and the interview questions.
- The previous studies helped the researcher study the researchers' arrangements of their implementing locations. This helped the researcher prepare implementing setting set up needed equipment; the internet connection, the camera set up, the microphone volumes, the TV wires and needed cables, lighting, and every needed consideration.

- The researcher also tried to find alternatives for each single set used in the implementation. She also used the recorded videos instead of making prompt observation. By doing this, the researcher and observer 2 made their observation in a more relaxing and comfortable atmosphere.

In Palestine, mainly Gaza, many researchers studied different technologies' effects on students English language skills and their attitudes towards these different skills. The researcher thought she might add something to the Education system in Gaza and find solutions to some problems occurring when teaching these skills.

The researcher considered her study as:

- A phase of implementing technologies in teaching language skills. In Palestine, it is the first one to deal with online conferences in teaching speaking skills from one perspective and having native teachers is another perspective.
- A differentiated study due to the fact it was achieved by teachers whose mother tongue language is English.
- These teachers were also males and females, young and old, and funny and serious ones. This made the atmosphere of the teaching environment full of excitement and variation. Variation made classroom a small community with different types of people. Situation arranged during the lessons were very similar to those the students may face in real life.
- Admirable cooperation between the two schools and agreement upon implementing the study was great. It can be said that rewarding the students and giving them a certificate of online-speaking course completion was motivating to the students and happened for the first time in Palestine.

Summary:

In this section of the study, the researcher studied (16) different studies, from different parts of the world. All of the studies proved the importance of different technologies in students' learning in general.

The studies were categorized into three classes; three of the studies were about implementing technologies in teaching speaking skill was the first category, six of the studies were about implementing videoconferencing in teaching languages and seven studies were about implementing videoconferencing in teaching speaking skill.

The researcher benefited much from these studies as they helped her design her tools and how to implement these tools. They also helped her predict the problems she might face and find ways to solve these problems.

CHAPTER III

METHODOLOGY

CHAPTER III

METHODOLOGY

This chapter introduces a full description of the methodology of the study in terms of the research design, the population, the participants, the study instruments, and the statistical package used when analyzing the collected data.

3.1 Type of research design

Due to the nature of the study, which aimed at finding whether there are any effects of implementing videoconferencing-based strategy on the ninth female graders' English speaking skills, the researcher followed the experimental research model in which she provided seven working hypotheses probable results (Kumar,2008:8). However, the researcher employed the experimental design.

The experimental design is usually used to evaluate the impact of an ongoing program on one or more indicators of output or outcome. It has two characteristics in common; they make before-and-after comparisons, and the researcher selected the groups to be compared so that they are as similar as possible in all respects except that one group has the program and the other does not (Langbein & Felbinger, 2006: 106). Therefore, two groups of students were selected randomly and assigned as experimental and control ones from Biet Lahia Girls' Prep School, a female UNRWA-North Gaza, during the 1st Term of the scholastic year 2013/2014.

The assigned experimental group was taught speaking lessons through videoconferencing strategy while the control group was taught speaking lessons through the ordinary classes in which the teacher normally teaches her classroom (different strategies and techniques).

At the beginning of the experiment, a pre test, an attitude scale were administered to both groups. By the end of the experiment, the post test and the attitude scale were distributed again to collect data.

With another teacher, the researcher observed the experimental and control groups' speaking skill before the experiment and after the experiment as well to measure whether the implementation of the experiment developed the students' speaking skill.

3.2 The Population and sample

The population of the study is all the ninth graders in Palestine. The study was conducted in two ways by twelve British teachers from and the researcher in Gaza. The British teachers have never met the students but via videoconference. This means that the study can be applied in any of the UNRWA or governmental schools on the ninth graders.

The British teachers, who executed grade 9 – term 2 - *English for Palestine* lessons via videoconference, received a scanned copy of all the speaking lessons of the ninth grade *English for Palestine* books, lesson preparation, suggested powerpoint presentations. This means that the study can also be conducted on the ninth Palestinian graders regardless of their location; Gaza or the West Bank.

Sampling procedures

The representative participants of the study were selected randomly from Beit Lahia Girls' Prep School- UNRWA north Gaza and consisted of 60 students of the ninth female graders divided into two groups. The experimental group was consisted of 30 female students while the control group consisted of another 30 students.

3.3 Variables of the study:

The study included the following variables:

3.3.1 Independent Variable

The independent variable in this study is the teaching methods:

1. Teaching speaking skills using the videoconferencing-based strategy method.
2. Teaching speaking skills using the teacher's own methods (except the videoconferencing-based strategy).

3.3.2 Dependent Variable

The dependant variables are represented in the students' speaking sub-skills; fluency, accuracy and appropriacy and the students' attitudes towards speaking skill.

3.3.3 Controlling the variables relevant to the participants:

To assure the accuracy of the results and avoid any marginal interference, the researcher measured both groups achievement equivalence in English. To achieve this, she used the t-test to prove that both groups are statistically equivalent in their English language achievement.

Table (3.1): The control and experimental groups equivalence in English language exam results – UNRWA (United exams) 2012/2013 term 2.

	N	Mean	Std. Deviation	t-test for Equality of Means	
				t-test	Sig.
Control	30	76.3	13.01	0.209	0.835
Experimental	30	75.6	13.09		

Table(3.1) shows that the t-test equality sig value is 0.835 which is larger than sig value: 0.05. This means that both the control and experimental groups are equivalent in the English language achievement test in the united exams controlled by the UNRWA/ Gaza Field – Education Development Centre.

Beit Lahia is a town by Jabalia Camp where all families live in nearly the same economic and social circumstances. They are all refugees living in a moderate life level. They were equivalent in their English achievement in accordance with the statistical treatment of their results in the second term of the school year (2012-2013).

Students were all born either in 2000 or 1999. This meant that they were all between the age of 14 - 15 years old by the end of 2014.

3.4 The study instruments:

The researcher built, developed, adapted, used and evaluated three main instruments to collect the data related to her study. The instruments are; the achievement test, the attitude scale and the observation card.

3.4.1: The achievement test:

Tests are the most useful tool of educational research as a data gathering technique and they provide material for most experimental studies in education. They are used to compare the behavior of two or more persons or groups at a particular time or at different times (Deka, 1993: 46).

The achievement test depends on the major skills analysis of content in *English for Palestine* ninth grade books. The achievement test consisted of such questions that measure the speaking skills practices available in *English for Palestine* text book, to measure the students' development in English language speaking skills (Appendix: C).

3.4.1.1 The aims of the test:

The test aimed at measuring the achievement of the control group and that of the experimental one. Being used as a pretest, it aimed at proving that both groups were equivalent in terms of mastering the speaking skill. Then being used as a post-test, it aimed at identifying any possible progress and difference in the achievement of both groups. The exam included the integrated speaking sub-skills; fluency, accuracy and appropriacy.

3.4.1.2 The construction of the test:

The test was built according to the criteria of the test specification. Three integrated sub-skills were assigned in the test to measure the students' speaking skills; accuracy (grammar – vocabulary), fluency (responding to questions) and appropriacy (responding in the appropriate format of formality and vocabulary).

Due to the fact that accuracy is very difficult if not impossible to be measured by the written test, the research used the observation card.

3.4.1.3 Items of the test:

The items of the test were designed to fulfill the requirements of each speaking sub-skill; fluency, accuracy and appropriacy and because the speaking sub-skills are integrated and can't be measured in a written form the researcher used an observation card to support the written form of the test.

Fluency includes grammar, vocabulary and pronunciation, but depends mainly on how fast can they be achieved. Accuracy includes grammar, vocabulary and pronunciation as well and mainly depends on the way they are applied while speaking. Appropriacy also includes the same skills but depends on the degree of correctness of choosing them in the accurate discourse.

The test consisted of 12 main questions related to the three speaking sub-skills. The main questions included 78 items in total when the test was first constructed and applied on the pilot study.

3.4.1.4The pilot study:

The test was applied during the 2013 Summer Fun Weeks when UNRWA schools still had summer learning students and students who were enjoying their summer camping inside their schools.

The researcher with the help of the school principal printed out the eighth graders list which included 308 students as a whole and those who would be in grade nine during the first term of the scholastic year 2013-2014. Randomly, she chose 15 of the students and phone called their families to get permission for their daughters to come to school for researching purposes.

The 15 students were considered as the pilot study. Their test performance was used to measure the reliability of the test. The items of the test were modified in the light of the statistical results as follows:

3.4.1.5 Validity of the test:

The study used the referee validity and the internal consistency validity as follows:

3.4.1.5.1 The referee validity

The test was introduced to a panel of UNRWA English language teachers, UNRWA and Government English language specialists and teaching English language methodologies experts from different universities. Items of the test were amended according to their recommendations (Appendix:B).

The referees' comments on the test:

- The researcher ought to use pictures. It helps students' general understanding for the context.
- It was found that (Question 2, item 2) was repeated with different order, so the researcher was advised to delete or amend one item of the two.
- Some referees considered using grammar and structures is not preferable because grammar is not speaking. However, when the researcher explained that grammar is important for one of the speaking sub-skills (accuracy). They referees were convinced.
- One of the referees illustrated that the picture from the book wasn't clear. So the researcher replaced it from a PDF copy of the book she had.
- Another referee asked the researcher to use a listening comprehension task. The researcher didn't follow the advice because listening is another skill less complicated than speaking.
- Some referees believed that some vocabulary items should be included within the grammar domain. So the researcher rebuilt her test upon their advice.
- One of the referees believed that written test can't be used to measure speaking skills. The researcher believed that using the observation card can solve this problem.

3.4.1.5.2 The content validity

The test specification was designed according to the general objectives of the content (Appendix: F), which is found in pages 4 and 5 in the *English for Palestine – Student's Book* and the weight of each speaking skill and the objectives of the test.

The ninth grade textbook (*English for Palestine*) consists of (16) units, the researcher analyzed all units of term one which are (7) units excluding unit (8), which is revision, to find out that speaking skill is available in two lessons of each unit, mainly lesson 1 and lesson 4.

3.4.1.5.3 The internal consistency validity

Internal consistency validity is a measure of a test or scale; it is expressed as a number between 0 and 1. It describes the extent to which all the items in a test measure the same concept or construct and hence it is connected to the inter-relatedness of the items within the test. It should be determined before a test can be employed for research or examination purposes to ensure validity (Tavakol & Dennick, 2011). This study validity was calculated using Pearson Formula.

Table (3.2) Correlation coefficient of every item of the test with the total mean of the test

	Item No	Pearson Correlation
Match A to B Part 1	1	.256
	2	.609**
	3	.742**
	4	0.609**
	5	.637**
Match A to B Part 2	6	.519**
	7	.647**
	8	.325
	9	.399*
What would you say in the following situations?	10	.664**
	11	.667**
	12	.530*
	13	.177
	14	.068
Finish the following mini- dialogues	15	.354
	16	.674**
	17	.486**
	18	.674**
	19	.635*
Finish the following dialogue	20	.110
	21	.569*
	22	.663**
	23	.683**
	24	.324
	25	.371*
	26	.563**
Answer the following questions	27	.566**
	28	.654**
	29	.718**
	30	.520**
	31	.741**
Compare old with new life	32	.614*
	33	.236

	34	.650**
	35	.325
	36	.321
Discuss the following topics	37	.398*
	38	.207
	39	.644**
	40	.141
	41	.210
	42	.475**
	43	.207
	44	.210
	45	.679**
Choose and complete	46	.680**
	47	.458*
	48	.485**
	49	.442*
	50	.498**
	51	.587**
	52	.154
	53	.352
Choose the best answer	54	.481**
	55	.253
	56	.222
	57	.525**
	58	.481**
	59	.713**
	60	.323
	61	.799**
Choose the correct answer	62	.206-
	63	.621**
	64	.507**
	65	.518**
	66	.721**
	67	.321
	68	.585*
	69	.514**
	70	.586*
	71	.568*
Do as shown between brackets	72	.838**
	73	.240
	74	.689**
	75	.031-
	76	.487**
	77	.188
	78	.838**

Depending on the previous tables, the researcher had to delete the following items:

Table (3.3) Test items to be deleted after finding the internal consistency

Question	Item Number
A	1
C	3,4
I	2, 4, 5, 7, 8
K	7
L	2,3
M	1
N	2,4,6

According to tables (3.2) and (3.3) of the coefficient correlation of items, items 1, 13, 14, 38, 40, 41, 43, 44, 52, 55, 56, 62, 73, 75, and 77 were deleted. After the deletion of the 15 previous mentioned items, the 63 remaining items within their scope are significant at levels (0.01) and (0.05). Consequently, it can be said that the test is highly consistent and valid as a tool for the study. However, the researcher kept all test items in the test given to the participants in order not to affect the other items. The removed items were not included in all statistical analysis operations, findings or findings results and discussions. The researcher also calculated the correlation for the questions with the total items to find out that all questions were significant at the level of 0.01 as below:

Table (3.4) Different correlation for the questions with the total items

	Pearson Correlation
sumA	.498
B	.467
C	.701
D	.465
E	.773
F	.734
G	.792
I	.625
K	.724
L	.662
M	.499
N	.696

3.4.1.6 Reliability of the test:

The reliability of a measure can be defined as how well the measure reflects the true (unobserved) ability level of the individual being assessed; alternatively, reliability may reflect how stable measurements of a test score are over time (Hoare, 2006: 63). The reliability of the test was measured by

Kuder–Richardson Formula 20 (KR-20)

The formula for KR-20 for a test with K test items numbered $i=1$ to K is:

$$r = \frac{K}{K - 1} \left[1 - \frac{\sum_{i=1}^K p_i q_i}{\sigma_X^2} \right]$$

where p_i is the proportion of correct responses to test item i , q_i is the proportion of incorrect responses to test item i (so that $p_i + q_i = 1$), and the variance for the denominator is σ_X^2

Table (3.5) KR-20 test reliability

The test	Kuder – Richardson	No. of items
A	.713	6
B	.754	6
C	.652	6
D	.688	6
E	.690	7
F	.753	6
G	.851	6
I	.759	10
K	.741	9
L	.696	9
M	.722	11
N	.821	8
Total	.810	13

Table (3.5) shows that KR-20 test reliability is 0.81, which means that there is a high reliability for the items.

3.4.1.7 The experimentation of the test :

To examine the suitability and appropriateness of time, difficulty level, discrimination coefficient of the test, it was conducted on a randomly selected pilot study sample. It consisted of 15 students of the ones who successfully finished their 8 grade class and would study in the scholastic year 2013-2014 in the 9th grade.

The pilot study test was conducted on 25th June, 2013 during the summer vacation when the researcher visited Beit Lahia Girls' Prep School during summer learning and summer fun weeks programs.

The researcher with the help of the school principal phone called randomly selected students and asked for parental permission to come to school on 25th June, 2013 to do an English test for research purposes.

After the implementation of the piloting test, the researcher computed the test appropriateness using the formula of timing as follows:

$$1. \text{ Test time} = \frac{\text{time needed for the first+ last student to finish}}{2} = 50 \text{ minutes.}$$

The researcher found that the students needed 50 minutes to do the test with much relaxation and comfort.

2. Test difficulty coefficient:

That means the coefficient of total of students who answered the same items incorrectly. Test difficulty coefficient can be calculated using the following equation:

$$\text{Difficulty coefficient} = \frac{\text{Number of items which were answered wrongly}}{\text{Number of students who answered the items}}$$

Difficulty coefficient for each question ranged between (0.20-0.80). If 20% of the students answered the item wrongly, then that means that the difficulty coefficient is very low and if only 80% of the students answered the question wrongly, that means it is rather high.

Table (3.6) Difficulty coefficient of the test questions

Questions	Difficulty coefficient
A	.167
B	.32
C	.25
D	.627
E	.486
F	.443
G	.39
J	.667
K	.664
L	.547
M	.541
N	.433
Total	.461

Table (3.6) shows that the difficulty coefficient varied between (0.167 – 0.667) with the total mean (0.461), that means each of the questions is acceptable or in the normal limit of difficulties except question A which is a matching one where students have options and can choose randomly the correct answers.

3. Test discrimination coefficient:

That means the test ability to discriminate between the high-achievers and the low-achievers. It can be calculated by ranking the scores that students obtained from high to low ones.

We divide the scores into four categories;

- Those who obtained the highest scores in the achievement test and they are only 27% of the students.
- Those who obtained the in-between moderate scores in the achievement test are only 46% of the students.
- Those who obtained the lowest scores in the achievement test are only 27% of the students.

When we want to calculate the discrimination coefficient we apply the following equation:

$$\text{Discrimination coefficient} = \frac{\text{Sum high scores} - \text{sum low scores}}{\text{Sum high students} + \text{sum low students}}$$

Table (3.7) Discrimination coefficient of the test questions

Sum	Sum: correct answers – Low achievers	Sum: correct answers – high achievers	Discrimination coefficient
A	11	17	0.41
B	8	17	0.53
C	8	16	0.47
D	1	15	0.82
E	5	15	0.59
F	1	17	0.94
G	5	17	0.706
I	0	16	0.94
K	1	12	0.647
L	7	15	0.47
M	7	14	0.41
N	5	17	0.706
Total			0.637

Table (3.7) shows that the discrimination coefficient Wobble is between (0.25 – 0.75) with total mean (0.637), that means each of items is acceptable or in the normal limit of discrimination according to assessment and evaluation specialists.

3.4.2 The Observation Card:

Observation as a tool of research requires a systematic and careful examination of the phenomena being studied. Specially, researchers who use observation must conduct their research in a way that results in accurate, unbiased, and richly detailed information.

When conducting observations, the primary goal is to gather data that are accurate and naturalistic and, to the greatest extent possible, that reflect the reality of the situation as the participants see it (Lodico, Spaulding & Voegtle, 2010).

Observation Cards are used to record the students' development process in English Speaking skills simultaneously with the implementation of the experiment. Riche & Tanner (1998: 17) cited from Peberdy 1993, p. 47 that:

Observation is in some ways rather like breathing: Life depends on it and we do it all the time, usually without reflection. The observation skills of watching, listening, counting and identifying patterns of social interaction are processes we tend to take for granted though we would, quite literally, be lost without them.

3.4.2.1 The Aim of The observation card:

The aim of the observation card use is to provide careful description of learners' levels before and after implementing the videoconference-based strategy on 9th graders' speaking skills.

3.4.2.2 Construction of the Observation Card.

The observation was conducted using the SOLOM (Student Oral Language Observation Matrix) Teacher Observation from

www.cal.org/twi/evaltoolkit/appendix/solom.pdf

The observation card included five scales/skills; comprehension, fluency, vocabulary, pronunciation and grammar. These scales can be categorized into three integrated categories in correlation with the speaking sub-skills of the study; fluency, accuracy and appropriacy. However, the researcher preferred to maintain the SOLOM scale without any modifications for reliability and validity purposes (Appendix: D)

3.4.2.3 Implementation of the Observation Card.

The observation card was used twice, it was used before applying the experiment to determine the level of the experimental group before applying the treatment.

The experimental group development in speaking skill was the focus of the observation. The researcher and a friend teacher watched the recorded videos for both groups and scored the students' progress in speaking skills before the implementation of the experiment and after the implementation to be compared.

3.4.2.4 Reliability of the observation card:

To prove the reliability of the observation card , the same two observers reapplied it on another 15 ninth graders from the same school in the same conditions (place and time).

The reliability value between the two observers before the experiment was 0.896 and the reliability value between the two observers after the experiment was 0.726 which meant that the five observed scopes were strongly reliable.

Table (3.8) The Observation card reliability coefficient

Scope	Pre	Post
Comprehension	.651	.636
fluency	.745	.821
Vocabulary	.542	.794
Pronunciation	.782	.754
Grammar	.842	.812
Total	.896	.786

Table (3.8) shows that the reliability value between the two observers before the experiment was 0.896. Such reliability is considered as a high reliable one.. However, the reliability of the two observers was 0.786 after the experiment. It's true that the after experiment reliability was less than the before experiment reliability but it is still high.

3.4.2.5 Agreement coefficient between the observers:

The researcher used Cooper coefficient formula to calculate the coefficient reliability between the observers. The two observers observed the same participant at the same time using the same observation card and then the frequencies of agreement and disagreement between the two observers were calculated as follows:

$$\text{Cooper Agreement Coefficient (P)} = \frac{NP}{NP+NNP}$$

P = Agreement coefficient

NP = Sum of agreement times

NNP = Sum of disagreement times

Table (3.9) Agreement coefficient between the two observers

	Pre- experiment observation			Post- experiment observation		
	Sum Agreement	Sum Disagreement	Agreement coefficient	Sum Agreement	Sum Disagreement	Agreement coefficient
Comprehension	24	6	0.80	24	6	0.80
Fluency	27	3	0.90	26	4	0.867
Vocabulary	30	0	0.100	25	5	0.83.3
Pronunciation	27	3	0.90	27	3	0.90
Grammar	29	1	0.966	24	6	0.80
Total score	25	5	0.833	24	6	0.80

According to table (3.9) of agreement coefficient between the observers, the total coefficient was 80% which meant that the observation card was highly reliable.

3.4.2.6 Implementation of the observation card:

1. The researcher prepared special cards for different speaking tasks.
2. In these cards, the students read the questions and think of their responses.
3. Students comment or answer the questions written on the special cards.
4. The researcher records their time for answering or commenting by a video camera.
5. The researcher with another teacher of English watched the video recorded for each student.
6. Observer 1 and Observer 2 observe the students speaking skills.
7. Observer 1 and Observer 2 write evaluation of the students' performance and rank their performance from 5-1 in the five scopes written in the observation card.
8. This happens twice, one time before the experiment and another time after the experiment.
9. The researcher then analyzed both observers' evaluation to find agreement and disagreement items and how much development students have achieved in their speaking skills performance.

3.4.2.7 The Participants' percentage weight and mean for both observer 1 and observer 2

The researcher analyzed the data of the observation card collected by the two observers to find if there were any statistically significant differences between the sample observed.

Table (3.10) Before the experiments' participants' percentage weight and mean (observer 1) and (Observer 2)

	Observer 1		Observer 2	
	Mean	Weight	Mean	Weight
Comprehension	1.5667	31.334	1.6667	33.334
Fluency	1.1333	22.666	1.1667	23.334
Vocabulary	1.1000	22	1.1000	22
Pronunciation	1.1000	22	1.1333	22.666
Grammar	1.1000	22	1.0667	21.334
Total score	6.0000	24.11	6.1333	24.52

Table (3.11) After the experiments' participants' percentage weight and mean (observer 1) and (Observer 2)

	Observer 1		Observer 2	
	Mean	Weight	Mean	Weight
Comprehension	4.40	88	4.2000	84
Fluency	3.8000	76	3.6667	73.334
Vocabulary	4.2000	84	3.7333	74.666
Pronunciation	3.9000	78	3.7667	75.334
Grammar	4.2333	84.666	3.6667	73.334
Total score	20.5333	82.13	19.0333	76.13

According to tables (3.10) and (3.11), it was found that there were no statistically significant differences between observer 1 and observer 2 in the students' speaking skills' mean scores.

3.4.3 The Attitude Scale:

Scales are used in connection with many modes of observation in social research. Although structured scales are essential and they are mostly associated with survey research, they are also widely used in experiments, field research, and other data-collection activities (Babbie, 2008: 278).

The researcher built an attitude scale to measure the ninth grade students' attitude towards speaking skill before and after implementing the videoconference-based strategy in teaching English speaking skill. The scale included 41 items classified into two main categories; practicing speaking skill inside classroom and practicing speaking skill outside classroom.

3.4.3.1 The aim of the scale:

This attitude scale was prepared by the researcher to measure the students' attitudes toward the English speaking skill before implementing the experiment and after implementing the videoconference-based strategy in teaching speaking skill. The researcher got much support from many professors all of the path to get the final profile of the attitude scale.

3.4.3.2 Sources of the scale:

The researcher depended on different sources to construct the questionnaire; the researcher's experience, previous studies and experts' opinions.

It took much time to translate from Arabic into English and vice versa. Finally, it was obvious that only two domains of speaking skill can be taken in consideration; speaking English inside classroom and speaking English outside classroom.

3.4.3.3 Description of the scale:

This study used a 41-item students' attitude scale towards English language speaking skill (Appendix: E), which was categorized into two main domains; students attitudes towards speaking English language inside classroom, which means:

- Speaking activities were presented within curriculum activities,
- Speaking activities were practiced with peers of less or more same language level, age, cultural background and sex.
- Speaking activities were performed by the support of the teacher who was really aware of their strength and weakness points.
- Speaking activities were presented in the shape of peer-conversations or group conversations about known topics to the students in an organized procedure.
- Speaking activities were practiced in a more comfortable and secure circumstances due to the familiarity of the topics, teacher, students and language.
- Students practice the speaking activities with trust of the general educational environment and more confidence and less hesitation.
- Student practice speaking in artificial situations designed for educational purposes. Students' attitudes towards speaking English language outside classroom means:
- Speaking with strangers.
- Speaking with lack of information about the speaking situation.
- Speaking with natural flow in natural real situations.
- Speaking with less confidence and much hesitation.

Respondents were asked to rate each item of each scope as both domains as follows:

- In the positive items (with white background), students rated the items as follows: (5) = strongly agree , (4) = agree, (3) = not sure, (2) = disagree, and (1) = strongly disagree.
- In the negative items (with gray background), students rated the items as follows: (1) = strongly agree , (2) = agree, (3) = not sure, (4) = disagree, and (5) strongly disagree.

5	Strongly agree
4	Agree
3	Don't know
2	Disagree
1	Strongly disagree

5	Strongly disagree
4	Disagree
3	Don't know
2	Agree
1	Strongly agree

The number of positive items is 20 and number of the negative items is: 21. They were distributed among the two main domains; outside classroom and inside classroom.

3.4.3.4 The validity of the Scale :

That valid test is the test that measures what it is designed to measure. The study used the referee validity and the internal consistency validity.

3.4.3.4.1 The referee validity:

The attitude scale was introduced to a panel of psychology, education, teaching English language specialists and experts. It was modified according to their suggestions and recommendations. The researcher benefited much from their suggestions.

3.4.3.4.2 The internal consistency validity

The researcher calculated the internal consistency validity of the scale by calculating the correlation of the score of each item with the total mean of the scale. Besides, the researcher calculated the correlation of the mean of each domain with the total mean.

Table (3.12) Pearson Correlation coefficient for attitude scale items first domain with the total score of the same domain

Item No.	Item	Pearson Correlation
1.	Speaking English classes are my favourites.	0.506
2.	I'm so careful to speak English with the correct sentence formation inside the classroom.	0.548
3.	I'm so careful to speak English regardless of the pronunciation of words inside the classroom.	0.575
4.	I speak English inside the classroom with no consideration to the English meaning of words.	0.582
5.	I feel relaxed to speak grammatically-correct formed English sentences inside the classroom.	0.565
6.	I love to learn different meanings of words before the English speaking activity starts.	0.531
7.	I feel confident to speak English when I have enough time to arrange my ideas before the activity starts.	0.853
8.	I feel more confident if I practice the language I need before the English speaking activity takes place.	0.842
9.	I feel hesitant to speak English inside the classroom worrying about making mistakes.	0.809
10.	I feel hesitant to speak English inside the classroom worrying about meanings of words.	0.733
11.	I feel unconfident to speak English with my teacher and classmates and teachers in public.	0.790
12.	I feel embarrassed to answer questions during the English speaking classes.	0.702
13.	I feel nervous when the English speaking activity starts.	0.819
14.	I feel worried that the teacher will correct each mistake I make during the English speaking activity.	0.831

15.	I feel disappointed that my classmates laugh at me if I make a mistake during the English speaking activity.	0.794
16.	I feel sad to get my mistakes corrected.	0.584
17.	I feel satisfied when I correct my own mistakes during the English speaking activity.	0.560
18.	I feel pleased to practice what I have learnt during the classes inside and outside the classroom.	0.555
19.	Speaking English classes help me to make new friends inside my classroom.	0.798
20.	I wish English speaking lessons dismissed because they make me more worried and embarrassed.	0.651

Table (3.13) Pearson Correlation coefficient for attitude scale items second domain with the total score of the same domain

Item No.	Item	Pearson Correlation
1.	Speaking English classes are my favourites.	0.506
2.	I am not so careful to speak English with the correct sentence formation inside the classroom.	0.548
3.	I'm so careful to speak English regardless of the pronunciation of words inside the classroom.	0.675
4.	I speak English inside the classroom with no consideration to the different meanings of words.	0.582
5.	I feel relaxed to speak grammatically-correct formed English sentences inside the classroom.	0.565
6.	I love to learn different meanings of words before the English speaking activity starts.	0.431
7.	I feel confident to speak English when I have enough time to arrange my ideas before the activity starts.	0.853
8.	I feel more confident if I practice the language I need before the English speaking activity takes place.	0.842
9.	I feel hesitant to speak English inside the classroom worrying about making mistakes.	0.809
10.	I feel hesitant to speak English inside the classroom worrying about meanings of words.	0.733
11.	I feel unconfident to speak English with my teacher and classmates and teachers in public.	0.790
12.	I feel embarrassed to answer questions during the English speaking classes.	0.702
13.	I feel nervous when the English speaking activity starts.	0.819
14.	I feel worried that the teacher will correct each mistake I make during the English speaking activity.	0.831
15.	I feel disappointed that my classmates laugh at me if I make a mistake during the English speaking activity.	0.794
16.	I feel sad when I'm stopped while speaking English to get my mistakes corrected.	0.584
17.	I feel satisfied when I correct my own mistakes during the English speaking activity.	0.560
18.	I feel pleased to practice what I have learnt during the classes inside the classroom.	0.555
19.	Speaking English lessons help me to make new friends inside my classroom.	0.798
20.	I wish English speaking lessons were dismissed because they make me more worried and embarrassed.	0.651
21.	I believe it's nonsense to learn English because I won't use it in my daily life.	0.820

According to table (3.12) and (3.13), the coefficient correlation of each item within its domain is significant at level (0.0-1.0) which meant that the attitude scale has a very strong coefficient correlation and is possible to be applied.

Table (3.14) The consistency of the scale domains

Domain No.	Item	Pearson Correlation
Domain1	The attitudes of students towards English speaking skills inside classroom.	0.980
Domain2	The attitudes of students towards English speaking skills outside classroom.	0.961

In table (3.14), it is obvious that there is a strong correlation between the two domains and the total scores and each domain with the other domain at sig. level (0.0-1.0) and that shows a high internal consistency of the scale, which reinforces the scale's internal consistency validity.

3.4.3.3 Reliability of the scale:

The test is reliable when it gives the same results when applying it again in the same conditions. The researcher used the pilot study to calculate the reliability of the attitude scale which was measured by Alpha Cronbach.

Table (3.15) Alpha Correlation Coefficient of the Scale Reliability

Domain	Cronbach's Alpha	N of items
Attitudes of students towards speaking skill inside classroom	0.765	20
Attitudes of students towards speaking skill outside classroom	0.757	21
Total	0.921	41

Table (3.15) shows that the reliability values for the two domains are (0.921) which means that the attitude scale is reliable to be conducted.

HIGHLIGHT2: The experimental and control group's equivalence:

A) The experiment and control groups' equivalence in the pre application for the speaking achievement test:

The researcher applied the achievement speaking test before the application of the experiment. Then, she used Independent Samples T-test to measure the equivalence of the experimental and control group.

Table (3.16): The experimental and control groups' equivalence in the pre application for the speaking achievement test

	N	Mean	Std. Deviation	t-test for Equality of Means	
				t-test	Sig.
Control	30	26.48	12.107	1.49	0.144
Experimental	30	25.33	10.483		

Table (3.16) shows that sig. value is 0.144 which is higher than 0.05 which means that there are no significant differences between the control group and the experimental group. This means that the control group and the experimental one are equivalent in the pre-application of the achievement speaking test.

B) The experimental and the control groups' equivalence in the pre application for the attitude scale.

The researcher applied the speaking attitude scale before the application of the experiment. Then, she used Independent Samples T-test to measure the equivalence of the experimental and control group.

Table (3.17): The experimental and control groups' equivalence in the pre application for the speaking attitude scale

Group	Group Statistics		test	
	N	Mann-Whitney U	Mann-Whitney U	Sig. (2-tailed)
Control	30	4.5	4.5	0.812
Experimental	30	75.5837		

Table (3.17) shows that sig. value is 0.812 which is higher than 0.05 which means that there are no significant differences between the control group and the experimental group. This means that the control group and the experimental one are equivalent in the pre-application of the attitude scale.

C) The experimental and the control groups' equivalence in the pre application for the observation card

The researcher and another observer observed all students of the experimental and control group and recorded them while they produced language orally twice. The first time was before implementing the experiment. The aim of this observation was to maintain the groups equivalence in speaking skills. The observation was applied again after the experiment to maintain if the implementation of the study affected the students' oral communication.

Table (3.18): The experimental and control groups' equivalence in the pre-application of the observation card

	N	Mean	Std. Deviation	t-test for Equality of Means	
				t-test	Sig.
Control	30	13.2667	2.37709	1.514	.091
Experimental	30	12.1333	2.54251		

Table (3.18) shows that sig. value is 0.091 which is higher than 0.05 which means that there are no significant differences between the control group and the experimental group. This means that the control group and the experimental one are equivalent in the pre-application of observation card.

3.4.4 The content analysis:

Klenke (2008: 89) defined the content analysis as a family of procedures for studying the contents and themes of written or transcribed tests. He mentioned another definition for content analysis as any methodological measurement applied to text for social science purposes.

So the researcher analyzed the content of term 1 units in *English for Palestine* for English language functions, Grade 9, Students' Book to find out that 8 functions are available. Each unit included one or two functions. However, the researcher added extra 5 functions which were very important to be presented to students before starting the actual language functions found in *English for Palestine*, grade 9 textbook.

However, when the researcher applied the study, she applied the 8 language functions in addition to another 5 basic functions which were important for students to acquire. The five basic functions which were added are; video-conferencing strategy introduction, non-verbal communication, greetings, introducing selves, talking about likes, hopes and wishes in an evaluation phase.

The researcher thinks these five functions are very important for our students in general, these functions were supposed to be as prior knowledge for the students. Participants were supposed to be able to greet others or introduce themselves, so she thought that she might conduct these sessions herself before starting the lessons with the British teachers.

The content analysis is mentioned in all *English for Palestine* books including Student's Book, Grade 9 books in pages 4 & 5 (Appendix: F2)

Activities of English for Palestine, Grade 9, Student's book are categorized according to one English language skill or two or three integrated skills. These are:

- A) Dialogue, vocabulary and language.
- B) Reading, vocabulary and language.
- C) Skills development and unit task.

Each unit has the three main categories of activities. Speaking activities are included in one or two of these categories of activities.

After analyzing *English for Palestine*, Grade 9, Term 1, Student's Book, it was found that the available speaking functions are:

Table (3.19) List of functions available in *English for Palestine*, Grade 9, Student's Book, term 1

No.	Unit	Functions
1.	All units	Discussing a picture.
2.	1	Describing an air flight.
3.	2	Asking and answering about locations/ the way.
4.	4	Telling a story.
5.	4	Asking for or/and giving advice, requesting, obligating.
6.	1, 5,6,7	Reporting an event or news.
7.	5	Meeting friends since ages and discussing latest news.
8.	6	Comparing ancient and modern lives.
9.	6	Talking about city problems and discussing solutions.
10.	7	Talking about a leader/giving personal qualities.

Joanna Eavas, one of the British teachers who gave the lessons to the students, read the sessions they were supposed to give to the Palestinian children. She read about the non-verbal communication session. She thought she'd love to give this lesson because she had the different needed equipment to give such a lesson.

3.4.5 The Videoconference-Strategy:

The researcher benefited much from IT experts in the Islamic University/Gaza, mainly Dr. Majdi Aquil and Dr. Muhammed Abu Shuqaire, other IT experts in Palestine (Mr. Ibrahim Shahin/ Hebron and Mr. Sameh El Jabour/ Gaza) and Prof. Russell Stannard (UK) <http://www.teachertrainingvideos.com/> to build her strategy upon real models and steps. They also refereed her strategy.

A speaking strategy has a dramatic effect on the growth of learning a foreign language, and the impact of the good strategy in teaching speaking is highly idealistic and realistic.

In this study, the researcher is going to conduct a videoconference strategy on 9th graders to measure the students' improvement in speaking skills. The videoconferencing is the conducting of a video conference by a set of telecommunication technologies which allow two or more locations to communicate by simultaneous two-way video or audio transmissions. It has also been called ' visual collaboration ' and is a type of groupware. It helps people reduce travel costs and expenses or bring them together (Coroama, Hilt & Birtel, 2012).

In 2010, the researcher was nominated to lead a cooperative project between the British Council and UNRWA- Education department which depended on connecting both countries schools, teachers and classrooms. She used the video-conferences to connect these classes. For her surprise, a great development in the students' confidence was built when they started communication with the British people, their speaking skills developed massively and they became fluent speakers!

The researcher decided to use this strategy and she tried it according to the above mentioned connection, however, she felt that this strategy may have a great impact on students' speaking performance.

3.4.5.1 ADDIE Instructional Design

This study was designed using the ADDIE Instructional Design Process which was already created 3 decades ago but still is used and updated from time to time.

The ADDIE model is a framework that lists generic process that instructional designers and training developers use (Morrison, 2010). It represents a guideline for building effective training and performance support tools in five phases; analysis, design, development, implementation and evaluation.

It is being applied here for intentional learning environments. The application of ADDIE to instructional systems design facilitates the complexities of intentional learning environments by responding to multiple situations, interaction within context, and interactions between contexts (Branch,2009)

Instructional design (ID) is a systematic, systemic iterative methodology for designing instruction and instructional materials. With a firm foundation in research from the learning sciences, instructional design is also informed by research in information and media design, user interface design, and graphic design.

As practiced today by instructional designers in higher education, the ADDIE (Analysis, Design, Development, Implementation and Evaluation) model is used as an easy to remember heuristic that is an iterative not a linear process. Ideally each phase of the process is informed by rapid prototyping where feedback from students, instructors, and other targeted users inform the next stage.

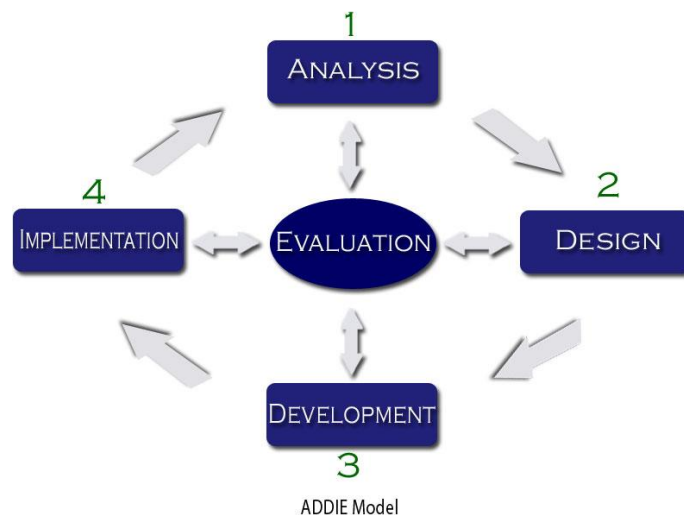


Figure (1.3): ADDIE Model

These steps can be followed for any level of instruction (lesson, course, curriculum) or for the design of any kind of instructional material (web page, simulation, handout, PowerPoint slide).

3.4.5.5.1 Analysis

The analysis phase involves gathering information to inform decisions about instructional strategies, media and technology, and evaluation of the success of the design. The analysis phase includes:

1. Analyzing the Instructional Goals:

It is expected by the end of the use of videoconference-strategy on the ninth graders' speaking skills that students will be able to:

1. Speak about the specified topics fluently.
2. Speak about the specified topics accurately.
3. Speak about the specified topics appropriately.

2. Learning outcomes:

By the end of the strategy implementation, the researcher expected that the learners would be able to speak fluently, accurately, and appropriately in the target functions. It was also expected that the implementation of the strategy would change the students' attitudes towards English speaking skills. In addition, it was expected that students would master the native-like non-verbal communication cues.

3. Learner characteristics/ background:

All the participants were female students from UNRWA schools-North Gaza. They were all between 14-15 years old. Most of them were born for well-educated parents. Generally, most families moved from Jabalia camp, which is announced universally as a very crowded small area with much tough life conditions, to Beit Lahia area after they were in a better financial situation.

Consequently, most parents are open-minded, moderate, and conservatives. The families are varied between extended and nuclear. Most parents work as employees at UNRWA different services and governmental various careers. Most of the students know how to use the computer and to use the social media for education and prestigious purposes. The school has a website and a blog, most of the students follow their school activities and news from the weblog.

However, the researcher had to meet the students before the implementation, talk with their parents, get their approval for their daughters enrollment in the lessons which would take place after school time, discuss, negotiate, respond to the parents questions and give details to the school principal in order to be ready to answer any question that any parent might ask her.

The researcher also had to meet the students before the implementation again to train the students to connect the sets; microphone, webcam, amplifiers and connect the laptop with the internet connection switch, operate the LCD TV and other needed technologies.

Beit Lahia Girls' School included nine classes for the ninth graders. Two groups were chosen randomly to represent the control and experimental groups. The experimental group included 30 students and the control group included 30 students. both were very normal classes with high achievers, moderate and low achievers. Some parents didn't agree to let their daughters be enrolled in the experiment due to the fact that lessons would be given after school time in consideration with 2 hours of time difference between Gaza and London.

4. Study Expectations:

It was expected that the implementation of the study would motivate students to speak more fluently, accurately and appropriately. It was also expected that the implementation of the study would remove or reduce the barriers of speaking English skills during speaking English activities.

It was also expected that the implementation of the study would help students build self-confidence to speak English in public (give a speech), speak with their peers, speak in groups and speak to English language native speakers.

5. Learning Environment:

Both Gaza and London schools learning classrooms included the following flexibilities; webcam, laptop, microphone, amplifier, digital camera, internet, photocopy machine, printer, pens, papers, and LCD TV.

6. Project Management

In order to make the strategy a success, we need to give an accurate implementation timing, clear resources, staff members and others.

a. Timing

The implementation of the strategy with the experimental group took place according to earlier agreed upon schedule between the volunteer teachers from London and the researcher in Gaza. The schedule was changed many times during the implementation due to some urgent cases or weak internet connection. Implementation preparation started in the middle of August, 2013 and continued during September, October November till December, 2013.

b. The schedule:

The schedule below included all lessons presented by the researcher herself or the English teachers. Each lesson lasted for 60 minutes. Summative evaluation, observing students' progress with another observer, and feedback gathering purposes were also performed during the basic speaking lessons.

Table (3.20) Schedule of videoconferencing meetings

No.	Day	Date	Topic	Teacher
1.	Wed	26/9	Introductory meeting	Jehan
2.	Sat	29/9	Training session for students to connect internet, webcam, microphone and amplifier	Jehan
3.	Mon	30/9	Non-verbal Communication	Joanna
4.	Tue	1/10	Discussing a picture.	Janette
5.	Wed	2/10	Telling a story and reporting an event/action	Charlotte
6.	Thu	3/10	Asking and answering about locations/the way.	Mellissa
7.	Sun	6/10	Evaluation for Part 1: Gathering feedback.	Jehan
8.	Mon	21/10	Meeting friends since ages and discussing news.	Alison
9.	Tue	22/10	Talking about city problems and discussing solutions.	Michelle
10.	Sun	27/10	Evaluation for Part2: Gathering feedback	Jehan
11.	Wed	13/11	Describing an air journey.	Kim
12.	Thu	14/11	Advising/requesting/obligating/asking	Alison
13.	Mon	18/11	Comparing ancient and modern lives.	Shaun

14.	Wed	20/11	Talking about a leader/giving personal qualities.	Shaun
15.	Mon	25/11	Evaluation for Part3: Gathering feedback.	Jehan

c. Resources

- *English for Palestine*, Grade 9, Student's Book, Term 1, Speaking skills is the source for the lessons, for planning, for using the accurate visual media for inspiring the English teachers to develop their techniques.
- Some teaching websites will also be used for the same previous purposes especially for those lessons which are important but not included in *English for Palestine*.
- Teaching English as a Foreign Language books will be used to get more information, ideas, and activities which will be used in the implementation.

d. Implementation Staff Members:

In Gaza, the researcher conducted the study after school time after obtaining the parental approval, in addition to the school attendant who helped with internet, cables, and LCD TV preparation for displaying. For recording some sessions and photo taking shots, a cameraperson came twice. The students were also trained to record their classmates when they were practicing speaking and to take some photos when necessary.

In London, the researcher has organized with Mr. Shaun Dolan, a teacher at Chelsea Community Hospital School, whom she already met many times in Gaza and London. Mr. Dolan will have a few meetings with the staff members of his school, he will ask for volunteers to give the lessons after explaining the strategy.

Later, the researcher contacted each teacher via emails. The British teachers agreed upon the topic he/she would present to the students via videoconferencing. Finally, the researcher sent a scanned copy of the appropriate lessons -*English for Palestine*, Grade 9, Term 1 units via email too to each teacher.

3.5.5.1.2 Design

Depending on the analysis stage as prior knowledge, a preliminary design for the new instructional material will be created. The researcher created a researcher's packet, that included: introduction, warming ups, aims of the experiment, topic list, photos, contact information, all technical requirements, setting, and the observation cards.

Designing the implementation:

- **Task design:**

- Listening comprehension: by which the audience will see/hear the teacher speaking about himself/herself to create their own speaking comprehension questions later on.
- Individually, the student works out the warming up puzzles, games, brainstorming.
- In private pairs, work out mini-dialogues.
- In public pairs, work out mini-dialogues.
- In group works, act out conversations.
- Individually, give feedback.

- **Information Design:**

The presentation focused on speaking skill activities with its three speaking sub-skills; accuracy, fluency, and appropriacy. This included; grammatical rules presentation, vocabulary presentation, fluency (intonation, contractions, stress, tone, etc) presentation, and needed pace and score of formality and informality of a conversation.

Speaking topics establish the foundation for a sound speaking strategy. These topics, which evolved over time, supported the identification and pursuit of venues and opportunities. The *English for Palestine*, Grade 9, Term 1 speaking skills are:

1. Describing an air flight.
2. Discussing a picture.
3. Asking and answering about locations/ the way.
4. Telling a story.
5. Asking or/and giving advice, requesting, obligation.
6. Reporting.
7. Meeting friends since ages and discussing latest news.
8. Comparing ancient and modern lives.
9. Talking about city problems and discussing solutions.
10. Talking about a leader/giving personal qualities.

- **Audio-visual media**

This included scanned copy of *English for Palestine*, Students' Book, Term 1 textbook, suggested PowerPoint Presentations, videos, and the activity sheets. Some ready-made web materials were used specially for the lessons which were not included directly in *English for Palestine*, Students' Book, Term 1 speaking functions and the additional daily-life conversations; e.g. greetings, non-verbal communications, and discussing a picture.

A preliminary design for the evaluation of the first implementation of instruction was also an important step during this phase. If planning for feedback and evaluation of

the instruction and materials was not included throughout the ADDIE process, it could result in a poorly designed evaluation that did not adequately reflect the goals and objectives for the new or redesigned instruction and materials.

3.5.5.1.3 Development

This phase involved the actual creation of any "deliverables" such as a Web page, handouts, PowerPoint slides, or online activities that were used with learners in the first implementation. Different media and technology specialists or staff may be responsible for different aspects of the development stage, so working with development team needs to be carefully planned and organized to meet deadlines for delivery. This includes the following:

In London:

- E-mails were placed with Chelsea Community hospital School teachers to request 10 volunteer teachers for participation in the experiment.
- Each volunteer teacher was sent an e-mail including the following; thanking for participating letter, a brief introduction about the thesis, thanks, different roles in making the thesis a success and a list of the speaking topics found in *English for Palestine*, Grade 9, Term 1 Student's Book, and suggested dates for each topic.
- In a return e-mail, teachers chose two or three topics they liked to present during the implementation phase.
- The researcher sent the final schedule with the specified dates to all the volunteer teachers.
- Each volunteer teacher was sent the text book of the topic from the ninth grade *English for Palestine*.
- The researcher created an events calendar and sent it to all volunteer teachers and revealed it to the participants and families.
- Two sided preparation between Gaza and London took place.
- Each volunteer teacher was sent a suggested powerpoint presentation and a plan to introduce their lessons.

In Gaza:

The researcher inquired about the setting, time, internet connection, equipments, curriculum, parental approval for participation in the experiment, and permits from the people in charge to conduct the study.

Setting: Biet Lahia Girls' Prep.School. Arts Room

Time: 13:00-14:00, days (according to schedule).

Internet connection: fast.

Equipment: LCD TV, high quality web-cam, microphone, amplifiers, digital camera, chalk, photocopy machine, laptop, cards, ID cards for the students, video

camera, refreshment for the students, prizes, stimuli, completion certificates, and goodbye gifts

Curriculum: A scanned copy of the *English for Palestine*, Students' Book, Grade 9, Term 1 units, web-designed materials, powerpoint presentations (ready-made, the researcher-made), journals, analysis for the speaking lessons.

Parental approval: which included the name of the researcher and the study, the aim of the study, time of conducting the study, benefits to be reflected on the students' speaking skill, contact details, and location of the study (Appendix: H2).

Permits: from the UNRWA-Development Centre, AOE-North Area, and the School Principal (Appendix: H1)

- An introductory session for the experimental group to explain the strategy, aims of the study, answering questions, collecting the parents approval for participation in the experiment.
- An attitude scale was given to the students to measure their attitudes towards learning speaking skills.
- A pre-test for both the experimental and the control groups took place during August, 2013.
- A speaking session as a pre-experiment discussion to test the students' speaking ability. This session was recorded by a video-camera for analyzing later.
- Students and parents were given the schedule of the experiment.
- Two sessions about oral communication took place before the launch of the experiment. (verbal and non-verbal), some guidance, instructions, answering questions.
- The researcher arranged the internet connection, camera, microphone, LCD, setting for implementing the videoconferencing strategy.
- 8 videoconferences with the British volunteer teachers were executed as in Step 3 and the rest lessons were given by the researcher.
- A scale was given to the students to measure their attitudes towards speaking skills.
- Printed materials were distributed among students. More exercises were given as assignments.

- The researcher invited other experts for progress evaluation.

- The researcher contacted the people in charge to get permits for executing the experiment.

- A cameraman was invited to record three lessons for documentation and analysis later.

3.5.5.1.4 Implementation:

In this phase, the researcher described the first use of the videoconferencing-based strategy with the ninth graders. Ideally those involved with the design and development of the videoconferencing-based strategy to follow the project once it was implemented with actual learners.

Learning problems or unforeseen instructional challenges occurred when the first lesson was implemented. The need for a few instructional modifications on the design and materials should be done. So it was important to remember that this stage was a part of a process and not simply the end of the design and development project.

During the implementation, the researcher and another teacher observed the development and growth of the students' speaking skills, self confidence and abilities recognition.

Prof. Awad, the supervisor of this study, visited the location once and took the accurate feedback from the students and talked to Mr. Shaun, who was the volunteer teacher that day and the coordinator in London.

After each session, the researcher surveyed the students knowledge, benefits, feedback about the aims of the lessons and if they wanted anything to be modified. Participants also nominated one student to be rewarded with a little gift each lesson. This student was the best student from their own perspectives.

3.5.5.1.5 Evaluation

During this phase evaluative feedback on the effectiveness of the instructional design of the lesson, course, curriculum or materials in meeting the original instructional goals and learning objectives were gathered. If the feedback meets the expectations and goals for the design, then it can be considered summative or final. However, based on this feedback, revisions in the design may be necessary.

- The researcher established a grading system to measure the students' attitudes towards speaking skill before the experiment and after the experiment as well.
- The researcher constructed an interview card for students to express their attitudes towards the strategy.
- The researcher constructed an achievement test to measure the students development in speaking skills.
- The researcher constructed an observation card to observe students' speaking skills development.
- The researcher surveyed the students' opinions before/during and after the experiment.

- The researcher interviewed the students' teacher from time to time.

3.5.6 The interviews:

The researcher believed that the students' character, learning strategies, attitudes towards speaking English language skill, meeting or chatting with strangers, and life-skills changed or promoted.

So she designed an interview card (Appendix: G 1&2), depending on the literature review of implementing the videoconferencing in education, in order to check the changes. The students were interviewed in three domains ; the effect of the strategy on the students' own characters, the effect of the strategy on the students' life-skills mastering and the effect of the strategy on the students' speaking English language skill. The majority of the students agreed upon the effectiveness of the strategy on the three domains.

The researcher also interviewed B/Lahia Girls' Prep. School, Ms Nawal Al Mujaber, and Ms Nida'a Mattar, the students' English language teacher. They both confirmed that the application of the videoconferencing strategy has changed the students' greatly in the three domains as explained in chapter 4 and5.

Summary:

In this section, the researcher illustrated the type of the research design and the methodology she followed in her study. The experimental was the design due to the nature of the study and the way she chose her sample.

Then she talked about the dependent and independent variables of the study, testing the normality. Then she talked about the study tools; the achievement test, the observation card, the attitude scale, the content analysis, the strategy and the interviews. She talked about aim, steps of building, reliability and validity of each tool.

In designing the strategy, the researcher benefited from the IT experts to follow the ADDIE instructional design. So she analyzed, designed, developed, implemented and evaluated her design.

Chapter IV

Results: Analysis of Data

Chapter IV

Results: Analysis of Data

In this chapter the results of the data analysis are presented. The data was collected, then processed in response to the problems posed in chapter 1 of this study. One fundamental goal of this chapter is to present the analysis of the data collected by different instruments and analyzed by different statistical styles, formulas, and equations. This goal was to develop a base of knowledge about the use of a videoconferencing-based strategy in the students' English speaking skills.

This study aimed at investigating the effectiveness of implementing a videoconferencing-based strategy on the Palestinian ninth graders' speaking skills and their attitudes towards speaking.

The statistical analysis of the collected data and the findings of the research were tackled in consideration to the research questions and hypotheses by using the Statistical Package for Social Sciences (SPSS).

1) The first hypothesis stated as follows:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the ninth graders' total mean scores of the experimental group on the post test and that of their counterparts in the control group.

To examine this hypothesis, means and standard deviation of the experimental and the control groups' results on the post-test of speaking skills were computed. The researcher used Independent Samples T-test to measure the significant differences. To interpret this hypothesis, the researcher used t.test independent sample results of differences between experimental and control group in the post test.

Table (4.1) t.test independent sample results of differences between the experimental and the control group in the post speaking test.

Question	GROUP	N	Mean	Std. Deviation	t.	Sig. value
sumA	Experimental	30	3.42	1.11	2.13	0.048
	Control	30	3.23	1.48		
sumB	Experimental	30	3.56	1.02	2.23	0.029
	Control	30	2.23	0.90		
sumC	Experimental	30	1.61	1.89	2.77	0.035
	Control	30	1.56	1.45		
sumD	Experimental	30	3.90	1.35	2.32	0.025
	Control	30	2.97	1.85		
sumE	Experimental	30	2.27	1.72	2.13	0.037
	Control	30	1.47	1.78		

sumF	Experimental	30	3.89	1.76	2.45	0.024
	Control	30	2.03	2.09		
sumI	Experimental	30	3.17	1.95	2.21	0.035
	Control	30	2.43	1.99		
sumG	Experimental	30	2.88	1.55	2.22	0.050
	Control	30	3.12	1.82		
sumK	Experimental	30	3.63	1.75	2.02	0.045
	Control	30	2.17	1.73		
sumL	Experimental	30	3.87	1.29	2.11	0.042
	Control	30	2.43	1.74		
sum	Experimental	30	4.60	1.71	2.23	0.023
	Control	30	3.67	2.40		
sumN	Experimental	30	3.40	1.38	2.36	0.029
	Control	30	2.13	1.66		
Total score	Experimental	30	35.70	10.41	2.78	0.001
	Control	30	28.70	14.61		

” table value at (58) d f. at (0.05) sig. level equal 2.00

“t” table value at (58) d f. at (0.01) sig. level equal 2.66

The results in table (4.1) indicate that the control group scores mean is (28.70) in the post test whereas the experimental group scores mean is (35.70) in the same post test. It also indicates that (t) computed value was greater in the total score of the post speaking test than the (t) table value in the post speaking test.

This means that there are differences at ($\alpha= 0.01$) and (0.05) between the total scores of the experimental group and the control one in favour of the experimental group. There differences between the mean scores of both groups in favour of the experimental group.

This result means that the videoconferencing-based strategy is effective in developing the Palestinian ninth graders' speaking skills. To calculate the effect size, the researcher used Eta square η^2 by using the following equation:

Also the researcher calculated "d" value by using the following equation:

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

Researchers normally use the table reference of three scales; small, medium and large. If (d) value is larger than 0.8, it can be said that the level of effect size is very large.

Table (4.3)
"t" value, eta square " η^2 ", and "d" for each question and the total score

Questions	t value		D	Effect size
sumA	1.23			Medium
		0.03	0.32	
sumB	2.23			Large
		0.08	0.59	
sumC	1.89			Medium
		0.06	0.50	
sumD	2.32			Large
		0.08	0.61	
sumE	2.13			Large
		0.07	0.56	
sumF	2.45			Large
		0.09	0.64	
sumI	2.21			Large
		0.08	0.58	
sumG	0.78			
		0.01	0.21	
sumK	1.14			
		0.02	0.30	
sumL	2.11			Large
		0.07	0.56	
Sum	2.23			Large
		0.08	0.59	
sumN	2.36			Large
		0.09	0.62	
Total score	2.78			Large
		0.12	0.73	

Table (4.3) shows that there is a different effect size for each question and the total score of each question. Implementing the effect size equation, the researcher found that the effect size of the total score of the speaking test is large.

It is also found that the experimental group participants' scores mean has risen up due to the implementation of the experiment. The mean scores of the experimental group in the pre application of the speaking test was 25.33 and it grows to 35.7.

2. The second hypothesis was stated as follows:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the high-achievers of the experimental group on the post test and that of their counterparts in the control group.

To examine this hypothesis, means and standard deviation of the experimental and the control groups' results on the speaking post-test were computed.

The researcher used Mann WhitneTest to measure the significance of the differences if there were any. To interpret this hypothesis, the researcher used Mann WhitneTest and *Z Value* results of the total mean score of the high-achievers' post-test between the experimental and the control group mean scores.

Table (4.4)

U and Z value to examine the differences between the total mean scores of the high-achievers of the experimental group on the post test and that of their counterparts in the control group

Question	GROUP	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Sig. value
sumA	experimental	9	9.12	106.5	7.8	2.52	0.012
	Control	8	5.45	55.2			
sumB	experimental	9	12.22	102.5	9.1	3.12	0.003
	Control	8	7.62	52.4			
sumC	experimental	9	9.12	105.5	7.8	2.89	0.012
	Control	8	6.58	56.4			
sumD	experimental	9	10.12	105.3	6.1	2.89	0.021
	Control	8	6.22	52.4			
sumE	experimental	9	11.52	99.3	8.2	3.77	0.007
	Control	8	5.62	55.2			
sumF	experimental	9	10.12	98.5	6.5	3.48	0.004
	Control	8	4.62	52.2			
sumI	experimental	9	11.12	105.0	8.9	3.25	0.006
	Control	8	5.62	45.4			
sumG	experimental	9	11.12	102.5	8.5	2.67	0.008
	Control	8	5.62	52.1			
sumK	experimental	9	11.12	101.5	6.5	3.05	0.021
	Control	8	5.62	52.4			
sumL	experimental	9	10.33	90.5	6.0	2.44	0.045
	Control	8	5.36	55.4			

sum	experimental	9	12.12	102.5	9.2	3.55	0.021
	Control	8	7.62	55.4			
sumN	experimental	9	11.12	99.5	8.8	3.77	0.007
	Control	8	5.52	52.4			
Total score	experimental	9	12.06	108.5	8.5	2.67	0.008
	Control	8	5.56	44.5			

The findings in table (4.4) show that the (Z) computed value (2.67) is greater in the total mean score of the high-achievers' speaking post test than the (Z) table value (1.96). This means that there are statistically significant differences of scores (0.01) and (0.05) between the high-achievers' speaking post-test between the experimental and the control group in relation to the total score of the test in favour of the experimental high-achievers.

To calculate the effect size the researcher used Eta square " η^2 " and "Z" value by using the following formula:

Table (4.5)
"Z" value and Eta square " η^2 " for each skill and the total score of the test

Question	Z	Z ²	Z ² +4		Effect size
sumA	2.52	6.35	10.35	0.61	Large
sumB	3.12	9.73	13.73	0.71	Large
sumC	2.89	8.35	12.35	0.68	Large
sumD	2.89	8.35	12.35	0.68	Large
sumE	3.77	14.21	18.21	0.78	Large
sumF	3.48	12.11	16.11	0.75	Large
sumI	3.25	10.56	14.56	0.73	Large
sumG	2.67	7.13	11.13	0.64	Large
sumK	3.05	9.30	13.30	0.70	Large
sumL	2.44	5.95	9.95	0.60	Large
Sum	3.55	12.60	16.60	0.76	Large

sumN	3.77	14.21	18.21	0.78	Large
Total score	2.67	7.13	11.13	0.64	Large

Table (4.5) shows that there is a large effect size for each question and the total score of test.

It is also found that the high-achievers of the experimental group participants' rank scores mean has risen up due to the implementation of the experiment. The mean scores rank of the high-achievers of the experimental group in the pre application of the speaking test was 7.33 and it grows to 12.06.

3. The third hypothesis was stated as follows:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the low-achievers of the experimental group on the post test and that of their counterparts in the control group.

To examine this hypothesis, means and standard deviation of the experimental and the control groups' results on the post-test of speaking skills were computed. The researcher used MannWhitneTest to measure the significant differences. To interpret this hypothesis, the researcher used MannWhitneTest and *Z Value* results of the total mean score of the low-achievers' post-test between the experimental and the control group.

Table (4.6)

U and Z value to examine the differences between the total mean scores of the low-achievers of the experimental group on the post test and that of their counterparts in the control group

Question	GROUP	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z
sumA	Experimental	5	11.20	56.00	19	1.12
	Control	12	8.08	97.00		
sumC	Experimental	5	11.10	55.50	19.5	1.13
	Control	12	8.13	97.50		
sumI	Experimental	5	11.70	58.50	16.5	1.51
	Control	12	7.88	94.50		
sumB	Experimental	5	8.00	40.00	25.00	0.94
	Control	12	9.42	113.00		
sumD	Experimental	5	7.20	36.00	21.00	1.06
	Control	12	9.75	117.00		
sumE	Experimental	5	6.50	22.50	12.90	1.56
	Control	12	9.88	130.50		
sumF	Experimental	5	11.40	57.00	18.00	1.26
	Control	12	8.00	96.00		
sumG	Experimental	5	5.50	27.50	12.50	1.91
	Control	12	10.46	125.50		

sumK	Experimental	5	10.60	53.00	22.50	0.952
	Control	12	8.33	100.00		
sumL	Experimental	5	10.30	51.50	23.50	0.709
	Control	12	8.46	101.50		
Sum	Experimental	5	11.80	59.00	16.00	1.51
	Control	12	7.83	94.00		
sumN	Experimental	5	11.40	57.00	18.00	1.34
	Control	12	8.00	96.00		
Total score	Experimental	5	10.50	52.50	22.5	0.794
	Control	12	8.38	100.50		

The findings in table (4.6) show that the mean scores of the control group was only (8.38) in relation to the total score of the speaking post test, whereas the experimental group mean scores of the speaking post test was (10.50). As a result, the (Z) computed value of the low-achievers o the control group is (0.794) is smaller in the total score of the low-achievers' speaking post test than the (Z) table value (1.96) which means that there are not any significant differences between the total scores of the low-achievers speaking post test of the experimental group and those of their counterparts in the control group.

The researcher believes that due to the nature of the low-achievers' learning strategies and need to more focus on their learning, they need longer time to be familiar to the strategy.

It is also found that the low-achievers of the experimental group participants' rank mean scores has risen up due to the implementation of the experiment. The mean scores rank of the low-achievers of the experimental group in the pre application of the speaking test was 8.33 and it grows to 10.50.

4. The fourth hypothesis was stated as follows:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores on the post application of the observation card of the experimental group and that of the control group.

To examine this hypothesis, means and standard deviation of the experimental and the control groups' results on the post application of the observation card to observe the speaking skills were computed. The researcher used Independent Samples T-test to measure the significant differences. To interpret this hypothesis, the researcher used t.test independent sample results of differences between experimental and control group in the post application of the observation card.

Table (4.7)
t.test independent sample results of differences between the experimental and the control group in the post application of the observation card.

Post	Group Statistics			t-test of Means	
Group	N	Mean	Std. Deviation	T	Sig
Experimental	30	43.5667	6.35547	2.438	.018
Control	30	39.5667	6.35547		

In table (4.7), it is obvious that the total mean score of the experimental group is 43.567 and the total mean score of the control group is 39.567 in the post application of the observation card. As a result the calculated sig value = 0.018 is smaller than the sig computed value which means that there is a significant difference at the level (0.05) between the total mean score of the experimental group and the total mean score of the control one in favour of the experimental group in the post application of the observation card.

This result means that the videoconferencing-based strategy is effective in developing the Palestinian ninth graders' speaking skills as measured by the observation card. This meets the results of the first question that the strategy has an effect in the students' speaking skills in the post test. In addition it has an effect in the students' oral production (using the speaking skills) in the post application of the observation card.

Table (4.8)
U and Z value to examine the differences between the high-achievers' mean score in the post-application of the observation card between the experimental group and the control group

Group	Group Statistics			Test	
	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig
Experimental	6	9.15	102.5	2.51	.016
Control	4	5.44	50.2		

In table (4.8), it is obvious that the total mean score of the experimental group is 43.567 and the total mean score of the control group is 39.567 in the post application of the observation card. As a result the calculated sig value = 0.018 is smaller than the sig computed value which means that there is a significant difference at the level (0.05) between the total mean score of the experimental group and the total mean score of the control one in favour of the experimental group in the post application of the observation card.

This result means that the videoconferencing-based strategy is effective in developing the Palestinian ninth graders' speaking skills as measured by the observation card. This meets the results of the first question that the strategy has an effect in the students' speaking skills in the post test. In addition it has an effect in the students' oral production (using the speaking skills) in the post application of the observation card.

The researcher believes that the concentration of the experiment helped students especially the low-achievers to be able to speak English with some correctness of grammar, pronunciation, comprehension, vocabulary and fluency. But still they need more time to be able to write what they can speak correctly.

Listening to the native teachers, the Palestinian teacher, and their peers during the implementation lessons helped them produce correct sentences with the appropriate formation and within their suitable contexts.

Table (4.9)
U and Z value to examine the differences between the high-achievers' mean score in the post-application of the observation card between the experimental group and the control group

Post	Group Statistics			test	
Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig
Experimental	2	10.12	95.5	2.18	.032
Control	9	5.51	55.4		

In table (4.9), the calculated sig value = 0.018 which means that there is a significance difference at the level (0.05) between the total scores of the low-achievers of the experimental group and their counterparts of the control one in favour of the low-achievers of the experimental group in the post application of the observation card. There were also significant differences between mean score of both groups in favour of the experimental group. The control experimental mean is (7.17) in relation to the total score of the test whereas the control group mean is (3.00).

This result means that the videoconferencing-based strategy is effective in developing the Palestinian ninth graders' speaking skills.

5. The fifth hypothesis was stated as follows:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores on the post application of the attitudes scale of the experimental group and that of the control group.

To examine this hypothesis, means and standard deviation of the experimental and the control groups' results on the post-attitude scale towards speaking skill were computed.

The researcher used Independent Samples T-test to measure the significant differences. To interpret this hypothesis, the researcher used T.test independent sample results of differences between experimental and control groups post attitude scale scores.

Table (4.10)
t.test independent sample results of differences between the experimental and the control group in the post-application of the attitude scale

Domain	GROUP	N	Mean	Std. Deviation	t.	Sig. value
Domain 1	experimental	30	86.8333	6.46520	12.32	0.00
	Control	30	61.0667	9.44652		
Domain 2	experimental	30	93.6333	6.35981	16.31	0.00
	Control	30	55.6667	11.04952		
Total score	experimental	30	180.4667	12.28325	16.54	0.00
	Control	30	116.7333	17.14831		

"t" table value at (58) d f. at (0.01) sig. level equal 2.66

The findings in table (4.10) show that the (t) computed value is larger in all domains and in the total mean score of the attitude scale than the (t) table value in the post attitude scale. This means that there are significant differences at ($\alpha= 0.01$) and (0.05) between the experimental group and the control one in favour of the experimental group.

The mean of the experimental group is (180.47) in relation to the total score of the test, whereas the mean of the control group is (116.73). This means that the videoconferencing-based strategy is able to improve the students' attitudes towards speaking skill.

Table (4.11)
"t" value, eta square " η^2 ", and "d" for each domain and the total score

Domain	t value		D	Effect size
Domain 1	12.32	0.72	3.24	Large
Domain 2	16.31	0.82	4.29	Large
Total score	16.54	0.83	4.35	Large

Table (4.11) shows that there is a large effect size for each domain and the total score of each domain. Obviously, the effect size of the attitude scale in each domain and in the total score of the scale is large.

6. The sixth hypothesis was stated as follows:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores on the post application of the attitudes sale of the high-achievers of the experimental group and that of their counterparts in the control group.

To examine this hypothesis, means and standard deviation of the experimental and the control groups' results of the high-achievers' post-attitude scale towards speaking skills were computed. The researcher used MannWhitne Test to measure the significant differences.

To interpret this hypothesis, the researcher used MannWhitne Test and Z Value results of the total mean score of the high-achievers' post-attitude scale between the experimental and the control group

**Table (4.12)
U and Z value to examine the differences between the high-achievers' attitudes towards speaking skills between the experimental group and the control group**

Domain	GROUP	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Sig. valu
First	Experimental	9	12.89	116.00	1	3.37	0.000
	Control	8	4.63	37.00			
Second	Experimental	9	13.00	117.00	0.00	3.47	0.001
	Control	8	4.50	36.00			
Total score	Experimental	9	13.00	117.00	0.00	3.47	0.001
	Control	8	4.50	36.00			

The results in table (4.12) show that the (Z) computed value (3.42) is greater in the total scores of the high-achievers' post attitude scale than the (Z) table value (1.96). This means that there are statistically significant differences at levels (0.01) and (0.05) between the high-achievers' post attitude scale scores of the experimental and those of their counterparts of the control group in favour of the high-achievers of the experimental group.

In addition, there is a significant difference between the means of the high-achievers in the control group and the experimental group in favour of the high-achievers of the experimental group.

The mean of the control group was (4.50) in relation to the total score of the attitude scale towards speaking. However, the mean of the experimental group was (13.00). This means that the videoconferencing-based strategy is effective on developing the high-achievers' attitudes towards speaking skills. To calculate the effect size the researcher used Eta square " η^2 " by using the following formula:

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

Table (4.13)
"Z" value and Eta square " η^2 " for each domain and the total score of the scale

Domain	Z	Z²	Z²+4		Effect size
Domain 1	3.37	11.36	15.36	0.74	Large
Domain 2	3.47	12.04	16.04	0.75	Large
Total score	3.47	12.04	16.04	0.75	Large

Table (4.13) shows that there is a large effect size for each domain and the total score of attitude scale.

7. The seventh hypothesis was stated as follows:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores on the post application of the attitudes sale of the low-achievers of the experimental group and that of their counterparts in the control group.

To examine this hypothesis, means and standard deviation of the experimental and the control groups' results of the low-achievers' post-attitude scale towards speaking skills were computed. The researcher used MannWhitne Test to measure the significant differences.

To interpret this hypothesis, the researcher used MannWhitne Test and Z Value results of the total mean score of the low-achievers' post-attitude scale between the experimental and the control group.

Table (4.14)
U and Z value to examine the differences between the low-achievers' attitudes towards speaking skills between the experimental group and the control group

Domain	GROUP	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Sig. valu
First	Experimental	10	12.00	120.00	5.00	2.93	0.002
	Control	7	4.71	33.00			
Second	Experimental	10	12.50	125.00	0.00	3.42	0.000
	Control	7	4.00	28.00			
Total score	Experimental	10	12.50	125.00	0.00	3.42	0.000
	Control	7	4.00	28.00			

The results in table (4.14) show that the (Z) computed value (3.42) was greater in the total score of the low-achievers' post attitude scale than the (Z) table value (1.96). This means that there are statistically significant differences of scores (0.01) and (0.05) between the low-achievers' post attitude scale between the experimental and the control

group in relation to the total score of the scale in favour of the experimental low-achievers.

In addition, there was a significant difference between the means of the low-achievers in the control group and the experimental group in favour of the low-achievers of the experimental group.

The mean of the experimental group is (12.50) in relation to the total score of the scale. Whereas, the mean of the control group is (4.00). This means that the videoconferencing-based strategy is effective in developing the low-achievers' attitudes towards speaking skills. To calculate the effect size, the researcher used Eta square " η^2 " by using the following formula:

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

Table (4.15)
"Z" value and Eta square " η^2 " for each domain and the total score of the scale

Domain	Z	Z ²	Z ² +4		Effect size
Domain 1	2.93	8.58	12.58	0.68	Large
Domain 2	3.42	11.70	15.70	0.75	Large
Total score	3.42	11.70	15.70	0.75	Large

Table (4.15) shows that there is a very large effect size for each domain and the total score of scale.

Summary:

This chapter dealt with data analysis and results. The results of each hypothesis was analyzed statistically using different statistical techniques according to the nature of the hypothesis and the data collection tool used in the study.

The first hypothesis results proved that there was a significant difference between the experimental and control group mean scores in the speaking achievement test in favour to the experimental group due to the implementation of the videoconferencing-based strategy.

The results of the second hypothesis indicated that there was a significant difference between the high-achievers mean scores of the control group and the mean scores of the high-achievers of the experimental group in the favour of the high-achievers of the experimental group in the post test due to the implementation of the videoconferencing-based strategy.

The results of the third hypothesis indicated that there was not any significant difference between the mean scores of the low-achievers of the control group in the post test and the mean scores of the low-achievers of the experimental group in the same post test which meant that the implementation of the videoconferencing strategy had no effect on the low-achievers' speaking skills.

The results of the fourth hypothesis indicated that there was a significant difference between the control group's mean scores in the speaking the skills and of the experimental group's mean scores in the speaking skills which meant that the implementation of the videoconferencing strategy improved the students' oral production and English language speaking skills. The researcher thinks that the low-achievers gained good command of oral production but they still need some more time to practice writing what they are able to produce.

The results of the fifth hypothesis indicated that there was a significant difference between the control group's attitudes towards speaking skills and of the experimental group's attitude towards speaking skills which meant that the implementation of the videoconferencing strategy improved the students' attitude towards speaking English language.

The results of the sixth hypothesis indicated that there was a significant difference between the high-achievers of the control group's attitude towards speaking skills and of the high-achievers of the experimental group's attitude towards speaking skills in the favour of the experimental group due to the implementation of the strategy. This meant that the implementation of the videoconferencing strategy improved the high-achievers ' attitude towards speaking English language.

The results of the seventh hypothesis indicated that there was a significant difference between the low-achievers of the control group's attitude towards speaking skills and of the low-achievers of the experimental group's attitude towards speaking skills in the favour of the experimental group due to the implementation of the strategy. This meant that the implementation of the video-conferencing strategy improved the low-achievers ' attitude towards speaking English language.

Chapter V
Findings, discussion, conclusion,
implications, suggestions and
recommendations

Chapter V

The findings, pedagogical implications, suggestions and recommendations

This chapter discusses the findings in relation to giving interpretations and analyzing these findings in the light of the experimentation of videoconferencing-based strategy on the Palestinian ninth graders' speaking skills and their attitudes towards speaking skill. Based on the results of this study, the following findings were revealed:

5.1 The findings

Based on the findings of this study, results revealed that implementing the videoconferencing-based strategy improved the students' speaking skills.

The British teachers used different techniques and strategies during their lessons; different activities, tasks, worksheets, songs, games, brain teasers, drawings, pictures, realia, photos, websites, meetings and music.

English language speaking lessons were explained to students by the British teachers via videoconferencing using different classroom organizations; individual work, pair-work and group work. This classroom organization created a lively, energetic, and positive learning atmosphere. This joyous atmosphere worked positively to reduce the barriers of English language speaking skill; shyness, hesitation, anxiety, worry and lack of knowledge.

Data collected by different tools' results showed that the videoconferencing-based strategy had a large effect in ninth graders' speaking skill in general and especially in the ninth graders high-achievers but didn't have a significant difference in the ninth graders' low-achievers. The researcher believed that low-achievers need more time and more training to get familiar to the strategy and to remedy their English language speaking skill weaknesses.

It was also observed that the ninth graders gained a relatively substantial amount of improvement in comprehension, pronunciation, grammar, fluency, and vocabulary English language sub-skills.

The researcher applied various tools to collect the needed data; the pre-post speaking test, the observation card, the interview, and the attitude scale to measure students' speaking development. Interviews with the experimental group students proved that the implementation of the strategy helped them develop their personalities, life-skills and attitudes towards English language speaking skills.

Relying on the results of the study, the researcher sums up the following

5.1.1 The findings of the first question:

The researcher investigated the first question which examined if there were any statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the experimental group on the post test and that of the control group.

The results concerning question one indicate that the (t) computed value was greater in the ninth graders' total scores of the post test of the experimental group than the (t) table value in the post test. This means that there are significant differences at ($\alpha = 0.01$) and (0.05) between the experimental group and the control one in favour of the experimental group.

There was also a significant difference between the mean scores of experimental group and the mean scores of the control group in favour of the experimental group. Whereas the mean of the experimental group is (35.70) in relation to the total score of the test, the mean of the control group is (28.70).

The researcher implemented the effect size equation to find out that the effect size of all questions was large in total as most questions varied between the small effect and the very large one. This in total large effect reflected the success of implementing the videoconferencing-based strategy in speaking skills teaching.

The researcher believes that the videoconferencing-based strategy affected positively the students' personalities, life-skills and speaking English language skill as the interview with the participants showed.

The researcher also attributes these findings to the joyous atmosphere of learning during the implementation sessions, new technologies, being open to different cultures, developing new learning strategies such as self-learning, using drama, role-plays, ways of correcting speaking mistakes and others, building self-confidence by talking to strangers, taking notes, revising, practicing, trusting others, asking questions, responding to questions skills, and responding to external and internal incentives.

The researcher kept in contact with the experimental group even though the implementation stopped four times due to the students' mid-term exams, time change, bad internet connection, and vacation in London schools. But this happened in a previous scheduling and regular arrangements between the researcher and the in-London teachers from one hand and the researcher and the students and their school administration on the other hand.

To do that, the researcher visited the students at school three times, gave them some gifts, and motivated them to guide their efforts towards self-learning.

Students were very motivated to start their lessons after school time. They were very eager, ambitious and curious about the teacher of today and the topic they were

about to learn. They were always ready to give feedback, talk about some problems and ask questions to the teachers. As a result, it can be simply said that the videoconferencing-based strategy was effective to develop the Palestinian ninth graders' speaking skills.

5.1.2 The finding of the second question:

The researcher investigated the second question which examined if there were any statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the high-achievers of the experimental group on the post test and that of the control group.

The results concerning question two indicate that the (t) computed value is greater in the total mean score of the speaking post test than the (t) table value in the post test. This means that there are significant differences at ($\alpha = 0.01$) and (0.05) between the high-achievers mean scores of the experimental group and high-achievers mean scores of the control one in favour of the experimental group.

There was also a significant difference between the means of both groups in favour of the mean scores of the high-achievers of the experimental group. Whereas the mean score of the high-achievers of the control group was (5.56) in relation to the total mean score of the test, the mean score of the experimental group was (12.06).

The researcher implemented the effect size equation to find out that the effect size of all questions was very large in total scores which reflected the success of implementing the videoconferencing-based strategy in speaking skills teaching.

The researcher believes that the videoconferencing-based strategy affected positively the high-achievers' achievement and ways of developing their learning and personal skills.

The researcher also attributes these findings mean to the joyous atmosphere of learning during the implementation period, new technologies, being open to different cultures, developing new learning strategies, building self-confidence, trust others, ask questions and respond to questions skills, external and internal incentives.

As a result, it can be simply said that the videoconferencing-based strategy was effective in developing the Palestinian ninth grade high-achievers' speaking skills.

5.1.3 The finding of the third question:

The researcher investigated the third question which examined if there were any statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the low-achievers of the experimental group on the post test and those of the control group.

The results concerning question three indicate that the (t) computed value was greater in the total mean score of the speaking post test than the (t) table value in the post test, but the difference wasn't significant to say that the videoconferencing-based strategy had an effect on the low-achievers' speaking skills development. This means that there are not any significant differences at ($\alpha= 0.01$) or (0.05) between the mean score of the low-achievers of the experimental group and mean score of the low-achievers of the control one.

The researcher thinks that the low-achievers need more practice and more training on speaking skills in different methodologies. If we say that the low-achievers are in grade nine and so they have been taught English for nine years, they haven't acquired enough language knowledge through the previous eight years and they need more time to become good speakers of English. So the low-achievers need more time and more lessons to achieve the same percentage of development of the nine grade high-achievers.

As well as, the low-achievers need more flexibility, more audio-visual medias, simpler materials and less complicated speaking skills. This does not mean that the researcher used very difficult tasks but it means that the researcher used tasks related to *English for Palestine* nine grade books, and built these activities depending on this book, but it mean that the nine graders need the same tasks and activities with more time and to be supported with extra enrichment and remedial programs and activities.

As a result, it can be simply said that the videoconferencing-based strategy is effective to develop the Palestinian grade nine low-achievers' speaking skills, but the difference is not statistically significant. That was due to the fact that 15 lessons were not enough to make the required change and development in their speaking skills.

5.1.4 The finding of the fourth question:

The researcher investigated the fourth question which examined if there were any statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the experimental group on the post application of the observation card and that of the control group.

The results concerning question four indicate that the (t) computed value was greater in the ninth graders' total scores of the post test of the experimental group than the (t) table value in the post test. This means that there are significant differences at ($\alpha= 0.01$) and (0.05) between the experimental group and the control one in favour of the experimental group.

There was also a significant difference between the mean scores of experimental group and the mean scores of the control group in favour of the experimental group. Whereas the mean of the experimental group is (35.70) in relation to the total score of the, test the mean of the control group is (28.70).

The researcher implemented the effect size equation to find out that the effect size of all questions was large in total as most questions varied between the small effect and the very large one. This in total large effect reflected the success of implementing the videoconferencing-based strategy in speaking skills teaching.

The researcher believes that the videoconferencing-based strategy affected positively the students' personalities, life-skills and speaking English language skill as the interview with the participants showed.

The researcher also attributes these findings to the joyous atmosphere of learning during the implementation sessions, new technologies, being open to different cultures, developing new learning strategies such as self-learning, using drama, role-plays, ways of correcting speaking mistakes and others, building self-confidence by talking to strangers, taking notes, revising, practicing, trusting others, asking questions, responding to questions skills, and responding to external and internal incentives.

The researcher kept in contact with the experimental group even though the implementation stopped four times due to the students' mid-term exams, time change, bad internet connection, and vacation in London schools. But this happened in a previous scheduling and regular arrangements between the researcher and the in-London teachers from one hand and the researcher and the students and their school administration on the other hand.

To do that, the researcher visited the students at school three times, gave them some gifts, and motivated them to guide their efforts towards self-learning.

Students were very motivated to start their lessons after school time. They were very eager, ambitious and curious about the teacher of today and the topic they were about to learn. They were always ready to give feedback, talk about some problems and ask questions to the teachers. As a result, it can be simply said that the videoconferencing-based strategy was effective to develop the Palestinian ninth graders' speaking skills.

5.1.5 The finding of the fifth question:

The researcher investigated the fifth question which examined if there were any statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the experimental group on the post application of the attitude scale scores and that of the control group.

The results concerning question four indicate that the (t) computed value was greater in the total mean scores of the post attitude scale towards speaking skills than the (t) table value in the post attitudes scale towards speaking skills. This means that there are significant differences at ($\alpha = 0.01$) and (0.05) between the experimental group and the control one in favour of the experimental group.

There was also a significant difference between the mean scores of both groups in favour of the experimental group. Whereas the mean score of the experimental group is (180.4667) in relation to the total mean score in the post application of the attitude scale and the mean score of the control group is (116.7333). This means that the videoconferencing-based strategy is able to improve the students' attitudes towards speaking skill.

The researcher implemented the effect size equation to find out that the effect size of all questions was large in total as most questions varied between the small effect and the very large one.

5.1.6 The finding of the sixth question:

The researcher investigated the sixth question which examined if there were any statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the high-achievers of the experimental group on the post application of the attitude scale scores and that of the control group.

The results concerning question five indicate that the (t) computed value was greater in the total mean scores of high-achievers in the post application of the attitude scale towards speaking skills than the (t) table value in the post application of the attitudes scale towards speaking skills. This means that there are significant differences at ($\alpha = 0.01$) and (0.05) between the high-achievers' attitudes of the experimental group and the high-achievers' attitudes of the control one in favour of the experimental group.

The mean score of the high-achievers of the experimental group is (13.00) in relation to the total mean score of the attitude scale towards speaking. However, the mean score of the high-achievers of the control group is (4.50). This means that the videoconferencing-based strategy is effective on developing the high-achievers' attitudes towards speaking skills.

The researcher implemented the effect size equation to find out that the effect size of all questions is large. As a result, we can say that the videoconferencing-based strategy in speaking skills teaching is a successful experiment.

5.1.7 The finding of the seventh question:

The researcher investigated the seventh question which examined if there were any statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the low-achievers of the experimental group on the post application of the attitude scale scores and that of the control group.

The results concerning question six indicate that the (t) computed value was greater in the total mean scores of low-achievers in the post application of the attitude scale towards speaking skills than the (t) table value in the post application of the attitudes scale towards speaking skills. This means that there are significant differences at ($\alpha = 0.01$) and (0.05) between the mean score of the low-achievers of the experimental

group and the mean score of the low-achievers of the control one in favour of the mean score of the experimental group.

The mean score of the low-achievers of the experimental group is (12.50) in relation to the total mean score of the attitude scale towards speaking. The mean score of the low-achievers of the control group is (4.00). This means that the videoconferencing-based strategy is effective in developing the low-achievers' attitudes towards speaking skills.

The researcher implemented the effect size equation to find out that the effect size of all questions was large in total as most questions varied between the small effect and the very large one. This in total large effect reflected the success of implementing the videoconferencing-based strategy in speaking skills teaching.

The researcher attributes these results to the advantages of implementing the videoconferencing-based strategy as a new English teaching and learning strategy. These are;

5.2 Conclusion:

Language teaching and learning is of high importance to education system, as well as it is very challenging. Teachers everywhere experiment new methodologies in teaching languages. The researcher believed that speaking hesitation, shyness, and worry are due to lack of knowledge, confidence, experience, and practice. In this experiment, the ninth graders produced oral language in their real contexts. The objectives of the lessons were real, clear, and motivating.

Activities done via videoconferencing offered the appropriate opportunity for the Gaza students to practice English language speaking skill. It was found that students benefited from the experiment in their own personalities, life skills and their speaking skills abilities. High-achievers found this experiment as an opportunity to discover themselves and widen their experiences, that was the reason why the high-achievers of the experimental group benefited more than the low-achievers of the control group. The low-achievers found it difficult to start from the same point as the intermediate students or the high-achievers did. They needed more time to get the same benefits, or they may need to be exposed to a remedial programme before they start with other students.

The ninth graders were able to speak English for the purposes of describing a picture, talking about a city problems, talking about a great leader, talking about an interesting journey or tour, giving permissions, requesting information, giving and responding to advice and using non-verbal communication.

It's true that the activities were all done inside the arts' room but they were performed and presented within contextual situations. Interaction between the students from a side and the students and the British or the Palestinian teachers from the other side.

The study investigated the development on the students' achievement, personalities, life-skills, oral production skills and attitudes towards speaking English language as a foreign language through an interview with them, it was found that:

The strategy helped 90% of the students to overcome the hesitation and correction worries problems. It also helped to increase 85% of the students' self-confidence, become aware of what to say, how to say and when to say an exponent. The observers saw these changes during English classes, and the students themselves reported such benefits in the interview.

So the strategy based on a technological tool affected the students' speaking skill. This comes in agreement with Kirkgoz's (2011) and Shih's (2010) studies about the effectiveness of technologies on teaching speaking skill and improvements on the students' body language and keeping an eye contact while speaking as Gruson & Barnes' (2011) study.

Speaking in front of the camera guided the students to be always ready, which reduced the shyness level. This comes in disagreement with Potter's (2005) study, which confirmed that the students' participation reduces by the camera's availability.

Skype solved some speaking problems; hesitation, anxiety, worry about correctness form others, lack of knowledge and confidence. This meets Romiyanto's (2013) study of solving some speaking problems if we use skype.

The study also meets O'Brien & Alfano's (2009), Junco, Heiberger & Loken's (2010) and Martin's (2005) studies results which confirmed that students learned collaboration either with their learning group or with the distance-teachers or distance-peers in other countries.

This study didn't motivate the students towards autonomy (independent) as in Ryobe's (2008) study, but it motivated them towards self-learning (create new ways to learn and gain knowledge).

The study used various tools for collecting data; interviews as in Gruson & Barnes' (2011), Trajanvic & Domazel' (2007), Martin' (2005), and Kirkgoz' (2011) studies who used videorecordings, the attitude scale as in Romiyanto's (2013), Ryobe's (2008), Mason's, (2001), and Jenks' (2011) studies and the observation card as in Romiyanto's (2013) and Jenks' (2011) studies.

The teaching environment was fun and enjoyable as in Jenks' (2011), Ryobe' (2008) and Ozdener & Satar' (2008a) studies. It also reduced hesitation and speaking anxiety as in Masson' (2010), Ozdener & Satar's (2008b) studies.

The researcher came to the conclusion that the videoconferencing-based strategy gave the students an opportunity to be involved in language learning and use. The students felt comfortable and relaxed during the implementation and during their

ordinary classes as their teacher of English reported to the researcher from her everyday observation.

5.3 Pedagogical implications:

5.3.1 Students

The researcher analyzed the data collected from the students. The findings of the results showed many pedagogical implications related to the students' personalities, the students' life-skills and the students' English language speaking skill. The researcher revealed the following pedagogical implications:

The researcher interviewed the participants of the experimental group, the results were as follows:

A) In their personalities:

1. 90% of the participants of the experimental group think that the videoconferencing-based strategy develops their self confidence.
2. 80% of the participants in the experimental group think that the videoconferencing-based strategy increases their trust in strangers.
3. 95% of the participants of the experimental group believe that the videoconferencing-based strategy helps them understand and respect cultural diversity between countries and peoples in remote and close countries.
4. 85% of the participants of the experimental group believe that the videoconferencing based strategy helps them to volunteer and give helping hand to others.
5. 75% of the participants of the experimental group think that the videoconferencing-based strategy teaches them respect and adopt values, these values are not new to them but using them as a kind of moral commitment is new. Time respect, active listening and in-discussion manners are examples of these values.
6. 93% of the participants of the experimental group believe that the videoconferencing-based strategy helps students to develop and adopt new techniques of self-learning.
7. 80% of the participants of the experimental group think that the videoconferencing-based strategy helps to increase their interest in using English language for communication purposes.

B) In their life-skills:

1. 77% of the participants of the experimental group think that the videoconferencing-based strategy helps them to be able to solve the problems they face.
2. Only 60% of the participant of the experimental group think that the videoconferencing-based strategy helps them to be able to take the appropriate decision in the appropriate time by directing them to focus on the problems around them and how to find the best and appropriate answers to these problems.

3. 95% of the participants of the experimental group believe that the videoconferencing-based strategy helps them to work collaboratively in their teams.
4. 85% of the participants of the experimental group said that the videoconferencing-based strategy helps them to plan for the activity before starting it. They mentioned that they prepared for their lessons and find meanings of new vocabulary they may meet during their lessons and how to explain their opinions and how to express their feelings towards different topics.
5. 85% of the participants of the experimental group believed that the videoconferencing-based strategy helps them to develop their searching skills.
6. 80% of the participants of the experimental group think that the videoconferencing-based strategy helps them to master asking questions and discussing different topics skills.
7. Only 65 % of the participants of the experimental group think that the videoconferencing-based strategy helps them to be able to evaluate and appreciate people, artistic works, and information displayed to them.
8. 70% of the participants of the experimental group think that the videoconferencing-based strategy helps them to organize their work in different ways; individual, in-pairs, groups, and as whole.

C) In their English language speaking skill:

1. 85% of the participants of the experimental group believe that the videoconferencing-based strategy helps them to learn English languages speaking skill with the atmosphere of joy and happiness.
2. 85% of the participants of the experimental group believe that the videoconferencing-based strategy helps them to build their own confidence to speak English language with strangers. Both observers and their English teacher noticed the development on their confidence and consequently their performance.
3. 80% of the participants of the experimental group think that the videoconferencing-based strategy reduces their speaking hesitation reluctant.
4. 70% of the participants of the experimental group believe that The videoconferencing-based strategy reduces their English language speaking anxiety.
5. 70% of the participants of the experimental group believe that the videoconferencing-based strategy reduces their English language speaking fears to make mistakes while speaking.
6. 80% of the participants of the experimental group believe that the videoconferencing-based strategy helps them develop new techniques to master English language speaking skill; pen-pals, online chats, social media and other technical ways.
7. 80% of the participants of the experimental group believe that the videoconferencing-based strategy helps them to avoid using translation from Arabic into English while practicing English language speaking. The researcher, the observers and their English language teacher noticed that and the students explained their feedback to their teacher when she asked them about the benefits from the experiment.

8. 85% of the participants of the experimental group believe that the videoconferencing-based strategy gives them the opportunity to practice English language speaking skill inside and outside the classroom.

5.3.2 Teachers:

1. The videoconferencing-based strategy helps teachers to collaborate with their colleagues in order to find new teaching techniques and solve speaking English problems.
2. The videoconferencing-based strategy offers new strategies of teaching speaking skills for teachers.
3. The videoconferencing-based strategy opens the gate in front of the teachers to update their skills and find new resources of their career development.

5.3.3 Teaching

1. The videoconferencing-based strategy supports teaching English language skills with different technologies for creating a better learning environment.
2. The videoconferencing-based strategy meets in harmony the cooperative learning and collaborative methodologies.
3. The videoconferencing-based strategy creates the effective atmosphere of learning.
4. The videoconferencing-based strategy motivates students to give the British their own feedback about the different cultures, personalities, and speaking tasks.
5. The videoconferencing-based strategy helps students' judge their values and adopt new useful values.
6. The videoconferencing-based strategy supports the pleasing, funny, enjoyable learning environment. This happens in consideration of the students' achievement.
7. The videoconferencing-based strategy offers the learning environment of positive interaction.
8. The videoconferencing-based strategy offers different audio-visual aids to support (the virtual classrooms) or (distance learning) strategies; powerpoint presentations, recorded videos, printed papers, realia and others.
9. The videoconferencing-based strategy helps curriculum designers find new ways to contact experts all over the world and give lectures or lessons to those who are involved.

5.3.4 Teaching speaking skills

1. The videoconferencing-based strategy has a satisfying effect when teaching different speaking skills.
2. The videoconferencing-based strategy confirms that speaking English must happen in real-life situations rather than artificial situations.
3. The videoconferencing-based strategy increases students' talking time inside the classroom.

4. The videoconferencing-based strategy motivates students' to practice speaking with strangers.
5. The videoconferencing-based strategy enables students' evaluate their own performance and others' performance as well.
6. The videoconferencing-based strategy motivates students to judge the topics they experienced in different speaking tasks.
7. The videoconferencing-based strategy leads students for self-learning.

5.4 Recommendations

5.4.1 Teachers of English are recommended to:

- 1) Think of implementing new technologies to enhance their students' improvement mainly speaking skills.
- 2) Pay more attention to the different speaking skills and how to create real-life situations in order to facilitate the teaching process.
- 3) Benefit from the attractiveness of the social media to develop their learning of the English language skills.
- 4) Enrich the syllabus using technologies.
- 5) Motivate students' learning using internal and external incentives.
- 6) Exchange ideas and experiences with teachers of English from different countries.
- 7) Enroll in training courses for self-development.
- 8) Organize special programs for the low-achievers.
- 9) Offer different opportunities for students to use the language they know.

5.4.2 Course designers are recommended to:

- 1- Put in consideration new methodologies in teaching languages when designing curriculum especially those related to teaching languages.
- 2- Benefit from new education theories; collaboration, searching for information, self evaluation and variation of learning relying on learning styles, individual differences, critical thinking and creativity.
- 3- Design curriculums which help build the students' character to master leadership skills; problem-solving, decision making, team building, time management and task performance.
- 4- Put in consideration the searching for information and data in the curriculum with an eye on self-learning activities.
- 5- Include the curriculum lessons of respecting the cultural diversity; food, customs, languages, profiles, and ethics perspectives.

5.4.3 English language experts, specialists, and supervisors are recommended to:

- 1) Organize workshops for teachers to implement technologies including videoconferencing strategies, chats, online courses and other technologies in teaching different school subjects including English language.

- 2) Get teachers implement different technologies including videoconferencing to develop their teaching abilities and skills.
- 3) Organize videoconferencing with experts from different countries all over the world to exchange experiences and promote the level of education in Palestine.

5.4.4 Other researchers are recommended to:

1. Conduct studies on videoconferencing-based strategy to develop other language skills; writing, reading, and listening.
2. Conduct studies on videoconferencing-based strategy to find out the effect of the videoconferencing-based strategy to improve the low-achievers' speaking skills.
3. Conduct studies on videoconferencing-based strategy to investigate the effect of the strategy on the students' speaking anxiety.
4. Conduct studies on videoconferencing-based strategy to investigate the effect of the strategy on other grades' speaking skills.

Summary:

In this chapter, the researcher discussed the findings of the study in which it was proved that the videoconferencing-based strategy had a large effect in the students' speaking skill. It was also proved that the videoconferencing-based strategy had a large effect in the students' attitude towards English language speaking.

The researcher believes that the study has many pedagogical implications in the students' learning, personalities, speaking skills and life. It also has implications in teaching as it removes the barriers of distance and travel costs. The study also has implication in teaching speaking skills as it helps reduce worry, shyness and hesitation.

The researcher recommended language experts to benefit from the study and make online courses for experience exchange and train teachers to use such technological study.

She also recommended the other researchers to conduct the videoconferencing strategy in other language skills and other scholastic topics.

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Appendices

Appendix A: The (An AMX White Paper)



Videoconferencing: Can You See Me Now?
An AMX White Paper

Videoconferencing: Can You See Me Now?

The Truth Behind the Hype



This AMX White Paper describes the current environment of videoconferencing, from the Web Collaboration platforms like Skype and Apple FaceTime to the sophisticated TelePresence solutions deployed worldwide in corporate boardrooms. It also explains the financial case for videoconferencing and provides some guidelines on how your organization can profitably adopt videoconferencing throughout your facility.

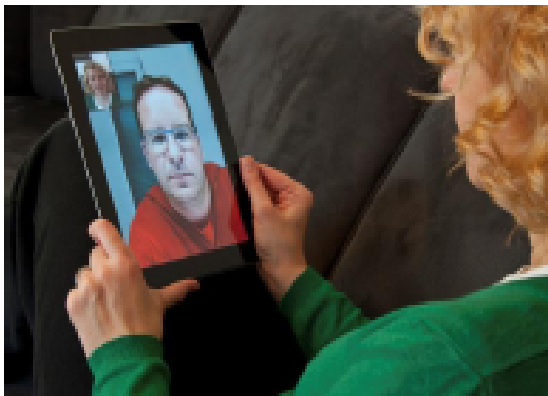
WHAT IS VIDEOCONFERENCING?

The future of communication is here today, and it's called video.

We all know that humans communicate better when we can see the other person's facial expressions. Whether it's in a business, educational or personal setting, over 50% of a person's understanding of a conversation comes from non-verbal clues. And that's why videoconferencing is a vital component in a company's overall AV and IT strategy – it makes communication more effective.

7% of communication comes from spoken words, 38% from tone of voice, 55% from body language.

For the purposes of this White Paper, *videoconferencing* refers to the technologies that enable face-to-face communication over distances. Videoconferencing is frequently referred to as VideoTeleConferencing, abbreviated as VTC. Within this definition are three different types of videoconferencing systems, defined as:



- Web Collaboration Platforms:** These technologies connect individuals by video call, typically using desktop or laptop computers as end points. These are "best effort" rather than enterprise-grade technologies because they tend to focus on ubiquity and low cost versus quality; and are very inexpensive (or free) to purchase and use. Examples of web collaboration platforms are the extremely popular Skype (which was purchased by Microsoft for \$8.5 billion in 2011), Lync and desktop meeting platforms like Go-to-Meeting and Nefsis.
- Mobile Video Calling Platforms:** The explosion of mobile devices such as the iPad, iPhone and Android devices has led to a similar expansion of video communication within the mobile realm. These devices use video calling platforms like Skype and Apple FaceTime and are typically used as consumer rather than corporate tools, although they are gaining traction in corporate settings as well. The endpoints in this case are the mobile devices themselves.
- Enterprise Grade:** Corporate VTC is a very different proposition from web collaboration and mobile video calling. Enterprise grade technologies provide a much higher level of performance, security and uptime than the other technologies, and are more expensive to deploy and use. While the other technologies tend to focus on connecting individuals, Enterprise Grade VTC focuses on connecting locations like conference rooms or classrooms. A subset of Enterprise Grade VTC is TelePresence, which relates to a set of technologies that allow a person to feel as if they are actually present when communicating remotely. TelePresence displays a further level of technical sophistication and improved fidelity in sight and sound over traditional Enterprise Grade VTC. Leaders in providing Enterprise Grade VTC and TelePresence solutions include Cisco / Tandberg, Polycom and LifeSize.

Snapshot: Types of Video Conferencing Platforms

	Web Collaboration Platforms	Mobile Video Calling Platforms	Enterprise VTC Platforms
What's Connected	Desktop & Laptop PCs	Mobile Devices	Rooms
Equipment	Software, Camera & PC	Mobile Device and App	VTC System and Display
Cost	Free to Low	Free to Low	High
Reliability	Good	Fair	High
Ubiquity	Broad	Broad	Limited
Sample Platforms	Skype, Lync, Go-to-Meeting	Skype, FaceTime, Tango	Cisco/Tandberg, Polycom, LifeSize

Despite the differences between the various types of videoconferencing systems, it's critical to understand that they are related to one another by the simple fact that they solve the same fundamental problem: Allowing people to communicate remotely while seeing one another.

WHO IS USING VIDEOCONFERENCING?

Across the board, video communication is skyrocketing. Video calling technologies like Skype and Apple FaceTime are among the primary communication tools for internet users worldwide, especially the younger generation. With over 500 million people having placed a Skype call since its onset, and users generating over 100 billion minutes of use on Skype per quarter, these products are fully part of the mainstream. And as mentioned previously, these products have gone beyond consumer applications and are being increasingly used for ad-hoc video communication in corporate settings.

Skype currently accounts for 25% of all international calling minutes, and 50% of that traffic is video.

Adoption of enterprise videoconferencing grew 20.5% in 2011.

Growth in video communication usage on mobile devices has exploded even more dramatically. By the end of 2012 Apple had sold over 100 million iPads, and forecasts the sale of 194 million iPhones in 2013. With the FaceTime feature built into the Apple platform, video communication is becoming a de-facto standard on mobile devices.

But what about the corporate world? iPads are now used in 94% of Fortune 500 companies, with use of FaceTime expanding rapidly. Employees at most major companies actively use a desktop messaging platform like Skype or Lync, which also support web collaboration. And Enterprise Grade VTC is now used in virtually all major corporations, growing at a rate of 20% per year. Major players like Cisco / Tandberg and Polycom are reporting record sales of systems quarter over quarter. Prices for video conferencing equipment are dropping quickly, leading to more widespread adoption in smaller companies.



Videoconferencing's expansion is widespread among all corporate industries as well as K-12 and higher education, where distance learning has become commonplace. It is a mainstay in the health care industry, as practitioners use it to share information with colleagues in other locations in order to take advantage of their expertise. And it is common in industries where it can be used to remotely diagnose and troubleshoot technology problems.

As you can see, the videoconferencing phenomenon is exploding at all levels of society, from the smallest mobile device to the most sophisticated corporate

boardroom.

WHAT ARE THE BENEFITS OF VIDEOCONFERENCING?

Of course, a face-to-face meeting is the best way to communicate in a business setting. Most sales meetings are still held in person, and a high percentage of other meetings involve travel so that attendees can gather around the conference table. But not all meetings need to be face-to-face, as evidenced by the fact that over 250,000 videoconferencing endpoints were sold to businesses worldwide in 2012.



For those meetings that can be held between people in different locations, VTC offers enormous benefits over a typical audio conference. Some of them are obvious, but others are less apparent:

1. **Reduced travel costs.** This is the typical trade-off people tend to make while evaluating whether to participate in person or by videoconference. A white paper published by Verizon revealed that a typical five-person meeting involving air travel for four attendees costs three times as much as a videoconference. And those are just for the hard costs like travel, hotel and rental car.
2. **Time savings.** In addition to saving travel costs, videoconferencing saves valuable time. The Verizon study showed that the average time participants spend to prepare for, travel to and attend an in-person meeting is over 53 hours – more than three times the amount of time for a

video conference. When we consider the cost of a typical executive or employee, this is substantial.

3. **Employee Well-Being.** The same study showed that 72% of employees have a neutral or negative view of business travel, especially when their frequency of travel is high. When given the option, most employees would prefer to stay home rather than spend time away from home and family.
4. **Environmental Concerns.** With the newfound global emphasis on reducing carbon emissions, any activity we undertake to minimize the burning of fossil fuels – like minimizing travel - is highly beneficial. That's why most companies with well-established Green energy strategies are avid users of videoconferencing.
5. **Efficiency.** If an employee travels from Toronto to Seattle to attend a two-hour meeting, they cannot attend a meeting in Mexico City on the same day. Videoconferencing allows employees to interact with a greater number of clients or co-workers over a smaller time period.

The average cost of a five-person meeting involving travel is \$5,198. The same meeting would cost \$1,701 over videoconference.

It's easy to see how a well-developed videoconferencing capability can lead to enormous benefits to employee well-being, corporate efficiency and the bottom line.

WHAT ARE SOME OF THE OBSTACLES TO SUCCESSFUL VIDEOCONFERENCING?

Most of us understand the cost/benefit trade-offs when it comes to choosing between a face-to-face meeting and a videoconference. The question is: Since the benefits are so obvious, why is there still a stigma about videoconferencing? Why do some employees avoid videoconferencing like the plague?

Here are five of the more common obstacles:

1. **Perception.** In addition to the real issues, videoconferencing still suffers the perception of being a less than effective overall experience when compared to face-to-face meetings. Most of these perceptions come from people who have used the web collaboration technologies and not the Enterprise Grade technologies, or people who had poor experience with videoconferencing before the internet could accommodate the required levels of bandwidth.
2. **Ease of Use.** This is one of the most common arguments against videoconferencing. Indeed, videoconferencing equipment can be unruly. The last thing a busy executive needs during an important meeting is to wrestle with quirky VTC equipment. The user interface is sometimes difficult to manage, and it sometimes takes a massive effort just to dial the number of the receiving system.



3. **Audio and Video Quality.** The second most common obstacle in videoconferencing is poor audio and video quality. Most of us have seen the fuzzy images or heard the crackling voices of remote meeting participants during a videoconference. And many of us have experienced video conferences that simply stopped working in the middle of an important meeting.
4. **Availability.** Many smaller companies do not have access to Enterprise Grade videoconferencing facilities and need to use external resources, which can be expensive. Other small companies do not have access to sufficient bandwidth to support Enterprise Grade VTC.
5. **Security.** Much has been written about successful attempts to infiltrate videoconferencing systems, giving hackers living eyes and ears into an important meeting – or giving them an easy tunnel through a corporate firewall.

"Implementing the required, additional layer of security...is a major reason why most videoconferences never occur." – Allen Drennan, CTO, Nefsis

HOW CAN YOU OVERCOME THESE OBSTACLES TO VIDEOCONFERENCING SUCCESS?

Despite this seemingly daunting list of obstacles, it's fairly easy to implement a few actions that will allow your organization to deploy videoconferencing as a key asset while maintaining the appropriate levels of usability and security.

The first and most important step you can take is to **standardize on a single conference room automation platform across your organization, and to control the VTC system as part of that platform.** In other words, you can treat the VTC system as another device like a DVD player, and manage all the controls directly from a single touch panel. And by controlling all the conference room AV systems with a single user interface, you create a consistent environment that users will understand and use regardless of which room they're in. Even more, using the right conference room automation system allows you to set up macros so that the video conference can be initiated and conducted by the push of a single button that activates the conferencing system, dims the lights, turns on the display, sets the audio volume, and dials the number.



Just taking this step will lead to a radical reassessment of videoconferencing within your organization.

The second key step is to ensure that the entire conference room ecosystem is set up to deliver a high quality user experience. This means more than simply selecting the right VTC system – it means deploying an end-to-end solution that delivers optimal audio and video quality in the conference room

regardless of whether a videoconference is underway. It also means selecting a solution that minimizes the number of separate components so that the system is reliable and easy to operate and troubleshoot. It simply won't do to cobble together a system with a set of different components now that today's reliable AV systems can pack so much functionality into a single chassis.

Treat the conference room as a collaborative ecosystem, not just a video conferencing room.

The third key step toward an ideal videoconferencing strategy is to integrate your conference room AV strategy with the overall IT strategy. This is the most effective way to ensure that the conferencing experience is not hindered by insufficient bandwidth or other issues that negatively impact video quality. It's also the best way to ensure that the VTC system has the appropriate levels

of security in line with other IT assets throughout the organization. And finally, implementing the correct Enterprise software for monitoring and maintaining your AV assets that integrates with your automation system is a surefire way to make the system easy to troubleshoot and manage. With the right system, you can even power assets like the VTC system on and off remotely to reduce energy costs.

You can also take some quick steps within your organization to encourage people to embrace behaviors that will lead to more widespread use of videoconferencing. Some of these steps include:

1. Provide simple user training and refresher courses, especially to employees who could benefit the most from videoconferencing;
2. Train "super users" in each department that can help users establish or troubleshoot a video conference without relying on IT support;
3. Provide small incentives for people to use the system, like gift cards or corporate trinkets for employees who host their first videoconference;
4. Contact business partners with whom you have regular meetings and set joint goals to migrate some meetings from face-to-face to VTC.

CONCLUSION



Whether it's for one-on-one or group communication, video is the most effective way to collaborate between people at different locations. Thanks to exciting new technologies like Skype and Apple FaceTime, video has entered the mainstream as a primary communication tool. That's why it's crucial for companies to develop a strategy to leverage videoconferencing as a significant corporate asset.

Appendix B: The Referees' List

No	Referee	Position	Organization	1	2	3	4	5	6
1.	Dr. Muhammed Atyya	Professor	Al Aqusa University						
2.	Mr. Muhammed Al Tatari	Teacher	UNRWA- Education						
3.	Mrs. Rida Thabet	EL specialist	UNRWA -Education						
	Mr. Mahmoud Tubail	Teacher	UNRWA- Education						
4.	Mrs Muna Nasser	Teacher	UNRWA- Education						
5.	Mr. Mahmoud Al Ayla	Teacher	UNRWA- Education						
6.	Mrs. Fatima Al Burbar	Teacher	UNRWA- Education						
7.	Mrs. Heba A Al Rahman	Acting SP	UNRWA- Education						
8.	Mrs. Sana Afana	AEO-Rafah	UNRWA- Education						
9.	Mr. Maher Sharaf	EL specialist	UNRWA-Education						
10.	Dr. Ezzo Afana	Professor	IUG-Education						
11.	Dr. Ibrahim Al Astal	Professor	IUG-Education						
12.	Dr. Sameh Al Jabbour	IT-Specialist	UNRWA						
13.	Dr. Maha Barzaq	Researcher	Al Qattan Foundation						
14.	Dr. Majdi Aqel	Professor	IUG- IT						
15.	Dr. Fadil Abu Hein	Professor	Al Aqusa University- Psychology						
16.	Dr. Kamal Murtaja	Professor	IUG-English						
17.	Mr. Ibrahim Shaheen	IT-Specialist	Hebron Area						
18.	Dr. Muhammed Abu Shuqaire	ICT professor	IUG-IT						
19.	Dr. Ayman Ba'aloji	ICT professor	IUG-IT						
20.	Dr. Naema Al Mudallal	AEO-Rafah	UNRWA – Education						
21.	Dr. Mohammed Abdel-Fattah	English Professor	Gaza University – English						

1. Achievement test.
2. Speaking Functions list
3. Attitude Scale
4. Interview
5. Observation card
6. Strateg

Appendix C: The Achievement Test

The Islamic University of Gaza
Deanery of Graduate studies
Faculty of Education
Curriculum & English Teaching Methods Department



Dear Student;

The researcher is conducting an experimental study to fulfill the requirements of the master thesis in curriculum and methodology. The title of the study is entitled " **The Effect of Using a Videoconferencing-based Strategy on UNRWA 9th Graders' English Speaking Skills and Their Attitudes Towards Speaking**".

For this purpose, the researcher has designed this speaking test to measure the students' speaking English skills before and after the implementation of the strategy and whether the implementation affects the students' achievement.

Put in mind:

Read the questions carefully.

This test is for searching purposes only.

Take it seriously when responding to the questions.

Time is 60 minutes only.

The researcher: Jehan M. Ashour

First: Speaking skills

1. Match A to B: Part 1



A		B	
1.	What's the problem?		Fantastic!
2.	What was wrong with Tom?		Certainly!
3.	I feel better now.		Hope she gets well soon.
4.	My mother is at hospital.		I have bad headache.
5.	Can you help me?		He broke his arm.
			You ought to see a dentist.

1. Match A to B: Part 2



1.	You should go home and relax.		I'll see a doctor this evening.
2.	You're sweating and your temperature is very high.		It's the safest activity.
3.	Ali has crashed into a tree and broken his arm.		I have to take this medicine.
4.	What do you think about swimming?		You're right.
5.	What did the doctor say?		I'm sorry for him. We've to visit him soon.
			I guess this is very harmful.

2. What would you say in the following situations:

A. You want to talk to someone, you say:			
a	Excuse me	b Goodbye	c It's nice to see you.
B. You ask about the way:			
a	Where is the crafts shop?	b Could you tell me the way to the crafts shop?	c The crafts shop is very near.
C. Someone asks to use your mobile, you agree			
a	Thank you.	b Never mind.	c Here you are.
D. You want to leave the room, you say			
a	I will leave	b I'm leaving.	c May I leave?
E. Someone tells you about the location of the information centre, you say:			
a	See you!	b Great!	c Thank you!

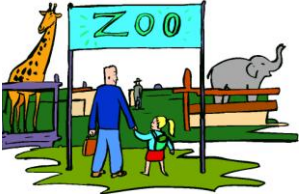


3. Finish the following mini-dialogues:

John	Would you like to come to my wedding party next Saturday?
Sam	----- (Apology)



Linda	----- to the zoo. (Suggestion)
Mary	It's a great idea!



Mother	Could you come and help me at the kitchen, Suzan?
Suzan	----- (Accept)



Waiter	What would you like to eat, sir?
Customer	----- (Give information).



Teacher	Perfect. You said English is important but why?
Student	----- (Explain)



4. Finish the following dialogue:



Tourist	-----
policeman	Yes, How can I help?
Tourist	----- an information centre anywhere in town?
policeman	Yes, there is. It's not very far.
Tourist	----- tell me the way, please?
policeman	Certainly. Walk along this street, and go past the school. It's opposite the supermarket on your -----
Tourist	So I should walk along this street, and go past the school. It's ----- on my left. Is it?
policeman	Exactly.
Tourist	Thank you.
policeman	-----



5. Answer the following questions:

Last summer, you travelled by air to another country. Tell us about your journey.



a. Where did you go?

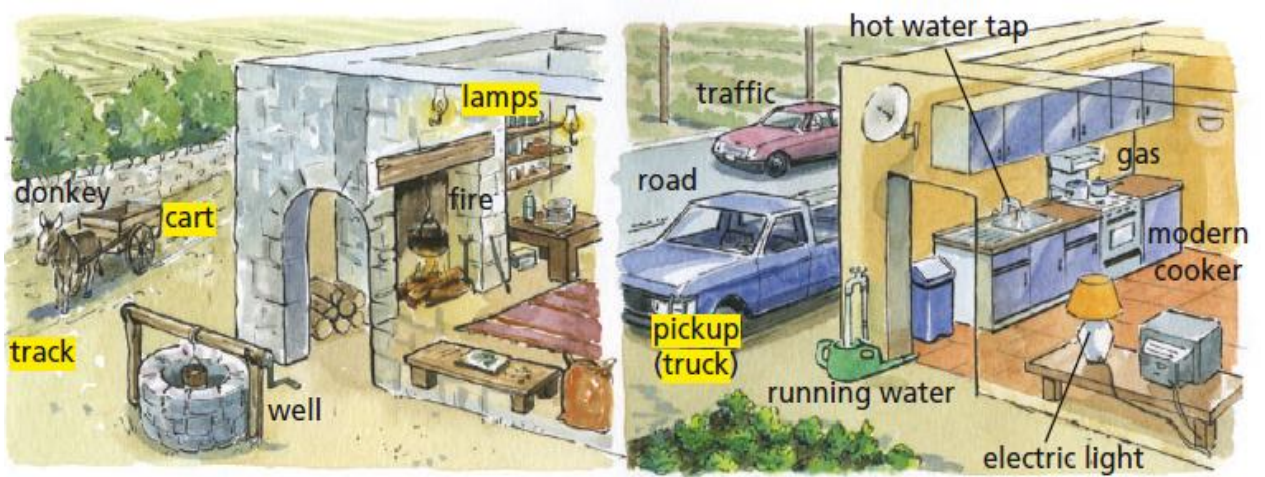
b. Who did you go with?

c. How did you travel?

d. How long did it take?

e. How did you feel?

6. Compare old with new life



a. How did people use to go to another place?

b. Do people now use the same way?

c. Where did people use to get water from in the past?

d. How do people light their houses these days?

e. Do you like old days or these days? Why?

7. Discuss the following topics:

All cities have their own problems.

However people try to find solutions to these problems.

What is the main problem in your city? What is the answer to this problem?

We always find leaders who we think are great.

Who is the leader who you think he/she is great and why do you think he/she is great?

Some people like to do housework, others don't.

Do you like housework? What is the house chore you always do?

Second: Words and vocabulary

8. Choose and complete:

(You may need to change the correct form of the words)

(take off – recognize – shelter – talented – violent – for ages – rural – cruel)

1. ----- exercise after illness harms your body.
2. The plane ----- at 6:00 a.m.
3. During the war, Palestinian lived ----- time.
4. I haven't seen you ----- due to being so busy.
5. He has changed much. I couldn't ----- him.
6. Jack is a very ----- football player. He needs much support.
7. ----- life was very simple and hard but people were kind and generous.
8. All human being need a ----- to protect them from enemies and wild weather.

8. Choose the best answer:

1. Manchester is a very (industry – industrial – industries) city.
2. Ghandi (unit – units – united) the Indian People.
3. This movie (reminds – remembered – remembers) me of the 1960s days.
4. Great walls give (shade – shelter – shadow) in the summer.
5. The police found that the taxi driver was driving (careless – care – carelessly).
6. Plants use the (lamp – light – candle) from the sun to grow.
7. The workers put the goods at the back of the (car – cart – pick up) to be taken to the other city.
8. If you go to the mall, you'll see (variety – various – vary) goods to buy.

Third: Language Structure

9. Choose the correct answer:

1. Richard and Salah Al Din never met, but they (respect – respected – have respected) each other greatly.
2. Traders used to (take – took – taking) months to cross the desert.
3. Aya Sofya was (a – the – no article) greatest church of Constantinople 1500 years ago.
4. The Palestinian refugees (lived – have lived – live) in camps since 1948.
5. Mothers are always (worried – more worried – worry) than fathers.
6. You (had to – must – hast to) pick the olive in September or they will turn sour.
7. Safe home is (all – half – one) of the human rights.
8. While Diana (looks – looked – was looking) at some books. She noticed a book about Robinson Cruise adventures.
9. The actor (prepare – had prepared – prepared) himself before he appeared on the stage.
10. It's 8:00 a. m. in Gaza and 1:00 a.m. in Miami. Gaza is 7 hours (ahead – behind – beyond) Miami.

10. Do as shown between brackets:

1. oil - electricity - mud - gas (**Odd one out**)
2. Muna used to go to school ----- foot. (**Preposition**)
3. Rami is clever. Dina is clever. (**as --- as**)

4. He is very poor to build a home. (**not -- enough**)
5. -----
6. Fit: ----- healthy: ----- (**Nouns**)
7. Would you like to drink tea? Would you like to drink coffee?
----- (**use or**)

Appendix D1: SOLOM Teacher Observation

SOLOM Teacher Observation Student Oral Language Observation Matrix					
Student's Name:				Grade	Date
Language Observed			Administered By:		
Skill/scale	1	2	3	4	5
A. Comprehension					
B. Fluency					
C. Vocabulary					
D. Pronunciation					
E. Grammar					
SOLOM Teacher Observation					

Appendix D1: SOLOM Teacher Observation Criteria

Student Oral Language Observation Matrix					
Student's Name:			Grade		Date
Language Observed			Administered By:		
Skill/scale	1	2	3	4	5
A. Comprehension	Can't be said to understand even simple conversation	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetition.	Understands most of what is said at slower-than-normal speed with repetition	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussion
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible	Usually hesitant: often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapse while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible	Misuse of words and very limited; comprehension quite difficult.	Student frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself/herself understood	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict himself/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

Appendix D3: SOLOM Teacher Observation Topics

Answer:

1. How is the weather today?
2. Is it normally hot or cold in your country?
3. How do you feel in hot weather?
4. Do you feel happy when it rains?
5. Where do you go when it is summer?

Answer:

1. Do you enjoy watching movies?
2. What is your favourite movie?
3. Who is your favourite actor/actress?
4. How often do you watch TV?

Answer:

1. What is your hobby?
2. Where do you do it?
3. How often do you do it?
4. Is it important to have a hobby?
5. Why?

Answer:

1. What is your best friend's name?
2. When did you meet her?
3. How often do you see her?
4. Is it important to have a close friend?
5. Why?

Answer:

1. Do you use the internet?
2. How often do you use it?
3. What can you use the internet for?
4. Do you have any pen-pals?

Answer:

1. What is the important invention in the 20th century?
2. Why is it important?
3. How easy does it make life?
4. Do you have a private one?

Answer:

1. What is your hometown?
2. Where is it?
3. Why did your grandparents come to Gaza?

Answer:

1. What is your hometown?
2. Where is it?
3. Why did your grandparents come to Gaza?
4. Would you like to return

<p>4. Would you like to return to it one day?</p>	<p>to it one day?</p>
<p>Answer:</p> <ol style="list-style-type: none"> 1. Do you like music? 2. Do you like folklore music? 3. Can you play any musical instrument? 4. Would you like to learn how to play any musical instrument? 	<p>Answer:</p> <ol style="list-style-type: none"> 1. Do you have a favourite colour? 2. What is it? 3. How do you feel when you see/wear some colours? 4. Do you think colours are lovely in our lives
<p>Answer:</p> <ol style="list-style-type: none"> 1. Describe your routine. 2. What do you do in the weekend? 3. Do you have any free time during the week? 4. Who do you spend your weekend with 	<p>Answer:</p> <ol style="list-style-type: none"> 1. What's the main problem in your country? 2. Why is it a problem? 3. Who can help solving it? 4. Will you help?
<p>Answer:</p> <ol style="list-style-type: none"> 1. Do you like shopping? 2. What do you like to buy most? 3. Who do you go with? 4. Who pays for your shopping? 	<p>Answer:</p> <ol style="list-style-type: none"> 1. Do you like watching TV? 2. What do you like to watch most? 3. How many hours do you usually watch TV? 4. Does TV change our lives?
<p>Answer:</p> <ol style="list-style-type: none"> 1. Do you like sports? 2. If you like sports, what's your favourite sport? 3. How can you win? 4. Is it easy to play it at home? 5. Where can we play it? 	<p>Answer:</p> <ol style="list-style-type: none"> 1. What's your favourite food? 2. Why do you like it? 3. Is it a Palestinian traditional dish? 4. Who cooks it at home? 5. Do you like cooking?

Answer:

1. Do you like animals?
2. Do you have a pet at home?
3. Where can people see animals?
4. Is it important to have a pet at home?

Answer:

1. Which country do you like to visit?
2. Where is it located?
3. What can you see in it?
4. How can you go there

Answer:

1. Tell us about your family
2. How much time do you spend with your family?
3. Will you have a small or large family in the future/
4. Is your community close?

Answer:

1. What are you going to be in the future?
2. Why?
3. Is it an easy or hard job?
4. Do you need to wear a special uniform at work?

Appendix E1: The Attitude Scale (English version)

The Islamic University of Gaza
Deanery of Graduate studies
Faculty of Education
Curriculum & English Teaching Methods Department



The Attitude Scale

Dear Student;

The researcher is conducting an experimental study to fulfill the requirements of the master thesis in curriculum and methodology. The title of the study is entitled " **The Effect of Using a Videoconferencing-based Strategy on UNRWA 9th Graders' English Speaking Skills and Their Attitudes Towards Speaking**".

For this purpose, the researcher has designed this scale to measure the students' attitudes towards speaking English skill as a foreign language before and after the implementation of the strategy and whether the implementation affects the students' attitudes towards English speaking skill.

Notes:

- The attitude scale is for research only.
- Read the items one-by-one carefully then treat it honestly.
- Put (X) next to your real attitudes with consideration no correct or incorrect answers because they are all your own opinions.

The scale is:

5	Strongly agree
4	Agree
3	Don't know
2	Disagree
1	Strongly disagree

5	Strongly disagree
4	Disagree
3	Don't know
2	Agree
1	Strongly agree

Researcher/ Jehan M. Ashour

The students' attitudes towards speaking skill

Domain 1: The students' attitudes towards speaking English as a foreign Language outside classroom

No	Item	1	2	3	4	5
1.	I consider learning English speaking skill is important for the Palestinians.					
2.	I believe that English speaking skill helps people explain their problems and express their feelings to the outside world.					
3.	I believe that speaking English as a foreign language helps people understand others' problems.					
4.	I believe that speaking English as a foreign language is considered as an indicator for civilization and prestige.					
5.	Speaking English as a foreign language is a necessity to get a better future job.					
6.	I believe that speaking English as a foreign language is important to know more about peoples, countries and cultures.					
7.	I speak English without consideration to the correct forms of the sentences.					
8.	I speak English without consideration to the correct pronunciation.					
9.	I speak English without consideration to the different meanings of words.					
10.	I hate to need a meaning of a word while speaking English as a foreign language.					
11.	I feel hesitant to start a conversation in English as I will make mistakes when speaking English as a foreign language.					
12.	I feel hesitant to start a conversation using English language worrying to need words which I don't know their meanings in English.					
13.	My face becomes red when I need the English meaning of a word and can't complete my sentence.					
14.	I feel confident to speak English as a foreign language with the who I met before.					
15.	I feel uncomfortable to speak English as a foreign					

	language with people who I meet for the first time.					
16.	I benefit from the internet to find people from English speaking countries.					
17.	I use all opportunities to speak English with people from different countries and cultures.					
18.	Speaking English as a foreign language helps me make new friends from different countries.					
19.	I feel worried when someone speaks English suddenly.					
20.	I feel pleased to speak English in the topics which I'm familiar to.					

Domain 2: The students' attitudes towards Speaking English as a foreign Language inside classrooms.

No	Item	1	2	3	4	5
1.	Speaking English classes are my favourites.					
2.	I am not so careful to speak English with the correct sentence formation inside the classroom.					
3.	I'm so careful to speak English regardless the pronunciation of words inside the classroom.					
4.	I speak English inside the classroom with no consideration to the different meanings of words.					
5.	I feel relaxed to speak grammatically–correct formed English sentences inside the classroom.					
6.	I love to learn different meanings of words before the English speaking activity starts.					
7.	I feel confident to speak English when I have enough time to arrange my ideas before the activity starts.					
8.	I feel more confident if I practice the language I need before the English speaking activity takes place.					
9.	I feel hesitant to speak English inside the classroom					

	worrying about making mistakes.					
10.	I feel hesitant to speak English inside the classroom worrying about meanings of words.					
11.	I feel unconfident to speak English with my teacher and classmates and teachers in public.					
12.	I feel embarrassed to answer questions during the English speaking classes.					
13.	I feel nervous when the English speaking activity starts.					
14.	I feel worried that the teacher will correct each mistake I make during the English speaking activity.					
15.	I feel disappointed that my classmates laugh at me if I make a mistake during the English speaking activity.					
16.	I feel sad when I'm stopped while speaking to get my mistakes corrected.					
17.	I feel satisfied when I correct my own mistakes during the English speaking activity.					
18.	I feel pleased to practice what I have learnt during the classes inside and outside the classroom.					
19.	Speaking English lessons help me to make new friends inside my classroom.					
20.	I wish English speaking lessons dismissed because they make me more worried and embarrassed.					
21.	It believe it's nonsense to learn English because we won't use it in our daily life.					

Appendix E2: The Attitude Scale (Arabic Version)



الجامعة الإسلامية - غزة

عمادة الدراسات العليا

كلية التربية

المناهج وأساليب التدريس

مقياس اتجاه الطلاب نحو مهارة التحدث باللغة الإنجليزية

اتجاهات طالبات الصف التاسع في مدارس الأنروا نحو مهارة التحدث باللغة الإنجليزية

عزيزتي الطالبة:

السلام عليكم ورحمة الله وبركاته،،

تقوم الباحثة بإجراء دراسة لنيل درجة الماجستير في المناهج وطرق التدريس من الجامعة الإسلامية بغزة. اختارت الباحثة عنواناً لدراستها هو: " أثر استخدام استراتيجيات مبنية على الفيديو كونفيرنس على مهارات التحدث باللغة الإنجليزية لدى طلاب الصف التاسع بمدارس الأنروا واتجاهاتهم نحو التحدث " وقد أعدت الباحثة لهذا الغرض مقياساً للتعرف على اتجاهاتك نحو مهارة التحدث باللغة الإنجليزية قبل استخدام الاستراتيجيات وبعدها ومدى تأثير استخدامها على اتجاهاتك نحو مهارة التحدث.

ملاحظات:

- الاستبانة من أجل البحث العلمي فقط.
- اقرئي الفقرات بتمعن ثم أجيب عليها بصدق وأمانة.
- ضعي علامة (X) أمام الخانة التي تعبر عن اتجاهاتك الحقيقية (مع الأخذ بعين الاعتبار أنه لا يوجد إجابة صحيحة وإجابة خطأ طالما تعبر عن رأيك الشخصي).
- المدرج الموجود:

٥	أوافق بشدة	٤	أوافق	٣	لا أعرف	٢	أعارض	١	أعارض بشدة
٥	أعارض بشدة	٤	أعارض	٣	لا أعرف	٢	أوافق	١	أوافق بشدة

الباحثة/ جيهان محمود عاشور

أولاً: اتجاهات طالبات الصف التاسع في مدارس الأنروا نحو مهارة التحدث باللغة الإنجليزية خارج الفصل

ر	العبارة	١	٢	٣	٤	٥
1.	أعتبر تعلم مهارة التحدث باللغة الإنجليزية مهم للشعب الفلسطيني.					
2.	أعتقد أن مهارة التحدث باللغة الإنجليزية تساعد الناس في شرح مشاكلهم والتعبير عن مشاعرهم للعالم الخارجي.					
3.	أعتقد أن تحدث اللغة الإنجليزية يساعد في فهم مشاكل الآخرين.					
4.	أؤمن أن تحدث اللغة الإنجليزية مهم لي لأنه مؤشر للرقى والتمدن.					
5.	إن التحدث باللغة الإنجليزية مهم لي من أجل الحصول على فرصة عمل أفضل في المستقبل.					
6.	أعتقد أن التحدث باللغة الإنجليزية مهم لمعرفة المزيد عن الشعوب والبلدان والثقافات المختلفة.					
7.	أتحدث اللغة الإنجليزية مع الناس دون الاهتمام بالتركيب الصحيح للجمل.					
8.	أتحدث اللغة الإنجليزية مع الناس دون الاهتمام بطريقة نطق الكلمات.					
9.	أتحدث اللغة الإنجليزية مع الناس دون الاهتمام بالمعاني المختلفة للكلمات.					
10.	أكره أن أواجه كلمة لا أعرف معناها أثناء تحدث اللغة الإنجليزية.					
11.	أشعر بالتردد أن أبدأ محادثة باللغة الإنجليزية خوفاً من ارتكاب الأخطاء.					
12.	أشعر بالتردد أن أبدأ محادثة باللغة الإنجليزية خوفاً من مواجهة مفردات لا أعرف معناها.					
13.	يحمر وجهي عندما أحتاج كلمة لا أعرف معناها عند التحدث باللغة الإنجليزية.					
14.	أتحدث اللغة الإنجليزية بثقة عالية مع أشخاص أعرفهم فقط.					

					15. أشعر بعدم الارتياح أثناء تحديتي للغة الإنجليزية مع أشخاص لا أعرفهم.
					16. أستخدم الانترنت للتعرف على أشخاص من دول تتحدث اللغة الإنجليزية.
					17. أستثمر كل فرصة للمحادثة باللغة الإنجليزية مع أشخاص من دول مختلفة وثقافات مختلفة.
					18. تساعدني مهارة التحدث باللغة الإنجليزية على تكوين صداقات من دول مختلفة.
					19. أشعر بالارتباك عندما يفاجئني أحد بالحديث معي باللغة الإنجليزية.
					20. أشعر بالغبطة عندما أتحدث اللغة الإنجليزية في موضوعات أعرفها.

اتجاهات طالبات الصف التاسع في مدارس الأنروا نحو مهارة التحدث باللغة الإنجليزية داخل الفصل

ر	العبارة	١	٢	٣	٤	٥
1.	أحب حصص التحدث باللغة الإنجليزية أكثر من حصص مهارات اللغة الإنجليزية الأخرى كالكتابة والقراءة والاستماع والقواعد.					
2.	أحرص على أن أتحدث اللغة الإنجليزية في الفصل باستخدام القواعد الصحيحة					
3.	أتحدث اللغة الإنجليزية في الفصل دون الاهتمام بالنطق الصحيح للكلمات.					
4.	أتحدث اللغة الإنجليزية في الفصل دون الاهتمام بالمعاني المختلفة للكلمات.					
5.	أشعر بالارتياح عندما أتقن قواعد اللغة الصحيحة التي يجب أن أستخدمها أثناء نشاط التحدث باللغة الإنجليزية.					
6.	أحب أن أعرف الكلمات التي يجب أن أستخدمها أثناء نشاط التحدث باللغة الإنجليزية.					
7.	أشعر بالثقة أن أتحدث باللغة الإنجليزية عندما يتوفر الوقت الكافي لترتيب الأفكار قبل البدء بنشاط المحادثة باللغة الإنجليزية.					
8.	أشعر بالثقة عندما أتدرب على الحوار جيداً قبل نشاط المحادثة باللغة الإنجليزية.					
9.	أشعر بالتردد أن أبدأ محادثة باللغة الإنجليزية داخل الفصل خوفاً					

					من ارتكاب الأخطاء.
					10. أشعر بالتردد أن أبدأ محادثة باللغة الإنجليزية داخل الفصل خوفاً من مواجهة كلمات لا أعرف معناها.
					11. أشعر بعدم الثقة عندما أتحدث اللغة الإنجليزية مع زملائي ومعلمي أمام الفصل.
					12. أشعر بالحرج أن أجيب على أسئلة المحادثة باللغة الإنجليزية في الفصل.
					13. أشعر بالعصبية عندما يبدأ نشاط المحادثة باللغة الإنجليزية.
					14. أشعر بالقلق أن المعلم سيصحح كل أخطائي أثناء تحديتي باللغة الإنجليزية.
					15. أشعر بالإحباط عندما يسخر زملائي من أخطائي أثناء نشاط المحادثة باللغة الإنجليزية.
					16. أشعر بالألم أن يوقفني أحد أثناء تحديتي باللغة الإنجليزية ليصحح أخطائي.
					17. أشعر بالرضا عن نفسي عندما أصحح أخطائي بنفسي أثناء نشاط التحدث باللغة الإنجليزية.
					18. أستمتع باستخدام ما تعلمته أثناء الحصة مع زملائي داخل وخارج الفصل.
					19. تساعدني دروس تحدث اللغة الإنجليزية في تكوين صداقات جديدة داخل الفصل.
					20. أتمنى أن تحذف حصص المحادثة باللغة الإنجليزية من المنهاج لأنها تسبب لي القلق والحرج باستمرار.
					21. أرى أنه لا فائدة من تعلم المحادثة باللغة الإنجليزية فلن نستخدمها في حياتنا اليومية.

Appendix F1 : English for Palestine Content Analysis

Contents

Unit	Dialogue, vocabulary and language	Reading, vocabulary and language	Skills development and unit task
1 Getting to Gaza Page 6	<i>Palestine, here we come!</i> Air travel Times and distances Present continuous Present simple + stative verbs	Gaza, ancient and future city of trade Travel expressions with <i>by</i> Present simple Past simple and <i>used to</i>	Listening: <i>A good flight</i> Intonation: Yes/No and <i>Wh</i> questions Writing: email completion from notes Task: Describe a journey.
2 Where to go, what to see Page 12	<i>Let's ask the way.</i> Locations in town and school Directions	<i>Introducing Istanbul</i> Opposites Indefinite and definite forms, definite article with place names	Listening: <i>It isn't far.</i> Sounds: <i>pl/strxt/thr.</i> Writing: ordering directions Task: Create your own local tour.
3 Home is where the heart is Page 18	<i>I feel at home already!</i> Furnishings and rooms Preparing for a guest Present perfect with <i>already</i> and <i>still not</i>	<i>Home is a special place</i> Noun-adjective pairs Present perfect Past simple Time + <i>for, since, ago</i>	Poem: <i>A School Creed</i> Writing: a progress report from notes Task: Write your own progress report.
4 Be fit, but be safe. Page 24	<i>You don't look well.</i> Aches and pains Comparison of adjectives and adverbs Advice	<i>How to be fit – and safe</i> Noun-adjective pairs. Comparison with <i>too/(not) enough</i>	Listening: <i>A healthy heart</i> Sounds: <i>th</i> Writing: completing notes Task: Report your own heart experiment.
5 From here to there Page 30	<i>Let's go!</i> Geographical vocabulary Present perfect Present perfect continuous	<i>Finding the way</i> Opposites Past simple Present perfect Present perfect continuous	Listening: <i>How are you?</i> Stress: sentence stress 1 Writing: ordering events Task: Write a card about your recent activities.
6 The old ways and the new Page 36	<i>I can still remember.</i> Things for everyday life – past and present Modal verbs, present forms and past: <i>could / had to.</i>	<i>Building a modern city</i> Connectors Quantifiers – <i>one (of), etc.</i>	Listening: <i>Chores at home</i> Sounds: the sounds of <i>d</i> Writing: guided summary of a conversation Task: Write about your life, past and present.
7 A great leader Page 42	<i>The name is Salah Al-Din.</i> Personal qualities Past continuous + past simple	<i>Salah Al-Din: a leader ahead of his time</i> Synonyms Past perfect + past simple	Listening: <i>What happened?</i> Intonation: sounding interesting and interested Writing: Mike's story Task: tell and write a story.
8 Revision Page 48	<i>A great man and a great Muslim</i> Grammar review	Vocabulary review Listening and speaking: <i>You should see the gardens.</i> Task: Write about a visit.	

Unit	Dialogue, vocabulary and language	Reading, vocabulary and language	Skills development and unit task
9 Growing green Page 52	<i>We're going to build a garden.</i> Things in nature The future with <i>will</i> The future with <i>going to</i>	<i>Our friends, the forests</i> Word pairs Conditional Type 0 Conditional Type 1	Poem: <i>In the Garden</i> Writing: an informal letter Task: Design and write about plans for your garden.
10 What would you do? Page 58	<i>I'm making a few things.</i> Food and cooking styles Countable/uncountable with <i>many/much</i> and <i>a few/a little</i>	Quiz: <i>Could you look after your home and family?</i> Opposites Conditional Type 2	Listening: <i>The best project</i> Stress: sentence stress 2 Writing: a project proposal Task: Propose an improvement to your school.
11 Helping hands: making friends Page 64	<i>I've brought you some lunch.</i> <i>Come/go, bring/take/fetch</i> Verb + two objects	<i>Reaching out to others</i> Verb and adjective; verb and noun Defining relative clauses Relative pronouns as subject and as object	Poem: <i>The Book of Life</i> Listening: <i>In my opinion</i> Writing: Summarize opinions and reactions. Task: State your opinions.
12 Uniting for a better future Page 70	<i>It's about the UN in Palestine.</i> Education, health and social services Passive: function, form and <i>by + agent</i>	<i>The United Nations at work</i> Verb and noun; noun and adjective Past perfect passive Past continuous passive	Listening: <i>A clearer picture of UNRWA</i> Sounds: numbers, spellings Writing: note expansion into two paragraphs Task: Give a presentation.
13 Be happy! Page 76	<i>Come on, cheer up!</i> Moods and mood changes Agreeing with <i>too, either, so, neither, nor</i>	<i>Help, World!</i> Opposites Connectors: <i>although, even though</i>	Poem: <i>The News</i> Writing: note ordering and expansion into a letter Task: Discuss and write a response.
14 Love and best wishes Page 82	<i>It's good to hear you!</i> Greetings and regards Reported speech 1 (without tense changes): statements, requests, <i>Yes/No</i> and <i>Wh-</i> questions	<i>An email from China</i> Phrases with similar meanings Verb + <i>-ing / infinitive</i>	Listening: <i>A phone message</i> Sounds: contracted forms Writing: taking a message Task: Write your own message.
15 Good news from the doctors Page 88	<i>He said it had gone well.</i> Achievements of modern medicine Reported speech 2 (with tense changes): statements	<i>Science Magazine Talks to ...</i> Verb and noun; noun and adjective Reported requests and questions	Listening: <i>An interview with a disabled athlete</i> Stress: word stress Writing: Interview report Task: Report Mrs Masri's return home from hospital.
16 Revision Page 94	<i>Beautiful New Westhill Community Garden Opens.</i> Grammar review.	Vocabulary review Listening and speaking: <i>So what was it like?</i> Task: Tell and report true stories.	

**Appendix F2: English for Palestine – Term 1 –
Speaking Functions**

The Islamic University of Gaza
Deanery of Graduate studies
Faculty of Education
Curriculum & English Teaching Methods Department



Dear referee,

The researcher is conducting an M.ed thesis entitled " The Effect of Using a Videoconferencing-based Strategy on UNRWA 9th Graders' English Speaking Skills and Their Attitudes Towards Speaking". One of the study's requirements is to construct an achievement test for speaking skills. In order to do this, we need to identify the most important speaking functions in the *English for Palestine*, Student's Book, Grade 9.

No.	Function	
1.	Describing an air journey.	
2.	Discussing a picture.	
3.	Asking and answering about locations/ the way.	
4.	Telling a story.	
5.	Advising/requesting/obligating	
6.	Reporting an event/action.	
7.	Meeting friends since ages and discussing news.	
8.	Compare ancient and modern lives.	
9.	Talk about city problems and discuss solutions.	
10.	Talking about a leader/giving personal qualities.	

With respect

Researcher: Jehan M. Ashour

Appendix G1: *The Participants' Interview*- English

The Islamic University of Gaza
Deanery of Graduate studies
Faculty of Education
Curriculum & English Teaching Methods Department



مقابلة طالبات المجموعة التجريبية في الدراسة

عزيزتي الطالبة:

السلام عليكم ورحمة الله وبركاته،،،

في البداية، أشكرك على التزامك ضمن برنامج تطبيق الدراسة: **أثر استخدام استراتيجيات مبنية على الفيديو كونفيرنس على مهارات التحدث باللغة الإنجليزية لدى طلاب الصف التاسع بمدارس الأنروا واتجاهاتهم نحو التحدث**

والآن وبعد انتهاء تطبيق الاستراتيجيات مع المعلمين البريطانيين، نأمل منك أن تجيبي على أسئلة المقابلة بكل صدق لنقيس مدى انعكاس الاستراتيجيات على شخصيتك بصفة عامة ومهارات الحياة لديك ومهارة التحدث باللغة الإنجليزية.

الباحثة/ جيهان محمود عاشور

No	Item	Yes	Not sure	No
A) In their personalities				
1.	The application of the videoconferencing-based strategy increased my self-confidence.			
2.	The application of the videoconferencing-based strategy increased my trust in strangers.			
3.	The application of the videoconferencing-based strategy helped me to respect the cultural diversity between peoples.			
4.	The application of the videoconferencing-based strategy increased voluntary work and giving helping hand to others' inspiration.			
5.	The application of the videoconferencing-based strategy helped me to adopt many values; time respect, commitment, and respect others while discussions.			
6.	The application of the videoconferencing-based strategy motivated me to learn English language.			
7.	The application of the videoconferencing-based strategy increased my interest to communicate with others using English language.			
In their life-skills				
1.	The application of the videoconferencing-based strategy improved my learning methodologies.			
2.	The application of the videoconferencing-based strategy helped me learn how to solve the problems I face.			
3.	The application of the videoconferencing-based strategy helped me to take the appropriate decision in the appropriate time.			
4.	The application of the videoconferencing-based strategy helped me to work in a team.			
5.	The application of the videoconferencing-based strategy helped me be able to plan before starting any activity or task.			
6.	The application of the videoconferencing-based strategy helped me find different ways to search for information.			

7.	The application of the videoconferencing–based strategy made me able to ask questions and discuss different issues.			
8.	The application of the videoconferencing–based strategy helped me be able to evaluate and appreciate people, artistic works, and things.			
9.	The application of the videoconferencing–based strategy helped me to organize my learning process.			
C) In their English language speaking skill				
1.	The application of the videoconferencing–based strategy made me happy to talk and chat with the British teachers.			
2.	The application of the videoconferencing–based strategy supports me with enough confidence to speak English with strangers.			
3.	The application of the videoconferencing–based strategy reduced my speaking English hesitation level.			
4.	The application of the videoconferencing–based strategy reduced my speaking English anxiety level.			
5.	The application of the videoconferencing–based strategy helped me to overcome my worries of making mistakes.			
6.	The application of the videoconferencing–based strategy helped me to find new methodologies for English language speaking development; pen–pals, chats, social media and others.			
7.	The application of the videoconferencing–based strategy reduced my use for Arabic language translation when speaking to others.			
8.	The application of the videoconferencing–based strategy removed my fears about English language speaking due to lack of information.			
9.	The application of the videoconferencing–based strategy gave me the opportunity to speak English language inside and outside the classroom.			

Appendix G2: The Participants' Interview- Arabic

لا	لا أعرف	نعم	العبارة
أولاً: الشخصية			
			١. زاد تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس من تقني بنفسي.
			٢. عودني تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس على أن أثق بالغرباء.
			٣. غرس تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس قيمة احترام الاختلاف الثقافي بين الشعوب.
			٤. طور تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس من مكانة العمل التطوعي ومساعدة الآخرين.
			٥. طور تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس من احترامي لبعض القيم: كاحترام الوقت والالتزام به، وآداب الحوار مع الآخرين.
			٦. أثار تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس من دافعتي لتعلم اللغة الإنجليزية.
			٧. أثار تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس من دافعتي للتواصل مع الآخرين باللغة الإنجليزية.
			٨. طور تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس من طرق تعليمي.
ثانياً: المهارات الحياتية			
			١. تعلمت من تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس أن أحل المشكلات التي أواجهها.
			٢. تعلمت من تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس أن أتخذ القرار المناسب في الوقت المناسب.
			٣. تعلمت من تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس أن أشكل فريق عمل لحل مشكلة أو تخطيط نشاط وأن أكون فعالاً في هذا الفريق.
			٤. امتلكت من تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس مهارة التخطيط قبل البدء بأي نشاط أو مهمة.
			٥. ساعدني تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس على امتلاك مهارة البحث عن المعلومات.

			٦. ساعدني تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس على امتلاك مهارة طرح الأسئلة والمناقشة.
			٧. ساعدني تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس على قدرتي على إصدار الأحكام بخصوص الأشخاص، الأعمال الفنية، المعلومة التي نحصل عليها.
			٨. ساعدني تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس على تنظيم تعليمي بحيث أنفذ الأنشطة بتنظيم مختلف كل مرة (فردي، ثنائي، مجموعات، الكل)
ثالثاً: مهارة التحدث باللغة الإنجليزية			
			١. شعرت بالسعادة أثناء تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس مع المعلمين البريطانيين
			٢. ساعدني تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس على تعزيز ثقتي بقدرتي على التحدث باللغة الإنجليزية مع الغرباء.
			٣. ساعدني تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس على التغلب على التردد في التحدث باللغة الإنجليزية.
			٤. قلل تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس من قلقي من التحدث باللغة الإنجليزية.
			٥. ساعدني تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس على التغلب على خوفي من ارتكاب الأخطاء أثناء التحدث باللغة الإنجليزية.
			٦. ساعدني تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس في إيجاد طرق جديدة لتطوير مهارة التحدث باللغة الإنجليزية مثل أصدقاء المراسلة، الدردشة، وسائل التواصل الاجتماعي وغيرها.
			٧. قلل تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس من استخدامي للترجمة الفورية عند محادثتي مع الآخرين.
			٨. قلل تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس من عدم تحدثي للغة الإنجليزية بسبب عدم وجود معلومات كافية.
			٩. منحتني تطبيق دروس التحدث باللغة الإنجليزية عبر الفيديوكونفيرنس الفرصة للتحدث في الفصل وخارجه.

Appendix H1: Facilitation Letters

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الجامعة الإسلامية - غزة
The Islamic University - Gaza

هاتف داخلي: 1150

عمادة الدراسات العليا

الرقم..... ج.ب.ع/35/..... Ref

التاريخ..... 2013/07/09 م 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/ جيهان محمود سالم عاشور، برقم جامعي 220110264 المسجلة في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس، وذلك بهدف تطبيق أدوات دراستها والحصول على المعلومات التي تساعدها في إعدادها والتي بعنوان:

أثر استخدام إستراتيجية مبنية على الفيديو كونفرنس على مهارات التحدث باللغة الإنجليزية لدى طلاب الصف التاسع الأساسي بمدارس الأتروا واتجاهاتهم نحو التحدث

The Effect of Using A Videoconferencing- Based Strategy on UNRWA 9th Graders' English Speaking Skills and Their Attitudes Towards Speaking

والله ولي التوفيق،،،

عميد الدراسات العليا

د. فؤاد علي العاجز



بسمية/ ادرية مدرسته هنا بيلاها لبحرنة
تعبئة
راسخه
بكره



الأخوة/ ميررد سليم ز منظمه - لمان

قطاع غزة
بهاء ساعة الباحثة في تطبيق أدوات دراستها
والحصول على معلومات اللازم لدراسة

صورة إلى
العالم بالمال غزوة فلسطين هاتف
16.07.2013

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الجامعة الإسلامية - غزة
The Islamic University - Gaza

I.U.G/63/
9th June, 2013

Ref:

Date:

TO WHOM IT MAY CONCERN

This is to certify that **Ms Jehan M. Ashour** is an MA student at the college of Education, Curricula and Methodology Department-English Language. She had been given this letter to facilitate her research tasks upon her request.

With our best regards

Supervisor: Dr. Awad S. Keshta




Dr. AWAD KESHTA
Associate Professor
English Teaching Methods
IUG

Appendix H2: The Parental Approval

السيد/ ولى أمر الطالبة: -----

المحترم

تجري الباحثة/ جيهان محمود عاشور (مدير مساعد/ مدارس الأنروا) دراسة تهدف لتنمية قدرات الطالبات في مهارة التحدث باللغة الإنجليزية من خلال توظيفها لاستراتيجيات مبنية على الفيديوكونفيرنس والتي أعدتها الباحثة وتخطط لتطبيقها في مدرسة بنات بيت لاهيا الإعدادية.

وقد وقع الاختيار على الفصل الذي تدرس فيه ابنتكم لتطبيق هذه الدراسة، لذا نتمنى من سيادتكم الموافقة على اشتراك ابنتك في هذه الدراسة فإن مشاركتها قد تعود بالفائدة عليها من خلال إكسابها مهارات المحادثة باللغة الإنجليزية، كما أنه يشكل أحد عوامل نجاح الدراسة التي تعدها الباحثة.

تبدأ الباحثة بتطبيق دراستها يوم الأحد الموافق ٢٩/٩/٢٠١٣ في غرفة الاجتماعات بمدرسة بنات بيت لاهيا الإعدادية بعد الدوام المدرسي مباشرة ويستمر لمدة ساعة واحدة فقط، على أن تزود الباحثة جميع أولياء الأمور بمواعيد التطبيق في وقت لاحق.

لمزيد من المعلومات يمكنكم التواصل مع الباحثة

جيهان محمود عاشور

جوال: ٠٥٩٩٧٩١٤١٧

الفتيات والفتيان الفلسطينيين يتواصلون مع أقرانهم في المملكة المتحدة عبر الانترنت



فريق التواصل عبر الانترنت
من اليمين: محمد التري - ماهر شرف -
جهان عاشور - سهيل التري

فعالة ومثيرة والتي كانت عبارة عن تبادل المناهج أو التبادل الثقافي، ومشاكل البيئة، ومخط أحماة، وأداب المائدة، والمهرجانات، وحقوق الإنسان، والموسيقى، وتصميم المنسوجات، ومسابقات التصوير التعبيري والتصانعات الفخارية، وقد تم تسليم الدور المرخرفة والمنحآت الثقافية الفلسطينية أوائل مارس، 2010 لدرسة في كاتربري، والتي بدورها قامت بعرض الدور المرخرفة للعامة الذين أظهروا إعجابهم بها.

"كانت مصدر إلهام لطلابنا غالباً. لقد أدى التواصل بينهم وبين المدرسة البريطانية إلى تغيير مواقفهم تجاه الأشخاص من مختلف البلدان، وأصبحوا أكثر نشاطاً وإبداعاً وأصبحوا كذلك باحثين أشبال ومفكرين ومنفتحين اجتماعياً". الأنسة جهان عاشور، مدرسة لغة إنجليزية.

"إنه شعور خاص ورائع للغاية عندما ترى الطلبة الفلسطينيين والبريطانيين يدرسون عبر الانترنت، يناقشون الأفكار، يتجادلون أطراف الحديث حول الموضوعات الثقافية ويتبادلون الفكاهاة! التواصل يؤدي إلى إزالة الحدود". قال السيد ماهر شرف، مدير مشروع الربط. يعتقد معلمو الأوتروا المشاركون أن مشروع الربط يقدم فرص تبادل الخبرات بين الثقافات، ويمنح الطلاب الفرصة لتحلموا بالظهور حول العالم.

"لو كنت عصفوراً، كنت أطيح حول العالم، أحب المشاهدة والتعلم والمشاركة".

هذا ما قالته الطالبة نور حماد، 14 عاماً من مدرسة بيت لاهيا منذ ثلاث سنوات لحسن الخط، فإن مشروع ربط الصفوف الدراسية بالإنترنت جعل حلم نور يتحقق.

يهدف هذا المشروع العالمي إلى خلق شراكة بين المدارس في المملكة المتحدة وغيرها في جميع أنحاء العالم وإلى عولمة الأسعاد التعليمية عند الصغار. لحسن الخط، تبنى المجلس الثقافي البريطاني - فرع فلسطين، بالتعاون مع دائرة التربية والتعليم في الأوتروا هذا البرنامج في عام 2008، ومن المتوقع أن يوفر هذا البرنامج الفرصة للمعلمين لتطوير قدرات التواصل لديهم، وأستراتيجيات التعليم، ومهارات تكنولوجيا المعلومات والاتصالات. حسب ما أفاد السيد سهيل تري، من المجلس الثقافي البريطاني - فرع فلسطين.

وقد سجلت عدة قصص نجاح خلال السنة الأولى للمشروع، وبالتالي، قامت المدارس الفلسطينية والبريطانية بتنفيذ مشاريع



Appendix I2: The Canterbury-UK Press Release

12 yourcanterbury.co.uk

Telephone advertising: 01303 817110 Email advertising@kosmedia.co.uk

yourcanterburyschools



BREAK TIME



MP impressed by young politicians

OUR MP has been meeting future politicians at St Peter's Primary School.

Julian Brazier, MP for Canterbury and Whitstable, met children from the Canterbury school who had participated in their school elections.

Mr Brazier said: "I enjoyed talking to the youngsters about the work I do as an MP, and they had good questions."

The MP also said St Peter's children were the only school pupils to get the right answer first time to his favourite political question; what is Big Ben? The children correctly said it was the bell, not the clock tower.

Honorary degree for Boomtown Rat

SIR Bob Geldof will be in Canterbury in July to accept an honorary degree from the city's University of the Creative Arts.

The ex-Boomtown Rat is to get the honorary Master of Arts degree on July 22 in recognition of his contribution to the creative arts and his humanitarian efforts.

Girls click with new friends in Gaza, thanks to internet

■ BY JENNY ARMSTRONG

PALESTINIAN press, Canterbury girls and British Council members met via the internet this week to celebrate a link with a school in Gaza.

Girls from years 9 and 10 at Simon Langton Grammar School girls have been using an internet video link to meet up with students from the Beit Lahia girls' school in Palestine as part of a cross-curricular project.

Girls from both ends of Europe have been talking and sharing information on subjects including pottery, music, languages, letter-writing and textile design.

David Stalley, head of modern languages at the Langton, said: "Students met via Skype last Monday to see the traditional designs of pottery being made by girls in Gaza."

"They met again last Tuesday morning when the British Council visited the Palestinian school to hail the link with our school as a success story."

"This link, in my view, is a shining beacon in the dark times of the region at the moment. Students are communicating across boundaries and showing that peace and collaboration can happen."

"I am proud to have been instrumental in organising this link and directing these meetings at both ends. It is absolutely great and has often brought a lump to my throat on how special this all feels."

The project began as a creative exploration of the problems faced by Palestine in general



WEB LINK: Pottery was one of the subjects that linked students from Simon Langton with pupils at a school in Gaza

and Gaza in particular, with particular emphasis on how there could be peace in the region.

The Palestinian school's teacher Jehan Ashour and her pupils have been teaching the Canterbury girls Arabic, which the English pupils have traded with colloquial English

phrases such as "hey" and "cool". The girls have also been exchanging emails, and each is learning more about life in the opposite country, including how fragile the political situation is in Palestine and how dangerous that country is for youngsters, particularly as their school is close to the Israeli border.

SEND your schools news and pictures to yourcanterbury@kosmedia.co.uk. You can also upload your video clips of schools events on to www.yourkenttv.co.uk

Appendix J: The Certificate of Completion



Appendix K: British Council Schools Online Ambassador Letter



SchoolsOnline

Ms Jehan M. Ashour
English Teacher
UNRWA, Gaza

Phone number 0599791417

1 December 2012

Dear (Ambassador's Name),

Offer letter for the role of British Council Schools Online Ambassador

I have pleasure in offering you the role of "Ambassador" as part of the British Council's Schools Online programme.

Your responsibilities:

As a British Council School Ambassador you will provide direct links to the educational contexts within your country. You will help to promote and support the British Council's Schools Online programme by:

- providing case studies of successful school projects, either by dissemination via the British Council Schools Online Community, or by presentations at workshops and conferences.
- hosting/running British Council Schools Online workshops for schools in their area in conjunction with local BC staff and, where appropriate, Ministries of Education/Local Authorities or equivalents;
- providing support, either through email, Schools Online Community forums, phone or school visits, to schools in their area.

Regular global meetings (at least once per year) of a select number of ambassadors from each country/region will provide a professional development opportunity for ambassadors, as well as the opportunity to contribute to the on-going development of the Schools Online Community. In addition, workshops/meetings for ambassadors at a regional level will be held to consolidate regional working.

Work plan:

Your local British Council Schools Online team will provide a work plan for a fixed period which will be agreed with you. This will set out the activities and timeframes within the period for you to fulfil your role as Ambassador.

Terms and conditions:

Should you wish to discontinue in your role as Schools Online ambassador within the first 12 months, you will be required to return any equipments given by the British Council.



SchoolsOnline

Signature:

Please indicate your acceptance of this role, and the terms and conditions under which it is made including your legal right to receive payment for carrying out the role, by signing the enclosed acknowledgement and returning it to me.

Yours sincerely,

Suheil Tarazi
Programme Manager
British Council
Palestinian Territories, Gaza



غزة
Gaza

I, hereby, accept the British Council's offer of appointment to the specified terms and conditions. I have received a copy of the terms and conditions of service.

Signed:

Date:

Appendix L1: Speaking Lessons Preparation Notes

BEIT LAHIA GIRLS' PREP. SCHOOL

&

CHELSEA COMMUNITY HOSPITAL SCHOOL

Teachers' Preparation Notes



In the name of Allah, the Most Gracious the Ever Merciful

Date: Day: Grade:9

Unit: Lesson: SB:-

Objectives: By the end of this lesson, students will be able to:
Welcome/ask/respond to a friend's questions.

Language Functions:

Meeting friends after a long time.

New Language:

How have you been keeping?

New Structure:

-

Revision:

Vocabulary to be revised:

-

Structure to be revised:

Greetings

A.V.M.:

Computer - LCD - worksheets - SB - internet connection -
microphone - webcam

Step	Sign	Procedures
Warming up	T T	Introduces herself/himself to the class. Warms them up using (game, puzzle, riddle, brain teaser, etc.)
Revision	T C	Asks the following questions: - What's the name of your best friend? - What do you like most in her? - Has ever she been away in another country? - How did you feel then?/ How will you feel if this happens? Interact with the teacher's questions.

Step	Sign	Procedures
Presentation	T	Asks about reasons that we stop meet our friends.
	C	Give their answers.
Activity 1	T	Asks if we meet them how the meeting will be.
	C	Respond.
	T	Asks C to look at the photo in activity 1.
	C	try to imagine that the friends talking by phone.
	T	Asks how will they start?
	C	Give answers.
	T	Asks how will they feel?
	C	Respond.
Activity 2	S-S	One of them is out of the country and the other is still.
Act out	T	Do in groups.
	C	Tells C that when we want to greet our friends, we have
Activity 3	C	to say " hi ", " hello ", or " Good..... ". Then we need to
	S-S	ask about himself/herself and the family.
		Act it out.
	C	Asks C why do friends stop meeting.
	T	Answer
	C	Give reasons.
	C	Work with a partner to act out a dialogue according to
	S-S	the situation they have already chosen.
		Act it out.
Evaluation:	T	Asks them a few questions about today's lesson. What do you think of this lesson? What did you like most? What did not you like most? How can it be presented in a better way?
	C	Answer
	T	Gives class his/her own feedback about their performance.
Rounding up:	C	Summarize the ideas of today's lesson and are assigned to write the summary at home.
Follow up	Jehan	Do some more follow up exercise with the students about the session asking about their attitudes about this lesson and how can we improve it.
Difficulties		The internet was cut in the middle of the session due to electricity schedule change. It was fixed within 2 minutes.

Activity 1

I'm involved

<p>A: ----- B: Are you?</p>	<p>Man: ----- Woman: Congratulations!</p>
---------------------------------	---





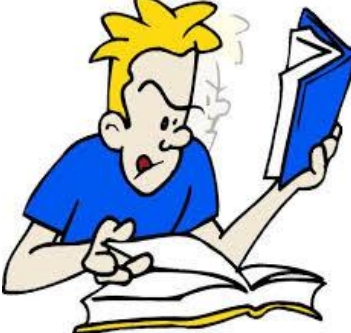


<p>A: ----- B: Nice to hear you too.</p>	<p>A: How have you been keeping? B: -----</p>
--	---



Activity 2

Choose a situation and act it out with your partner

Crashed		Travelling
		
was sick	busy working	busy studying
		

A: Hello

B: -----

A: Nice to meet you.

B: -----

A: I haven't seen you for a long time.

B: Yes, I was -----

A: What/Where/How/When/Who?

B: I ----- What about you?

A: I was -----



In the name of Allah, the Most Gracious the Ever Merciful

Date: Day: Grade:9

Unit: Lesson: SB:-

Objectives: By the end of this lesson, students will be able to:

Tell a story or event sequences.

Language Functions:

Telling a story/event.

New Language:

One day - once upon a time - last week - this morning

New Structure:

-

Revision:

Vocabulary to be revised:

-

Structure to be revised:

Past simple tense - present perfect - past continuous

A.V.M.:

Computer - LCD - worksheets - SB

Step	Sign	Procedures
Warming up:	T	Introduces herself/himself to the class. Warms them up using (game, puzzle, riddle, brain teaser, etc.)
Revision:	T C	Asks the following questions: - Do you like reading stories? - Do you love to hear stories from others? - How do you feel when others feel happy that you're telling a story? - What's your favourite story? Interact with the teacher's questions.

Step	Sign	Procedures
Presentation	T	Introduces the new vocabulary in a short story.
Activity 1	T	Asks C to look at the picture and find the appropriate second half of the sentence.
	C	Do in groups.
Activity 2	T	Tells C that when we tell a story or an event we mainly use the past simple or past continuous tenses.
	T	Asks the class to tell each other only one important event they have in their lives; (birthday party/a gift/ a tour outside/inside the country/a festival/...etc).
Activity 3	C	Tell the others how they felt? Happy/ sad/ surprised/ afraid/ shocked/worried...etc.
	T	Tells C that when we tell a story, we think of: Finished action followed by another action or An action happened before a time in the past or An action that was interrupted by a second action.
Activity 4	C	
	T	Match the sentences with their uses
Activity 5	C	Gives them the time to answer.
	T	Answer Tells C that when we tell a story we change our tone, volume, stress, body language, etc.
	C	Says some sentences (with full options of a story).
	T	Repeat them.
		Tells C a story (from her/his) own experience and asks questions.
	C	Answer
		Tells C that they are all going to tell a story.
	C	She/ He starts, once upon a time,
	C	Complete the story.
Evaluation:	T	Asks them a few questions about today's lesson. What do you think of this lesson? What did you like most? What did not you like most? How can it be presented in a better way?
	C	Answer

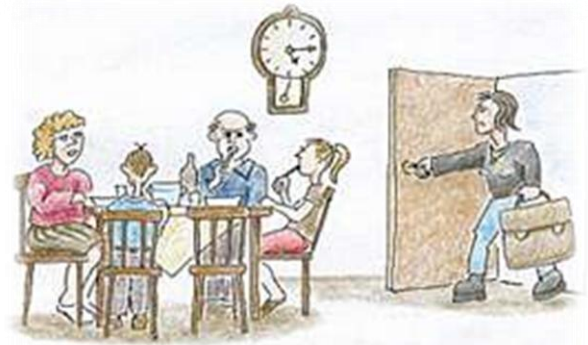
	T	Gives class his/her own feedback about their performance.
Rounding up:	C	Summarize the ideas of today's lesson and are assigned to write the summary at home.
Follow up	Jehan	Do some more follow up exercise with the students about the session asking about their attitudes about this lesson and how can we improve it.
Difficulties	A few students were late and we had to explain to them what they missed.	

Activity 1

Complete the second half of the sentences:



While he was texting and driving,



He came when they -----



Last night, I had a wonderful dream,



Last summer, we -----

Activity 2



Tell your partner about a great event in your life and how did you feel?

Activity 3

Match

	Example		Concept
1.	It has been raining for a few days.		A finished action that is followed by another action.
2.	Paul was walking home from work when he saw he old man.		An action that started in the past and is still happening till the present.
3.	When he told his wife about the man with wings she said he was mad.		An action that was interrupted by a second action.

Activity 3

The teacher starts a story and the students should complete it

Once upon a time, I -----

In the name of Allah, the Most Gracious the Ever Merciful

Date: Day: Monday Grade:9
Unit: Lesson: SB:-

Objectives: By the end of this lesson, students will be able to:
Discussing a picture.

Language Functions:

Discussing a picture

New Language:

Foreground - background -chart/diagram/graph - speech bubble

New Structure:

-

Revision:

Vocabulary to be revised:

-

Structure to be revised:

Present perfect

Past simple passive

A.V.M.:

Computer - LCD - worksheets - SB

Step	Sign	Procedures
Warming up:	T	Introduces herself/himself to the class. Warms them up asking them to sing if possible. One volunteer sings and they listen and repeat after the volunteer.
Revision:	T C	Prepares class for revising; e.g. what are those people doing? Uses photos on PPP. <ul style="list-style-type: none">- What are you doing?- What is she doing now?- What are they doing at the moment?- Listen to the voice! What is the boy doing?- Look at the girls! What are they doing? Interact with the teacher's questions.

Step	Sign	Procedures
Presentation :	T	Presents new vocabulary using (flashcards/miming/describing/giving direct translations/etc)
	T	Shows class the picture and explains the meaning.
Activity 1	T	Asks C to put the new vocabulary in sentences.
	T	Asks C to work in their worksheets and answer A 1.
	C	Answer
Activity 2	T	Shows the class a photo. Describes the photo saying that it was taken by her/him last when she/he was in she
	T	Invites students to look at the different pictures.
	T	Encourages students to describe the photo by asking questions. Can you see a ---- in the picture? Where is the ----- in the picture? What colour is the ----- in this picture? How many ----- are there in the picture? Are the ----- watching/playing/reading/? What is in the middle/corner/back/front? Is the----- on the right/left/ above/down/over/ the -----?
	C	Look at the photo, ask and answer questions about it from their worksheets.
	T	Explains about adjectives of: description, colour, age, etc and their arrangement in the sentences.
	C	Take their time to describe the photos in private.
Activity 3	C	Take their time to describe the photos in public.
	C	Look at all the photos displayed.
	T	Discusses the photos in short answers.
	S-S	Together ask and answer questions about one of the photos in private.
	S-S	Together ask and answer questions about one of the photos in public.

	T	Encourages students to talk about one of them.
Rounding up:	C	Summarize the ideas of today's lesson and are assigned to write the summary at home.
Follow up	Jehan	Do some more follow up exercise with the students about the session asking about their attitudes about this lesson and how can we improve it.
Difficulties	The microphone wire wasn't long enough to let everybody speaks from her location, so pairs needed to change their place in order to let the teacher listen what they said.	

Worksheet (2)

Activity 1

Match

Photo picture
drawing portrait
map cartoon
graph advertisement
speech bubble





Activity 2



S1: Look at this photo.

S2: Wow! It's amazing? Who was taken it by?

S1: It ----- by my father.

S2: Where -----?

S1: It was taken in Jaffa.

S2: What was in the background?

S1: An orange garden.

S2: Was it an -----.

S1: Yes, it was the largest orange garden in Jaffa.

Activity 3

Talk about one of the photos you see. You can talk about:

What is it? What can you see? Who is there? What is he/she doing?

What do you think about it/How do you feel about it?

In the name of Allah, the Most Gracious the Ever Merciful

Date: 26/09/2013

Day: Thursday

Grade:9

Unit: 1

Lesson: 1&2

SB:6

Objectives: By the end of this lesson, students will be able to:

1. Describe an air journey.

Language Functions:

Describing an air journey.

New Language:

Captain - passport - stewardess - take off - plane - relax - all the way -
landing card - on time - whole - ahead/behind

New Structure:

-

Revision:

Vocabulary to be revised:

-

Structure to be revised:

Greetings - welcoming - talking about transportation

A.V.M.:

Computer - LCD - worksheets - SB

Step	Sign	Procedures
Warming up:	T	Introduces herself to the class. Warms them up using some riddles: 1. What is as big as an elephant, but weighs nothing at all? 2. What starts with a 'P', ends with an 'E' and has thousands of letters? 3. What has two hands, a round face, always runs, but stays in place? 4. I travel the world and I am drunk constantly. Who am I? 5. I run but never walk, I murmur but never talk, I go but never stop. What am I?

	S-S	Looks at the worksheet and answers: One of the student asks, The other answers.
Evaluation	C	Act out a dialogue happens between two friends asking and responding. <ul style="list-style-type: none"> - Do you like travelling? - Have you ever travelled? - Where did you go? - How did you go? - Who did you go there with? - How long did you stay? - What did you see? - What did you buy? - Did you enjoy that? - Would you like to go there back?
Rounding up:	C	Summarize the ideas of today's lesson and are assigned to write the summary at home.
Follow up	Jehan	Do some more follow up exercise with the students about the session asking about their attitudes about this lesson and how can we improve it.
Difficulties		Students didn't know many sites in different countries, so they stopped their dialogues in order to ask about famous places and landscapes in every country.

Activity 1

Choose the best word and complete the following sentences:

on time

passport

relax

ahead

whole

1. The captain asked us to ----- and enjoy the flight.
2. The plane lands just -----
3. Gaza is one hour ----- of London.
4. The ----- family are waiting for me in the airport.
5. The officer asked about my ----- and landing cards.

Activity 2

S1: Where would you like to travel?

S2: I'd like to travel to -----

S1: Oh! That's fantastic, but why do you like to travel to -----

S2: Because it is ----- . What about you?

S1: I like to travel to -----

S2: That's great! How do you know about it?

S1: I have read about it/watched a documentary on TV/heard my father talking about it/have a friend who lived there/ etc.

Activity 3

S1: Where did you go?

S2: I went to -----

S1: Who did you go with?

S2: ----- with my parents.

S1: How -----?

S2: I travelled by bus.

S1: How long -----?

S2: It took -----

S1: How did you feel?

S2: -----

In the name of Allah, the Most Gracious the Ever Merciful

Date:

Day:

Grade:9

Unit:

Lesson:

SB:

Objectives: By the end of this lesson, students will be able to:
Ask/give information about the way.

Language Functions:

Asking/giving information about the way.

New Language:

got lost - entrance - hurry - recognize - complicated

New Structure:

-

Revision:

Vocabulary to be revised:

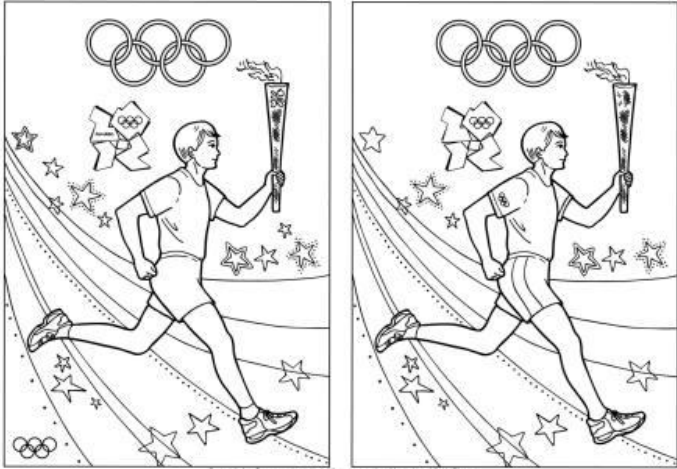
-

Structure to be revised:

Instructions

A.V.M.:










Computer - LCD - worksheets - SB - internet connection - microphone - webcam

Step	Sign	Procedures
Warming up:	T	<p>Introduces herself/himself to the class.</p> <p>Warms them up asking students to find the differences in the below pictures</p> <div data-bbox="620 1529 1299 1995"></div> <p><small>Copyright © www.ActivityVillage.co.uk - Keeping Kids Busy</small></p>

Evaluation:	C C C	Open their SB Read the activity in their books. Act it out.
Rounding up:	C	Summarize the ideas of today's lesson and are assigned to write the summary at home.
Follow up	Jehan	Do some more follow up exercise with the students about the session asking about their attitudes about this lesson and how can we improve it.
Difficulties	The teacher was late for about 5 minutes which made the students worried about their today's lesson. But when the teacher came she apologized and gave them an extra 5 minutes.	

Activity 1

Match the traffic signs and their meanings:

	Sign	Meaning
1.		Take the first turning on the right.
2.		Go straight along this road. Go along this road./ Go down this road. Follow this road until you find -----
3.		Turn left.
4.		Go past the pet shop.
5.		Turn right.
6.		Cross the street.
7.		The bookshop is behind the church.
8.		The book shop is opposite the church.
9.		The bookshop is between the church and the pet shop.
10		Crossroads.

Activity 2

Answer the mini-dialogues about locations:

John: Excuse me.

Sarah: -----

Samy: Could you tell me the way to the airport, please?

Dina: -----

Carla: -----?

Dan: Oh, no. It's not very far. It's just five minutes' walk.

Jamila: How can I get to the local library?

Mona: ----- Then turn left. It's opposite the mosque.

Basim: Thank you.

Ahmed: -----

In the name of Allah, the Most Gracious the Ever Merciful

Date: _____ Day: _____ Grade:9
Unit: _____ Lesson: _____ SB:-

Objectives: By the end of this lesson, students will be able to:
Talk about several problems in a city and find answers to these problems.

Language Functions:

Discussing city problems.

New Language:

Waste - smoke - drains - slums -services - urban

New Structure:

-

Revision:

Vocabulary to be revised:

Remove - prevent - industry

Structure to be revised:

Greetings

A.V.M.:

Computer - LCD - worksheets - SB - internet connection - microphone -
webcam

Step	Sign	Procedures
Warming up:	T	Introduces herself/himself to the class.
	T	Plays a game with the class
	T	Asks C to close their eyes.
	T	Describes something.
	C	Guess what this thing is.
Revision:	T	Asks the following questions: - Do you live in a city or village? - What do you prefer? - What is good in a city and what is not good? - What is the most difficult problem in your city?
	C	Interact with the teacher's questions.

Step	Sign	Procedures
Presentation	T	Introduces the new vocabulary.
	T	Displays the pictures of the words using the PPT.
	T	Says the word.
	C	Repeat.
	T	Asks if they can describe it.
	C	Give short description.
Activity 1	T	Asks students to put say one service that may have a problem.
		Gaza doesn't have enough services.
	C	We have a problem in electricity.
	T	Say their own sentences.
		Asks C to write five things that they can't live without.
	C	Write.
	C	Say their things.
Activity 2	S-S	Discuss why they need them.
	T	Explains that when we want to express our opinions we use I think, I believe, in my opinion, and then tell the opinion.
	T	I think water is the most important thing for life.
Activity 3		Say their own sentences again.
		Asks what are the problems in their city.
		Writes them on the BB.
	C	Takes one of the problems to be discussed, e.g.
	S-S	rubbish.
		Is rubbish in your city considered as a problem?
	C	Who throw the rubbish?
		Is it the government problem?
	C	How can we solve it?
	C	Answer.
		Take another problem and answer the same above mentioned questions.
	C	Discuss in public.

Evaluation:	T T	Explains that one of the students will act like an interviewer and ask them about some problems in our city. Act out What is the main problem in our city. Water What is exactly the problem of water? We don't have much water or clean water good for drink. Who is responsible for that problem? I think the government. What should the government do to solve this problem? To support houses with good and clean water.
Rounding up:	C	Summarize the ideas of today's lesson and are assigned to write the summary at home.
Follow up	Jehan	Do some more follow up exercise with the students about the session asking about their attitudes about this lesson and how can we improve it.
Difficulties	The problem of moving the microphone from one place to another specially the remote students. To solve this problem, students have to move around the room.	

Activity 1

What I need for life...

<p>A: What is the most important thing in your life?</p> <p>B: -----</p>	<p>A: do you have good -- ---- in your city?</p> <p>B: -----</p>
--	--



<p>A: what is the main problem in your city?</p> <p>B: -----</p>	<p>A: What are the reasons?</p> <p>B: -----</p>
--	---

Waste- electricity- drains - slums- smoke
- healthcare - pollution
(CHOOSE one)



Activity 2

Choose a city problem and talk about it

<p>What is the problem?</p>	<p>Who causes it?</p>
------------------------------------	------------------------------

<p>Rubbish - pollution - smoke - traffic - industry - bad healthcare - siege against Gaza - bad Education - slums - water drains - poverty - no schools</p>	<p>The government Businessmen People Transportation</p>
<p>Is it only the government problem?</p>	<p>What is the solution?</p>
<p>Yes, I think so. No, I don't think so. I partly agree as ----- is also a partner in the problem.</p>	<p>I think people should ---- I think the government should - I think we should ----- I think -----</p>

In the name of Allah, the Most Gracious the Ever Merciful

Date:

Day:

Grade:9

Unit: 6

Lesson:

SB:-

Objectives: By the end of this lesson, students will be able to:
Compare life in the past with life in the present.

Language Functions:

Comparison

New Language:

Rural - great grandparents - running water - electric lamps - way for life
- wells

New Structure:

In the past, in the old days, a century ago,...

Revision:

Vocabulary to be revised:

-


Structure to be revised:

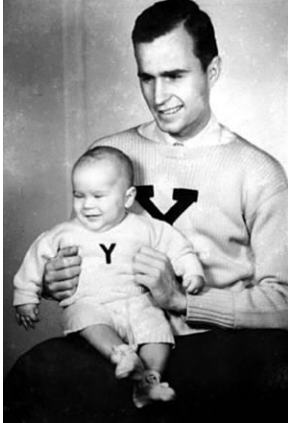



-

A.V.M.:

Computer - LCD - worksheets - SB - internet connection - microphone -
webcam

Step	Sign	Procedures
------	------	------------

Warming up:	T	Introduces herself/himself to the class. Shows class a photo for some people when they were children. Asks class to guess who those people are.
		

			
			
Revision:	T C	<p>Asks the following questions:</p> <ul style="list-style-type: none"> - Do you use the internet? - Do you have a face book? - How often to you go in the internet? - Can you life without your mobile? <p>Interact with the teacher's questions.</p>	
Presentation Activity 1 Activity 2	T T C T C T C T	<p>Introduces the new vocabulary. Checks students understanding by putting words in sentences.</p> <p>Tells C that our lesson is about comparing two things one is in the past and the other is in the present.</p> <p>Put new vocabulary in sentences and discuss their understanding.</p> <p>Asks if they still have grandparents. Give responses.</p> <p>Asks if they still have great grandparents. Give responses.</p> <p>Asks if they normally chat with their</p>	

	C T C T S-S T T T Group T Group Group	<p>grandparents and what kind of questions do they like to ask. Give their accurate lives.</p> <p>Asks if life changes and what changes their mothers and grandparents might tell them about. Give their responses.</p> <p>Asks C to choose either A or B. they have to use the new vocabulary. Act it out.</p> <p>Asks them to make two parts sentence. One of them to tell in the past the other tells in the present. Supports if necessary.</p> <p>Asks what good things were there in the past? Work in groups and answer. Asks what bad thing were there in the past? Work in groups and answer. Make other activities with the comparison idea.</p>
Evaluation:	T T	<p>Asks them a few questions about today's lesson. Gives class the teacher their own feedback.</p>
Rounding up:	C	Summarize the ideas of today's lesson and are assigned to write the summary at home.
Follow up	Jehan	Do some more follow up exercise with the students about the session asking about their attitudes about this lesson and how can we improve it.
Difficulties		The problem of moving the microphone from one place to another specially the remote students. To solve this problem, students have to move around the room.

In the name of Allah, the Most Gracious the Ever Merciful

Date:

Day: Monday

Grade:9

Unit:

Lesson:2

SB:-

Objectives: By the end of this lesson, students will be able to:

Ask/give:

obligation, request, offer, advice, possibility & permission

Language Functions:

Obligation, request, offer, advice, possibility and permission.

New Language:

How have you been keeping?

New Structure:

Modals

Revision:

Vocabulary to be revised:

-

Structure to be revised:

-

A.V.M.:

Computer - LCD - worksheets - SB - internet connection - microphone - webcam

Step	Sign	Procedures
Warming up:	T	Introduces herself/himself to the class. Warms them up using (game, puzzle, riddle, brain teaser, etc.)
Revision:	T C	Asks the following questions: - Do you like English? - Why do you speak English? - Which languages are used in teaching at universities? - How do you feel when you speak English? Interact with the teacher's questions.

Step	Sign	Procedures
Presentatio n:	T	Tells the class we mainly use language for a purpose and there are different purposes for the language. These purposes are called functions. These functions are: asking and giving offer, permission, request, obligation, possibility, etc.
Activity 1	T	Asks C to say as much as language functions.
	C	Say.
	T	Asks C to say as much as modal verbs.
	C	Say.
Activity 2	T	Explains each language function with its appropriate modal verbs.
	C	modal verbs.
	T	Uses the powerpoint presentation.
	C	Act out the dialogues.
	S-S	Write their own using the same structure.
	S-S	Act out their own dialogues.
	S-S	Build upon their mini-dialogues to say more sentences.
	T	e.g. I'm getting fatter. You should exercise. Sorry I have tried but it didn't work. You ought to see a doctor then.
	S-S	Act the longer dialogues out.
	C	Build their own dialogues.
	S-S	Act them out.
	Evaluation:	T
	T	Gives class the teacher their own feedback.
Rounding up:	C	Thank the teacher and wish her/him good luck.
Follow up	Jehan	Do some more follow up exercise with the students about the session asking about their attitudes about this lesson and how can we improve it.

Non-Verbal Communication Modes

What is non-verbal communication?

Definition (CBC): “nonverbal communication involves those nonverbal stimuli in a communication setting that are generated by both the source [speaker] and his or her use of the environment and that have potential message value for the source or receiver [listener] (Samovar et al). Basically it is sending and receiving messages in a variety of ways without the use of verbal codes (words). It is both intentional and unintentional. Most speakers / listeners are not conscious of this. It includes — but is not limited to:

- touch
- glance
- eye contact (gaze)
- volume
- vocal nuance
- proximity
- gestures
- facial expression ? pause (silence)
- intonation
- dress
- posture
- smell
- word choice and syntax
- sounds (paralanguage)

Broadly speaking, there are two basic categories of non-verbal language:

nonverbal messages produced by the body;

nonverbal messages produced by the broad setting (time, space, silence)

Why is non-verbal communication important?

Basically, it is one of the key aspects of communication (and especially important in a high-context culture). It has multiple functions:

- Used to **repeat** the verbal message (e.g. point in a direction while stating directions).
- Often used to **accent** a verbal message. (e.g. verbal tone indicates the actual meaning of the specific words).
- Often **complement** the verbal message but also may contradict. E.g.: a nod reinforces a positive message (among Americans); a “wink” may contradict a stated positive message.
- **Regulate** interactions (non-verbal cues convey when the other person should speak or not speak).
- May **substitute** for the verbal message (especially if it is blocked by noise, interruption, etc) — i.e. gestures (finger to lips to indicate need for quiet), facial expressions (i.e. a nod instead of a yes).

Note the implications of the proverb: “Actions speak louder than words.” In essence, this underscores the importance of non-verbal communication. Non-verbal communication is especially significant in intercultural situations. Probably non-verbal differences account for typical difficulties in communicating.

Cultural Differences in Non-verbal Communication

1. **General Appearance and Dress**

All cultures are concerned for how they look and make judgments based on looks and dress. Americans, for instance, appear almost obsessed with dress and personal attractiveness. Consider differing cultural standards on what is attractive in dress and on what constitutes modesty. Note ways dress is used as a sign of status?

2. **Body Movement**

We send information on attitude toward person (facing or leaning towards another), emotional state (tapping fingers, jiggling coins), and desire to control the environment (moving towards or away from a person).

More than 700,000 possible motions we can make — so impossible to categorize them all! But just need to be aware the body movement and position is a key ingredient in sending messages.

3. **Posture**

Consider the following actions and note cultural differences:

- Bowing (not done, criticized, or affected in US; shows rank in Japan)
- Slouching (rude in most Northern European areas)
- Hands in pocket (disrespectful in Turkey)
- Sitting with legs crossed (offensive in Ghana, Turkey)
- Showing soles of feet. (Offensive in Thailand, Saudi Arabia)
- Even in US, there is a gender difference on acceptable posture?

4. **Gestures**

Impossible to catalog them all. But need to recognize: 1) incredible possibility and variety and 2) that an acceptable in one’s own culture may be offensive in another. In addition, amount of gesturing varies from culture to culture. Some cultures are animated; other restrained. Restrained cultures often feel animated cultures lack manners and overall restraint. Animated cultures often feel restrained cultures lack emotion or interest.

Even simple things like using hands to point and count differ.

Pointing : US with index finger; Germany with little finger; Japanese with entire hand (in fact most Asians consider pointing with index finger to be rude)

Counting: Thumb = 1 in Germany, 5 in Japan, middle finger for 1 in Indonesia.

5. Facial Expressions

While some say that facial expressions are identical, meaning attached to them differs. Majority opinion is that these do have similar meanings world-wide with respect to smiling, crying, or showing anger, sorrow, or disgust. However, the intensity varies from culture to culture. Note the following:

- Many Asian cultures suppress facial expression as much as possible.
- Many Mediterranean (Latino / Arabic) cultures exaggerate grief or sadness while most American men hide grief or sorrow.
- Some see “animated” expressions as a sign of a lack of control.
- Too much smiling is viewed in as a sign of shallowness.
- Women smile more than men.

6. Eye Contact and Gaze

In USA, eye contact indicates: degree of attention or interest, influences attitude change or persuasion, regulates interaction, communicates emotion, defines power and status, and has a central role in managing impressions of others.

- Western cultures — see direct eye to eye contact as positive (advise children to look a person in the eyes). But within USA, African-Americans use more eye contact when talking and less when listening with reverse true for Anglo Americans. This is a possible cause for some sense of unease between races in US. A prolonged gaze is often seen as a sign of sexual interest.
- Arabic cultures make prolonged eye-contact. — believe it shows interest and helps them understand truthfulness of the other person. (A person who doesn't reciprocate is seen as untrustworthy)
- Japan, Africa, Latin American, Caribbean — avoid eye contact to show respect.

7. Touch

Question: Why do we touch, where do we touch, and what meanings do we assign when someone else touches us?

Illustration: An African-American male goes into a convenience store recently taken over by new Korean immigrants. He gives a \$20 bill for his purchase to Mrs Cho who is cashier and waits for his change. He is upset when his change is put down on the counter in front of him.

What is the problem? Traditional Korean (and many other Asian countries) don't touch strangers., especially between members of the opposite sex. But the African-American sees this as another example of discrimination (not touching him because he is black).

Basic answer: Touch is culturally determined! But each culture has a clear concept of what parts of the body one may not touch. Basic message of touch is to affect or control — protect, support, disapprove (i.e. hug, kiss, hit, kick).

- USA — handshake is common (even for strangers), hugs, kisses for those of opposite gender or of family (usually) on an increasingly more intimate basis. Note differences between African-Americans and Anglos in USA. Most African Americans touch on greeting but are annoyed if touched on the head (good boy, good girl overtones).
- Islamic and Hindu: typically don't touch with the left hand. To do so is a social insult. Left hand is for toilet functions. Mannerly in India to break your bread only with your right hand (sometimes difficult for non-Indians)
- Islamic cultures generally don't approve of any touching between genders (even hand shakes). But consider such touching (including hand holding, hugs) between same-sex to be appropriate.
- Many Asians don't touch the head (Head houses the soul and a touch puts it in jeopardy).

Basic patterns: Cultures (English , German, Scandinavian, Chinese, Japanese) with high emotional restraint concepts have little public touch; those which encourage emotion (Latino, Middle-East, Jewish) accept frequent touches.

3. Smell

- USA — fear of offensive natural smells (billion dollar industry to mask objectionable odors with what is perceived to be pleasant) — again connected with “attractiveness” concept.
- Many other cultures consider natural body odors as normal (Arabic).
- Asian cultures (Filipino, Malay, Indonesian, Thai, Indian) stress frequent bathing — and often criticize USA of not bathing often enough!

Paralanguage

- vocal characterizers (laugh, cry, yell, moan, whine, belch, yawn). These send different messages in different cultures (Japan — giggling indicates embarrassment; India – belch indicates satisfaction)
- vocal qualifiers (volume, pitch, rhythm, tempo, and tone). Loudness indicates strength in Arabic cultures and softness indicates weakness; indicates confidence and authority to the Germans,; indicates impoliteness to the Thais; indicates loss of control to the Japanese. (Generally, one learns not to “shout” in Asia for nearly any reason!). Gender based as well: women tend to speak higher and more softly than men.
- vocal segregates (un-huh, shh, uh, ooh, mmmh, humm, eh, mah, lah). Segregates indicate formality, acceptance, assent, uncertainty.

<http://www.andrews.edu/~tidwell/bsad560/NonVerbal.html>

communication. Number the second column appropriately.

Activity 2: Jo to lead:


- Listen to me reading the same sentence in different ways. Each time make notes about what you assume about me from the way that I am speaking.
- Compare notes with a partner
- Feedback.

Jehan to give students the list of words (on board) : angry, happy, suspicious, paranoid, insulted, or insecure.

Optional and very difficult challenge in the target language:

In Pairs read this yourselves to convey a particular mood or disposition: **‘We all need to pack up this lesson now, take everything and move to another classroom immediately’**

Appendix L2: Speaking Lessons Preparation Powerpoint



What is non-verbal communication

It is the process of communication through sending and receiving wordless (mostly visual) cues between people.
So we don't talk in words, but we can tell others what we need or answer their questions.

Non-verbal communication

By: Jehan Ashour

By: Johanna Eaves

September, 2013



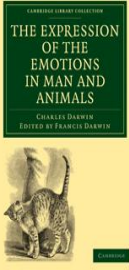

Is non-verbal communication important?



Repeat Confirm Complement

Regulate Emotions

Does non-verbal communication have a history?

Sure! It started early the 1800s when Charles Darwin wrote his book "The Expression of the Emotions in Man and Animals" He argued that all mammals show emotions on their faces.



Illustrations of people in different outfits, facial expressions, a speaker icon, a thumbs up gesture, a handshake, and a profile of a head with sound waves.

The Cues a. by body

- Touch
- Eye contact
- Glance
- Volume
- vocal nuance
- Gestures
- Facial expressions
- Intonation
- Clothes
- Postures
- Smell
- word choice

sounds



ASKING FOR AND GIVING DIRECTIONS

ASKING FOR DIRECTIONS

- How do I get to...?
- How can I get to...?
- Can you tell me the way to...?
- Where is...?

The Cues b. broad setting

Time

Space

Silence



WHAT WORDS ARE MISSING?



GO _____
THE STREET



GO ON _____



GO _____ THE
STREET



TURN _____
THE CORNER



TAKE THE
FIRST ON THE



TAKE THE
FIRST ON THE



TURN _____



TURN _____

ASKING FOR AND GIVING DIRECTIONS

GIVING DIRECTIONS

- Go straight on
- Turn left/right (into ... street).
- Go along /up / down ... street
- Take the first/second road on the left/right
- It's on the left/right.

GIVING DIRECTIONS

- opposite
- near
- next to
- between
- at the end (of)
- on/at/ around the corner
- behind
- in front of

DIALOGUE

Fill in the gaps:

-Excuse me, Can you _____ me the way to the post office?

- Sure, go _____ this street and _____ left at the crossroads. The post office is _____ the left.

-Thank you!

-You're welcome!

WHAT WORDS ARE MISSING? Check your answers



GO along _____
THE STREET



GO straight _____
ON



GO up _____
THE STREET



TURN
around THE
CORNER



TAKE THE
FIRST ON THE
left _____



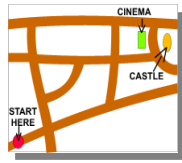
TAKE THE
FIRST ON THE
right _____



TURN right



TURN
left _____



FILL THE GAPS WITH THE WORDS PROVIDED:

can / excuse / welcome / opposite / along / right / turn / take / straight / end

A- _____ me, how _____ I get to the castle?
 B- Go _____ this road, then _____ left and continue for about 100 metres. Then _____ the second turning on the _____.
 Go _____ on for about 150 metres. The castle is at the _____ of the road, _____ the cinema.
 A- Thank you very much.
 B- You're _____.

DIALOGUE Check!

Fill in the gaps:

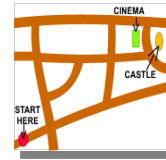
-Excuse me, Can you tell me the way to the post office?
 - Sure, go along this street and turn left at the crossroads. The post office is on the left.
 -Thank you!
 -You're welcome!

City problems

By: Jehan Ashour

By: Michelle

October, 2013



FILL THE GAPS WITH THE WORDS PROVIDED: Check!

A- excuse me, how can I get to the castle?
 B- Go along this road, then turn left and continue for about 100 metres. Then take the second turning on the right . Go straight on for about 150 metres. The castle is at the end of the road, opposite the cinema.
 A- Thank you very much.
 B- You're welcome .

I learn these words



smoke

I learn these words



Waste/rubbish

I learn these words

slums urban

I learn these words

drains

What do you need for life?

I learn these words

services

When we talk about a city problem, we talk about:

What

Who

How

I speak about the problems in my city

Words that I need

grandmother

2013

1948

Great grandparent

Comparing ancient and modern lives

By: Jehan Ashour

By: Nicola

November, 2013

Words that I need

country

Words that I need

rural

Words that I need

well

Words that I need

Running water

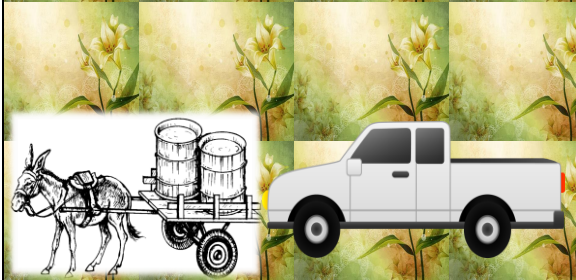
Do you prefer A or B? Why?



A

B

Do you prefer A or B? Why?



A

B

Do you prefer A or B? Why?



A

B

Do you prefer A or B? Why?



A

B

Answer in groups:

1. What is better about life now?
2. What was better about life 100 years ago?
3. Do you like to go to live on a farm 100 years ago?

Compare

	In the past In the old days A century ago	But now but today But these days
There was/is a	track	road
People had/have	Oil lamps	Electric lights
People used/use	Fire in the kitchen	Modern cookers
People got/get water from	wells	Running water
People used/use	Carts to transport their goods	Pick up to transport their goods.

Words that I need

Foreground / background

Describing a picture

By: Jehan Ashour

By: Janette Steel

September, 2013

Words that I need

Speech bubble

If you don't use it, you lose it!

Words that I need

chart/graph

	Dolls	Trucks	Puzzles
Region 1	2478	2031	1918
Region 2	2640	2173	2722
Region 3	2388	2790	2795

Passive

Leonardo da venci drew the Mona Lisa.

The Mona Lisa was drawn by Leonardo da venci.

Passive

A cameraman took this photo a few months ago.

This photo was taken a few months ago.

What are you/we/they doing? What is he/she/it doing?

Prepositions

It was a rainy day so I put on my yellow rain coat and ran across the floor to the door. I went to the park and went under the red slide. I like to stay dry. Right before I went home, I took off my yellow rain coat and ran through the rain.

Finish the following dialogue:

S1: Look at this photo.
S2: Wow! It's -----!
Who was taken it by?
S1: It was taken by ----
S2: Where -----?
S1: It was taken in Jaffa.
S2: What was in the background?
S1: An orange garden.
S2: Was it -----?
S1: Yes, it was the largest orange garden in Jaffa.

Photo	picture	portrait	cartoon	advertisement
drawing	map	graph	speech bubble	

Do describe a photo you need to describe the:

place

people

story

Silicon Alley Insider | Chart of the Day

Words that I need (before the journey)

airport

ticket

passport

QANTAS AIRWAYS
 SYDNEY TOKYO
 36A
 2105
 40 ECONOMY
 40 ECONOMY

Describing an air journey

By: Jehan Ashour

By: Kim

November, 2013

Words that I need (during the journey)

captain

stewardess

passengers

Landing card

FLIGHT NUMBER
 SURNAME
 MAIDEN NAME
 CHRISTIAN NAME
 Date of birth
 Place of birth
 Nationality
 Profession
 Occupation
 Hobbies
 Address and phone
 HOTEL NAME AND ADDRESS

Take off

land

What may you do on a plane?

Meeting Friends After a Long Time

By: Jehan Ashour

By: Alison

October, 2013

When you talk about an air journey, you may talk about

before

during

after

Why don't we meet people?

travelling

crashed

sick

busy working

busy studying

Words that I need

How have you been keeping?

I'm involved...

Congratulations!

I'm involved...

Are you?

I'm involved...

How have you been keeping?

I'm involved...

Nice to hear you too.

Modal verbs

By: Jehan Ashour

By: Suzie

November, 2013

When you meet your friend, you

Greet

Talk

Say bye

can could

must had to

Have to would

ought to should shall

may might