

نموذج رقم (1)

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Effectiveness of using Virtual Classes on Developing  
the Tenth Graders' speaking skills and Their speaking Anxiety

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**The Effectiveness of Using Virtual Classes on  
Developing the Tenth Graders' Speaking Skills and  
Their Speaking Anxiety**

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## نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ محمد زكي عبداللطيف الجديلي لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

فاعلية استخدام الفصول الافتراضية في تنمية مهارة التحدث لدى طلاب الصف العاشر والقلق من التحدث

### The effectiveness of using virtual classes on developing the tenth graders' speaking skills and their speaking anxiety

وبعد المناقشة العلنية التي تمت اليوم الأحد 25 ذو الحجة 1435هـ، الموافق 2014/10/19م الساعة الحادية عشرة صباحاً بمبنى القدس، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق،،،

مساعد نائب الرئيس للبحث العلمي والدراسات العليا

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



﴿ وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَافُ أَسْمَاتِكُمْ

وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴾

.....

سورة الروم آية (22)

# *Dedication*

*This thesis is dedicated:*

*To Allah, who is the source of wisdom, patience, and infinite love.*

*To my great teacher and messenger, Mohammed (Peace be upon him),  
who taught us the purpose of life.*

*To my mother who sacrificed her life for us.*

*To my father, who is my good example to be followed.*

*To my wife, who tolerated a lot to let me continue my education.*

*To my beloved sons and daughters, who endured a lot to let me continue.*

*To my brother and sister, who supported me until the finish of this  
research.*

*To all the people in my life who touch my heart.*

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## **ABSTRACT**

The study aimed to investigate the effectiveness of using virtual classes on developing the tenth graders' speaking skills and reducing their speaking anxiety. The target skills were pronunciation, fluency, organizing information, grammar and vocabulary. To achieve the study aims, the researcher adopted the experimental approach with two groups', pre-post design (experimental and control). To collect data, the researcher designed the following study tools: an oral test that consists of (5) items, a written speaking skills test and an anxiety scale. After examining the validity and reliability of the tools, they were implemented on the study sample represented in (40) students from Khalid Bin AL-Whalid Secondary School, who were randomly selected from the original population of (2344) students in Middle Area Directorate of Education 2013-2014. The sample was divided into two groups: the experimental group consisting of (20) students and the control one consisting of (20) other students. The two groups were similar in their age, previous learning, achievement in general and achievement in English language. The virtual classes were used in teaching the experimental group while the traditional method was used with the control one in the second term of the scholastic year (2013-2014). An oral speaking test of five questions was designed and validated to be used as a pre and post-test. A written speaking skills test of nine questions was also designed and validated to be used as a pre and post-test. In addition, a scale to measure the students' anxiety towards speaking was used; it was divided into two main scopes:- Scope one was about the students' communication apprehension, and it consisted of eighteen items; and the second scope was about the students' fear of negative evaluation and it consisted of twelfth items. The data of the study were analyzed using T- independent sample test, which was used to determine significant differences between the groups. Effect size technique was used to measure the effect size of the virtual classes on the experimental group in each scope of the test.

The results indicated that there were statistically significant differences between both groups in favor the experimental group, in pronunciation, fluency, organizing information, grammar and vocabulary due to the virtual classes. Effect size technique indicated a large effect of the virtual classes on improving pronunciation, fluency, organizing information, grammar and vocabulary for the

experimental group. The results of the scale indicated the existence of significant differences in the speaking anxiety of the experimental group before and after the experiment of utilizing the virtual classes to reduce their speaking anxiety in the favor of the post experiment.

Based on those findings, the study recommended the necessity of implementing virtual classes in teaching English language to achieve better outcomes in students' competence in English language. The study also recommended that teachers are advised to use virtual classes in teaching speaking skills, holding educational courses and workshops for teachers in general and of English in particular in employing virtual classes learning to enrich the teaching learning process and develop students' speaking competence. It was also suggested that further research should be conducted on the effect of the virtual classes on different areas of learning English language and other school subjects.



## ملخص البحث

### فاعلية استخدام الفصول الافتراضية في تنمية مهارة التحدث لطلاب الصف العاشر والقلق نحو التحدث

هدفت الدراسة الى التعرف على فاعلية استخدام الفصول الافتراضية في تنمية مهارة التحدث لطلاب الصف العاشر وخفض القلق نحو التحدث. حيث كانت المهارات المستهدفة كالتالي: النطق، والطلاقة، وتنظيم المعلومات والقواعد والمفردات. ولتحقيق أهداف الدراسة استخدم الباحث المنهج التجريبي المعتمد على تصميم قبلي بعدي لمجموعتين (التجريبية والضابطة) وصمم الباحث أدوات بحثية لتحقيق الأهداف فتمثلت في: اختبار شفوي، اختبار كتابي في مهارات التحدث ومقياس القلق. وبعد التأكد من صدق أدوات الدراسة وثباتها تم تطبيق عينة الدراسة العشوائية المتمثلة في طلاب الصف العاشر الأساسي بمدرسة خالد بن الوليد الثانوية، والتي تكونت من (40) طالبا اختيرت عشوائيا وقسمت الى تجريبية مكونة من (20) طالبا، ومجموعة ضابطة مكونة من (20) طالبا آخرين من المجتمع الأصلي البالغ عدده (2344) طالبا في مديرية تربية وتعليم الوسطى للعام الدراسي 2013-2014. واستخدمت الفصول الافتراضية في تدريس المجموعة التجريبية، بينما استخدمت الطريقة التقليدية في تدريس المجموعة الضابطة وذلك في الفصل الدراسي الثاني من العام (2013-2014). ومن أجل جمع البيانات، قام الباحث ببناء أدوات الدراسة وهي اختبار شفوي مكون من (5) اسئلة واختبار كتابي لمهارات التحدث مكون من (9) اسئلة ومقياس القلق مكون من محورين الاول يحتوى على (18) فقرة والثاني على (12) فقرة. بعد تحليل النتائج ومعالجتها إحصائياً، أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية في جميع مهارات التحدث المستهدفة في هذه الدراسة. وباستخدام مربع "ايتا" من اجل معرفة مدي حجم تأثير الفصول الافتراضية تبين أن حجم التأثير مرتفع ايضاً. وقد أظهرت نتائج تحليل المقياس انخفاض مستوى القلق لدى طلاب المجموعة التجريبية فيما يتعلق بالتحدث وأشارت نتائج المقياس أيضاً إلى وجود فروق ذات دلالة إحصائية بين مستوى أداء المجموعة التجريبية في بداية استخدام الفصول الافتراضية ونهايتها.

وفي ضوء ما سبق أوصت الدراسة بتوصيات عدة أبرزها: تبني استخدام الفصول الافتراضية في تدريس مهارات التحدث في اللغة الانجليزية وعقد دورات ورشات تربوية للمعلمين بشكل عام ومعلمي اللغة الانجليزية بشكل خاص في توظيف الفصول الافتراضية من اجل اثراء العملية التعليمية وتطوير قدرات الطلاب في التحدث. وقد اقترحت الدراسة اجراء دراسات علمية في فاعلية استخدام الفصول الافتراضية على الجوانب المختلفة في تعليم اللغة الإنجليزية وغيرها من المواد الدراسية.

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### List of Abbreviations

Abbreviations	Stands for
CA	Communicative Approach
CLT	Communicative language Teaching
ESL	English as a second language
FL	Foreign Language
UNRWA	United Nations Relief and Works Agency
EFL	English as a foreign language
SPSS	Statistical Package for Social Sciences
FTF	Face To Face
AL	Autonomous Learner
USDLA	The United States Distance Learning Association

e-learning	Electronic Learning
TTW	Think-Talk-Write
NESs	Native English Speakers
ELL	English Language Learners
PSCAS	Public Speaking Class Anxiety Scale
ELAS	English Language Anxiety Scale
FLCA	Foreign Language Classroom Anxiety
SCMC	Synchronous Computer-Mediated Communication
LVC	Live Virtual Classroom

# Chapter I

## **Chapter I**

### **Introduction**

Learning a foreign language presents different challenges for different people in different contexts. The reasons for learning a foreign language are as diverse as the ways different individuals approach the task of learning new vocabulary, figuring out new grammar rules, listening, reading, and speaking in a language other than their native language.

Interaction in a foreign language has become possible after the wide use of internet. People in all places use foreign languages in order to interact with each other, especially when they meet in face to face situations. Interaction, then, is the essence and the heart of languages.

Language permits all people of different cultures to communicate. Language basically starts via the competence of speaking during the interaction of people with each other. English language is the most widely used language for communication. Al Mashharawi (2006. p 2) says "English language is an international language, which is taught worldwide. It derives its importance from its influence on politics, science and culture. It is considered as a human activity. It is looked upon as a means of communication and social interaction among individuals". It has become the primary language of communication . Millions of people all over the world use it for the purpose of communication. It is essential to master the four skills. However, speaking is the most fundamental skill as it is firstly used by people in their communication.

Speaking skill requires communicative competence in order to create and succeed in producing a good interaction. Brown (1994, p.103) says that speaking means producing oral language. It concentrates on the function of communication during interaction between people.

In the 1980s the views of Syllabus and methodology have changed after the emergence of communicative language teaching methodology. Communicative language teaching (CLT) aims to promote the ability to use the language for effective communication. Harmer (2001, p. 47) argues "Communication is the feature in teaching and learning languages. Students create opportunities for them to participate in the negotiation of meaning, to perform a range of language functions, and to

attend to both language forms and functions". It is now accepted that oral interaction in classroom materials should be achieved by conversation.

Communication is considered a vital need for human beings. McDonough and Shaw (1993, p. 134) point out, "Human beings genuinely want to communicate something to achieve a particular goal. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. To achieve these speaking purposes, human beings need to activate a range of appropriate expressions". This is because of using its tool i.e. language, which reveals and transfers the ideas and intentions of speakers. Therefore, CLT has been considered one of the best ideal approaches of teaching languages. It concentrates on teaching language through use and communication. The experts and teachers have to understand and realize the importance of teaching language communicatively and they should be aware of their roles in the CA.

Genc (2007: 6) says that "when we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". Speaking is the most dominant channel used for conveying meaning among speakers from different cultures. Brown (1994:103) states that speaking is a skill in producing oral language, which occurs when two or more people interact with each other aiming at maintaining social relationship between them. Therefore, foreign language teaching should concentrate on speaking skills. Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange information with others. Richards and Renandya (2002: p. 201) state that a large percentage of the world's language learners study English in order to develop proficiency in speaking. It is also the most important skill that helps to achieve the aim of interaction. Al-Habbash (2012) says "When students master speaking skill, they can carry out conversation with others, give ideas and change in the world". That means they can get the ideas and build interactively of their understanding.

In modern world, English is widely spread out in every country as an international language. It is used in several sectors of modern life especially in

science, culture, society and communication. Therefore, English is very important for students especially to face the globalization era. It has gained a special status among other foreign languages. It is used as the first foreign language in Palestine. Teaching English starts from Elementary School up to Higher Education in order to have distinctive generations that can deal and compete internationally. In fact, students in Palestine, like others, face difficulties in speaking. A lot of students cannot produce a complete dialogue with others without making mistakes. They really lack self – confidence as a result of failure to master speaking English, Al-Habbash (2012), Afana (2012), Jondeya ( 2011 ).

Speaking skill requires more suitable attention in the teaching process in both classrooms and universities. In fact, speaking is neglected in examinations. Teachers depend on listening and repeating and do not use the CA to create good language speakers. In addition, in universities, speaking still needs more attention especially in practice; it needs to be taught through the exposure to authentic English language environment and making real speaking situations especially with native speakers. Many students graduate from universities and face difficulties either in producing meaningful sentences without making grammar mistakes or they face difficulties in choosing the suitable words. Many of them suffer from lack of both fluency and accuracy. They are not be able to participate effectively with others. This occurs because they lack vocabulary and effective interaction.

Learning a second language also has been known to cause anxiety in language learners, which in turn can negatively affect the language learning process (Horwitz, 2001; Pichette, 2009; Woodrow, 2006; Young, 1991). Speaking English as a second or foreign language is one of the most anxiety generating activities (Horwitz, 2001; Pichette, 2009; Young, 1991), and this likely plays an important part in hindering their language development (Woodrow, 2006). Numerous research studies of foreign and second language classrooms have found a significant negative correlation between anxiety and language performance generally, and more specifically, with speaking (Aida, 1994; Cheng, 1999;; Kim, 2009; Phillips, 1992; Woodrow, 2006). However, many language learners' progress is often inhibited due in part to speaking anxiety (Horwitz, Horwitz, & Cope, 1986). Research has shown that anxiety affects language performance and development, especially speaking

skills (Aida, 1994; Cheng, 1999; Horwitz, 2001; Phillips, 1992; Pichette, 2009; Young, 1991).

Accordingly, the researcher tries to use a different method in order to improve speaking skills and to help follow up this wide world of knowledge; the main concentration of this method is on an active and interactive learning environment. The researcher realizes the importance of technology in globalization era. It allows learners to attend classes from any place with providing similar real classroom. The educational process tends to focus on the electronic teaching, so the World Wide Web and other internet resources have become important factors in pedagogy. This promoted the idea about the value of the internet implementation based on virtual teaching. With more recent advancements of software and Internet technologies, virtual environments have emerged and educators are using them in education (Dalgarno, 2002; Dickey, 2005; Schwienhorst, 2002; Zhang & Zigurs, 2008). The term virtual reality refers to a class of computer-controlled, multisensory communication technologies that allow more intuitive interaction with data and involve human senses in new ways (McLellan, 2004). Hsu, Marques, Hamza and Al-Halabi (1999) define the virtual classroom as a system that provides the same opportunities for teaching and learning process, beyond the physical limits of the traditional classroom walls (Hsu et al., 1999). It is the online learning that helps teachers and students to interact as if they were in face to face learning situation. This study proposed to facilitate practicing speaking by means of reducing ELLs' speaking anxiety.

Virtual classrooms are encouraging because of many reasons: they don't have to be delivered at a certain time of the day; teachers can use different methods of communication at various times of the day in interacting and instructing students; students are organized into groups and time can be saved.

## **1.1 The Need for the Study**

The need comes out from two resources. First, the researcher, who has been working as a teacher of English language for twelve years in Gaza schools, has observed that students are unable to speak a simple meaningful sentence without making mistakes. They suffer a lot in speaking and its elements; basically because

they didn't get enough opportunities to practice speaking. Second, through the researcher reading of previous studies, he has found that using virtual classes in this field will increase motivation and will lead to more concern in speaking skills. However, it seems that there is a lack of studies which investigated the effectiveness of using virtual classes on developing speaking skills in governmental schools. Accordingly, the researcher tries to implement his study about the virtual classes in order to help students to improve their speaking skills and help the teachers also to adopt a new technique that may contribute in developing speaking skills.

## **1.2 Statement of the Problem**

Through the researcher's modest experience in the field of teaching English language, he has observed that students face great difficulties in speaking English. This difficulty might be as a result of ineffective speaking teaching methods which adversely affect their speech. We live in a new, modern and small world. It is the world of new technology and internet, so interaction with other nationalities becomes more possible. However, learning and teaching speaking is not a simple one. The researcher believes that the problem of speaking comes from many different parts, especially students who fail to strengthen their capacity in speaking during their school and that affected them directly and strongly in universities. Thus, this study will try to promote a new technique in order to involve tenth graders' in speaking and help them to deal with language as means of interaction with others. This research comes in this context.

## **1.3 Research Questions:**

*The problem is stated in the following major question:*

What is the effectiveness of using virtual classes on developing the tenth graders' speaking skills and their speaking anxiety?

*The following sub questions emerged from the above major one:*

1. What are the suitable speaking skills for tenth graders?
2. What is the framework of using Virtual Classes in the development of English speaking skills of Palestinian tenth graders in Middle Area Governorate?



3. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the oral speaking post-test between the experimental group and the control group ?
4. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the written speaking post-test between the experimental group and the control group?
5. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the post anxiety scale between the experimental group and the control group?

#### **1.4 Research Hypotheses**

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the oral post-test between the experimental group and the control group.
2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the written post-test between the experimental group and the control group.
3. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the post anxiety scale between the experimental group and the control group?

#### **1.5 Purpose of the study**

To improve teaching process is a faithful wish for every researcher. The researcher here tries to present a service for the society and contribute in filling the gaps between the learners and language.

The study aims at achieving the following purposes:

- Identifying speaking skills that are appropriate for the tenth grade students.
- Clarifying the impact of the virtual classes on improving the speaking skill.
- Contributing to developing the process of teaching English in general and speaking in particular.
- 4. Identifying more efficient and meaningful ways of teaching English speaking.

## 1.6 Significance

The significance of this study emerges from the fact that it is the first study, according to the researcher's knowledge, to be conducted in the field of English language teaching in (Gaza) using virtual classes. Therefore, the study may be of a high significance for the following:

1. Teachers will be able to try new field of knowledge, a new technology, which will strengthen their coping up with the latest methodology used outside Palestine. They will try something new and useful.
2. Supervisors will be able to conduct training courses for English teachers to increase their awareness of the importance of using Virtual Classes in teaching speaking.
3. Researchers can try to carry out more researches and studies on virtual classes in a way that will increase the students' mastery of the four skills of the English language.
4. Motivate administrators and those in charge to equip our schools with more technology Medias and train more teachers in using virtual classes.
5. Students in the virtual classes will have more opportunity to participate and interact with each other. These students will have more facilities such as audio and visual materials which will enable them to increase their speaking and writing and hence increase their mastery and proficiency of the language.
6. This study will be a suitable reference for the students to use when learning speaking.

## 1.7 Operational Definition of Terms

The researcher includes some operational definition of the terms used in this study. They are as follows:

- **Effectiveness:** It is a degree of improvement in the students' productive communicative skills in speaking English language as a result of using virtual classes and measured statistically via effect size equation.
- **Virtual classes:** They are tools, techniques and programs, which are used on web and help the teacher to contact his students and provide them with materials,

homework and other activities and help the learners to participate in discussions, reading the provided materials, and doing the homework and other activities.

- **Speaking:** Speaking skill is the ability to use words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech." In short, the speaking skill is the ability to perform the linguistic knowledge in the actual communication.

- **Tenth Graders:** They are male students aged between (15-16) and study English for Palestine at the governmental schools who have received instruction of English as a foreign language for the year 2014.

- **Anxiety:** it is a continuous and comprehensive stress accompanied with a mysterious fear and comes as a result of feeling of close danger before or during the actual communication situation.

- **Speaking anxiety:** It is a feeling of stress and fear that controls the speaker during involvement in direct speech with others; especially English lessons.

## **1.8 Limitations**

- The study was limited to teaching English language textbook units (7-8-9) for 10th graders.

- The study was limited to these speaking skills (fluency – grammar – organizing information – pronunciation – vocabulary).

- The study was limited to tenth graders, Khalid Bin Al-Walid Secondary School for Boys, in Middle Area in Nusiearat Camp. It was implemented in the second semester (2013 – 2014).

- The study was limited to a sample consisting of 40 grade-ten male students divided into two classes. One of the classes represented the control group and consisted of 20 male students; and the other represented the experimental one and consisted too of 20 male students.

# **Chapter II**

## **Literature Review**

## **Chapter II**

### **Literature Review**

In the light of the purpose of this study, which aimed at investigating the effectiveness of using virtual classes in developing tenth graders' speaking skills and their speaking anxiety this chapter, is divided into two sections. The first section consists of three domains. The first domain is theoretical framework, which discusses speaking; the second domain discusses speaking anxiety, whereas the third domain tackles the virtual classes. The second section investigates the findings of previous studies related to the topic of the current study.

### **Section I**

#### **Theoretical Framework**

#### **1- Speaking**

##### **2.1 Definition of speaking**

Speaking is one of the productive skills of English and it goes side by side with all language skills. Speech is considered one of the most important aims in language teaching. To learn a FL, it is not necessary to read it. Learning to speak English is the shortest road to learning to read it and to write it. Luoma (2004: 1) argues that “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop.” Hornby (1995:37) defines speaking as the skill that students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. Reviewing previous research related to defining speaking, it is noticed that two main approaches are adopted to define speaking, the bottom-up and the top down approaches. Bygate (1987: 5-6) explains that in the bottom up view that focuses in speaking is on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. This approach is adopted by audio-lingualism. Actually, the problem with this approach is that it overlooks the interactive and social aspect of speaking, restricting it only to its psychomotor sense. Eckard & Kearny (1981), Florez (1999) and Howarth (2001) define speaking as a two-way process involving a true communication of ideas,

information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interactants in shared time, and a shared physical context. Luoma (2004: 2) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open ended, and evolving. Hedge (2000: 261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed.” Andryani (2012: 2) delineates speaking skill as the ability to speak the target language to communicate with others and it consists of accuracy, fluency, grammar, vocabulary, pronunciation and comprehensibility. Brown (2001 : 8) says that speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In the same respect. Nunan (2003, p. 48) defines it as the productive oral skill and it consists of producing systematic verbal utterances to convey meanin

Based on the previous definitions, the researcher concludes that speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities. It is a process of sharing knowledge, emotions, needs, opinions or ideas that take place between the speaker and the listener.

## **2.2 Definition of teaching speaking**

People speak English for many purposes. One goal of teaching speaking skill is to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Burnkart 1998: 2). Teaching speaking is a process to transfer knowledge from lecturer to the learner about how to speak a language correctly. Nunan (2003: 48) says that “Teaching speaking is sometimes considered a simple process.” It means that teaching speaking is a simple process of pronouncing words. People think that they use speaking skill to express their ideas in daily life. According to Nurhajati and Wicaksono (2011: 42), “Teaching speaking has been undervalued and English lecturers have continued to teach speaking only as a repetition of drills of

memorization of dialogues.” It means that teaching speaking becomes important and the English lecturer must drill and teach his student more than how to memorize dialogues.

From the statements above, it can be concluded that teaching speaking is a vital process. It must avoid focusing on stressful situations. Students need a help for pronouncing words and sentences and express their ideas freely and effectively. It is necessary to develop learners' speaking skill naturally by playing games that encourage social skills, using technology, using pictures/symbols to aid understanding, supporting speech with visual prompts, signs or gestures and encouraging regular, constant reinforcement of skills introduced at speech and language sessions.

### **2.3 Teaching speaking**

Shahid ( 2005, p 18 ) explains that we speak as we want to express ourselves. Also as language is a system for the expressing of meaning, its primary function is communication and its structure reflects its functional and communicative purposes. Therefore, we have to teach those communicative skills and practices that will help students to communicate easily without any grammar mistakes. But in reality it seems that teaching speaking is a hard and exhausting task that needs long experience on the part of teachers as there are many difficulties in teaching speaking. There are many reasons related to students that make the process of teaching speaking not easy. A good English conversation class involves more than sitting around chatting. To teach English conversation well, you'll need to carefully plan and direct the class, yet make sure the conversation stays spontaneous and uninhibited. (Sion, 2001:57). Al-Habbash ( 2012, p. 26 ) summarizes these reasons as; students lack vocabulary and this will make them unable to say words during a speaking class. Also, most of students are not confident to use English in speaking class. In addition, students often resort to Arabic language. So during teaching learning process, the teacher should make the students interested in the materials. It needs hard work for involving the students and getting their attention in speaking classes. In our schools, teachers and students focus only on grammar and writing and this is a big problem that faces English teaching in our secondary schools so teachers should be prepared well as Hall (1997: 15) states "Success in meeting the social, political,

and economic challenges in our linguistically culturally diverse communities depends on large part on the ability of teachers to prepare students studying other languages to meet the communicative demands of these challenges." On one hand, teaching speaking can be done naturally with any topic that interests the learners and also with the reading text given. On the other hand, the thinking process, which benefits the learner's competence in speaking plays very great role in making learners learn and improve their skill. According to what was mentioned before, progress in speaking skill requires progress in vocabulary, fluency and grammar so the researcher will focus now on how they can be improved by using discussion( inside the classroom or online).

## **2.4 Speaking and Its Place in Language Teaching**

Among the four skills of language, speaking a foreign language is perhaps the most difficult skill because the speaker has not only to organize the words in an understandable method, but also he is required to speak intelligibly (Jones, 1993: 7). Unlike writing , when speaking with somebody immediate thoughts or reactions are called for, whereas in the case of writing a person has to write or even to look up the words and expressions in dictionaries. Although speaking is the most difficult skill, it has been given little or no recognition in educational thinking and hence it has not been considered as an essential vehicle of learning ( Haliday 1990: 96). Because who cannot compare speaking with other skills such as writing and reading, there is a tendency to consider speaking as an undervalued skill, and could be viewed as facile, superficial or glib. (Bygate 1993: vii).The Grammar Translation Method was the first method of language teaching. The purpose of this method was to read the written literature (Richards & Rodgers, 1986:3). Prator (1991:11) adds that because reading and writing were the two essential skills to be focused on in language teaching, the skill of speaking was considered irrelevant. Simons (2002: 46) confirms that speaking is neglected in the school curriculum despite being an integral part of language. However, when the Direct Method came into existence, speaking had been focused on as the primary aim of language. Accordingly, oral communication became the basis of grading language teaching programs (Richards & Rodgers, 1986:10). The researcher notices that teaching speaking faces a lot of difficulties during the teaching process and we have to find new strategies and techniques to



make it enjoyable, interesting and effective as it increases the confidence and encouragement among learners and leads to good interaction.

## **2.5 Teaching speaking in Palestine**

Currently, English is a compulsory subject in all levels in Palestine. Logically, teaching and improving the four skills is an essential aim; especially speaking as it is a productive skill that needs many skills to produce. Hodson and Jones (2006: 9) point out that spoken English is challenging and scary as it is instant and public unlike writing, which learners have time to erase or rephrase. Therefore, mastering speaking is considered a difficult obstacle that faces both teachers and learners. Several researchers assert the difficulties that face Palestinian learners in speaking skill. Rabab'ah (2003, p. 45) notes that students find difficulties when engaged in authentic communicative situations. They often lack the communicative ability and vocabulary. El- Majdalawi (2005, p. 45) blames the few opportunities in learning English through natural interaction in the target language. She adds that students suffer from language anxiety due to weak oral communication competence and teacher's correction". Jondeya ( 2011, 28) says that " in order to help students learn English effectively, teachers should change their methods and approaches in teaching, create some strategies which can explore the student's speaking capability, and give students more opportunity to talk and express themselves". Therefore, students cannot find the suitable technique or the time needed to master speaking skill in our schools. Cahyono and Widiati (2011, p. 25) state the less frequent use of English in daily conversation is the reason why it runs that way. It causes the students' speaking skill are low. Also students suffer from language anxiety because of weak oral communication competence and teacher's correction". The tests also neglect speaking skill and just depend on written tests and that may affect badly the status of speaking skill among learners.

In short, in order to encourage our students to master speaking skill, the researcher should prepare the suitable environment for interaction. He needs to create suitable strategies that encourage student's speaking capability. There is a need for giving students more opportunity to talk and express themselves. We need to increase the speaking activities and create real life situations.

## 2.6 The Importance of Speaking

Traditional approaches of language teaching and learning neglected speaking and the main focus was mainly on reading and writing. It was the communicative approach, which helped students to understand the value of speaking, hence the main modern tendency is to focus on speaking as an essential element of language teaching. Accordingly, the main question is 'Do you speak English?' but not 'Do you write English?', even writing is also very essential. Celce-Murcia (2001: 103) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication." Ur (2000: 12) believes also that:

*"of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as ,speakers" of the language, as if speaking included all other kinds of knowing."*

Baker and Westrup (2003: 05) argue that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.". Speaking English will also help students to get up-to-date information of all fields and will give them strong opportunities to help their countries in all sciences and fields. So by speaking English well, students gain a skill that will enrich their life. if you just communicate you can get by. But if you skillfully communicate, you can work miracles. With the demand of mastering English as a global language in the global market, many of the local graduates are faced with the prospect of unemployment as " *they failed to secure jobs because of their lack of competence in the English language, evident particularly during interviews*" (Chan & Tan, 2006:5).

In a word, speaking helps learners express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well.

## 2.7 Purpose of speaking:

It was argued that the purpose of speaking can be either transactional or interactional. In transactional discourse language is mainly used for communicating information. The spoken language is only "message" oriented rather than "listener"

oriented (Nunan, 1989: 27). Therefore, in this type of interaction, accurate and coherent communication of the message is important. Richards (1990: 54- 55) gives examples of language being used for a transactional purpose which are: news broadcasts, descriptions, narrations and instructions. Basturkmen (2002: 26) explains that Speaking turns serving this purpose tend to be long and involve some prior organization of content. On the other hand, the purpose of the interactional way is to establish a relationship. Therefore, it is known as the interpersonal use of language (Yule, 1989: 169). Good examples of this method are greetings, small talks, and compliments. Apparently, the language used in the interactional mode is listener oriented. Speakers' talk in this type tends to be limited to quite short turns (Dornyei & Thurrell, 1994: 43; and Richards, 1990: 54-55). Analyzing speaking purposes more precisely, Kingen (2000: 218) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

1. **Personal** - expressing personal feelings, opinions, beliefs and ideas.
2. **Descriptive**- describing someone or something, real or imagined.
3. **Narrative**-creating and telling stories or chronologically sequenced events.
4. **Instructive**-giving instructions or providing directions designed to produce an outcome.
5. **Questioning**-asking questions to obtain information.
6. **Comparative**-comparing two or more objects, people, ideas, or opinions to make judgments about them.
7. **Imaginative**-expressing mental images of people, places, events, and objects.
8. **Predictive**-predicting possible future events.
9. **Interpretative**-exploring meanings, creating hypothetical deductions, and considering inferences.
10. **Persuasive**-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
11. **Explanatory**-explaining, clarifying, and supporting ideas and opinions.
12. **Informative**-sharing information with others

## **2.8 Aspects of speaking:**

Basically, aspects of speaking skill need to put into considerations. These aspects pose some challenges and identify some guidelines for understanding this skill and designing some activities for effective communication in real life situations.

### **2.8.1 Speaking is Face to Face:**

Cornbleet and Carter (2001: 16) argue that most conversations take place FTF, which allows speakers to get immediate feedback, i.e. "Do listeners understand? Are they in agreement?". Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (Widdowson, 1998 & Burns, 1998).

### **2.8.2 Speaking is interactive:**

The conversation process can be developed smoothly as long as the participants participate at an appropriate moment whether the conversation takes place FTF or over the telephone, to one person or a small group (Bygate, 1998: 30 and Cornbleet & Carter, 2001: 27).

### **2.8.3 Speaking happens in real time:**

Foster et al., (2000: 368) point out that during conversations, responses are unplanned and spontaneous and the speakers think haphazardly, producing language which reflects this. Speakers often start to say something and change their mind midway; which is termed a false start. Their sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say and so they repeat themselves (Miller, 2001: 27). Speaking takes place in real time and demands spontaneous decision-making and improvisation leading to a very dynamic discourse (Nunan, 1999: 226).

## **2.9 The Roles of Teacher in Speaking Class**

Gutierrez (2005: 7) says that in the communicatively speaking atmosphere, the teacher interacts "with students, giving feedback, offering solutions and assigning speaking in a collaborative way. Zuo, Zhilu, & Doris, (2005) Harmer, (2003)

Crookall & Oxford, (1990) Hedge, (2003) Littlewood, (1999) assert that the teacher is a guide, a planner, an organizer, an inspector, an assessor, a prompter, a resource, a facilitator of learning, an instructor, a curriculum-developer, a classroom manager, a consultant, and a monitor .

The teacher has a number of different roles during the speaking class. He can be promoter, participant and feedback provider. Basic roles of teacher in autonomous learning, the teacher is a facilitator of learning, an organizer of learning opportunities, a resource person providing learners with feedback and encouragement, and a creator of the learning atmosphere and a learning space (Kohonen, et al, 2001: 40). Nunan (1991) suggests that a number of factors should be considered in order to develop speaking skills. He emphasizes the consideration of the size of the class, the arrangement of the classroom and the number of hours available for teaching the language. Nunan (1991: 2 ) adds that the real learning takes place when the students are able to use the language for themselves. Liao (1997:3) asserts that "The teacher should only act as facilitator, advisor and monitor, co-communicator, motivator, good language model and evaluator while students should act as communicator.". Richards and Rodgers (1986: 24) point out that teacher's roles are related to the following issues:

- The types of functions teachers are expected to fulfill, e.g. whether that of practice director, counselor or model.
- The degree of control the teacher has over how learning takes place.
- The degree to which the teacher is responsible for content.
- The interaction patterns that develop between teachers and learners.

From all mentioned above, one can understand that the main concern of language teachers in the class is developing the ability of the students to use language for a variety of communicative purposes. In doing so, a teacher is expected to act as an informant, conductor, monitor, manager, guide/advisor, motivator.

### **2.9.1 The Role of Using Appropriate Techniques**

To develop students' speaking skills, the techniques and strategies employed by teachers are the important factors to be considered. Underhill (1987: 45-86) has identified twenty different elicitation techniques to teach speaking skills. Discussion, oral report, learner-learner joint discussion, role play, interview and learn-learner

description/ re-creation are interesting techniques to be used by teachers to develop speaking skills. In addition to the above mentioned techniques, one can also use form filling, appropriate response, question and answer, picture stories, instructions, retelling stories, and translation to teach speaking skills. Burgess (1994) also suggests the receptive to productive skills pattern of skills integration to be the ‘best’ method to unify skills. He says:

*Skills can best be integrated in a model where practice of receptive skills of listening and reading leads into practice of the productive ones of speaking and writing. Such integration can be achieved through the use of a body of information the learners read or listen to, a discourse expressing the body of information and later reproduce at least some of its content in spoken and/or written language (Burgess, 1994: 309).*

## **2.9.2 Techniques of Assessing Speaking Skills**

Fauziati (2002:126) measures the success in speaking in their ability to carry out a conversation in the target language. We need to use Language as a habit. It is not only taught and learned. After the learner himself, the teacher is the person who has the most experience of the learner’s speaking ability in the FL.

Underhill (1987: 27) claims that teacher assessment can be carried out either on the spot or as a continuous assessment over a period of time. According to him, a third possibility is to base the assessment on a specific period, for example, one week; during that period the teacher takes care to ensure that every learner has an equal opportunity to speak. In each case, the teacher will use a rating scale. Underhill (Ibid) suggests that teacher assessment will be based on a long term exposure to the learner’s language, in a variety of activities and situations as follows:

*For a continuous assessment, the teacher’s judgment is formed as a gradual process rather than a sudden decision. Each time the learner attempts a task in class, the teacher has in effect, administered a single item test. The total of all these tests proficiency, and unlike a short oral test, will not be influenced by short-term individual variations such as nervousness, illness or fatigue on a particular day. A carefully kept teacher’s record of*

*his/her learner's daily oral performance will make an excellent cumulative oral test (Underhill, 1987: 27).*

From this the researcher understands that speaking skills can be assessed through different techniques such as, classroom interaction, mini dialogues and even role playing. It has also been suggested that a teacher needs to keep his/her record of students' performance over a long period of time.

### **2.9.3 Techniques of Responding to Learners Errors and Mistakes**

A mistake is a wrong response, that if you thought about it you would realize is wrong. An error is a wrong response because you have no knowledge about what the right answer is.

Littlewood (1999:94) asserts that "learners should not be constantly corrected. Errors are regarded with greater tolerance. He adds that "The teacher will not intervene after initiating the proceedings, but will let learning take place through independent activity.

According to Parrott (1993), teachers can respond to learners' errors and mistakes in a number of ways as teaching speaking skills is concerned. Some of the techniques used to do this are listed below.

#### **-Teachers can stop the student and either:**

- invite him to correct himself.
- promote him to correct himself by indicating the nature of the error or mistake or where it was in the sentence;
- encourage other students to supply a 'correction';
- supply a 'correction' himself.
- they can make a note of the error or mistake and draw attention to it at a late stage individually or with the whole class.
- they can choose not to respond. As the decision about how to respond to the students' errors and mistakes is concerned, there are factors teachers need to take into account, Parrott (Ibid).
- the student's purpose in speaking (was he concentrating on accuracy or on fluency?).
- The nature of the error or mistake (is this something the learner can correct himself?).

- the personality of the student (is he confident?).
- the ability of the student (is accuracy a priority for him?).
- the ease with which the error or mistake can be corrected. (Parrott 1993:70)

#### **2.9.4 The Role of Teaching Speaking Strategies**

Liao (1996:3) asserts that "The teacher should only act as facilitator, advisor and monitor, co-communicator, motivator, good language model and evaluator while students should act as communicators." Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective teachers teach students speaking strategies: using minimal responses, recognizing scripts and using language to talk about language... that they can use to help themselves expand their knowledge of the language and their confidence in using it. These teachers help students learn to speak so that the students can use speaking to learn (Kohonen, et al, 2001: 40). The language teacher should learn about the students, their interests, motivations, and learning styles. The teacher can observe their behavior in class. Do they ask for clarification, verification or correction? The teachers can prepare a short questionnaire so that students can fill in at the beginning of a course to describe themselves and their language learning. Lessard-Clouston (1997:5) adds that the teacher can have adequate knowledge about the students, their goals, motivations, language learning strategies, and their understanding of the course to be taught. The language teacher should, therefore, provide a wide range of learning strategies in order to meet the needs and expectations of his students possessing different learning styles, motivations, strategy preferences, etc. Therefore, it can be stated that the most important teacher role in foreign language teaching is the provision of a range of tasks to match varied learning styles (Hall, 1997:4). The range of strategies can be seen in the following list from Rubin and Thompson's (1982: 165-168).

- helping learners discover what ways of learning work best for them.
- experimenting with different ways of creating and using language.
- Helping learners keep on talking and understanding the general gist of texts.
- helping learners ask and benefit from error correction.



- Helping learners make comparisons with what they know about their own mother tongue, as well as building on what they have already learned in the new language, both in terms of formal rules and conventions for language use.
- Helping learners realize the relationships that exist between words, sounds, and structures, developing their capacity to guess and infer knowledge and out-of-class experience.
- Helping learners not to be so much concerned with accuracy that they do not develop the capacity to be fluent.

### **2.9.5 The Role of Developing Speaking Activities**

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question (Nunan 1991: 5-7). The researcher asserts the importance of using different activities with different techniques in order to attract the students' attention and encourage them to participate. Therefore, the more the teacher innovates, creates and practices different kinds of activities, the more the learner practices and speaks freely.

### **2.10 Students' motivation to participate in a speaking lesson**

Although learning a foreign language enables learners to have accumulate knowledge (grammar rules, lists of vocabulary items), they cannot actually use this language to communicate with each other. Scrivener (2005, 147) claims that there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things. Partly they may fear seeming foolish in front of others; they may worry about getting things wrong, they may want to avoid teacher's comments or correction and so on. One of the best ways to activate learners' knowledge is to put them in "safe" situations in class where they are inspired and encouraged to try to speak a foreign language. According to Harmer (1991, 4-6) there are two types of motivation, which are extrinsic and intrinsic motivation. He continues saying that students' attitude to speaking the language may be affected by

different factors from the outside, such as people in close surroundings, previous speaking experience in a foreign language or the job opportunities offered after mastering foreign language communication. All of these represent extrinsic motivation. Although extrinsic motivation is nowadays a driving force for most students, without intrinsic motivation no goal in improving speaking skill could be achieved. Success is also based on students' willingness to learn to speak a foreign language, which may be influenced by the teacher's methods used in teaching communication and, above all, his or her personality. Ur (1991, 274-280) says that "motivation is very strongly related to achievement in language learning." The main strategy is to select an interesting topic carefully. The possible way to achieve this goal is that the teacher asks the learners to select one or two interesting topics out of several topics.

### **2.10.1 The Role of Students in Learning Speaking Skills**

Besides the teacher's role, students play a great role in teaching speaking skills. Their role is crucial and necessary as they are the center of learning process. They are expected to participate in teaching-learning process in different ways. They accept the idea that their own efforts are crucial to progress in learning language and behave accordingly. They are simply making an effort in order to learn something. Hedge (2000: 76) agrees that an Autonomous Learner (AL) is one who is self-motivated, initiative, has a clear idea of what he/she wants to learn and has his/her own plan for pursuing and achieving his goal. She also characterizes (AL) as those who:

- know their needs and work productively with the teacher towards the achievement of their objectives.
- learn both inside and outside the classroom.
- can take classroom based material and can build on it.
- know how to use resources independently.
- adjust their learning strategies when necessary to improve learning.
- manage and divide the time in learning properly.

Wenden (1991: 41-42) also characterizes AL as those who are motivated to learn, good guessers, choosing material, methods and tasks, selecting the criteria for

evaluation, taking an active approach to the task and willing to take risks. Dickinson (1995: 127) characterizes AL as ‘those who have the capacity for being active and independent in the learning process; they can identify goals; formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and monitor their own learning’. Kohonen et al. (2001: 36-37) maintain that learners need to develop the following kinds of capacities:

**Confidence:** sense of control and mastery of one’s body, behavior and the world.

**Curiosity:** desire to find out about things.

**Intentionality:** capacity to work with persistence and develop a sense of competence.

**Self-control:** ability to modulate and control one’s action appropriately.

**Relatedness:** ability to engage with others.

**Communication:** ability to exchange ideas, feelings and experiences with others developing trust in others.

**Cooperation:** balancing one’s needs with those of others in group situations. In a word, language cannot be learnt inside, but also outside the class. Students will never learn a language unless they aim to learn outside as well as during class time. Students need to develop their own learning strategies in order to be AL. To develop their autonomy, teachers need to facilitate learners to increase their self-understanding and awareness of themselves.

## **2.11 Classroom Interaction**

The concept of interaction is defined as “*reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another*” (Wagner, 1994 :8). The communicative process involves interaction between at least two people who share a list of signs and semiotic rules.

## **2.12 Speaking Difficulties in Foreign Language Learning**

Practicing speaking skill of a FL is not as knowing about this language. Actually, the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. Learners often find some

difficulties when practicing speaking skill. Therefore, teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantages of the classroom opportunities in order to speak English effectively. According to Ur (2000) there are four main problems in getting students speak in the foreign language in the classroom.

### **2.12.1 Inhibition**

This difficulty is clearly shown when the learners try to participate in the classroom but many factors stop them to do so. Littlewood (1999: 93) argues that “it is too easy for a foreign language classroom to create inhibition and anxiety.” Really, the lack of communicative skills development and the linguistic inferiority lead to such factors as feeling of shyness and fear of making mistakes. Ur (2000:111) states that

*“Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.”*

### **2.12.2 Having Nothing to Say**

The lack of motivation leads the learners to express themselves in negative common expressions such as “I don't know”, “no comment” or they keep silent. These expressions are mainly because the learners may have some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, the given topic is not interesting for them. Rivers (1968: 192) says that

*“The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language.”*

### **2.12.3 Low Uneven Participation**

This problem refers to the amount of each student's time of talking. Some students are able to talk more about others. Others prefer to talk if the teacher asks them to talk or if they are sure of their grammar and vocabulary. Others keep silent and show no interest. Low participation is due to many reasons relating to teacher or student or other factors. For example, the ignorance of teacher's motivation leads to

low participation. If the teacher does not motivate his learners, the talkative ones also will show no interest. So increasing and directing student motivation is one of the teacher's responsibilities. Bowman et al. (1989: 40) support the idea by saying that “traditional classroom seating arrangements often work against you in your interactive teaching.”. The students who sit at the back always lose their interest in interaction and prefer to be passive.

#### **2.12.4 Mother Tongue Use**

Using mother tongue outside or inside the class reinforces the students conformability and trust. According to Baker and Westrup (2003: 12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a FL.”. . Lack of the vocabulary of the target language usually leads learners to borrow words from their native language. Therefore, learners will not be able to use the FL correctly if they keep on being influenced by the use of their mother tongue.

#### **2.13 Characteristics of Speaking Performance**

In the CA, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Richards and Rodgers (2001: 157) say that “fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context”. Many questions have been raised about the role of accuracy in CLT theory. Hedge (2000: 61) makes the important point that “CA somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary.” Therefore, learners should develop a communicative competence through classroom practice. Consequently, consciously or unconsciously they should know how the language system works in a correct and appropriate way.

##### **2.13.1 Fluency:**

Ellis ( 2003: 342) describes fluency as " the extent to which the language is produced in performing a task manifests pausing, hesitation, or reformulation." Longman Dictionary (2001:541) defines fluency as “mode expressing thought in a language, whether oral or written, especially such use of a language in the expression

of thought as exhibits the spirit and faculty of an artist, choice or arrangement of words in discourse, rhetorical expression". . Fluency as a part of speaking indicates how well or how smooth a speaker expresses ideas in terms of sentences. In order to be fluent, the speaker needs the intensity or practices, talent, habit and proper speech. Hedge (2000: 54) adds that "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or in appropriate showiness, or undue hesitation.". Hughes (2002) supports also that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicators of coherence. Thornbury (2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. Fluency comes mainly through contextual speaking practice, not drilling with isolated words. It includes:

- Smoothness little disturbed by the language problem.
- Error bit much disturbed by the language problem.
- Often hesitated and stalled due to the limitations of language.
- Dropouts and stopped making conversation impossible.

The researcher concludes that fluency in speaking is the ability of speaker in expressing or uttering ideas in terms of sentences with limited pause of utterance.

### **2.13.2 Accuracy:**

Most second language teachers emphasize the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will be either misunderstood or will not be understood at all and they will lose their interest. (Skehan 1996 b: 23 cited in Ellis and Barkhuizen (2005: 139) defines accuracy as referring "to how well the target language is produced in relation to the rule system of the target language."

### **2.13.3 Grammar:**

The Longman Dictionary of Contemporary English (2001:1437) defines "grammar as (the study and practice of) the rules by which words change their forms

and combined into sentences”. English grammar tells how English works in communicating ideas. Ideas are generally expressed in sentences. Sentences are made by grouping and arranging words. Therefore, grammar is also the study of words in sentences.

#### **2.13.4 Vocabulary:**

In Oxford Advanced Learners’ Dictionary (Hornby, 1984:461) “vocabulary is defined as the total number of words in a language, the words known to a person and a list of words with their meanings, especially at the back of a book used for teaching a foreign language”. Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Sometimes students may forget the appropriate vocabulary or may misuse words like in the case of synonyms which do not carry the same meaning in all contexts. Vocabulary in this study covers the selection and the use of varied words used by students.

In short, the researcher concludes that vocabulary is the total number of words which has meaning in a particular language which is necessary for students to use in speaking and writing.

#### **2.13.5 Pronunciation:**

Simply, the way of speaking the language is called pronunciation. Therefore, learners should practice pronunciation overall. They should be aware of the different sounds and their features. They have also to be aware of where the words should be stressed, when to use rising intonation and when to use a falling one. Hornby (1984:670) explains that, “pronunciation is a way in which a language is spoken, person’s way of speaking a language or words of a language”. Redmond and Vrchota (2007: 104) argue that

*“It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.”*

However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved.

## 2.14 Elements of Speaking

Many students have difficulties in speaking. To speak the second language fluently and accurately, learners need to be able to know some elements which are very important to develop this skill. Harmer (2001) mentions these elements which refer to the language features that learners should have knowledge about. They are many elements of speaking that must be mastered by students in order to be a good speaker.

- 1) **Connected speech:** learners should use fluent connected speech. In connected speech, sounds are modified, omitted, added, or weakened. Therefore, we should involve students in activities designed specifically to improve their connected speech.
- 2) **Expressive devices:** Students need to have the ability to use phonological rules which refer to the pitch, stress, volume, speed with the use of non-verbal means in order to employ such devices if they want to be effective communicators. These devices help them to convey their intended meaning.
- 3) **Lexis and grammar:** when learners produce some language functions, they often use the same lexical structures. Teachers should therefore supply a variety of phrases for different functions, such as: greeting, agreeing and disagreeing.
- 4) **Negotiation of language:** We often need to ask for clarification when we are listening to someone else talk. Speaking is not only having an amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. So, teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their utterances if they seek to be understood and to be clear especially when they can see that the other interlocutors did not understand them.

## 2.15 Micro skills of Oral Communication

Brown (2001: 272) mentions these Micro skills of communication:

1. Produce chunks of language of different length.
2. Orally produce differences among the English phonemes and allophonic variants.



3. Produce English stress patterns, words in stress and unstressed positions,
4. Rhythmic structure, and intonational contours.
5. Produce reduced forms of words and phrases.
6. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
7. Produce fluent speech at different rates of delivery.
8. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
9. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
10. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
11. Express a particular meaning in different grammatical forms.
12. Use cohesive devices in spoken discourse.
13. Accomplish appropriately communicative functions according to situations, participants, and goals.
14. Use appropriate registers, pragmatic conventions, and other
15. Sociolinguistic features in face-to-face conversations.
16. Covey links and connections between events and communicate such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification.
17. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
18. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words,

appealing for help, and accurately assessing how well your interlocutor is understanding you.

## **2.16 What speaking involve**

Learning speech in early stage is essential as whatever the child learns through speech, he retains it longer in the memory. It is advisable to start the oral practice in early stage because the child has to imitate the utterance of others. Therefore, students must be given the chance in order to acquire the capacity of expressing himself and his ideas. Shazia, (2010: 16 ) states that students must possess the following:

- An adequate vocabulary
- Appropriate words and structure to express the intended meaning
- English speech sounds and sound pattern
- Appropriate stress and intonation pattern

## **2.17 Speaking Activities**

Sion (2001:57) points out that a good English conversation class involves more than sitting around chatting. To teach English conversation well, you'll need to carefully plan and direct the class, yet make sure the conversation stays spontaneous and uninhibited. Students should be encouraged to work with each other as well as with their teacher in order to develop their speaking skills. Finocchiaro and Brumfit, (1983, p. 141–142) list some specific tasks for doing so.

1. Responding to directions or questions given by the teacher or another student.
2. Giving directions for other students.
3. Preparing original sentences with communicative expressions, structures or notions which have been presented.
4. Answering questions asked by other students about any class or out-of-class experiences.
5. Asking the teacher or other students questions about reading or common experience.
6. Describing objects from a picture or a chart.
7. Using their own words to tell or retell a well-known story or experience.
8. Reporting a prepared topic and be ready to answer questions on it.

9. Improvising realistic conversations about a class shop, a library, or other appropriate resources.
10. Taking a role in a communicative language game.
11. Participating in some oral group activities, such as a debate, discussion, a forum, based on research, where students are forced to listen attentively to the previous speaker in order to agree, disagree, express uncertainty, or add other relevant information.
12. Giving a report in the target language about a newspaper article written in the native language (Finocchiaro & Brumfit, 1983, p. 141–142).

## **2.18 The Communicative Approach and Speaking**

The CLT is considered as the best approach for using language for communication because it's basically related to the idea "*Language learning will take care of itself*" (Harmer, 2001:70). It can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative language teaching sets as its goal the teaching of communicative competence. (Richards 2006:2). Regarding the beginning of the CLT, it appeared by the end of 1960s and has continued to be used until now. The main base for the CLT is that it concentrates on learning how to use the language to achieve a better communication outside the classroom. The basic principle that underlies the CA, as stated by Nunan (1988: 25), is that "learners must learn not only to make grammatically correct, propositional statements about the experiential world, but must also develop the ability to use language to get things done". MTD Training (2010:10) notes that communication is the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas.

The CLT came into existence because of the limitations for the previous methods such as Grammar Translation Method, which ignored the importance of communication and interaction inside and outside the class. Pham (2006, p. 6) stresses that to adopt CLT as an approach within a non-native setting requires rethinking and adjustment, which the "*local teachers need to continually reflect upon how they relate to learner participation, autonomy and equality in their teaching context.*"

## **2.19 The Nature of Communication**

Communication is an important part of human civilization and it is a means of cultural transformation and transmission as well. It can be conducted into two major ways; orally and in writing. It is commonly believed that writing needs more language skill than speaking. Harmer (1991:46-47) mentions three reasons for people communication. First, people communicate because they want to say something. This means that people speak they do not want to be silent . Second, people communicate because they want to have some communication purposes. The speaker expects something to happen depending on what was already said. For example, the speaker may express a request if he needs a help. Yule ( 1996, p6) summarizes the communicative role of language that language establishes and maintains social working e.g. explaining, defining, sharing, narrating, giving answer to question etc. he continues saying that humans use language to interact socially and emotionally ; how they indicate friendliness, cooperation for hostility, or annoyance, pain or pleasure. In such a communicative situation speakers establish and maintain relations. Thus, "it stresses the development of the learners' communicative competence and performance" (Pattison, 1989, p. 19). Finally, when people communicate, they will select a language expression which is appropriate to make their message understandable and easy for the other people.

## **2.20 Communicative Competence in Language Teaching**

CA is mainly based on the theory of communicative competence that includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. The concept of communicative competence developed under the views of language as context, language as interaction, and language as negotiation. Hymes (1972:277) argues that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner.

Shumin (2002:204) points out those students need to know how students use the language in the context of structured interpersonal exchange for example, the social interaction. Canale and Swain (1980) propose a broader notion of communicative competence. They maintain that communicative competence includes not only

grammatical competence but also contextualized and sociolinguistic competence, which confirms Hymes' idea. Razmjoo & Riazi (2006, p. 342) provide a brief description of these four aspects of communicative competence. In sum, grammatical competence emphasizes the ability of students to produce accurately structured comprehensible utterances, while sociolinguistic competence points to the ability to use socially-determined cultural codes in meaningful ways. Discourse competence stresses the ability of the language user to shape and communicate purposely in different genres, using cohesion and coherence, and lastly, strategic competence aims at the learner's ability to enhance the effectiveness of communication.

### **2.20.1 Grammatical competence:**

According to (Savignon, 1983:36) Grammatical competence is linguistic competence, that is, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences. It enables the speakers to use and understand English language structure accurately.

### **2.20.2 Socio competence:**

It refers to the understanding of the social context in which language is used. The roles of the participants, the information they share, and the function of interaction (Savignon 1983:37). It helps the speaker to use the language appropriately and effectively. They should employ the rules and norms governing the appropriate timing and realization of speech acts (Shumin 2002:207). Therefore, the speaker should know to ask questions during interaction and how to respond nonverbally according to the purpose of the speaking.

### **2.20.3 Discourse competence**

Savignon (1983:38) points out that it is concerned with the connection of a series of sentences or utterances, or intersentential relationships, to form a meaningful whole. Luciana and Aruan (2005:15) state that the discourse-based approach enables students to develop and utilize the basic elements of spoken discourse in English involving not only full linguistic properties but also the knowledge of proposition, context and sociocultural norms underlying the speech.

#### **2.20.4 Strategic competence:**

According to Savignon (1983:39) it refers to the ability to employ strategies to compensate for imperfect knowledge of rules. With reference to speaking activities, strategic competence refers to the ability to keep a conversation going. To summarize, it is obvious that speaking and oral communication is very essential in the process of learning any foreign language. Although speaking is not treated as equally important to other language skills, the researcher can assume that speaking is the most important skill because through it the learner will not only be able to convey a message or to get information which he needs, but also to interact with other people.

As Brown (1994, 226) describes, it has been the philosophy of communicative language teaching (CLT) for many years to teach foreign languages through communicative approach, which focuses ‘on speaking and listening skills, on writing for specific communicative purposes, and on authentic reading texts’. Harmer (2001, 84-85) when suggesting features of CLT implies that ‘the language learning will take care of itself’ and agrees with Brown that the accuracy of the language is less important than successful achievement of the communicative task. Revell (1991, 5) reminds that ‘theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate; and suggests that it is necessary to make a link between ‘linguistic competence’ and ‘communicative competence’. At this point, Littlewood (1999, 8) proposes a solution for bridging the gap that Revell demands by categorizing activities into two groups: pre-communicative activities, and communicative activities.

#### **2.21 Pre-communicative activities:**

According to Littlewood (1999, 8) the aim of pre-communicative activities is to ‘help the learners to develop links with meanings that will later enable them to use this language for communicative purposes’. Therefore, these activities are divided into two subcategories, ‘structural activities’, such as mechanical drills or verb paradigms, for producing accurate and appropriate language forms, on one hand;

and, ‘quasi-communicative activities’, such as question-and-answer activities, giving directions to a stranger.

## **2.22 Communicative activities:**

Littlewood (1999, 16-36) divides the communicative activities into two further activities, ‘functional activities’, and ‘social interaction activities’. The aim of the functional communication activities is to help students to get the meaning since this type of activities is based on sharing information with restricted and unrestricted cooperation. Social interaction activities enable the learners to solve problems and extend the social meaning of the language through, for example, simulation and role-play activities, discussions or conversations thus developing also social acceptability in the language use.

The researcher believes that the teacher who controlled whole-class activities that focus on the accuracy of language and involve making drills and controlled conversations through fluency activities, give space for conversations, discussions or story-telling.

## **1- Anxiety**

It is reasonable to say that anxiety is likely to be a normal feeling to human beings as a result of any internal or external changes, uncertain situations, or feeling of uncertainty. Therefore, facing unfamiliar situation leads most of them to have different levels of feeling, that is, nervousness, and tense, which can be also considered as anxiety. It has been regarded as one of the most important affective factors influencing EFL acquisition. To foreign language learners or teachers, an oral interview, a presentation or a speaking test in the classroom can be good examples.

## **2.2 The nature of anxiety**

Generally, anxiety is a kind of troubled feeling in the mind. Psychologists consider it as a general term for several disorders that cause nervousness, fear, apprehension, and worrying. Spielberger (as cited in Horwitz, 2001, p.123; Cubukcu, 2007, p.133), defines anxiety as, “anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. McCroskey, (1977: 78) also defines anxiety as “an individual’s

level of fear or anxiety associated with either real or anticipated communication with another person or persons”. Lewis (1970: 63) defines anxiety as “an unpleasant emotion experienced as dread, scare, alarm, fright, trepidation, horror or panic”. According to Brown (1993), “anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension and worry”. Sdorow (1998: 485) suggests that “anxiety is a feeling of apprehension accompanied by sympathetic nervous system arousal, which produces increases in sweating, heart rate, and breathing rate”.

The researcher defines it as a negative feeling that overcomes one's emotions that include fear, apprehension and worry.

### **2.3 Foreign language anxiety**

It can be observed that anxiety is a state of apprehension that affects both the nervous system and the physical condition. According to this, how this construct is related to foreign language learning? Certainly, foreign language learning should be considered a complex task and can lead us to doubt our own abilities and develop anxiety. Foreign language classroom anxiety has been proven to affect EFL learners' language performance depending on each individual's anxiety level in different learning situations (Young, 1986; Horwitz & Young, 1991; MacIntyre & Gardner, 1991; Phillips, 1992; and Aida, 1994). It seems to be logical to meet with anxiety in a foreign language classroom. Horwitz, Horwitz, & Cope, (1986, p. 128) define a foreign language anxiety as “a distinct complex of self-perception, beliefs, and behaviors related to classroom learning arising from the uniqueness of the language learning arising process”. Language teachers and researchers have noticed that there is a high level of anxiety which negatively affects many language learners' behavior and their educational outcomes, too. This may cause fear or unwillingness to communicate with others in that language. MacIntyre & Gardner, (1994, as quoted in Subaşı, 2010; p.30) define it as “the feeling of tension and apprehension specifically associated with second language texts, including speaking, listening, and learning”.

Young, (1991) has identified six types of sources of foreign language classroom anxiety which are: personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language learning, instructor-learner interactions, classroom procedures, and testing.



According to Portugal, (2007: 2) it is the fear felt when students are expected to use or act in the FL. It is the fear or apprehension occurring when a learner is expected to perform in the second or foreign language or the worry and negative emotional reaction when learning or using a second language. It is clear that foreign and second language anxiety is a complex psychological factor to both its learners and teachers. It is associated with negative feelings that may affect negatively the performance of the learner. It may also become fair to pay attention for it and devote more researches and time to study its components.

## **2.4 Components and Sources of Foreign Language Anxiety**

The present research is based on Horwitz et al. (1986) original Three-Part Model of Language Anxiety due to its suitability for the classroom. This theory deals with three related performance anxieties: communication apprehension, test anxiety and fear of negative evaluation.

### **2.4.1 Communication Apprehension**

Communication apprehension was originally defined by McCroskey (1977, cited in Aida, 1994: 156) as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons." According to McCroskey (1984, cited in Wang, 2005:17) the typical behavior patterns of communicatively apprehensive people are communication avoidance, communication withdrawal, and communication disruption. Communication apprehension may occur in several situations such as using mother tongue or the foreign language, or both cases. It also occurs in cases where learners lack mature communication skills although they have mature ideas and thoughts. It refers to a fear of getting into real communication with others. The inability to either express themselves or understand the other person results in problems in Communication apprehension .

### **2.4.2 Test Anxiety**

Sarason (1984, as cited in Aida, 1994: 157) defines test anxiety as "the tendency to view with alarm the consequences of inadequate performance in an evaluative situation". MacIntyre and Gardner (1991, p.42) interpret test anxiety as "apprehension over academic evaluation". Students with test anxiety have unpractical

expectation of their language performance. Horwitz et al., (1986, p. 127) explain that the origin of text anxiety comes from the fear of failure. It is an apprehension towards academic evaluation. Therefore, it is a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learners in many situations.

### **2.4.3 Fear of Negative Evaluation**

Fear of negative evaluation happens when an individual worries about the possibility of being unfavorably evaluated by others. It is defined as an apprehension about others' evaluations, avoidance of evaluative situations, and the anticipation that others would evaluate oneself negatively (Watson & Friend, 1969 as cited in Horwitz et al., 1986). It may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class (Horwitz et al., 1986: 127). In FL classrooms, students with a fear of negative evaluation withdraw from class activities. It is observed when foreign language students are unsure of themselves and what they are saying, they may feel that they are not able to make the proper social impression, and they may feel incapable of making the proper social impression

## **2.5 Speaking Anxiety in Foreign Language Classrooms**

Speaking anxiety is one of the problems that students and teachers encounter in learning a foreign language. According to a lot of teachers and students speaking skill is considered as the most stressful (Young, 1992). In the learning of the language skills, speaking appears to be a main source of anxiety (Tsiplakides, Keramida 2009). It is the skill that is most frequently used by students to compare themselves with their peers, teachers as well as native speakers (Kitano, 2001). "Speaking in the foreign language is often cited by students as their most anxiety-producing experience" (Young 1990: 539). Many students are highly anxious with respect to participation in speaking activities. Indeed, it is often suggested that speaking is the most "anxiety-provoking aspect in a second language learning situation" (Cheng, Horwitz, and Schallert, 1999: 420). To start with, speaking anxiety can make some students choose to rather stay away from a foreign language class than be exposed to anxiety-provoking situations. They prefer to sit passively in

the classroom and communicate less than the students who do not feel speaking anxiety. All of this can eventually lead to lower grades. Unfortunately, teachers do not always identify anxious students, and often attribute their unwillingness to participate in speaking tasks to factors such as lack of motivation, or low performance. Learners attempting to learn a foreign language have difficulties in relating to others, experiencing in some cases a sense of alienation or “cultural shocks” Crookal& Oxford, (1991: 142). and also “difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students seeking help at the Lsc1” (Horwitz et al. 1986: 126). As confirmed by several surveys (Horwitz et al., 1986; Ely, 1986; Young, 1990; Price, 1991; Aida, 1994), one of the most anxiety-provoking activities in the foreign language is speaking.

## **2.6 Manifestations of Speaking Anxiety in Foreign Language Classrooms**

Anxiety, in general, can have physical/physiological, emotional, and behavioral manifestations, and these manifestations can differ with each individual. According to Oxford (1999, cited in Tanveer, 2007: 30):

-Physical symptoms: they can include rapid heartbeat, muscle tension, dry mouth, and excessive perspiration.

-Psychological symptoms: they can include embarrassment, feelings of helplessness, fear, going blank, inability to concentrate, as well as poor memory recall and retention.

-Behavioral symptoms: they can include physical actions such as playing with hair or clothing, nervously touching objects, being unable to reproduce the sounds or intonation of the target language even after repeated practice, unwillingness to participate, coming late, arriving unprepared, showing indifference, cutting class, and withdrawal from the course. Other signs which might reflect language anxiety are over-studying, perfectionism, hostility, excessive competitiveness, as well as excessive self-effacement and self-criticism (“I am so stupid”).

## **2.7 Causes of Speaking Anxiety in Foreign Language Classrooms**

Young (1991: 427) summarizes the personal factors and instructional factors contributing to language anxiety into six categories: 1) personal and interpersonal anxieties, 2) learner beliefs about language learning, 3) instructor beliefs about

language teaching, 4) instructor learner interactions 5) classroom procedures, and 6) language testing. According to Young (1991) personal and interpersonal issues are possibly the most commonly cited and discussed sources of language anxiety. Learner beliefs about language learning, if erroneous and unrealistic, are also a major factor contributing to language anxiety (Young, 1991: 428). Young (1991: 428) lists the following teacher beliefs which have been shown to evoke feelings of anxiety in students: it is necessary for the teacher to be intimidating at times; the instructor is supposed to correct every single mistake made by the students; group or partner work is not appropriate because it can get out of control; the teacher should do most of the talking; and the instructor's role is that of a drill sergeant. Instructors should be called to explore instructional techniques that ease the amount of worry and fear and they should also enable students to make full advantage of the resources available to them. The teacher should avoid saying "I should do this, otherwise my students will get anxious", but "if the students and I feel anxiety is a little too high, perhaps we could stop for a while and together see what its causes are and how we may reduce it." (Crookall& Oxford, 1991). Oral tests have been reported by learners as highly anxiety provoking (Phillips, 1992). Classroom procedures and other classroom's characteristics need much awareness in dealing with students in order to reduce the anxiety.

## **2.8 The teacher and students anxiety**

The role of the teacher in these situations is very important. The first task of a teacher should be to recognize an anxious student and then react appropriately. In order to do so, teachers must be aware of the causes of anxiety and the best possible remedies for their students. As Dörnyei (1994, 2001) and Krashen (1987) suggest, effective language teachers are regarded to be ones who develop students' self-efficacy, decrease their anxiety, promote motivation, enhancing attributions, encourage students to set attainable sub-goals, and increase the attractiveness of course content. Kitano, (2001) suggests that teachers should find ways to support students with fear of negative evaluation, which may involve providing these students with positive reinforcement, such as positive comments. Namely, teachers should give mental support to their students, they should not correct every error their

students make and they should create a relaxed atmosphere that promotes communication in ESL. While foreign language speaking anxiety is a common phenomenon in the teaching of English as a foreign language, it seems that teachers do not always identify anxious students, and attribute their unwillingness to engage in speaking tasks to factors such as lack of motivation, or “poor attitude” (Gregersen, 2003: 30). Teachers try to apply the communicative language teaching in their foreign language classroom. Now, as a teacher of English as a second language (ESL) I seek to understand what factors influence learners’ decisions to speak. In relation to learners’ perception of low ability, teachers should make interventions in the classroom environment and practices and create a “sense of community in the classroom”, so that students do not perceive it a competition, while pair and group work can be incorporated (Kitano, 2001).

The researcher study here uses virtual class as a new classroom technology to prompt students to talk and speak freely on line.

### **3-Virtual Classes**

#### **3.1 Online learning**

Technology has become an indispensable part of this world as it plays a greater role with every passing day. With the help of technology, our life can rapidly become easier especially when we use it in all aspects of our life from plantation to using laser rays in medicine.

#### **3.2 The definition of online learning**

The growth of online learning has been amazing in recent years, and using online learning has increased around the world. Technology has changed and enhanced teaching both online and offline. Horton (2011:P.1) defines e-learning as:“ It is the use of Internet and digital technologies to create learning experience that educates our fellow human beings”. Amer (2007:p.21) defines it as:“ educational system that uses information technology and Internet networks to strengthen and expand the educational process”. Online learning has been defined as “any class that offers its entire curriculum in the online course delivery mode, thereby allowing students to participate regardless of geographic location, independent of time and place” (Richardson & Swan, 2003, p. 69). Many organizations and institutions are

using e-learning because it can be as effective as traditional training at a lower cost. Also Sreb (2009, p2) further elaborates that, “In a traditional class, the teacher combines instructional and content knowledge to determine which instructional strategies, activities and assessments to use. Technology is rarely the primary means of communication. In online instruction, the teacher must combine instructional and content knowledge with technology and rely on technology as the means of communication”.

The researcher defines it as the use of technology especially computer and internet to deliver a broad array of solutions to enable learning and improve performance.

### **3.3 Technology as a facilitative tool**

We live in the age of learning in which the information exchange is very fast and people do their best to keep up with the rapidly growing information. Technology has not only affected our homes, but also our education. Harasim and her colleagues (1996, p. 24) state: “The real question is not whether a course can be done online but what is the best media mix to achieve the goals of the course within the constraints of the available resources or geographic dispersion of the students. More fundamentally, how should the media be used? What approaches to teaching and learning are most effective in a computer networking environment?”. It is important to keep this question in mind since there is a considerable shift from traditional ways of education into online environment teaching and learning. It is noticed that if the content of material taught online is too complex, the learner will feel frustrated and the process of learning will fail. Likewise, if a complex software package is used, this needs more complex training for participants and teachers who will face the difficulties. Consequently teaching online should be:

- Functional (posting course materials and creating discussion forums should be easy)
- Simple to operate for both institutions and participants.
- User-friendly, visually appealing, and easy to navigate.

### **3.4 Effective teaching and learning online**

Online learning needs a set of skills that cannot be made use of in traditional learning. Hence, online learners are more autonomous, independent and innovative. Weimer (2002) further notes that the learner-centered instructor focuses attention squarely on the learning process: what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. This shifts the balance of power in the classroom closer to but not totally in the direction of the student, as it would in student-directed learning. Therefore, the center of power in the classroom becomes closer in the direction of the students rather than the direction of the teacher. Accordingly, the focus is on the learning not grades. Students can receive their feedback directly and the purpose of helping students will be the aim.

When the learners are given a task, they will feel more comfortable and free to use any method of technology available in online classroom. Derrick (2003, p.16 ) concurs and states, “Once learners are able to understand their own capacities for learning— any learning—they are fundamentally changed with regard to their personal view of their capabilities and competence. The learning reinforces beliefs and efficacious behaviors for lifelong and sustained learning”.

### **3.5 The impact of technology on teachers**

Unlike the traditional teachers who can make any suitable adjustments in assignments, exam dates and course contents, the online teacher will face more and more difficulties in utilizing the merits given to the traditional teachers since he has to be proficient in using different telecommunication and technological resources available in the classroom. His task will be more complex as he has to use the suitable software and technology which are suitable to the content. Latchem et al., (1993, p. 28) state that teachers will need to shift from providing face-to-face teaching and text-based learning to facilitating individualized, interactive, media-based learning, on the other hand, learners will need to be empowered to accept far greater responsibility for their own learning. Brown, Collins and Duguid (1989) suggest the cognitive apprenticeship approach. This means the teacher stimulates the

pupils to solve problems by ways of modelling, coaching and scaffolding. Modelling refers to the teacher showing the pupils how to carry out a certain task. Coaching means the teacher is providing feedback while the pupils are carrying out the task. Scaffolding is providing cognitive support with regard to a task the pupils cannot carry out themselves. Duchâteau (1995, p.25), on the other hand, believes that many computer uses force the teacher to revise his or her role and to modify their attitudes. In connection with this, he talks about the teacher as ‘a cartographer drawing maps for exploring ‘knowledge lands’’. OTA (1995, p. 49) notes the degree of satisfaction reported by teachers depends upon the characterization of the learning environment: ‘Some teachers use technology in a traditional ‘teacher-centered’ model of teaching, such as drill and practice for mastery of facts and content or as tutorials to supplement teacher-controlled activities. Other teachers use technology to support different, more student-centered approaches to instruction, in which students conduct their own scientific inquiries or projects or engage in collaborative activities, and the teacher assumes the role of facilitator or coach. The latter kinds of teachers are among the most enthusiastic technology users, since technology is particularly helpful in supporting this kind of teaching’.

It is clear that online learning is quite different from face-to-face classrooms. In particular, the role of instructors often shifts from discussion leaders to discussion facilitators, and students commonly assume more responsibility.

### **3.6 Students online**

As Pratt (1996) notes that online learning enables the introverted student to have his role of engagement in the online learning established more than the face to face situation established in the traditional learning. The Illinois Online Network (2006) describes the characteristics of successful students in distance education programs:

- Open-minded about sharing life, work, and educational experiences
- Able to communicate through writing
- Self-motivated and self-disciplined
- Willing to “speak up” if problems arise
- Able and willing to commit the required time for learning online
- Able to meet the minimum requirements for the given tasks



- Accept critical thinking and decision making as part of the learning process
- Have access to a computer and a modem, at least has some minimal ability to use them
- Able to think ideas through before responding
- Feel that high-quality learning can take place without going to a traditional classroom

The researcher believes that the successful online learner should be active and creative. Online can provide educational experience that helps motivate students who were absent in traditional classroom.

### **3.7 Asynchronous and Synchronous Environments**

#### **3.7.1 Synchronous Environments**

It means using the technology based on the internet to exchange classroom content and research paper. It includes real time chat and virtual classes. The students can get the feedback directly from the teacher.

Gartland, (2001) and Hofmann; (2001) note that synchronous (or live e-learning) instruction occurs in "real time" with the students and the instructor interacting concurrently, combining the characteristics of instructor-led training with the flexibility of a virtual classroom. Finkelstein (2006) notes that to make synchronous interaction between the teacher and the learner, an agreement must be struck between the teacher and participating learners. The teacher arranges the session carefully and effectively and avoids wasting students' time while students agree to minimize the distractions around them as they work synchronously and to use the time meaningfully.

The following are examples of synchronous tools used for learning purposes:

- Live virtual classroom
- Instant messaging
- e - Meetings

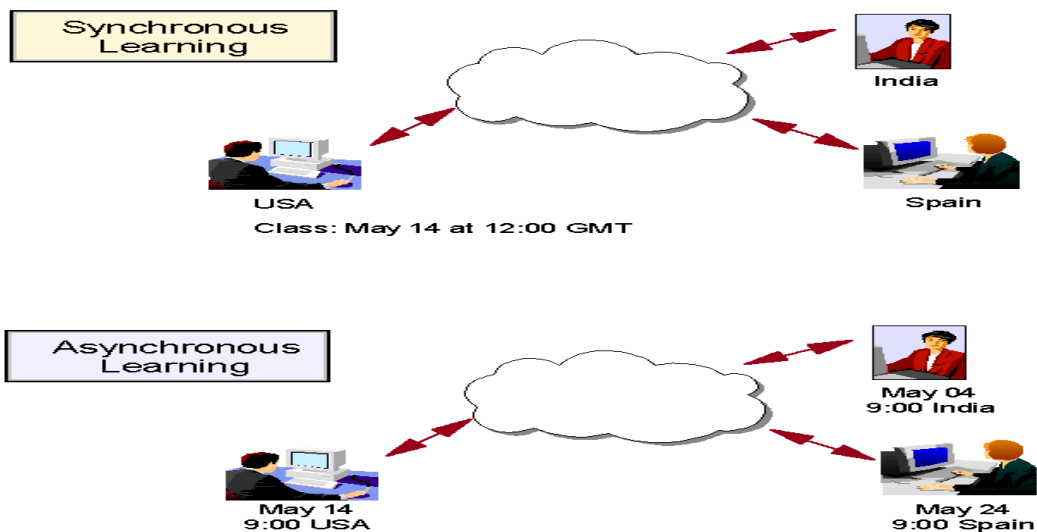
#### **3.7.2 Asynchronous Environments**

The learner gets the classroom according to a well and planned timetable classroom. He can choose the suitable time and place and can use different online learning such as emails and videotapes. The advantages of this type are that students

can choose their suitable time to join and can get the material back whenever they want. However, the students cannot get the direct feedback from the teacher. It is an individual type of study which leads to self-isolation support. Harasim and others (1996, p.15) report on this negative aspect of learning online and student reactions to it. They report information overload, communication anxiety in relation to the delayed responses in an asynchronous environment, increased work and responsibility, difficulty in navigating online and following the discussion threads.

The following are examples of asynchronous tools that can be used in an e-Learning environment:

- Discussion forums
- Question and answer forums
- Individual or group assignments corrected by teachers
- Team Rooms
- E-mail



### 3.8 Advantages of online learning

The main advantage of online education is convenience without the restrictions of time and location. Online learning offers a variety of educational opportunities:

Student-centered learning: that the varieties of online tools help students become more versatile learners.

Collaborative learning: it allows students to become more active participants in the learning process.

Easy access to global resources: students can easily access online databases and subject experts in the online classroom.

Experiential learning through multimedia presentations: new technologies can be used to engage and motivate students and to support students in their learning activities.

Accessible for non-traditional students: online delivery of programs and courses makes participation possible for students who experience geographic and time barriers in gaining access to higher education.

### **3.9 Advantages of Teaching Online**

Schacter ( 1999, p4-5 ) points out that technology affects positively on the students' progress. They learn freely and entertain this learning in short time, their achievement will increase, they will develop positive attitudes towards learning and they will feel more self-confidence. Means ( 1994, p13 ) argues that it is important to plan instructions for activities. Therefore, teaching online courses can:

-Offer the opportunity to think about teaching in new ways: it can allow teacher to experiment with techniques only available in online environments.

-Provide ideas and techniques to implement in traditional courses: many techniques such as; Online email discussions, can be incorporated into traditional courses to facilitate group work.

-Expand the reach of the curriculum: it can expand existing curriculum to students on a regional, national, and international level.

-Professional satisfaction: it can be an enormously rewarding experience for teachers. Teachers often cite the diversity of students in online courses as one of the most rewarding aspects of teaching online.

-Instructor convenience: it can offer teachers conveniences not available in traditional classroom settings; for example, at-home office hours and flexible work schedules.

### **3.10 The internet**

Our life is changing. A new paradigm of education is developing, one that integrates the technology of computers and the Internet in education. . The literature on technology and learning concluded that it has great potential to enhance student achievement, but only if it is used appropriately (Bransford, et al. 2000, 206-216). We have many technological tools available to us. The use of computers, and especially the Internet, opens a new world of potential. With the use of technology, education can overcome the physical boundaries of the classroom and provide students the opportunity to experience more.

#### **3.10.1 The Use of Internet in English Language Teaching**

During the practice of English language teaching, we can get any kind of information in the internet. Internet also provides answers for almost all of the questions. It is believed that we may get much benefit through the use of internet. It can be used as one way of getting resources for educational process. Warschauer, Heidi and Christine (2002: 7) propose five main reasons to use the Internet for English teaching called ALIVE. It stands for Authenticity, Literacy, Interaction, Vitality and Empowerment. They believe that internet provides a low cost method of making language learning meaningful, it also represents important new forms of literacy needed in the 21st century. Internet allows students to become autonomous lifelong learners who can find what they need when they need it. It also provides opportunities for students to interact 24 hours a day with native and nonnative speakers from around the world. Furthermore, Warschauer and Whittaker in Richards and Renandya (eds) (2002: 368-369) propose several possible reasons for using the Internet in language teaching. One possible and rational reason is found in the belief that the linguistic nature of online communication is desirable for promoting language learning. Another possible reason for using the Internet is that it creates optimal conditions for learning to write, since it provides an authentic audience for written communication. A third possible reason is that it can increase students' motivation. A fourth possible reason is the belief that learning computer skills is essential to students' future success, this reason suggests that it is not only a matter of using the Internet to learn English, but also of learning English to be able to function well on the Internet. The vast amount of information linked by hypertext on

the Web seems highly valuable for learners with a self-directed learning style. Each learner is allowed and encouraged “to manage the learning process independently and to explore linked pieces of information non-sequentially on the basis of their personal preferences and needs” (Son, 1998, p. 121).

Internet has become an extraordinary source of information in the practice of English Language teaching. It can be said that teachers and students can get a lot of benefits from the internet as it creates a valuable source of information.

### **3.11 Distance learning**

Harper et al., (2004) state that Distance learning is not a new method of learning but rather it is a reinvented method of education. It started in 1700s, when information was exchanged among students and instructors through assignment, notes and tests using postal system or other modes of transportation.

Later on, television, video cassettes and audio tapes cassettes replaced the modes of transportation. These are the major forms of communication between students and a remote educational center.

In the modern age, students, with the help of internet, have considerable opportunity to utilize asynchronous and synchronous communication tools, as well as to choose the time, place, and pace of their education.

#### **3.11.1 The nature of distance learning**

Newby, Stepich, Lehman and Russell (2000, p. 210) define distance learning as "an organized instructional program in which teacher and learners are physically separated" .Willis (1993, p.4) describes distance education as an instruction that “takes place when the teacher and student are separated by physical distance, and technology (i.e., voice, video, data, and print) is used to bridge the instructional gap"

The United States Distance Learning Association’s (USDLA) National Policy Recommendations state that distance learning involves teaching through the use of telecommunication technologies, which transmit and receive numerous materials through voice, video and data.

The researcher defines it as the system of conveying the targeted subject through different kinds of medias including satellite, video, audio, computer, multimedia and learning at a distance.

### **3.11.2 The generations of distance learning**

Immonen (2000, in Matikainen & Manninen, 2000: 16) describes the four generations of distance education as follows:

- 1-Correspondence study: it started in Britain in 1940s onwards with (Verduin& Clark 1991) and in 1912 in Finland with (Varila 1991).
- 2-Mass media equipment: which started around the 1930s using school radio, and around 1950s using school TV.
- 3-The two-way interaction: it came into educational process by modern information technology and multimedia equipment. Telephone, e-mail and the first video-conferencing applications made both synchronous and asynchronous interaction possible. This phase is sometimes called the telematics phase of distance education.
- 4- The modern open use of technology which depends on internet. This interaction between the instructors and learners means guided didactic conversation restricted only minimally by physical boundaries.

### **3.11.3 Benefits of Distance Learning**

Distance learning has undeniably changed the method of educating people. Due to its various characteristics, it was widely spread and utilized in educational institutions. These characteristics are as follows:

1. It enables the educational institutions to accept enormous number of learners, regardless of their age, certificates or grades.
2. It enables the students to make use of technology to educate themselves without the need for attending the lectures personally.
3. It enables the educational institution to host lectures from outside and to make use of their experiences.
4. It enables experience exchange among students from different social, cultural and economic backgrounds from the one hand and lecturers from the other hand.

5. It enables the learners to practice their freedom of choice. They can choose as many as methods among the audible technology. Sometimes, they can use different kinds of multimedia.
6. It increases in enrollment or time in school as education programs reach all regions, broader educational opportunity for students who are unable to attend traditional schools, access to resources and instructors not locally available, and increases in student-teacher communication.

### **3.12 Virtual classroom**

The growing popularity of E-Learning has introduced new terms to education, as Virtual Classroom, where the student will be present with his professor and fellow learners in a classroom. They will not be present physically in the classroom but connected to the classroom via Internet. Just as the term virtual means a simulation of the real thing, Virtual Classroom is a simulated classroom via Internet, which provides a convenient communication environment for distance learners just like traditional face-to-face classroom. A virtual classroom allows learners to attend a class from anywhere in the world and aims to provide a learning experience that is similar to a real classroom.

#### **3.12.1 The definition of virtual classroom**

Virtual learning is a non-traditional method of receiving the target material, for which the pupil is registered, taken online through a computer over the internet. It has many definitions. According to Tella et al. (2001: 210) virtuality can bring something new to the physical experience, which may be experienced as genuine and significant. Virtual world can be described as “environments created by technology that incorporate virtual representations of various elements found in the real world” (Kock,2008, p. 1). Another wide definition mentioned by Garcia-Ruiz, Edwards, & Aquino-Santos (2008, p. 1) explains that these virtual reality systems have created “a parallel world for entertainment, gaming, learning and even commerce”. Hsu, and Marques (1999) define the virtual classroom as a system that provides the same opportunities for the teaching and learning process, beyond the physical limits of the traditional classroom walls.

The researcher defines it as online environments that enable teachers and students to communicate synchronously using video, audio, text chat, interactive whiteboard, application sharing, and instant polling.

### **3.12.2 The importance of virtual classes**

Virtual classrooms are online environments that enable students and instructors to interact as if they were face to face in a classroom. It has great benefits for the education process. According to Slevin (2001: 104) it is worth regarding virtuality and real life as not competing areas of interaction; instead we should try to get the best of both worlds. It has a benefit for school management. The decision to implement a virtual learning environment (VLE) in a primary aged school presents advantages to, and raises issues for, school management, and is certainly not one that should be taken lightly (Gill & Shaw 2004, *qv* Visscher & Wild 1997, p264, Hargreaves 1999, p123, Visscher et, al 2003, p364). Ong and Mannan(2004, 361-382) explain that Virtual reality simulations and animations are important applications that develop and fitly place in the learning process to engage students and enhance their conceptions; they could be also helpful to generate interactions at the same situation. The creation of the virtual classroom has made it possible for learners to harness the features of the Internet to create meaningful and constructivist learning environments (Gabriel, 2004). Yang & Liu, (2007) point out that virtual classroom not only delivers course materials to the learners, but also provides a live, contextual and interactive environment for them. In addition, teachers can control the learning and teaching process as they do in the traditional classroom. The obvious importance of it can be found in the words of (Curran, 2002; Huang & Hu, 2000; Khalifa& Lam, 2002; Kinshuk& Yang, 2003; Wheeler, 2000) words when they say that "An online learning environment such as the virtual classroom has advantages which include stretching the spatial and temporal barriers, flexibility, interactivity and interoperability". Therefore, it is noticeable that virtual classes have great importance in the educational system that we have to give more attention to and try to improve them as much as possible.

In a word, Virtual Classroom is a simulated classroom via Internet, which provides a convenient communication environment for distance learners just like traditional face-to-face classroom. It allows learners to attend a class from anywhere



in the world and aims to provide a learning experience that is similar to a real classroom. It is a scheduled, online, teacher-led training session, where teachers and learners interact together using computers linked to a network such as the Internet. It enables to bring learners from around the world together online in highly interactive virtual classes while greatly reducing the travel, time, and expenses. Thus, virtual classroom can be visualized as a classroom where a lecture or session is conducted using Internet.

### **3.13 Virtual versus traditional classroom**

Just as the term virtual means a simulation of the real thing, virtual classroom is a simulated classroom via Internet, which provides a convenient communication environment for distance learners just like traditional FTF classroom. A virtual classroom allows learners to attend a class from anywhere in the world and aims to provide a learning experience that is similar to a real classroom. Therefore, teaching in a virtual environment is not the same as in a face-to-face environment. Treacy (2007) describes four major differences:

- 1 - The online curriculum is different from the face to face curriculum in the sense that students have more roles in reading and exploring activities. On the other hand the teachers must support learners with varied learning needs.
- 2 - What distinguishes the virtual classes from the face to face environment are the social environment is different where the discussion will be held online. The teacher has to manage time and encourage students to respond to specific challenges they face.
- 3- There are many differences in assessment strategies. In traditional classes the teacher assesses the students individually based on their examination papers. The process of assessment in virtual classes takes place by the computer itself.
- 4 -In traditional classes the teacher does not have to acquire high level of technical knowledge or deal with technological equipment even if it is available in virtual classes, he has to go through highly certain technical courses to attain proficient knowledge, which enables him to deal with any challenges that he may face.

### **3.14 Virtual Classroom Characteristics**

The features of the virtual classroom promote interactivity, synchrony, usefulness and ease of use, and sense of community (Arbaugh, 2000a). These characteristics are explained within this learning context.

#### **3.14.1 Interactivity**

Northrup (2002) explains that it is widely agreed upon that interaction must be designed into instructional programs and that it is a vital component of online learning. The instructional program promotes the interaction among the students themselves on the one hand and the teacher on the other. The basic role in this process lies on the shoulder of the student who works as facilitators for themselves under the supervision of the teacher who can provide support, feedback and guidance. Dirckinck- Holmfield et al. (2004) and Arbaugh (2000b) highlight the importance of designing virtual communities to enable different patterns and types of interaction, for example, active participation and quieter periods of reflection.

#### **3.14.2 Synchrony**

Gillmore and Warren (2007, p.585) describe synchronous technologies, as ones that “connect users at the same time, with each participant needing to be ‘logged in’ to the software to exchange electronic messages with one another as if they were exchanging words in a face-to-face setting.”. Asynchronous technologies such as e-mail, websites, and discussion boards are used by students in online courses which require more independence (Dumont, 1996). Several researchers have examined how synchronicity affects student achievement, attitudes, and retention. It was concluded that asynchronous instruction is more favorable in terms of student outcomes than traditional instruction (Bernard, et al., 2004; 2009).

#### **3.14.3 Usefulness and Ease of use**

It refers to the function of technology; whereas ease of use is how simple it is to become skillful in using the technology. Arbaugh (2000a) suggests that it influences one’s beliefs and attitudes toward that technology. Khan (2000, p.30) indicates that we can greatly reduce students’ frustration levels and facilitate a user-friendly learning environment by creating well-designed sessions which anticipate

learner's needs and satisfy their natural curiosity. Students in online learning may view the utility and ease of use of the virtual classroom clearly if it was planned effectively.

#### **3.14.4 Sense of Community**

In order to have successful virtual learning classes, this should happen within communication which focusses on students experience and their relationship with each other in the class. . Four elements are essential for a sense of community - membership, influence, integration and fulfillment of needs and shared emotional connection (McMillan & Chavis, 1986 as described in Arbaugh, 2000a). Ardichvili (2008, p. 544) asserts that students contribute actively to online learning when they feel strong commitment to community. Therefore, identifying a student's sense of community in online courses may lead to adjustments that increase the effective use of the virtual classroom and learning outcomes.

#### **3.15 The virtual teacher**

The virtual teacher has distinctive roles. Basically, the teacher's task is to come up with new ideas for the learning situation, design and implement new approaches and solutions which form the learning context. The teacher has to master the tool, feel confident with the application, has the capacity to organize and be a leader and feel of security. Tella et al. (2001: 225) have found 31 roles that the teacher is expected to fill. They are: organizer, coordinator, evaluator, encourager, listener, project manager, producer, resource- person, content specialist, learning specialist, learning supporter, planner, coach, team member, safeguard, co-learner, moderator, consultant, actor, speaker of the programme, researcher, director, observer, motivator, analyst, participant, co-communicator, guide, therapist, salesman and story-teller. It is also important for the teacher to understand that the student should be allowed to communicate freely and at his own pace. Tella (1997: 47) notes that the teachers (in open and distant learning) tend to become consultants or co-learners, whose earlier status diminishes or disappears completely'. He notes that the teacher should understand that 'the student should be allowed to

communicate freely and at his own pace'. Tella (1997: 45) suggests that the teacher be a knowledgeable coach, which sounds appropriate.

It is noticed that the role of the teacher is crucial and important and could be vital in the virtual classes and that increases the responsibility to improve teachers' skills in online learning and give them best chances to master virtual classes.

### **3.16 The implementation of the virtual classroom**

There are some doubts about the strength of teaching the virtual classes. Garrison, Anderson and Archer (2001a), online learning in the form of the virtual classroom will be effective if it is implemented in an integrated manner that incorporates the following six critical principles, so that it empowers the students' learning:

1. The virtual classroom has to take pedagogical and technical aspects into account.
2. The virtual classroom has to be learner-centered, whereby learners become the primary focus of attention.
3. The best approach to teaching and learning is the bi-instructional method where e-Learning is utilized for supporting self-managed learning and to support peer collaboration, interaction and eliminate isolation.
4. Assessment must become an integral part of the virtual classroom so that the learners would be able to self-assess themselves and think of ways to improve their assessment.
5. A successful virtual classroom must support instructor presence, social presence and cognitive presence.
6. A successful virtual classroom must support learner-learner, learner-instructor and learner-content interactions.

### **3.17 The educational system and technological development in the Palestinian schools**

Palestine is one of Middle East countries. It has been suffering from the Jewish occupation that has destroyed all the elements of life. Subsequently, this occupation led to an increasing number of economic and educational problems. For

instance, the Ministry of Education is facing several key difficulties that affect the quality of teaching and learning process in schools. Therefore, the Ministry of Education tries to overcome some problems such as, the increasing number of students who require basic education, the need for increasing numbers of qualified teachers, lack of resources especially science laboratory tools, facilities and instruments. For a long time, the main approach for teaching and learning in Palestinian schools was mainly the traditional approach. The strategic objectives of the Palestinian Ministry of Education now are moving towards the implementation of active learning approach. By now, and since the beginning of technological development, most Palestinian schools are equipped with infrastructure and different facilities to enable them to use information and communication technology.

### **3.18 Virtual classes in Palestine**

Sammor (2011, p.25) mentions the rising of the virtual classes steps in Palestine. Al Quds Open University was the pioneer university in implementation the virtual classes services via its experimental project in 2008. It was decided to continue and enlarge this service after the great success of the project. The second phase was started after signing an agreement with Palestinian telecommunication group, which provided the university with enormous number of virtual classes and for one year. Then, the university signed an agreement with Illuminate company, which enabled the university to be the major responsible for this service. The university expands its role and sends an invitation to all universities and colleges to get benefit from this service. After that, the university moves to use different services such as blackboard and ISQ.

### **3.19 Features of Virtual Classes**

A virtual classes tool is accessed from a computer that is connected to the Internet. A VCS has several features which are common to most VCS tools. A good VCS will have the following features:

- Participant list
- Whiteboard
- Application sharing capability
- Duplex audio

- Shared web browser
- One-way video
- Text chat
- Polling/Interaction tool
- Recording capability for delayed viewing.

There are many international companies that present virtual classes services such as, FarStone, Wimba, TDMsystem and Illuminate. **The researcher** used Blackboard Collaborate, which is simulated classroom via internet.

### **3.20 Blackboard collaborate features:**

Combining the capabilities of industry leaders Wimba and Elluminate, Blackboard Collaborate provides a comprehensive online learning and collaboration platform designed specifically for education. It is helping thousands of higher education, professional, corporate, and government organizations worldwide deliver a more effective learning experience through blended and mobile learning online collaboration tools. And it will help open up all-new aspects of real time, or anytime, learning to engage more students and improve outcomes. It provides education with many features such as:

#### **-Web conferencing:**

Take live engagement online. Deliver highly engaging and effective virtual classroom activities, meetings, webinars, professional development, blended learning, and help across your academic enterprise.

#### **-Voice Authoring:**

Create a more engaging and effective asynchronous environment by adding a voice authoring component to facilitate vocal instruction, collaboration, language study, personalized coaching, and assessment.

#### **-Mobile Collaboration**

Give today's active learners the interaction they want with live participation in classes and meetings on their mobile devices—anytime and from anywhere.

#### **-Integrations**

Deliver a seamless experience that combines Blackboard Collaborate with a wide variety of learning and course management systems Feel confident about deploying Blackboard Collaborate.

### **-Enterprise Instant Messaging**

Create a learning network to support office hours, school services, impromptu meetings, one-to-one collaboration, student help, and desktop video conferencing—all initiated through presence and instant messaging.

### **-Licensing**

Our simple, flat-fee licensing model meets your needs for departmental deployment or enterprise-wide adoption. Get unlimited learning with the complete Blackboard Collaborate platform.

## **3.21 Virtual Classroom Benefits**

There are many benefits of a virtual classroom by comparing it with both traditional classroom-based and asynchronous Web-based training. Ebbers, et al (2003, p.9-11) summarize them as follows:

### **3.21.1 Benefits versus classroom-based training**

A virtual classroom offers benefits when compared with the same course delivered in a traditional physical classroom. The following are some:

**1- Removal of geographical barriers:** it allows learners and teachers to attend a single live training session from any place in the world, as long as they are connected to a corporate network or to the Internet. It certainly offers a much broader audience and cheaper solution than a single traditional classroom.

**2- More dynamic resource model:** it is clear that traditional learning requires classrooms, furniture, writing materials, and the like. The virtual classroom has a very different resource model. The marginal costs of adding virtual classroom training are relatively insignificant compared to the traditional model.

**3-Quicker to organize:** the sessions can be organized more quickly than traditional classroom-based training. Classrooms and projectors do not need to be reserved, materials do not need to be distributed. The sessions are easier to schedule since attendees do not need to travel.

**4-Can be recorded:** if a virtual classroom session is recorded, learners or teachers can replay it afterwards. Teachers have the opportunity to review their own or their colleagues' performance while learners can revisit the session, perhaps making

connections and understanding ideas or concepts they had missed at the time of the session.

**5-Increased computer skills:** it provides the learners with new information and technical skills that benefit both individuals and their organizations and it will make the participants more familiar with Internet capabilities.

### **3.21.2 Benefits versus asynchronous Web-based training**

A virtual classroom also carries benefits when compared with an asynchronous course delivered over the Web.

**1-Fast response to learner needs:** in an asynchronous environment, the learner usually has to wait at several hours or more to receive an answer to a question but as the virtual classroom is a facilitated activity, teachers can respond immediately to learner questions and feedback.

**2 -Encourage participation:** Asynchronous environments are difficult to maintain when learner participation is poor, while in a virtual classroom environment, the teacher has a variety of tools and methods to monitor and stimulate participation in real time.

**3- Rich interpersonal communication:** the Asynchronous collaboration can allow learners and teachers to interact, but it is not as direct as in a traditional classroom. In contrast, a virtual classroom does offer this kind of interaction. Learners can talk to the teacher and to each other, and although this communication is not as intuitive and rich as in a traditional classroom, it still can help learners to learn.

**4-Teacher guidance:** the virtual classroom allows them to immediately respond to learners' needs, motivate learners, introduce new topics, take care of group processes.

**5-More intuitive:** the virtual classroom uses many metaphors from the traditional classroom with which learners are familiar, including classroom, whiteboard, and hand-raising. Through the use of audio and video, communication is more natural and open.



### **3.22 Virtual classroom limitations:**

Depending on the situation, some of the benefits may become disadvantages. Consider the following issues before opting for the virtual classroom. Ebbers, et al (2003, p.9-11) mention many important limitations that should be taken into consideration:

**1-Learners and teachers need to become familiar with the tools:** they are already familiar with the workings of a traditional classroom; that is, they understand the concepts of hand-raising, the whiteboard, assignments, and so forth. Participants in virtual classroom session should have at least some computer literacy.

**2-Not suitable for hands-on training:** there are many situations in which the learner needs to interact physically with elements, tools, situations, and the like. In this case, the virtual classroom cannot provide such service.

**3-Difficult to verify if everybody is paying attention:** it is more difficult in a virtual classroom unlike the traditional classroom to attract everybody attention. There are several ways to keep people's attention and make sure they interact, but it will always be more difficult than in the traditional classroom.

**4-Not suitable for sessions longer than two hours:** you can always consider splitting up the training into multiple shorter virtual classroom sessions is the best choice.

**5-No incentive effect:** Training attendance sometimes requires some additional incentive. After an online class is over, however, you cannot have a reception, nor can you hold it in a nice hotel.

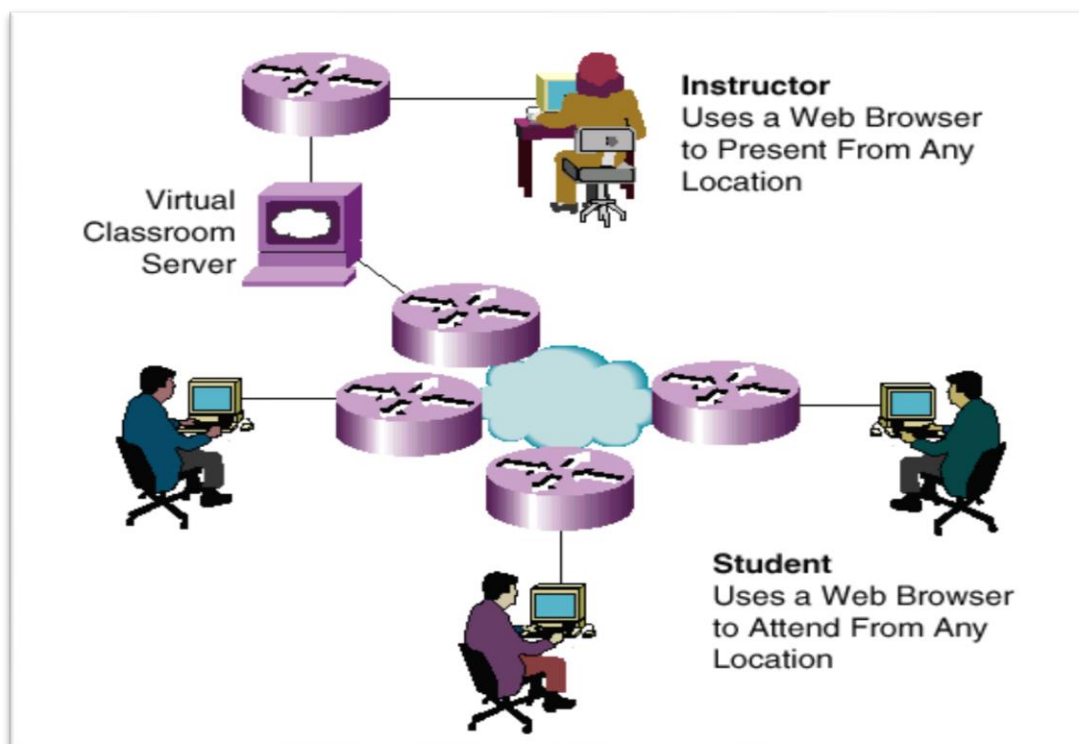
**6-Technical issues:** it relies more heavily on technology than the traditional classroom. Technical problems can disturb the progress of virtual classroom training.

**7-Time dependency:** attending virtual classroom training, however, is restricted to a certain scheduled time. This is a result of the virtual classroom being a synchronous activity where all participants need to meet together at the same time.

**8-More logistic considerations:** a virtual classroom involves more logistics. The sessions need to be scheduled, teachers need to be booked, and participants' PCs need to be prepared.

The researcher and the students trained on using the virtual tool. The researcher tried to follow most of the limitations and overcome any obstacles. There

was a certain schedule time. A specialists helped to overcome any technical problem. The incentive was available especially after the sessions.



### 3.23 Supportive programs with virtual classes:

The researcher used some software programs in implementing the tool as: Microsoft PowerPoint, Internet explorer, Hotmail and Microsoft Word. Pictures, sounds and real videos are used in order to activate the students' interest, attitudes, attention and understanding of the topics and to pay their attention to the correct pronunciation and intonation. In addition, the researcher added related activities to each lesson to improve the speaking comprehension skills.

## **Section II**

### **Previous studies**

The study includes three domains which are reviewing previous studies to the current study. The first one presents the studies related to speaking skills which is considered our essential part in the study. The second domain tackles the studies related to speaking anxiety. The third domain explores the studies related to the virtual classes and their major roles in developing speaking skills.

#### **1- Previous studies related to speaking skills**

##### **Zourob (2014)**

This study aimed at investigating the effectiveness of using Webinar on improving speaking skills for the Rafah UNRWA seventh graders and their anxiety in speaking. For achieving this aim, the researcher adopted the experimental approach. The sample of the study consisted of (48) female students equally divided into (24) students for the experimental group and (24) students for the control one. It was randomly chosen from Rafah Prep (B) Girls' School. The researcher designed three tools; the achievement test, the observation card and the anxiety scale. The researcher also used the Web based seminar for implementation and the content analysis as a helping tool. The experiment was applied during the first term of 2013-2014 scholastic year and used speaking functions in Grade Seven, English for Palestine, Students' book. The data were analyzed statistically by using Mann Whitney to measure the differences between the performance of the experimental and control group in the pre and the post test. The effectiveness of using Webinar on developing speaking skills was also measured by using Mann Whitney. The results of the study revealed that the webinar has affected positively students' English language speaking skills. It has also reduced students' speaking anxiety. The researcher suggested some recommendations that are hoped to help syllabus designers, supervisors and English language teachers in developing teaching speaking skills. The researcher recommends that the Palestinian teachers should update the latest technology tools to get benefit from their advantages.

**Afana (2012)**

The study aimed at investigating the impact of using Educational Drama Intervention on the Palestinian ninth graders Speaking Skill in UNRWA schools. The intervention was designed to maximize speaking skills by utilizing three strategies of educational drama: role play, simulation and hot seating. The researcher adopted the experimental approach. The sample of the study consisted of (60) female students distributed into two groups. The control group of (30) students; the experimental group of (30) students. The groups were from UNRWA Rafah Prep (D) Girls School in the Gaza Strip in the second semester of the school year (2011-2012) for six weeks covering (21 hours). The researcher used two main tools, which were diagnostic test and observation card and other five supporting tools. The results indicated that there were statistically significant differences between both groups in favor of the experimental one in improving speaking skills due to educational drama intervention. Based on those findings, the researcher recommended the necessity of implementing educational drama techniques in teaching English language to improve speaking skill.

**Oradee (2012)**

The purposes of this research were to study and compare speaking skills of Grade 11 students using three communicative activities, and to study the students' attitude towards teaching English speaking skills using the three communicative activities. The sample group consisted of 49 students at a secondary school in UdonThani, Thailand, classified by high, medium, and low according to their abilities of English speaking proficiency level. The design of the research was mixed method design. The quantitative data came from the speaking test and the students' attitude towards teaching English speaking. The qualitative data were drawn from a Learning Log, a semi-structured interview and a Teacher Journal. A one group pretest-posttest design was also employed. The research instruments were 8 lesson plans, an English speaking ability test, and an attitude questionnaire. The research findings were as follows: 1. The students' English speaking abilities after using the three communicative activities were significantly higher than before their use.

(Pretest = 60.80; Posttest = 85.63). 2. The students' attitude towards teaching English speaking skills using the three communicative activities were rated as good.

### **Sumarsono ( 2012 )**

The study focused to determine whether Think Talk and Write strategy was more effective than conventional one to teach speaking at second semester of eighth year students at SMP Negeri 1 BejiPasuruan in the academic year 2012/2013. The research method used was a quasi-experimental study. The population was the eighth graders'. The samples were two classes. One is the experimental group, which was taught by TTW strategy and another was the control group, who is taught by the conventional method. Then, the technique was used to collect the data through answering the questions orally. Independent t-test was used to count different mean of both groups. The results show that experimental group got better achievement results in speaking test than the control one. It means there was a significant difference between both groups, where TTW strategy was more effective than conventional one. Based on the findings, the writer concluded that Think-Talk-Write strategy was more effective than the conventional one in teaching speaking. TTW strategy contributed to students' achievement in oral reproduction.

### **Al-Habbash (2012)**

This study was conducted to examine the effectiveness of classroom and online discussion on speaking skill of 12th students. To achieve the aim of the study, the researcher applied an observation card as a valid and reliable tool . The sample in this study was male students in the scientific section in Abu Thar Algefary secondary school. They were divided into three groups, the experimental classroom discussion group was 25 male students, the experimental online discussion group was 15 male students and the control group was 25 male students. The course of classroom discussion and online discussion lasted for 40 classes then the second observation was applied on the three groups as the researcher found that: There were statistically significant differences in the level of speaking ability between students who learnt by online and classroom discussion and those who learnt by traditional method (control group) in favor of online and classroom discussion groups . In the light of those findings, the study recommended the necessity of implementing classroom and

online discussion in teaching English language to bring about better outcomes in students' speaking skill.

### **Rahmawati (2012)**

This study was aimed at improving the fourth grade students' speaking skills through board games at SD Muhammadiyah Pepe, Bantul Yogyakarta. This study was an action research. This research consisted of two cycles with three meetings in each cycle. The subjects of the research were the fourth grade students of SD Muhammadiyah Pepe, the English teacher as the collaborator and the researcher. The data collection techniques were observations, interviews and tests. Hence, the data were in the form of field notes, interview transcripts and students' speaking scores. The result of the research showed that the use of board games in combination with applying various media in the presentation, using songs, using classroom English, and conducting listening activities was able to improve students' speaking.

### **Arse (2011)**

The main objective of this study was to describe the classroom practice of teaching speaking skills in government high schools, especially in grade nine. This was a descriptive study. Since the study was mainly concerned with describing what was actually being practiced by language teachers to teach speaking skills, this method was preferred over others. Two English teachers, who have similar educational background and experience, were selected by the English department head of the school. They were used as respondents to give the information needed for the study. Out of 915 students (18 sections) of grade 9, 104 students (2 sections) taught by the selected teachers were also used to give the data needed for the research. To gather information on the above main objectives, various instruments were used. These were: classroom observation, students' and teachers' interview, students' questionnaire, tape and video recordings. The data were categorized and descriptively analyzed. The findings depicted that inappropriate speaking techniques and procedures were used in the mentioned grade level. Teachers were observed using the traditional way of teaching speaking which was dominated by reading model dialogues aloud. There had been little or no time given for the modern

speaking skills teaching techniques such as group and pair discussions, oral report, drama, panel discussions and interviews.

### **Jondeya (2011)**

The study aimed at investigating the effectiveness of using information gap on developing speaking skills for the eighth graders in Gaza governorate schools. For achieving this aim, the researcher adopted the experimental approach. The sample of the study consisted of (70) female students -chosen from Al- Majdal Higher Basic School in east Gaza - divided equally into (35) students for the experimental group and the control one. The researcher designed activities related to speaking topics discussed in English for Palestine 8 textbook. These activities were based on information gap concept which was used in teaching the experimental group, while the ordinary method was used in teaching the control one in the first term of the school year (2010-2011). An oral speaking test was designed and validated to be used as a pre - post test for the two groups of students. The results indicated that there were statistically significant differences in the mean scores of each level of speaking skills in the post test for the experimental group compared with the control group. In the light of the results reviewed throughout this study, the researcher found it was important to promote speaking skills by using the information gap method.

### **Sleesongsom and Suppasetserree (2011)**

This study aimed to investigate if the online chatting would improve speaking skills. The participants were forty students at Suranaree University of Technology (SUT), Thailand, who were studying English 1 during the first trimester. They were randomly separated into small chat groups and each group had four members. Their language abilities were mixed. Before and after chatting, the students took pre- and post-speaking tests. Then, they were assigned to chat in a group for two and three times on each topic for ten weeks. From the questionnaires, it appeared that the students thought that their language skills and typing skills had improved. They had more fun learning and their self-confidence in using English had increased. Based on the results, online chatting can be a technological tool for motivating students to produce and practice language in real-time. It provides a

chance to use and practice the language outside the classroom with non-native or native speakers in real-life.

### **Khadidja (2010)**

This study suggested that learners should be given opportunities to use the language naturally other than only memorizing dialogues and pattern practices. It aimed at showing that classroom interaction can be a best pedagogical strategy to develop not only the learners' speaking skill, but also to foster their capacity to generate new language. This study was based on two questionnaires administered to both the third year LMD students and teachers of Oral Expression to get information about the impact of classroom interaction on developing the learners' speaking skill. The forty (40) students, who responded to the questionnaire, were chosen among the total number of the third year LMD students' population (555) at the University of Constantine. The analysis of the questionnaire showed that both learners and teachers considered classroom interaction as an important pedagogical strategy in enhancing the skill of speaking.

### **Rubiati (2010)**

The main objective of this study was to describe the implementation of debate technique in teaching speaking and to identify how much students' speaking skill improvement after being taught by using debate technique. The design of research used in this study was classroom action research. In a qualitative research, source of primary data were the actions and the words, and additional data like the written data, document, picture, or statistical data. The researcher collected the source of the data related to this research from observation and test, which was conducted in every cycle. The researcher felt that the implementation of debate in teaching speaking was successful, because debate is an interesting activity where students have a lot of opportunity to practice speaking in speaking class.

### **Samson (2009)**

This research mainly focused on assessing the current practices of teaching speaking skills at secondary schools, particularly with referring to the attitudes, perceptions and practices of grade ten speaking classes in Kokebetsibah Secondary



School. Given this purpose, the design of the research was descriptive. Accordingly, both qualitative and quantitative methods were used in this study. Both grade ten students and their English language teachers in Kokebetsibah secondary school were the respondents of this study. The total number of sections and students in grade 10 were 33 and 1700 respectively. From these, four sampled sections (8, 16, 24 and 32) and all members (students) in each section which make 210 students in number were selected. The total number of English language teachers in the sampled school was eighteen in number. All of them were taken as the subjects of the study. For the purpose of gathering satisfactory information, different instruments such as questionnaires, interviews, classroom observations and speaking tasks' evaluation in the textbook were used. The findings of the study indicated that the importance of teaching speaking skills was undermined and teachers were not fully committed to teach. Similarly, the findings also indicate that practicing to speak English was not a priority to the majority of the students.

#### **Setyowati (2008)**

This study aimed at knowing the implementation of simulation and the result of teaching speaking to the first year students of SMAN 2 Sukoharjo who consisted of (43) students. The researcher collected the data by giving pre- post-test. In analyzing the data, the researcher compared the result of pre-test and post-test, and also described the students' response of the implementation of simulation. The results of the action showed that the procedures of improving speaking competence through simulation were very encouraging. The highest score of pre-test was (57), the lowest score was (32) ;while highest score of post-test was (82), the lowest score was (59). These results showed that the teaching of speaking process was successful by using simulation. The researcher asserted that teaching speaking by using simulation was effective for the students' mastery of vocabulary and pronunciation of the words correctly. In addition, it increased their interest in learning and their confidence to practice speaking.

## **2-Previous studies related to speaking anxiety**

### **Pršić (2013)**

The basic aim of this research was to investigate the existence and degree of speaking anxiety among high-school students studying English as a foreign language (EFL), as well as to explore both the students' and the teachers' opinions about the ways in which teachers could alleviate their students' speaking anxiety. In order to achieve the research aim set, a survey study seemed to be the most appropriate choice. The participants in this study were 289 students of the Grammar school in Krusevac, as well as 9 English language teachers at the same school. Of the 289 students, 194 were female and 95 male. There were four groups of students, classified by their year of study: As far as types of instruments were concerned, researchers had employed various tools in measuring language learners' anxiety: interviews, questionnaires, anxiety rating scales, diaries, and learner recall. In this respect, it could be said that the findings of the present research study pointed to some important pedagogical implications. Firstly, the teachers should encourage students to take risk when speaking English and occasionally discuss the importance of making mistakes with them. Secondly, the teachers should emphasize that not everything the students say in English will be assessed. Finally, another implication would be that the teachers should continue using the Communicative language teaching as it has already yielded excellent results, at least in the context investigated in the present research study.

### **Yahya (2013)**

The primary purpose of this paper was to investigate the factors which led to speaking anxiety among speech communication course students in the English classroom. The three domains that usually affect students' performance (test anxiety factors, communication anxiety factors, and fear of negative feedback anxiety) had been investigated by means of a well-known scale (FLCAS) in addition to more items were added to the scale by the researcher. The sample of the study consisted of (104) students at the Arab American University in Palestine. The data were analyzed using the descriptive statistics (means and standard deviation). The questionnaire consisted of three domains: They are: Test Anxiety, Communication Anxiety, and

Fear of Negative Feedback Anxiety. The findings of the study revealed that the fear of negative feedback received the highest mean (2.93), followed by communication anxiety (2.80) and test anxiety received the lowest mean (2.68).

### **Abal (2012)**

This study used a true experimental treatment control group repeated measures design to compare the perceived speaking anxiety levels (as measured by an anxiety scale administered per simulation activity) of 11 English Language Learners (5 in the control group, 6 in the experimental group) when speaking to Native English Speakers (NESs) during 10 simulation activities. Simulations in the control group were done FTF, while those in the experimental group were done in the MUVE of Second Life. When comparing the two groups, the results revealed a statistically significant difference, with the experimental group demonstrating a greater anxiety reduction. These results suggests that language instructors should consider including FTF and MUVE simulations with ELLs paired with NESs as part of their language instruction. Future investigations should investigate the use of other multi-user virtual environments and/or measure other dimensions of the ELL/NES interactions.

### **Yaikhong Usaha (2012)**

The present study contributed to developing a Public Speaking Class Anxiety Scale (PSCAS) to measure anxiety in the EFL public speaking class in the Thai context. Items were adopted from previous scales: Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986); Personal Report of Communication Apprehension (PRCA-24) and Personal Report of Public Speaking Anxiety (PRPSA-34) by McCroskey (1970); and Speaker Anxiety Scale (SA) by Clevenger and Halvorson (1992) based on their critical appraisals. Some minor changes in wordings of adopted items were made to a preliminary PSCAS and were validated. The preliminary PSCAS yielded an internal consistency of .84 using Cronbach's alpha coefficient when administered to 76 participants and was factor-analyzed to establish the construct and the final version. The factor analysis revealed that the PSCAS included the components of communication apprehension, test anxiety, fear of negative evaluation, and comfort in using English in a public speaking class.

**Pribyl, Keaten and Sakamoto (2001)**

Their research was conducted to test the effectiveness of a skills-based program as a method for reducing anxiety during public speaking. The research used the experimental approach. Twenty-five Japanese college sophomores were exposed to a systematic approach for developing a presentation that was theoretically linked to mechanisms to reduce communication apprehension. Participants were sophomore English majors at the first author's university. All students had to choose a "seminar" class taught by a foreign instructor. The 25 who chose the first author's class, presentation skills, served as the experimental group. The remaining 86 sophomores served as control group. Students gave four presentations that were graded by both teacher and peer evaluation. Results indicated that the experimental group reported a significantly greater drop in public speaking anxiety than did the control group of 86 students.

**Occhipinti (2009)**

The main intent of the present study is the description of foreign language learning as a process which affects directly the emotional sphere of a student. In addition, the quantitative methodology as the one adopted in the present research, helped the researcher calculate the results more easily, avoiding the difficulties which a qualitative approach might produce. One hundred university-level students were interviewed. All the subjects were enrolled in the third year of a Bachelor degree in English language. Two groups of students had been observed: one group of 45 Italian students (37 females and 8 males), learning English at the University of Ragusa, Italy, where the first language was Italian; a second group consisting of 55 Spanish students (32 females and 23 males), learning English at the University of Cardiff, Wales, 19 Great Britain, country of the target language. A questionnaire was used based on Young's questionnaire (1990) of sources of anxiety over L2 speaking. The results showed that in-class speaking activities were fairly stressful practices for the students surveyed in the present research.

**Tsiplakides and Keramida (2009)**

This article aims to contribute to the literature on language anxiety and to provide teachers with strategies for reducing foreign language speaking anxiety

stemming from students' fear of negative evaluation from their peers and perception of low ability. Using qualitative research, it presents a classroom-based case study which aimed at examining the characteristics of anxious students with a view to implementing classroom interventions to reduce foreign language speaking anxiety. The effectiveness of these interventions was also presented and evaluated, and the pedagogical implications of the findings were discussed. The sample consisted of fifteen students in the third grade of a lower secondary school in Greece, aged 13-14 years. The following techniques of qualitative data collection were used: a) semi-structured interviews, b) group discussion, and c) direct observation. The results showed that intervention can reduce speaking anxiety effectively.

### **Zgutowicz (2009)**

This study investigated the effects language anxiety had on ESL students' decisions to speak English in the ESL and mainstream classroom. The design of this study was chiefly qualitative in nature. Students initially involved in this study were 30 sixth grade male and female ESL middle school students ranging from ages 11 to 13 years old. Data collection instruments included Pappamihiel's (2002) English Language Anxiety Scale (ELAS) and qualitative investigations of language anxiety via individual interviews of middle school students in the sixth grade. ELAS results indicate levels of language anxiety in the mainstream and ESL classes, although language anxiety is significantly higher in mainstream classes. Student reports on the ELAS indicated higher levels of anxiety for female students, although language anxiety for males may be more moderate. Causes of language anxiety about speaking via student interviews were various, including peer humiliation, talking in front of native speakers, pronunciation concerns, and classroom environment.

### **Piniel (2006)**

The aim of the research was to investigate foreign language classroom anxiety by questioning its stability across different foreign languages among secondary school students and to explore its causes stemming from the foreign language classroom. Participants of the study included 61 9th-year students of a grammar school in Hungary who were learning two foreign languages simultaneously. Validated Hungarian translation of standardized anxiety scales were

used to investigate the relationship between the differences of Foreign Language Classroom Anxiety (FLCA) experienced in the two different foreign language classrooms, taking into consideration and controlling for students' levels of trait anxiety. Interviews were conducted with six participants who do not possess high levels of trait anxiety, yet demonstrated high levels of anxiety in one foreign language classroom but not in the other. Findings suggest that FLCA may develop irrespective of low levels of trait anxiety and independently of the level of anxiety experienced in the other foreign language classroom.

### **Woodrow (2006)**

This article described a research project concerning the conceptualization of second language speaking anxiety, the relationship between anxiety and second language performance, and the major reported causes of second language anxiety. The participants in this study were advanced English for academic purposes (EAP) students studying on intensive EAP courses immediately prior to entering Australian universities ( $N = 275$ ). The second language speaking anxiety scale (SLSAS) was developed for the study. This instrument provided evidence for a dual conceptualization of anxiety reflecting both oral communication within and outside the language learning classroom. The scale was validated using confirmatory factor analysis. The analysis indicated second language speaking anxiety to be a significant predictor of oral achievement. Reported causes of anxiety were investigated through interviews. The results indicated that the most frequent source of anxiety was interacting with native speakers. Evidence for two types of anxious language learner emerged; retrieval interference and skills deficit. There was an indication from the study that English language learners from Confucian Heritage Cultures (CHCs), China, Korea and Japan were more anxious language learners than other ethnic groups.

### **Isabel and Poza (2005)**

This study investigated the influence of asynchronous computer voice conferencing on learners' anxiety when speaking in a foreign language. The technology chosen was the voice board powered by Wimba. The study involved both quantitative and qualitative research methods. The population for the quantitative

component of this study consisted of 35 students enrolled in two sections of college-level Intermediate Spanish 2 (Spanish 204). Four questionnaires were used to gather the quantitative data of this study: A demographic survey, the Computer Anxiety Index (CAIN), the Foreign Language Classroom Anxiety Scale (FLCAS), and the Wimba Anxiety Scale. Using purposeful sampling methods, four participants were interviewed for the qualitative component of this investigation. In addition, a rubric was designed and used for the evaluation of risk-taking in student contributions to the Wimba and classroom discussions. Results indicated that there was a strong potential for the reduction of anxiety associated with the voice board.

## **2- Previous studies related to virtual classes**

### **Mehr, Zoghi and Assadi(2013)**

This quasi experimental research aimed at comparing the effects of two instructional strategies: Synchronous Computer-Mediated Communication (SCMC) and face to face (FTF) interaction. For this purpose, 60 EFL learners were selected from a private language institute as the control (n=30) and experimental (n=30) groups. A speaking test, designed by Hughes (2003), was administered as pretest and after a 12-session treatment the same test was administered as the posttest. The result obtained showed that participants taught based on SCMC fared better than those that were taught according to FTF interaction. Based on the findings of the current study, it was recommended that EFL teachers incorporate computer mediated communication into their pedagogical procedures.

### **Vu and Fadde (2013)**

This study explores students' choices of verbal and text interaction in a synchronous Live Virtual Classroom (LVC) environment that mixed onsite and online learners. It used a mixed methods approach combining the paradigms of quantitative and qualitative research to ensure maximum insight into how students interacted in the LVC environment and their perception on this setting. The mixed methods design included two distinct phases: Quantitative phase followed by qualitative phase. Data were collected from analysis of recorded LVC sessions and post-course interviews with students in two different offerings of a graduate instructional design course that used Adobe Connect as a live virtual classroom.

Analysis of LVC recordings and post-course interviews showed that text interaction in which students asked questions or made comments in the LVC chat box during the instructor's lectures was a preferred mode of interaction for students when they were participating both online and onsite.

### **Nomass (2012)**

This paper aimed to highlight the role of using modern technology in teaching English as a second language. It discussed different approaches and techniques which could assist English language students to improve their learning skills by using technology. Among these techniques were online English language learning web sites, computer assisted language learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, listening CD-players, and learning video-clips. A case study had been done to appreciate the response of typical English language classroom students for using technology in the learning process. In order to assess how typical English language classroom students could benefit of technology to learn English as a second language, a questionnaire form had been used for this purpose. The form was given to arbitrary samples of students at the department of English language, college of arts, Al-Jabal Al-Gharbi University in Libya. The results of the case study showed that most of the students preferred the use of technology, especially computers, in developing their second language skills.

### **Balcikanli (2012)**

This study reported Second Life experiences of American students learning Turkish as a foreign language in the University of Florida, the USA and of Turkish students learning English as a foreign language at Gazi University, Turkey. In order to answer this research question, this study was carried out with two groups consisting of seven American learners studying Turkish in the USA and eight Turkish EFL learners who studied English in Turkey. The interviews demonstrated that both groups of students regarded Second Life as a contribution to authentic interaction with native language. It was agreed that both groups would spend thirty minutes on practicing Turkish and then thirty minutes on practicing English. After the first meeting in Second Language, the researcher interviewed them by asking the



questions prepared and piloted earlier. The interview questions went through different processes before they were used to collect the data of the study. Furthermore, the experiences indicated Second Life served as a good bridge for cultural competence and an inevitable tool to foster less threatened learning experiences despite challenges encountered on the way.

**Sarvankar (2012)**

The aim of this study was to find use and effectiveness of Virtual classroom in teaching learning process. For this research 200 students studying in X standard and 20 teachers teaching different subjects to these students were randomly selected from Bruhan Mumbai Municipal Corporations (BMC) Marathi and English medium schools in Mumbai. To achieve instructional objective the researcher chose survey method. Data was collected with the help of interview and questionnaire. It was found that students liked teaching with virtual classroom very much as they got expert guidance of different subject teachers of different school and they could clear their doubts while class was going on.

**El-Sabagh (2011)**

The purpose of this study was to compare the impact of a web-based Virtual Lab (WVL) environment with that of traditional educational experience in relation to conceptual understanding and science process skills in natural science for fourth grade primary school students. Using an instructional design model, the author developed a WVL; the design consisted of 3D animations and interactive experimental activities. The research instruments for the study were also developed; two online pre/post tests on conceptual understanding and science process skills were used to collect data. The sample used in the study consisted of 70 students from two primary language schools in Mansoura city, Dakahlyia Governorate, Egypt. The sample was divided into an experimental group and a control group. The results indicated that V-Lab could play a preparatory and supplementary role in developing science process skills.

**Sammour (2011)**

This study aimed at investigating the impact of utilizing virtual classes on acquiring concepts of the Islamic Doctrines related to "immaculacy" and their attitudes towards it. The sample of the study consisted of female students of intermediate diploma in Alzaitouna College for Science and development, which is located at the Middle Area in Gaza Strip. The researcher adopted both the descriptive analytical approach and experimental approach. The sample of the study consisted of 66 students distributed equally between the two groups: the experimental and the control group; each of 33 students. Three tools were used: content analysis, a pre-post- test related to the content and ( a pre - post ) attitude scale towards utilizing virtual classes . The results showed that there were distinctive differences in the progress of the students' understanding and attitudes after using the virtual classes. The researcher recommended activating the role of technology in the educational process in general with a focus on virtual classes in particular.

**Subramaniam and Kandasamy (2011)**

The study explored the use of the virtual classroom which was created in the researcher VL at the Open University Malaysia. The study aimed to elicit students' perceptions of the virtual classroom, based on their learning experiences, and show their personal preference for this compared with face to face interactions. This study adopted an interpretive case study methodology approach. A questionnaire was distributed to all the 40 learners taking this subject in the Klang Valley (Central Region), Kuala Lumpur, Malaysia. This represented 31% of the population of 129 learners registered for the course throughout Malaysia. Twenty-three learners responded to the survey. The findings indicated that students viewed the virtual classroom as supplementary learning and classroom learning as the primary learning method. The learners' evaluation indicated that the virtual classroom had a moderate influence on their learning. For effective implementation, the various technological features must function efficiently and furthermore should be used effectively by the students.

**Al Kahtany (2010)**

The study investigated the Status of the using of the virtual classrooms in distance learning program from the point of view of faculty members at King Abdulaziz University in Jeddah. The researcher used the descriptive method (survey), and to verify that a questionnaire was prepared. The questionnaire was formed of three domains: the first domain related to the knowledge of the views of members towards the use of the Virtual Classroom (20) statements, and a second domain related to the knowledge of the importance of using Virtual Classroom, contains (20) statements, while the third domain, which related to learning difficulties and use of the Virtual Classroom and contained (19) statements. It was applied to the study sample, which consisted of (120) members and was statistically analyzed. The results indicated that there was a general positive attitude towards using virtual classes and recommended the development of e-courses and teaching methods to conform to the requirements of education system in the virtual classroom distance learning program.

**Laves (2010)**

The purpose of this mixed methods triangulation design study was to understand how the teaching presence established by instructors at a southern comprehensive university in intensive online distance education courses impacted students' perceived learning and sense of community. A triangulation multilevel design was used; merging survey data of students' and faculty perceptions of teaching presence, perceived learning and sense of community, qualitative data from open-ended survey questions, and faculty interviews that reflected teaching presence through course structure and organization. Two scales were used to construct the survey instrument. There were 1,213 students registered for intensive online courses in the Winter Term at that university. The rationale for collecting both quantitative and qualitative data was to merge the results of two different perspectives in order to describe teaching presence strategies that could not have been found using only one method. The latter information came from responses to open-ended survey questions, interviews with selected members of the instructional faculty, and instructor created course documents that ostensibly reflected teaching presence through course structure and organization.

**Lertkulvanich, et. al (2010)**

The study aimed to develop the virtual classes using virtual image creation technique. There were 3 classrooms as follows: Classroom 1 for theory which contains video clips and on-line live lectures by instructors for both lecture and practice. Classroom 2 is a library which connects to e-Learning websites concerning radiographic testing. Classroom 3 is a laboratory in order to observe experiment results. All 3 classrooms were designed to be virtual using computer graphic technique. The sample group in this research consisted of fourth Year students from the Department of Industrial Engineering, Faculty of Engineering, and King Mongkut's University of Technology Thonburi. The results from the research concluded that the quality of the virtual classrooms developed by using virtual image creation technique was at the highest level ; and the learning achievement of the learners after using the VC for radiographic testing was 70%, higher than the hypothesis.

**Parker and Martin(2010)**

This study examined student perceptions of the “new” technology, the virtual classroom in an instructional technology course taught in online and blended formats. This study used the descriptive approach and was conducted at a Southeastern university in the United States. In the fall of 2008, 101 undergraduates enrolled in an instructional technology course were asked to complete a questionnaire. Fifty-seven students participated, which resulted in a 56% response rate. These results suggest that online courses may provide the best form of course delivery for instructors who use the virtual classroom.

**Al -Shahry (2009)**

The study aimed at knowing the effect of using virtual labs in enriching the third class students, at high schools –Jeddah, with the skills of experimental trials related to biology course. The researcher used the experimental methodology by studying the effect of the independent factor (virtual labs) on the dependent variable (Acquiring the experimental skills) included in the unit determined for the experiment. The sample was (68) students of Al-Andalus School divided into two

groups; experimental group, which was (34) and taught by using the virtual labs, and a control group, which was (34) students and taught by the traditional labs. The researcher used two tools; the first (Notes Cards) for experimental skills, and the second was (questionnaire) to measure sense. The study concluded that there were statistically significant differences between the experimental group and the control group related to the usage of virtual labs. In the light of the results of the study, the researcher suggested setting websites for the virtual labs in order to enable teachers and students to make use of this technology.

### **Roblyer, et. al (2009)**

This study attempted to investigate whether virtual teaching experiences had a positive impact on face-to-face teaching practices, a so-called “reverse impact” phenomenon. Survey and focus group data collected as part of a statewide evaluation of a virtual school offered an opportunity to explore this impact. The teachers included in the study were 65 attendees at a state-sponsored educational technology conference who were also attending required training for the state’s virtual school instructors. Attendees constituted almost half of the program’s 147 virtual teachers who were active in the virtual school program at that time. About 90% of the program’s instructors were full-time teachers in the state’s “brick and mortar” schools in addition to teaching one or more courses in online or video-based formats. Findings from a study of teacher perceptions indicated that three quarters of teachers who were taught in both virtual and traditional environments felt that virtual experiences improved their practice in face-to-face classrooms.

### **Alradady (2007)**

The study attempted to measure the attitudes of teachers and supervisors towards using Electronic learning for teaching mathematics at intermediate schools in Makkah. In order to address this issue, the researcher used the descriptive method. The population was all teachers and supervisors who worked at schools during the First term of 2007. The researcher used a questionnaire for collecting the needed data on the bases of the questions of the study. The findings of the study revealed that: Attitudes of teachers and supervisors towards designing Mathematics' syllabus by using the electronic learning, the role of teaching by using electronic learning and the

role of pupils by using electronic learning were high. The researcher recommended the importance of teaching supervisors and teachers before and during the service of using electronic learning in teaching methods.

### **Seferoglu (2007 )**

This study allowed pairs of English language learners, a class in Turkey and a class in Spain, to have synchronous audio communication over the Internet. One component of the study had a quasi-experimental research design with two English oral communication classes in Turkey. The class who received Computer Mediated Communication (CMC) integrated instruction formed the experimental group and the class who followed regular English oral communication instruction constituted the control group. Oral proficiencies of the learners were measured at the beginning (pretest) and at the end of the study (posttest) through elicited 5-minute speech samples from each learner. Quantitative analysis indicated that the difference between the post test scores of the experimental group and control group was not statistically significant at  $p < .05$ .

### **Commentary**

It is clear that nearly all the previous studies have examined the effectiveness of Virtual Classes on Developing Speaking Skill and Speaking Anxiety. Nearly all of them have displayed the Virtual Classes as an effective method of improving English language in general and speaking skill in particular.

Moreover, the researcher believes that it is essential to conduct a study in this context to reveal more about speaking skills among Palestinian tenth graders.

In addition, the majority of the studies have pointed to the positive effect of Virtual Classes on learning in general such as Sarvankar (2012), El-Sabagh (2011), Sammour (2011), Subramaniam and Kandasamy (2011).

On the one hand, the following studies examined the effectiveness of Virtual Classes on English in particular like Nomass (2012) and Balcikanli (2012).

On the other hand, the following studies examined the effectiveness of Virtual Classes on English speaking skills like Seferoglu (2007 ) and Mehr, Zoghi and Assadi (2013).

It is noticed that nearly half of the previous studies are related to speaking skill as it is the main variable in the study. The current study is more detailed and focused. It identified the main skill and its sub-skills such as pronunciation, functional language, organizing information, fluency and grammar and other sub skills, that may lead to more reliable and consistent results.

Concerning the methodology implemented, most of the previous studies used the experimental approach while some adopted the descriptive one.

Also, samples of the previous studies were different in number, gender and age. However, it is worth mentioning that these studies varied between large and small groups of participants.

Moreover, many studies showed the strong relation between speaking and anxiety and how to overcome the speaking anxiety by technology.

Finally, the varied instruments used in the previous studies have shown clear insights to conduct the present study efficiently. The most commonly used tools to conduct these studies included oral pre and post-test, survey questionnaires, interviews, observations, but this study used pre- post anxiety scale to measure the effectiveness of using Virtual Classes on developing the tenth graders' speaking skills and their speaking anxiety.

The most important issue that the researcher benefited from these studies is the various results and findings that the studies gave. It is clear that most of the studies gave positive findings such as the studies of Roblyer, Porter, Bielefeldt, and Donaldson (2009), Parker and Martin (2010).

Definitely, this study will be the first one to examine the impact of using Virtual Classes on developing the tenth Graders' speaking skills and their speaking anxiety in Gaza Government schools.

To sum up, the previous studies were a guide for the researcher as they helped him to design the procedures and steps of the study, and it especially helped in preparing the teacher's guide, tools as well as the theoretical framework.

## **Summary**

Throughout this chapter the researcher presented the theoretical framework related to the study variables like speaking skills and all subjects related to speaking,

besides how to teach speaking via the virtual classes . Also the researcher presented some topics about anxiety especially towards language and speaking. Finally, the researcher showed the literature related to the virtual classes.

The researcher also reviewed the previous studies relevant to the subject of the current study. Those were divided into three domains. The first tackled studies related to speaking. The second handled the studies related to students' anxiety towards English language and speaking. The third displayed those studies which were connected with the effect of the virtual classes on teaching in general.

In fact, from the previous studies the researcher concluded that most of the studies focused on the positive effect of the virtual classes on teaching and learning in general and on different subjects as follows:

- Implementing the virtual classes on English language and its skills as well as other school subjects showed positive results on the students' achievement.
- Most previous studies helped the researcher build the speaking test, and decide designing his own scale to investigate students' speaking anxiety after implementing the virtual classes. In addition, they helped the researcher to decide the statistical treatments of the results.
- Most previous studies revealed the existence of a general weakness in speaking at all levels, which support the need for this study.
- Most of the previous studies indicated and revealed that using the virtual classes as a technology made a positive contribution to learning experience.
- They also helped the researcher in displaying the results, findings and recommendations.

The current study is the first Palestinian study in the field of English language that investigated the effect of using virtual classes on developing speaking skills and its role in dealing with students' anxiety towards speaking.

This encouraged the researcher to conduct this study to investigate the effectiveness of using the virtual classes on developing tenth graders' speaking skills and their speaking anxiety.



# **Chapter III**

## **Methodology**

## **Chapter III**

### **Methodology**

This chapter discusses the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, instrumentation, the pilot study, the research design and the statistical treatment of the study findings.

#### **3.1 Type of Research Design**

To achieve the aim of this study, the researcher adopted the experimental approach. Such an adoption was due to the nature of the research, which aimed at finding the effectiveness of using virtual classes on developing speaking skills. To achieve the aim of this study, two groups were chosen, an experimental group and a control one. Both groups are pre-tested. Then the experimental group was taught speaking by using virtual classes. The control group was taught speaking through the traditional method.

The research includes three variables; the first variable is virtual classes. The second variable is speaking skills and the third variable is speaking anxiety. The experiment lasted for a month.

#### **3.2 Population**

The population of the study consisted of all tenth graders (boys) at the governmental schools in Middle Area Directorate enrolled in the second semester of the school year (2013-2014). The population of the study was (2344) male students in the governorate schools of Middle Area.

#### **3.3 Sample**

The sample of the study consisted of (40) students divided into two classes. One of the classes represented the control group and consisted of 20 male students; and the other represented the experimental one and was comprised too of 20 male students. The groups were a purposive sample at Khalid Bin Al-Walid Secondary School.

### **3.4 The Variables of the Study**

The research includes three variables; the first variable is virtual classes. The second variable is speaking skills and the third variable is speaking anxiety. The experiment lasted for a month.

### **3.5 Instrumentation**

In order to collect the data that help achieve the aim of the research, the researcher employed the following tools:

#### **3.5.1 Content analysis procedures**

Content analysis was conducted according to the following procedures:

- **Purpose of the analysis**

The analysis aimed at identifying to what extent the second semester units in "English for Palestine" for tenth Grade(student book) included the suggested list of the prepared speaking skills.

- **Sample of the analysis**

The analysis sample included the sub-skills of these domains (pronunciation-grammar-fluency-Organizing information-vocabulary) in "*English for Palestine*" tenth grade (student book and in the second semester of the scholastic year (2013-2014).

- **Unit of analysis:**

The researcher considered speaking skills as units of analysis so as to determine them.

- **Limitations of the analysis:**

- The analysis includes all the lessons in units (7-8-9) in "English for Palestine" tenth grade (student book).

- The analysis consists of speaking skills in the domains (pronunciation-grammar-fluency-Organizing information-vocabulary).

- Using a card to observe the results and the frequency of each analysis unit.

- **Steps of analysis:**

- Adequate and careful survey of the content and identifying the targeted speaking skills.

- Computing the number of indicators to the skills in the card and the frequency of each category.

- Classifying the results and converting them into percentage to be discussed.

- **Analysis validity**

The tool was presented to a panel of supervisors and experienced teachers to discuss the suitability of the analysis for the aim it was prepared and to make sure that the determined skills are included in the tenth grade curriculum to be analyzed.

- **Analysis reliability**

To examine the reliability of the analysis, we can use two ways; reliability through people or reliability through time. The researcher used reliability through people. The researcher analyzed the content for the skills in the three domains of the card according to their frequencies. A colleague supervisor carried out another analysis for the same skills. Holesti formula was used to know the percentage of agreement between the two analyses.

$$\text{Holesti Formula: } R = \frac{2(C1 * C2)}{(C1 + C2)} \times 100$$

R = Correlation coefficient

2(C1\* C2) = Number of agreements between the two analyses

C1 = Total frequency in the first analysis

C2 = Total frequency in the second analysis

**Table (1)** shows the coefficient correlations between the two analyses in the domains.

Table (1) - Correlation coefficient of content analysis through people

**Table (1)**  
**Correlation coefficient of content analysis through people**

No.	Domain	Frequency		Agreement	Correlation Coefficient
		1st Analysis	2 <sup>nd</sup> Analysis		
1	Pronunciation	9	11	9	0.90
2	Organizing information	10	13	10	0.87
3	Fluency	8	10	8	0.89
4	Language items	8	11	8	0.84
5	Grammar	11	14	11	0.88
<b>Total</b>		<b>46</b>	<b>59</b>	<b>46</b>	<b>0.88</b>

According to Table (1), the correlation coefficient between the two analyses was 0.88, which is acceptable. This is a clear evidence of the reliability of the analysis process.

### **3.5.2 Oral Speaking Skills Test**

The oral speaking skills test was prepared by the researcher to measure the students' performance level in the speaking skills. see Appendix ( 2 )

#### **a. The Aim of the Oral Speaking Skills Test**

The test aimed at measuring the effectiveness of using virtual classes on developing speaking skills for the tenth graders' and it also aimed to test the hypotheses of the study.

#### **b- Source of Designing the Oral Speaking Skills Test**

Depending on the tenth grade textbooks, teachers' guide and Palestinian Ministry of Education document, the researcher designed the oral test. The researcher also referred to many sources in designing the test. He reviewed the related literature, checked the opinions of juries, supervisors, and experienced teachers. The researcher referred to the results of the speaking skills analysis. Appendix ( 7 )

#### **c. Description of the Oral Speaking Skills Test**

The two oral speaking skills tests administered as pre-test and post-test were designed to test students' oral proficiency regarding five aspects: vocabulary, pronunciation, fluency, grammar and organizing information. In pre-test, students were asked five questions (initiating a short dialogue, response to one functional expression, then were required to talk shortly about Palestine, and their hobbies. Finally they were given a picture in order to describe it). The post- test repeated the pre-test. Presumably the questions were direct from their textbook. Therefore, they are to some extent normal to be answered by most students. The questions were given suitable time before the test began in order to give students some time to think or talk about the answers. The test looked as an interview with the teacher and the students interacting in the target language. The test is divided into five major questions as follows:

**Question (1)** is "a dialogue" where students are given the opportunity to talk about themselves. The dialogue starts with the name in order to encourage students to relax

and dismiss some negative feelings. Then they continue talking about their place and family.

**Question (2)** this question assesses the student's ability to produce one or more functional expressions related to communicative situations. Students give advice, apologize, offer help, agree and make suggestions.

**Question (3)** this question assesses the student's ability to produce and pronounce different expressions and words related to Palestine; the famous places, the weather and transportation.

**Question (4)** this question measures the student's ability to express their hobbies and talk about things they like and things they dislike; especially in the field of sport or technology.

**Question (5)** this question appraises the student's ability to produce different vocabularies about weather and seasons. The students were given a picture with four seasons and given the chance to describe it.

#### **-Some Points Considered in Composing the Questions:**

- 1-Each question aimed at evaluating the students' performance according to one criterion on speaking skills that is specifically described in the oral speaking rubric.
- 2-The questions are familiar to the students, therefore, they are suitable to their levels and interests.
- 3-The questions are designed to be corrected by the use of the oral speaking rubric.

#### **-The Oral Speaking Rubric**

An oral speaking rubric is designed to identify the students' speaking skills and to record the students' marks in the oral speaking test (pre& post- test). Five components are generally recognized in analyses of speech process. These are pronunciation, grammar, vocabulary, fluency and organizing information. The oral speaking rubric adopted in this study is based on Harris's testing scale model with some modifications to rate students' oral performance. The criteria and the scale in this research was used to identify the students' marks on the oral speaking skills test and to find out the effectiveness of using virtual classes on developing speaking skills of the 10th graders. The time of the oral test has been determined of about 12 minutes while retaining a degree of flexibility in accordance with the requirements of the situation. Appendix ( 5 )

### **Validity of the test:**

The researcher checked both the validity of the speaking test according to the trial application. The following steps were adopted:

#### **a .The pilot study**

The test was applied on a random sample of (40) students; from Khalid Bin-Al-Walid Secondary School. The results were recorded and statistically analyzed to measure its reliability. The items of the test were modified in the light of the statistical results.

#### **b. Referee validity:**

The oral test was refereed by a panel of specialists in English language and methodology, in Gaza universities and colleges, supervisors and experienced teachers; see Appendix (1). According to their recommendations, some modifications were made such as giving helping ideas during the oral test.

#### **c. Internal consistency validity:**

The researcher used Pearson correlation coefficient to compute the internal consistency of the oral test items. To measure such validity, Pearson Correlation computed the correlation of the following: the items with their domains, the items with the total test and the domains with the test as a whole. Table (2) describes the internal consistency of the oral test.

**Table (2)**  
**Internal Consistency Validity of the Test**

<b>Domain</b>	<b>Correlation with total test score</b>	<b>Significance</b>
<b>Q1</b>	<b>0.780**</b>	<b>0.000</b>
<b>Q2</b>	<b>0.784**</b>	<b>0.000</b>
<b>Q3</b>	<b>0.871**</b>	<b>0.000</b>
<b>Q4</b>	<b>0.810**</b>	<b>0.000</b>
<b>Q5</b>	<b>0.746**</b>	<b>0.000</b>

"r" table value at (38) df. At (0.05) sig. level equal 0.315

"r" table value at (38) df. At (0.01) sig. level equal 0.406

### **Reliability of the test:**

The test is regarded reliable when it gives similar results if it is administered twice within similar conditions (Mackey and Gass 2005, p. 128). The researcher computed the test reliability coefficients through:

#### **1. Cronbach Coefficient Alpha**

This method was used to measure the reliability of the oral test between each field and the mean of the whole fields of the oral test. The normal range of Cronbach coefficient alpha value is between 0.0 and + 1.0, and the higher values reflect a higher degree of internal consistency. The Cronbach coefficient alpha was calculated for each field of the test.

**Table: (3)**

**The Cronbach Alpha for the Oral Test**

No.	Field	Cronbach Alpha
Total	5	0.857

Table (3) shows that the values of Cronbach Alpha for each section of the oral test and the entire oral test. This is considered high; the result ensures the reliability of each section of the oral test. Cronbach Alpha equals 0.857 for the entire oral test, which indicates an excellent reliability of the entire oral test. Thereby, it can be said that the researcher proved that the oral test was valid, reliable, and ready for administration for the sample.

#### **2. Split Half Method:**

It depends on splitting the oral test, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Prophecy Formula (Abu Hattab & Sadeq, 1980, p. 14).

Table (4) split half coefficients for the oral test domains:

**Table (4)**

**Split Half Coefficients of the Test Domains**

Test Domains	Split Half coefficient	Spearman–Brown
Total	0.779	0.876



The results show that the reliability coefficients are acceptable because they are above 0.779 (O'dah, 2002, p. 176), which means that the test is reliable and valid to apply

### **3.5 .3 Written Speaking Skills Test**

- The researcher made use of earlier studies and literature review in order to get benefits from their procedures, tools, results and recommendations.
- The researcher read many theoretical frameworks which were related to the virtual classes and the importance of developing speaking strategies in order to strengthen speaking.
- Choosing the units that focus on speaking skills in the 10th grade text book as a sample for the study.
- Choosing the population and sample of the study, which is (40) students at Khalid Bin Al-walid Secondary School in Nusierat for Boys that includes the experimental group and the control one.
- Designing the instruments of the study, which are: Pre and post- test including the speaking skills, teacher's guide and lesson plans based on virtual class activities.
- Checking the validity and the reliability of the test through consulting the specialists and referees .
- Applying the pre-test on the sample of the study and computing the results .
- Implementing the experiment using the virtual classes according to the plan and the teacher' guide on the experimental group while the control one was taught by the traditional one .
- Applying the post-test on the sample of the study
- Percentage table is designed to present the collected data and help to judge the effectiveness of the technique.
- The collection of data was analyzed and interpreted.
- Recommendations were deducted at the end of this study accordingly.

#### **- Written Speaking Functional test**

The researcher referred to many resources in designing the test. He reviewed the related literature, checked the opinion of juries, supervisors and experienced teachers, in addition to the functional skills in the text book (student's book and workbook). He designed the test with different types of questions.

### **-The written test ... Why?**

The written test was built on the target functions in the traditional way (pen paper exam) to measure if students have achieved progress after using virtual classes and to compare the marks of experimental and control groups marks . The test has less stressful conditions than oral test. The results of the written test were used as an indicator and a justification for the effectiveness of using virtual classes.

### **-Designing the achievement test (pre and post- test):**

Designing the test passed through the following steps.

- **Aims of the test:**

The test, appendix ( 3 ), 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 English speaking comprehension skills. Then being used as a post-test, it aimed at identifying any possible progress and difference in the achievement of the experimental group.

- **Description of the written test**

The final version of the written test consisted of nine questions distributed into (40) items. The items covered the following functions: (asking and replying what things look like, expressing pain and giving advice, making agreeing to positive and negative statements, offering and replying to food offers, making requests and replying to requests, asking about the way, asking about the problem, expressing sorrow, asking about the price of something, giving someone something, replying to a phone call, talking about the suitability of clothes, greetings and saying goodbye, congratulation, making and replying to an invitation, suggestion and replying to suggestion, offering help and replying).

They are listed in the table of specification.

The items of the test are distributed as follows:

**Question 1** is matching the suitable items from column A with the suitable expressions in column B.

**Question 2** is completing mini dialogues from the box.

**Question 3** is choosing the suitable answer for the following.

**Question 4** is saying where these mini-dialogues take place and who the speakers are.

**Question 5** is completing the following dialogue.

**Question 6** is what you would say in the following situations.

**Question 7** is finishing the following with two sentences at least.

**Question 8** is choosing the suitable answer for the pictures.

**Question 9** is ticking true or false for the directions.

- **The pilot study**

The test was applied on a random sample of (40) tenth graders from Khalid Bin Al-Walid School, who have the same characteristics of the sample of the study. Those were excluded from the experiment and the results were recorded and statistically analyzed to assess the validity and reliability of the test, as well as, the time needed. The items of the test were modified in the light of the statistical results.

- **The experimentation of the test:**

In order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficients, the test was conducted (as a piloting test) on a randomly selected group of students, 40, who had similar characteristics to the target groups, control and experimental. These three groups studied at the same school and were from the same cultural and environmental background. After the implementation of the piloting test, the researcher computed the test time.

- **Time Estimation**

The trial application on the pilot study helped in estimating the time needed for answering the questions according to the following equation:

$$\frac{\text{Time of the first student} + \text{time of the last student}}{2} = 30 + 40 \div 2 = 35$$

Applying this equation, the researcher found that the time needed for the pretest to be applied was 35 minutes.

**-Validity of the test:**

Before administering the test, it was proved valid. According to Mackey and Gass (2005, pp. 106-107), a test is considered valid when it measures what it is supposed to measure. Validity should also have “significance not only to the

population that was tested, but, at least for experimental research, to a broader, relevant population” (Mackey and Gass 2005, p. 107). To ensure the validity of the pretest, the researcher examined the following:

**a. The referee validity:**

The test was refereed by a panel of specialists in English language and methodology in Gaza universities and colleges, supervisors and experienced teachers; see Appendix (1). According to their recommendations, some modifications were made such as omitting the question which needed more writing.

**b. Internal consistency validity:**

The researcher used Pearson correlation coefficient to compute the internal consistency of the test items. To measure such validity, Pearson correlation computed the correlation of the following: the items with their domains, the items with the total test and the domains with the test as a whole. Table (5) describes the internal consistency of the test. The researcher also computed the correlation of the test domains with the test as a whole. Table (5) describes the results:

**Table (5)**  
**Internal Consistency Validities of Test**

Domain	Correlation with total test score	Significance
Q 1	0.483**	0.002
Q 2	0.747**	0.000
Q 3	0.492**	0.001
Q 4	0.665**	0.000
Q 5	0.741**	0.000
Q6	0.818**	0.000
Q7	0.719**	0.000
Q8	0.697**	0.000
Q9	0.477**	0.002

"r" table value at (38) df. At (0.05) sig. level equal 0.315

"r" table value at (38) df. At (0.01) sig. level equal 0.406

Looking at table (5), one notices that all correlation coefficients are significant at 0.05 or 0.01 levels. This means that the test has internal consistency validity.

**-Reliability of the test:**

A test is regarded reliable when it gives similar results if it is administered twice within similar conditions (Mackey and Gass 2005, p. 128). The researcher computed the test reliability coefficients through:

**1- Split Half Method:**

It depends on splitting the test into two halves, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman–Brown Prophecy Formula (Abu Hattab & Sadeq, 1980, p. 14).

Table (6) split half coefficients for the test domains:

**Table (6)**  
**Split Half Coefficients of the Test Domains**

Test Domains	Split Half coefficient
Total	0.753

The results show that the reliability coefficients are acceptable because they are above 0.753 (O'dah, 2002, p. 176), which means that the test is reliable and valid to apply.

**-Analysis of the Items of the Written Test**

**a- Difficulty Coefficient**

The researcher also computed the difficulty and discriminations factors of the test items. The piloting sample was divided into two groups as follows: the first group included the students who achieved the highest 27% of the scores (11 students). The second group included the students who achieved the lowest 27% of the scores (11 students).The difficulty coefficient of a test item was computed according to the following equation (O'dah, 2002, p. 125):

$$\text{Co. of difficulty} = \frac{\text{Number of students who gave wrong answers}}{\text{Total number of student}} \times 100$$

**b- Discrimination coefficient:**

The discrimination coefficient of a test item is computed according to the following equation (O'dah, 2002, p. 127):

$$\text{Discrimination Coefficient} = \frac{\text{No. of correct items of high achievers} - \text{No. of correct items of low achievers}}{\text{No. of high achievers} + \text{No. of low achievers}}$$

Table (7) describes those factors:

**Table (7)**  
**Difficulty and Discrimination Coefficients of the Test Items**

Item	Difficulty	Discrimination
1	0.20	0.273
2	0.425	0.617
3	0.375	0.385
4	0.350	0.593
5	0.600	0.639
6	0.600	0.723
7	0.650	0.598
8	0.325	0.636
9	0.450	0.391

Table (7) shows the difficulty coefficient of the test items. As it is noticed, they range from 20.00 % to 65.00 %. These are statistically acceptable because, according to statistics indicators, they are in the acceptable range of 20% - 80% (Abu Lebda, 1982, p.339). Thus the test is within students' levels.

The discrimination coefficients of all test items are also acceptable since they are above 20% (Al-Zayoud & Elyan, 1998, p. 172).

This means that the test items have good difficulty and discrimination factors.

### **3.5.4 Anxiety scale**

The aim of this scale is to help the researcher to measure the level of anxiety of the subjects . The researcher constructed the scale based on his reviewing of literature, and consultation with specialists. The developed scale consists of 30 items which cover some anxiety behavior. Appendix ( 4 )

An anxiety scale was prepared by the researcher in the study in order to get information about the students' anxiety towards speaking. This scale was used before and after the experiment for the control and the experimental group.

The scale items were categorized into two domains.

**The first:** Communicative apprehension

**The second:** Fear of Negative Feedback Anxiety Factors

#### **-The aim of the scale**

The anxiety scale aimed at measuring the effect of virtual classes on decreasing students' anxiety towards speaking.

#### **-Steps of constructing the scale**

The researcher constructed this scale depending on:

- 1- Reviewing related literature as: Qaddomi (2013), Kun-huei Wu (2010), Yaikhong1 & Usaha1 (2012), Prsic ( 2013 ), Zgutowicz ( 2009 ), Cheng ( 2009).
- 2- Analyzing previous related studies about anxiety towards speaking.
- 3- Consulting specialized professors about anxiety in general.
- 4- The scale includes positive and negative sentences.
- 5- At first, the scale consisted of 24 sentences distributed in two domains. Then, the scale sentences were presented to the referee committee in order to decide the suitability of the number of the items for tenth graders, the language used in the scale, the extent to which the items of scale represent the aims of it.
- 6- At last, the scale was refereed and revised well. It consists of (30) items distributed in two domains. The first domain has (18) items while the second has (12) items.
- 7- The researcher carried out a pilot study for this scale on a group of (40) students to assess the scale validity and reliability.

#### **-Description of the scale**

The scale consists of two domains. The same scale was carried out before the experiment and after teaching with virtual class. Results of the pre and post scale

were recorded, statistically analyzed and compared. Students were asked to indicate the extent of their agreement with each statement, on a five-point scale from strongly agree to strongly disagree.

The scale items were constructed to measure students' anxiety towards speaking English language. The researcher took into consideration that:

- The scale items were specific and included one idea in order to express specific attitude.
- The items related to scale domains and anxiety subject.
- The items were short as much as possible.
- The items were simple, easy and suit the students' level.

The five-point Likert scale was used to measure students' responses. The levels of the scale responses varied between strongly agree, agree, not sure, disagree and strongly disagree. The students were asked to put (✓) sign under their responses. Scores from 5 to 1 were assigned for positive responses and from 1 to 5 for the negative ones.

#### **-Instructions of the scale (for students)**

The instructions were given to students by their teacher (the researcher). The scale was translated into Arabic in order to get students understand the items of the scale.

#### **-Pilot study:**

The scale was applied on a random pilot sample of (40) tenth graders from Khalid Bin Al-Walid Secondary School in order to assess validity and reliability of the scale. The results were recorded and statistically analyzed to measure the scale validity and reliability.

#### **-Likert Scale Type of Items**

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this research, ordinal scales were used. An ordinal scale is a ranking or a rating data that normally use integers in ascending or descending order. The numbers assigned to the important (1,2,3,4,5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels. Based on Likert scale we have the following:



**Table (8)**  
**Likert Scale Type of Items**

Type of items	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
Positive sentences	5	4	3	2	1
Negative sentences	1	2	3	4	5

**-Validity of the Anxiety scale:**

Before administering the scale, it was proved valid. According to Mackey and Gass (2005, pp. 106-107), a scale is considered valid when it measures what it is supposed to measure. Validity should also have “significance not only to the population that was tested, but, at least for experimental research, to a broader, relevant population” (Mackey and Gass 2005, p. 107). To ensure the validity of the pretest, the researcher examined the following:

**a. Referee validity:**

The test was refereed by a panel of specialists in English language and methodology, in Gaza universities and colleges, supervisors and experienced teachers; see appendix (1). According to their recommendations, some modifications were made.

**b. Internal consistency validity**

The researcher used Pearson correlation coefficient to compute the internal consistency of the scale items. To measure such validity, Pearson correlation computed the correlation of the following: the items with their domains, the items with the total test and the domains with the test as a whole. Table (11) describes the internal consistency of the scale.

**Internal consistency of the first domain**

Table (9) shows the correlation coefficients between each item of the first domain and the overall rate of items, which shows that the correlation coefficients indicated a function at the level of significance (0.05), where the level of significance of each item is less than 0.05 and the value of r is greater than the calculated value of

r spreadsheet which is equal to 0.315, and these are considered the first domain items.

**Table (9)**  
**Internal Consistency Validities of the first domain**

Domain	Correlation with total test score	Significance
<b>Item1</b>	0.453**	0.003
<b>Item2</b>	0.462**	0.003
<b>Item3</b>	0.481**	0.002
<b>Item4</b>	0.593**	0.000
<b>Item5</b>	0.421**	0.007
<b>Item6</b>	0.526**	0.000
<b>Item7</b>	0.385*	0.014
<b>Item8</b>	0.500**	0.001
<b>Item9</b>	0.656**	0.000
<b>Item10</b>	0.747**	0.000
<b>Item11</b>	0.327*	0.039
<b>Item12</b>	0.526**	0.000
<b>Item13</b>	0.583**	0.000
<b>Item14</b>	0.517**	0.001
<b>Item15</b>	0.509**	0.001
<b>Item16</b>	0.412**	0.008
<b>Item17</b>	0.388*	0.013
<b>Item18</b>	0.342*	0.031

"r" table value at (38) df. At (0.05) sig. level equal 0.315

"r" table value at (38) df. At (0.01) sig. level equal 0.406

**-Internal Consistency of the second domain:**

Table (10) shows the correlation coefficients between each item of the second axis and the overall rate of items, which shows that the correlation coefficients indicated a function at the level of significance (0.05), where the level of significance of each item is less than 0.05 and the value of r is greater than the calculated value of r spread sheet which is equal to 0.315, and these are considered the second domain items.

**Table (10)**

**Internal Consistency Validities of the second domain**

<b>Domain</b>	<b>Correlation with total test score</b>	<b>Significance</b>
<b>Item1</b>	0.492**	0.001
<b>Item2</b>	0.748**	0.000
<b>Item3</b>	0.707**	0.000
<b>Item4</b>	0.568**	0.000
<b>Item5</b>	0.710**	0.000
<b>Item6</b>	0.686**	0.000
<b>Item7</b>	0.684**	0.000
<b>Item8</b>	0.631**	0.000
<b>Item9</b>	0.487**	0.001
<b>Item10</b>	0.537**	0.000
<b>Item11</b>	0.656**	0.000
<b>Item12</b>	0.782**	0.000

"r" table value at (38) df. At (0.05) sig. level equal 0.315

"r" table value at (38) df. At (0.01) sig. level equal 0.406

The researcher also computed the correlation of the scale domains with the scale as a whole. Table (11) describes the results:

**Table (11)**

**Internal Consistency Validity of the scale**

<b>Domain</b>	<b>Correlation with total test score</b>	<b>Significance</b>
<b>Domain 1</b>	0.936(**)	0.000
<b>Domain 2</b>	0.932(**)	0.000

"r" table value at (38) df. At (0.05) sig. level equal 0.315

"r" table value at (38) df. At (0.01) sig. level equal 0.406

Looking at table (11), one notices that all correlation coefficients are significant at 0.05 or 0.01 levels. This means that the test has internal consistency validity.

## **-Reliability of the scale**

A scale is regarded reliable when it gives similar results if it is administered twice within similar conditions (Mackey and Gass 2005, p. 128). The researcher computed the test reliability coefficients through:

### **1. Cronbach Alpha:**

This method was used to measure the reliability of the scale between each field and the mean of the whole fields of the oral test. The normal range of Cronbach coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach coefficient alpha was calculated for each field of the oral test.

**Table: (12)**

**The Cronbach Alpha for each filed of the all the scale**

No. of Items	Items	Cronbach Alpha
Total	30	0.883

Table (12) shows that the values of Cronbach Alpha for each section of the scale and the entire questionnaire. This is considered high; the result ensures the reliability of each section of the scale. Cronbach Alpha equals 0.883 for the entire scale, which indicates an excellent reliability of the entire scale. Thereby, it can be said that the researcher proved that the scale was valid, reliable, and ready for distribution for the population sample.

### **2. Split Half Method:**

It depends on splitting the test into two halves, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Prophecy Formula (Abu Hattab & Sadeq, 1980, p. 14).

Table (13) shows the split half coefficients for the test domains:

**Table (13)**  
**Split Half Coefficients of the Test Domains**

<b>Test Domains</b>	<b>split Half coefficient</b>	<b>Spearman–Brown</b>
<b>Domain 1</b>	0.714	0.833
<b>Domain 2</b>	0.874	0.933
<b>Total</b>	<b>0.902</b>	<b>0.949</b>

The results show that the reliability coefficients are acceptable because they are above 0.902 (O'dah, 2002, p. 176), which means that the test is reliable and valid to apply.

**-Description of students:**

Students participated in this program were all in grade ten aged nearly 16. Therefore, all had a similar experience of learning English. Additionally, the majority were from a very similar cultural, social and economic background.

**3.5.5 -Controlling the variables:**

To assure the results and avoid any possible external interference, the researcher controlled some variables that would affect, if not controlled, the findings of the research. Mackey and Gass (2005, p. 128) emphasized that " it would be important that each group of students be relatively homogeneous. Were they not homogeneous, one cannot be sure about the source of the results".

**1.Variable of general achievement speaking skills" on the pre-test:**

To make sure the equivalence of both groups in the previous learning of speaking skills, the study applied the pre-test. Mann-Whitney Test was also used to show the mean rank and the sum of ranks of each group in speaking skills in previous learning. Table (14) shows the results.

**Table (14)**  
**Mann-Whitney Test results of controlling variables of general achievement of speaking skills**

Domain	Group	N	Mean Rank	Sum of Ranks	Z	Sig	P-value
Pronunciation	Experimental	20	20.93	418.50	- 0.293	0.769	Not sig.
	Control	20	20.08	401.50			
Organizing information	Experimental	20	21.00	420.00	- 0.350	0.727	Not sig.
	Control	20	20.00	400.0			
Fluency	Experimental	20	20.28	405.50	- 0.140	0.889	Not sig.
	Control	20	20.73	414.50			
Grammar	Experimental	20	18.50	370.00	- 1.255	0.209	Not sig.
	Control	20	22.50	450.00			
Vocabulary	Experimental	20	20.65	413.00	- 0.098	0.922	Not sig.
	Control	20	20.35	407.00			
English Test marks	Experimental	20	20.18	403.50	- 0.178	0.859	Not sig.
	Control	20	20.83	416.50			

(\*) the critical value Z at 0.05 level 1.96

(\*\*) the critical value Z at 0.01 level 2.58

Table (14) shows that the Mann-Whitney Test computed value,  $Z = - 0.178$  , is less than the tabulated Z value. This shows that there is no significant differences between the experimental group and the control group in terms of their English speaking skills.

## 2-Anxiety Scale Variable

**Table (15)**

Domain	Group	N	Mean Rank	Sum of Ranks	Z	Sig	P-value
Anxiety	Experimental	20	21.28	425.50	- 0.420	0.675	Not sig.
	Control	20	19.73	394.50			

Table (15) shows that the significance value was greater than (0.05) which means that there were no statistically significant differences at (0.05) between the experimental and the control groups due to the pre anxiety scale variable and this indicates the equivalence of both the control and experimental groups .

### **3-The teacher variable**

Both groups were taught by the same teacher, the researcher. This was to prevent any other factors related to the difference in the teachers from affecting the results.

### **4-Time Variable**

Both groups received four-week instructions. The control group was taught traditionally; that is, students act as usual to answer questions. The experimental group was taught through the use of the virtual classes.

### **5-Age variable**

The researcher recorded the students' ages from the school files for scholastic year (2013-2014) and made sure that they were all of the same age ranging between [14 – 15] years old which in turn indicates that both the experimental and the control groups were equivalent in the age variable.

### **6-Virtual classes implementation plan:**

Three school periods every week were assigned for each speaking lesson. Each lesson needed 1 hour. The program was implemented in the second semester of the scholastic year 2013-2014. The researcher did not teach any lesson until he made sure that students had the required skills for using virtual classes, email, internet and computer.

### **3.6 Steps of the study**

*The study progressed according to the following steps:*

1. Reviewing literature and previous studies related to the effects of Virtual Classes on learning. In addition, the researcher reviewed previous studies related to speaking skills and students' anxiety towards speaking skills.
2. Preparing lesson plan based on using the Virtual Classes in teaching the content of the specified units.

3. Presenting the speaking skills list to a number of specialists, including professors of teaching methodology, supervisors of English language and experienced teachers to benefit from their experience.
4. A pilot study was conducted to measure the test and the scale's suitability to the study.
5. The pre oral and written speaking - test and pre-anxiety scale were applied to the control and the experimental groups in the second term of the scholastic year (2013- 2014). The results were recorded and statistically analyzed.
5. The researcher made sure that both groups were equivalent through the pre – test and then conducted the experiment.
6. The post speaking test and post anxiety scale were applied on the experimental and the control groups. The results were recorded and statistically analyzed.
7. Presenting the summary, the suggestions and the recommendation in the light of the study conclusions.

### **3.7 Statistical analysis:**

The researcher used these statistical techniques in order to achieve the purpose of the study:

- 1- (SPSS) Statistical Package was used for analyzing the data.
- 2- Pearson correlation coefficient was used to confirm the test validity internal consistency.
- 3- Spilt–half technique was used to confirm the test validity and reliability.
- 4-Cronbach Alpha was used to find the reliability of the test.
- 5- Mann-Whitney Test was used to measure the differences in achievement between the pre-test and the post-test of the experimental group.

### **Summary**

This chapter presented the procedures of designing and applying the instruments, the subjects and the statistical analysis that the researcher adopted in analyzing the results of the pre, post oral speaking test, pre-post written functional speaking test and pre, post anxiety scale. The next chapter presents the data analysis and results for the study hypotheses.



# **Chapter IV**

## **Results: Analysis of Data**

## **Chapter IV**

### **Results: Data Analysis**

The study aims at investigating the effectiveness of using virtual classes in developing tenth graders' speaking skills. In addition, it seeks to identify tenth graders' anxiety during speaking English. This chapter tackles the findings of the study in regard to the research questions. The researcher used different statistical methods in order to treat the collected data. The results were presented in a form of statistical tables.

#### **4.1 Data Analysis**

##### **- Examination of Research Questions**

#### **4.1.1 Answer of the first Research Question**

The first question is stated below:

##### **What are the suitable speaking skills for tenth graders?**

To answer this question, the researcher analyzed different speaking skills in the text book for tenth graders' (student's book) and adopted a list of speaking skills and sub skills intended to be developed through activities and exercises. These skills were chosen and have been shown to panel of referees. The number of these skills was (18). The researcher classified those skills into five levels: organizing information, pronunciation, fluency, grammar, and vocabulary. Then the researcher analyzed the unit (7-8-9) in the second semester chosen from student's book to be the sample of the analysis to determine the skills needed to be developed through the use of virtual classes. As a result of the analysis, the skills were distributed into the five levels of speaking skills. (Appendix 7).

#### **4.1.2 Answer of the second Research Question**

The second question inquired the following:

**- What is the framework of using Virtual Classes in the development of English speaking skills of Palestinian tenth graders in Middle Area Governorate?**

To answer this question, the researcher used the following:

The researcher used the virtual classes with consideration to speaking skills and varied activities to enhance learning. It included lesson plan, Student's book, multi-media resources, and varied evaluation tools. Several teaching aids were used in virtual classes such as pictures, sounds, voice chat and written chat. Moreover, videos are used in the technology in order to arouse the students' interest, attention and interaction with the teachers. The researcher used three tools to evaluate the Virtual Classes: the pre, post-test , oral and written speaking tests, and the pre and post anxiety scale. Appendices (2-3-4). The working with the tool started at the beginning of March 2014 and lasted for 6 weeks (12 lessons). The technology was validated and experimented by a pilot sample. It was finally applied on the experimental group while the traditional method was used with the control group. At last, a post test was applied on the two groups and the results were statistically analyzed using (SPSS). Finally, results showed positive effect of the virtual classes and clear development in speaking skills reflected on students' achievement in the post test.

#### **4.1.3 Answer of the third Research Question**

**The third question inquired the following:**

**"Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the post- Oral Speaking Skills Test between the experimental group and the control group"?**

To answer this question, the researcher tested the following null hypothesis:  
"There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean scores of Oral Speaking Skills Test of the post-test between the experimental group and the control group. The researcher used the difference between the students' marks in the pre- test and their marks in the post test to deal with the true mark

gained by the student. After that, Mann-Whitney Test for two independent samples was used to determine the significant differences between the control and the experimental groups in relation to the "total post- test marks ". Table (16) describes the results

**Table (16)**  
**Mann-Whitney Test results between the control and the experimental groups in relation to the “Total post Oral Speaking Skills Test”**

Domain	Group	No.	Mean Rank	Sum of Ranks	Z	Sig.(2-tailed)	r <sub>rb</sub>	Effect Size
Skills 1	Experimental	20	27.58	551.50	4.258**	0.000	0.71	Large
	Control	20	13.43	268.50				
Skills 2	Experimental	20	25.18	503.50	2.888**	0.004	0.477	Medium
	Control	20	15.83	316.50				
Skills 3	Experimental	20	26.25	525.00	3.781**	0.000	0.575	Medium
	Control	20	14.75	295.00				
Skills 4	Experimental	20	25.95	519.00	3.527**	0.000	0.545	Medium
	Control	20	15.05	301.00				
Skills 5	Experimental	20	25.55	511.00	3.504**	0.000	0.505	Medium
	Control	20	15.45	309.00				
Total mark skills	Experimental	20	30.00	600.00	5.200**	0.000	0.95	Very Large
	Control	20	11.00	220.00				

(\*) the critical value Z at 0.05 level 1.96

(\*\*) the critical value Z at 0.01 level 2.58

Table (16) indicates that the Z. computed value (5.200) is greater in the total score of the post- test than the Z. table value (1.96) in the post test. This means that there are significant differences at ( $\alpha= 0.01$ ) between the experimental group and the control one in relation to the ‘total post-test marks’ of speaking Skills for the experimental group. There is also a significant difference between the means of both groups in Speaking Skills for the experimental group.

The researcher attributes this result to the fact that using virtual classes effectively in the teaching process with all its interesting tools and aids increases the

students' motivation and attracts their attention, especially as they participate in learning eagerly. Thus, the virtual classes developed the tenth graders' speaking skills.

The following equation, according to Hassan (2011, p280) was employed to calculate the effect size:

$$r_{rb} = \frac{2(MR_1 - MR_2)}{(n_1 + n_2)}$$

Where:

MR<sub>1</sub> : Mean Rank Experimental

MR<sub>2</sub> : Mean Rank Control

The calculated ( $r_{rb}$ ) values were interpreted according to table (...)(Hassan: 2011, p280).

**Table (17)**  
**The critical values for effect size levels**

Scale	Effect Size levels		
	Small	Medium	Large
$r_{rb}$		$0.7 > r_{rb} \geq 0.4$	$r_{rb} \geq 0.7$

Table (17) shows that the effect size of virtual classes is large on students speaking skills. This means that the effect of the virtual classes is significant and this is due to the fact that it left some impact on learning speaking skills better than the traditional method applied on the control group.

#### **4.1.4 Answer of the fourth Research Question**

The fourth question is stated as:

**Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the post Written Speaking Skills Test between the experimental group and the control group?**

To answer this question, the researcher tested the following null hypothesis: "There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the post Written Speaking Skills Test between the experimental group and the control group".

To test this hypothesis, mean scores of the experimental and control group results of the test were computed. Mann-Whitney Test was used to analyze the data statistically. Table (18) describes the results

**Table (18 )**

**Mann-Whitney Test result between the control and the experimental groups in relation to the “Total post written Speaking Skills Test”**

Domain	Group	No.	Mean Rank	Sum of Ranks	Z	Sig.(2-tailed)	r <sub>rb</sub>	Effect Size
Total mark test	Experimental	20	30.43	608.50	5.383**	0.000	0.993	Very Large
	Control	20	10.58	211.50				

(\*) the critical value Z at 0.05 level 1.96

(\*\*) the critical value Z at 0.01 level 2.58

As shown in table (18) that the Z. computed value (5.383) is greater than Z. tabulated in the test which means that there are significant differences at ( $\alpha = 0.01$ ) in the total mean score of the post-test between the experimental and control group in favor of the experimental group, who learned via virtual classes. This means we can reject the null hypothesis which says there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the post written speaking skills Test between the experimental group and the control group.

#### **4.1.5 Answer of the fifth Research Question**

The fifth question inquired the following:

**Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the post anxiety scale between the experimental group and the control group?**

To answer this question, the researcher tested the following null hypothesis: "There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the post anxiety scale between the experimental group and the control group".

To examine this hypothesis, mean of ranks and sum of ranks of the experimental and the control groups' results on the post-speaking anxiety scale were computed.

The researcher used Mann Whitney test to measure the significant differences. To interpret this hypothesis, the researcher used Mann Whitney test results of differences between experimental and control groups post anxiety scale scores

**Table (19)**

**Mann-Whitney Test result between the experimental group and the control in relation to the “total post anxiety scale”**

Domain	Group	No	Mean Rank	Sum of Ranks	Z	Sig.(2-tailed)	r <sub>rb</sub>	Effect Size
Total mark skills	Experimental	20	26.53	530.50	3.261**	0.001	0.6023	Medium
	Control	20	14.48	289.50				

(\*) the critical value Z at 0.05 level 1.96

(\*\*) the critical value Z at 0.01 level 2.58

Table (19) indicates that Z. computed value (3.261) is larger than the Z. table value (1.96) in the post anxiety test. This means that there are significant differences at ( $\alpha = 0.01$ ) in the total mean scores of the post anxiety scale between the experimental and control groups in favor of the experimental group and the null hypothesis is rejected accordingly. There is also a significant difference between the means of both groups in speaking skills of the experimental group.

The researcher attributes this result to the fact that using virtual classes with the experimental group raised their interactivity and participation as well as their motivation to learn, which in turn raised their enjoyment and love of using the virtual classes. This was also reduced their anxiety towards English language speaking.

## Summary

This chapter showed the data analysis of the study hypotheses and their results. The results of each hypothesis were analyzed statistically using different statistical techniques. It is obvious that there are significant differences in developing

speaking skills and the anxiety towards English language speaking among students in the experimental group and their counterparts in the control one in favor of the experimental group.

The results were as follows:

- There are statistically significant differences at ( $\alpha = 0.05$ ) in the mean score between the experimental group control and group in the English speaking skills oral post- test in favor of the experimental group, which was taught by the Virtual Classes.
- There are statistically significant differences at ( $\alpha = 0.05$ ) in the mean score between the experimental group control and group in the English speaking skills written post- test in favor of the experimental group, which was taught by the Virtual Classes.
- There are statistically significant differences at ( $\alpha = 0.01$ ) in the total mean score of the post anxiety scale between the experimental and the control group in favor of the experimental group which was taught by the Virtual Classes.

The results of the post-test and the anxiety scale indicated the significant role of virtual classes related to speaking skills. According to the findings of the study, using virtual classes had positive effects on developing speaking skills, and reducing English speaking anxiety.

The next chapter presents findings, discussion, implications and recommendations.



# **Chapter V**

## **Findings, Discussion, Conclusion, Pedagogical Implications and Recommendations**

## **Chapter V**

### **Findings, Discussion, Conclusion, Pedagogical Implications and Recommendations**

This chapter tackles the results of the study. It summarizes the conclusions that were documented in the light of the study results. Some pedagogical implications are documented as well. The researcher then comes out with overall suggestions and recommendations depending on the study findings, interpretations and analysis, which can be beneficial for students, teachers, curriculum designers, educators, and researchers.

#### **5.1 Findings**

**Based on the findings of this study, the following results were observed:**

1-There are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the oral post-test between the experimental group and the control group in favor of the experimental group.

2-There are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean scores of the written post-test between the experimental group and the control group in favor of the experimental group.

3-There are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean scores of the post anxiety scale between the experimental group and the control group in favor of the experimental group.

#### **5.2 Discussion**

Most of our students in Palestine are struggling with speaking skill and feel anxious. The experiment was designed to determine if these students would make progress in their speaking skill and positively change feel confidence during speaking.

All students of the experimental group showed an increase in their performance during oral post-test . Also, the experimental group showed obvious change towards English language on the post anxiety scale after implementing the virtual classes which of course was a positive one after four weeks of the experiment and that was very clear through their responses on the scale.

Also the students of the experimental group showed an increase in their performance on Written post-test, which was attributed to the use of the virtual classes.

The effect size in all the hypotheses is large and that is clear evidence that using new technologies such as the virtual classes is very effective because most if not all of the students nowadays prefer to learn via modern technologies that prevail largely all around the world and which is also the language of this era.

It was also observed that the tenth graders gained a relatively substantial amount of improvement in organizing information, pronunciation, grammar, fluency, and vocabulary English language sub-skills.

These findings of the present study agree with many previous studies results that proved an effective role and impact of the virtual classes on teaching and learning process worldwide. These are: Nomass (2012) and Balcikanli (2012), Seferoglu (2007) , Mehr, Zoghi and Assadi (2013), Wang & Newlin, (2001), Clark, and Berge. (2006) and Hay et al. (2004).

The researcher will present and discuss the results drawn from the findings of data analysis in relationship to the existing literature on the virtual classes use and their incorporation into English classes

### **Interpretation of the Third Question:**

The researcher investigated the third question which examined if there were statistically significant difference at ( $\alpha \leq 0.05$ ) in the mean scores of the oral post-test between the experimental group and the control group.

The finding indicates that the *Z*. computed value, (5.200), was larger than the (*Z*) table value, (1.96), in the post test. This meant that there were significant differences at ( $\alpha=0.01$ ) in the level of speaking skills between the experimental group and the control group in favor of the experimental group. There were also significant differences between the of both groups in favor of the experimental group, Whereas the mean rank of the control group was (11.00), the mean rank of the experimental group was(30.00).Besides, the researcher found that the effect size indicated a large effect of the virtual classes in developing speaking skill for the experimental group.

This large effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching aids used in the virtual classes, which

aimed at developing speaking skills. Furthermore, this result is attributed to the effectiveness of the virtual classes as they affect positively the oral skill. The Virtual classes are practiced through the Internet, which provides students with multimedia advantages. The direct online interaction that happens between student and teacher provoked students' interests and motivation to speak as much as possible and to share his partners in talking and chat. The virtual classes also attract students' attention because they have many features that increase the motivation between the student and the teacher. In addition, the virtual classes provide different resources of information in different context. Exercises for several different aspects of language have been developed and several different teaching methodologies have been shown possible to increase the effectiveness of the virtual classes. Both motivation and the different resources of information incite students' imagination and expectation which may help to increase their speaking skills. This result agreed with the results of almost all the previous studies like; Mehr, Zoghi and Assadi (2013) and Seferoglu (2007).

The virtual classes enabled students to speak well. It also used various activities which suited all students' levels. Furthermore, the interesting way that was used in the virtual classes to present the questions with, sounds and colors helped students to participate eagerly and without hesitation. This finding confirms the effectiveness of using the virtual classes on developing the students' speaking skills.

#### **Interpretation of the fourth Question:**

The researcher investigated the fourth question, which examined if there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post written speaking skills test between the experimental group and the control group.

The finding indicated that the Z. computed value (5.383) was larger than the Z. table value (1.96) in the post test which means that there are significant differences at ( $\alpha = 0.01$ ) in the total mean score of the post-test between the experimental group and the control one in favor of the experimental group, which learned via the virtual classes. There was also a significant difference between the means of both groups in favor of the experimental group. Besides, the researcher found that the effect size indicated a large effect of virtual classes in developing the speaking skill for the experimental group. The effectiveness of virtual classes could

be supported by the results of the written test. The use of the virtual classroom affected the learning process strongly, and that was clear during their positive interaction during the meetings. It also affected their relations with each other and with the teacher himself. The provision of situations and actions during the virtual sessions encourages them to use their language capacity. The provision of an agenda and/or other support materials provided for the virtual classroom sessions (PowerPoint) affected their learning. The presence of audio, video, speed of download and other facilities inspired them to act and respond well to the exercises. This was clearly shown in writing speaking test. The use of a virtual classroom enabled real time role-play for collaborative reflection and peer discussion. They could represent their character, interact with others and immerse themselves in exchanging their experience. An added advantage was that the nature of free different techniques of the virtual classes meant that each session and lesson was different, allowing for different situations to be played out depending upon the contributions of the participants. This active interaction managed the students to act well and that seemed clearly through their effective participation during the sessions.

### **Interpretation of the Fifth Question:**

The researcher investigated the fifth question which examined if there was statistically significant difference at ( $\alpha \leq 0.05$ ) in the total mean score of the post anxiety scale between the experimental group and the control group.

The finding indicated that the Z. computed value, (3.261) , was larger than the Z. table value, (1.96), in the post anxiety scale. This meant that there were significant differences at ( $\alpha = 0.01$ ) in the total mean score of the post anxiety scale between the experimental group and the control one in favor of the experimental group, who learned via the virtual classes. There was also a significant difference between the means of both groups in speaking skills of the experimental group.

The nature of the virtual classes is very interesting for students as it is related to the internet and deals with the multimedia. The researcher observed that students create positive attitude towards technology. The learning process should be given the power to design its simple training fit well with the students' psychological state. The virtual classes overcome this state by providing students with neat images, amazing colorful pages, suitable size, colors for the text and other appropriate links. The

Virtual classrooms are interesting; Learners are more enthusiastic because learning atmosphere attracts their attention strongly. All that help students to concentrate on participation rather than feeling afraid. Students raced in exchanging information and ideas. Their anxiety from speaking decreased as they practiced something favorable for them. The presence of technology with its various facilities simplified the students' point of view about speaking. Also, the distance between them and the teacher allows them to feel calm and try to prepare themselves for speaking bravely without hesitation. The virtual environments may represent a relaxed learning environment which could initially reduce anxiety, and be advantageous for second language learners. The findings agreed with the findings of some previous studies such as: Satar and Ozdener (2008), which showed that both voice chat and text chat groups increased in speaking proficiency.

### **5.3 Conclusion:**

Based on the findings, we can conclude that the virtual classes had superiority over the traditional method in teaching English language and added a lot of learning situations. It provided students with a better learning environment, created many kinds of cooperative learning within the same group and competition with other groups. It provided different sessions and lessons, allowing for different situations to be played out depending upon the contributions of the participants. The use of the virtual classroom enabled real time role-play for students and teacher despite the different geographical areas. The use of the virtual classroom is purposeful, apparent, organized, valuable, and that objectives, goals and evaluation criteria are clearly communicated. The students played several roles as a thinker and problem solver, which helped them to practice speaking skills in different situations more easily. It killed the students' shyness by increasing their motivation towards participation and interaction. The virtual classes provided students with enjoyment, pleasure, enthusiasm and variation, which were the magic keys for positive and effective participation. Actually, language teachers can benefit from these techniques in order to educate more active students who are at the same time better communicators. The virtual classes contain many different types of activities, such as problem-solving, role play, debates, describing pictures and responding appropriately. Therefore, students instructed through such techniques rarely get bored and tired and forget they

are learning a new language. This makes them concentrate on how to communicate the intended meaning not on the language forms. They are not under pressure to produce correct speech and they may inspire them to express their joy and happiness when they all participated in each activity. In fact, they were activated, interested, excited, and encouraged to take the task on. This further gives them the opportunity and the ability to kill the fear from speaking and give them opportunities to develop strategies for interpreting and comprehending language as it is actually used by native speakers. The following are the conclusion:

1-Students were clearly engaged in learning with virtual classes more than the traditional way as virtual classes were more interesting and commanded their attention longer.

2-The virtual classes increased the students' interaction in class as it was a new technology for them.

3-It improved the teacher's instruction as the teacher could provide many pictures, clips and sounds easily.

4-It reduced the students' boredom of seeing the same things all the time.

5-It also increased the students' motivation and involvement in the classroom.

6-It was suitable for all types of students such as, visual, auditory and tactile learners.

7-The virtual classes were easy to use in presenting the lessons, saving them and retrieving them again several times.

8-The virtual classes consider the individual differences among learners with its various activities and techniques that are suitable for all ages and different students.

9-The tenth graders were able to speak English for the purposes of greeting, talking about sports, animals communication, crafts, personal communication, giving instructions and advice, describing photos and debating.

10-The strategy helped the students to overcome the hesitation and worries problems.

11-the virtual classes also helped students reduce their anxiety and shyness in speaking.

#### **5.4 Pedagogical Implications of the virtual classes:**

The findings of this study suggested some implications for the teaching of speaking to Palestinian 10th graders. The virtual classes present a unique opportunity to combine a wide range of facilities in one activity, integrating technology, collaborative learning, objective thinking, and functional situations all in one activity. It is clear from the results of the hypotheses that the experimental group subjects' speaking ability improved. Therefore, this study will suggest the following with regard to the developing of speaking skills:

- 1- Teachers should be aware of the importance of the virtual classes in developing students' speaking skills as the traditional method in teaching speaking is less effective.
- 2- The virtual classes must be used in the teaching process as they increase the students' motivation to learn through the different techniques and tasks.
- 3- Using computers and internet enables students to reduce their anxiety towards learning in general and speaking in particular.
- 4- The virtual classes provide students with immediate feedback from the teacher and different types of reinforcement directly and indirectly.
- 5- The virtual classes reduce the feeling of isolation among students, as there will be a group work during the sessions. This will also help maintain motivation at a higher level as they must continue to work together toward achieving a common goal.
- 6- Teachers need to encourage their students to speak and practice. They should keep an eye on all students' names and follow their participating in the virtual classes. Teacher's tone should be friendly and humorous.

#### **5.5 Recommendations:**

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

The following concluding remarks and recommendations can be recorded:

1. As technology has developed, the incorporation of this medium into the instruction process becomes necessary.



2. The computer is being viewed more as an integral part of the learning activity, and as a means by which skills are transferred to learners.
3. Theory and practice in second language learning can be matched together by the use of modern technology.
4. Modern technical ways should be followed for effective learning and teaching of the second language.
5. English language teachers should encourage their students to use technology in developing the language skills.
6. Educational institutions should modernize their technical instruction capabilities by using new equipment and laboratories for supporting the teaching process.
7. Speaking teachers need to be trained on how to develop and present dialogues for their students. The environment is also very important.
8. Curriculum designers must consider the nature of the virtual classes and provide the curriculum with models of good techniques and activities to participate orally through the virtual classes.
9. Teachers should encourage shy students to participate orally by using different activities through the virtual classes.
10. Under these educational developments there is a need to use the virtual classes in teaching EFL because of its value and positive results in achieving important educational results.
11. To have a good result in speaking activities, the students need to extensively practice speaking in their daily activities with their friend. They should prepare themselves especially before joining the virtual classes.

## **5.6 Recommendation for further studies**

The traditional way in teaching English doesn't create the needed effective learning in speaking skills. The educational process still needs a lot of researches that touch all parts of the educational system such as; the strategies, the teacher, the students, the curriculum, the administration and the local community. The researcher suggests the following ideas and titles for further studies.

- The Effectiveness of Virtual Classes on developing students' communicative skills.
- The Effectiveness of Virtual Classes on Developing the Students' Writing Skills.

- Using Virtual Classes for Oral Communication in English as a Foreign Language.
- The Effectiveness of Virtual Classes on Teaching Problem Solving.
- What Students Think About Using virtual classes in the English Classroom

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# Appendices

## Appendix (1 )

### Referee Committee

Oral Test \_ Written Test \_ Speaking Skills \_ Anxiety Scale \_ Scoring Scale \_  
Teacher Guide

No	Name	Qualification	Institute
1.	Dr. Sadek Firwana	Ph.D	Islamic University
2.	Dr. Mohammed Atiya	Ph.D	Al-Aqsa University
3.	Dr. Jabber Abu Shawish	Ph.D	Al Quds Open University
4.	Dr. Mosheer Amer	Ph.D	Islamic University
5.	Dr. Abed Rabbo Al Gadi	Ph.D	Islamic University
6.	Dr. Khader Khader	Ph.D	Islamic University
7.	Dr. Yahia Abo Jahjoh	Ph.D	Al Aqsa University
8.	Dr. Mohammad Al Agha	Ph.D	Islamic University
9.	Mr. Ismail Harb	MA	Ministry of Education
10.	Mr. Kamal Abu Shamla	MA	Ministry of Education
11.	Mr. Mustafa Atwan	MA	Ministry of Education
12.	Mrs. Tagreed Najem	MA	Ministry of Education
13.	Mrs. Sana Afana	MA	UNRWA
14.	Mr. Ahmad Al Attar	MA	UNRWA
15.	Mr. Mazin Yagi	BA	Khalid Bin Al-Walid School

## Appendix (2)



**The Islamic University of Gaza**  
**Postgraduate Studies Deanship**  
**Faculty of Education**  
**Curriculum & Methodology Department**

### **Oral Test for Tenth Grade**

*Prepared by*

**Mohammad Zaki Al Jadili**

*Supervised by*

**Prof. Awad Keshta Dr.**

**Mohammed Abu Shqueir**

**Refereeing Oral Test**

**Dear referee,**

The researcher is conducting a study entitled " The Effectiveness of Using Virtual Classes on Developing Tenth Graders' Speaking Skills and Their Speaking Anxiety " to obtain a Master's Degree in Curriculum & English Teaching Methods.

You are kindly invited to check the attached oral test, which is designed to collect data for the study.

Your notes and comments will be highly appreciated and confidential.  
Any modifications, additions, or omissions will be taken into consideration.

**Any further comments are highly appreciated.**

.....  
.....  
.....  
.....  
.....

**Name of the referee:** \_\_\_\_\_

**The degree:** \_\_\_\_\_

**Thanks for your time and your efforts**

**The Researcher:    Mohammad Zaki Al-Jadili                      0599-330936**

2014



## Oral Test for Tenth Grade

**Teacher asks the student for his name and grade.**

**Teacher gives instruction.**

*A- Talk about yourself*

*4 min.*

*4 marks*

- The teacher introduces himself and his partner to the students.

The teacher asks the student to introduce himself.

-Teacher: I am Mr. Mohammad and this is my colleague , so what's your name ?

Student: -----

Teacher: Where do you live?

Students: -----

Teacher: What is your favorite subject? why?

Student: -----

Teacher: What are your hobbies?

Student: -----

Teacher: Do you have a large family? Explain?

Student: -----

**B- What would you say in the following situations: 3min. 4marks**

Teacher: Do you think it is a good idea to watch TV? (Agree / Disagree)

Student: -----

Your friend is sick. He is having cold. (Make advice)

Students: -----

Yesterday you were absent. (Make an apology)

Student: -----

You see and old woman carrying a heavy bag. (Offer help)

Student: -----

Your friend is free today and he would like to go out. (Make a suggestion)

Student: -----

**C-Palestine is a beautiful country. Could you talk about it? You can talk about transportation, cities, climate etc..) 2min. 4marks**

**D- Everybody has his own hobbies. Can you tell us about what you like and dislike? Explain. 2min. 4marks**

**E- Look at the following picture! Describe What it is about. 2min. 4 marks**



**Appendix (3)**



**The Islamic University of Gaza  
Postgraduate Studies Deanship  
Faculty of Education  
Curriculum & Methodology Department**

**Written Speaking Test for Tenth Grade**

*Prepared by*

**Mohammad Zaki Al Jadili**

*Supervised by*

**Prof. AwadKeshta**

**Dr. Mohammed Abu Shqueir**

## Refereeing Written Speaking Test

**Dear Professor , Supervisor, Expert teacher,**

The researcher is conducting a study entitled " The Effectiveness Of Using Virtual Classes On Developing Tenth Graders' speaking Skills and Their Speaking Anxiety " to obtain a Master's Degree in Curriculum & English Teaching Methods.

One of the requirements of this study is to conduct written speaking test .Please, you are kindly requested to look carefully at the attached test and fill in the following form whether the items of the test are suitable or unsuitable.

Your notes and responses will be highly appreciated and confidential.

Item		High	Average	Low
1	The test items reflect the objectives.			
2	The test items suit tenth graders' level.			
3	The layout is acceptable.			
4	The time assigned is suitable.			

**Any further comments are highly appreciated.**

.....

.....

.....

.....

.....

**Thanks a lot for your cooperation**

**The Researcher/**

**Mohammad Zaki Al Jadili**

**0599-330936**

## Post- Test on Written Speaking Functions

Tenth grade – April 2014

Student's Name.....

Class:.....

Time : 35 min

Marks: .....

**1) Match the suitable items from column A with the suitable expressions in column (B)7 marks**

	A		B
1	What's wrong with you?		Back, please.
2	How do you like your tea?		500 dollars.
3	I don't like vegetables.		With little sugar, please.
4	Can I borrow your pen?		Here you are.
5	What color would you like?		neither do I
6	Your ticket, please?		I have a toothache.
7	How much do you have?		Certainly

**2) Complete mini dialogues from the box:**

**6 marks**

**Great ! See you soon . \_ I don't think so . \_ So do I .  
Hi , Mr. Hassan . \_ It's Mohammad . \_ Up to 70 mph . \_ It's sunny .**

A: I like English language

B .....

A: Hi, it's Ali. I am going to get home at 7: 00.

B .....

A: Will you still be at school in two years from now?

B: .....

A: How fast can you drive in Britain?

B .....

A: What's the weather like ?

B .....

A: Hello, Mr. Hassan speaking.

B .....

**3) Choose the suitable answer for the following 5 marks**

**1. What is the best and nicest response when someone gives an apology?**

- a- That's OK. That's all right.
- b- Nice to meet you.
- c- I have to go now.
- d- Talk to you soon.

**2. What is the best and nicest response when someone introduces another?**

- a- Don't mention it.
- b- No problem.
- c- Glad to meet you.
- d- Keep in touch.

**3. What is the best and nicest response when someone expressing thanks?**

- a- No problem.
- b- That's ok. That's all right.
- c- Don't mention it.
- d- Don't worry about it.

**4. "How thoughtful!" that means**

- A-Ending a Conversation.
- b- Expressing Thanks.
- c- Introducing Someone.
- d- Giving an Apology.

**5. Find the same meaning the expression " Excuse me ".**

- a- paper money
- b- Pardon me.
- c- No problem- Well done.

**4) Say where these mini-dialogues take place and who the speakers are : (3 marks)**

**A- For homework, please do Exercises B and C on page 64.**

B- Could you repeat, please?

A- Certainly. Exercises B and C on .page 64.

1. <b>Place:</b> .....
2. <b>Speaker A:</b> .....
3. <b>Speaker B:</b> .....

**B- Welcome, dear. What would you like to drink, tea or coffee?**

B- Tea, please.

A- What about a piece of this cake?

B- It's delicious. Thank you.

- |                            |
|----------------------------|
| 4. <b>Place:</b> .....     |
| 5. <b>Speaker A:</b> ..... |
| 6. <b>Speaker B:</b> ..... |

**5) Complete the following dialogue: 4 marks**

**Fadi:** Hello , Sameh

**Samih:** Hello , Fadi

**Fadi:** How are you today?

**Samih:** ..... what about you ? (Positive reply)

**Fadi:** Well, my brother will get married next week

**Samih:** Really , ..... ( Congratulate him )

**Fadi :** .....? ( invite him to wedding )

**Sami ,:** ..... ( Accept)

**Fadi :** ok , see you soon .

**6 ) What would you say in the following situations : 5 marks**

1. You want your teacher to spell something in English .  
.....
2. Your friend decides where to go , and you suggest a place .  
.....
3. You want to ask about the price of a bag .  
.....
4. You see an old woman carrying a heavy bag .  
.....
5. Your teacher is angry because you are making a lot of noise .  
.....

**7 ) Finish the following with two sentences at least 4 marks**

**Describe your favorite sport ?**

.....  
.....  
.....

**Describe your country**

.....  
.....  
.....

**8)Choose the suitable answer 3marks**

**Pretend you are in the situation on the picture . Start polite small talk.**

- a- How old are you?
- b- How much is your salary?
- c- The bus is late, isn't it?
- d- You are married, aren't you?



**Pretend you are in the situation on the picture . start polite small talk.**

- a- It is hot today, isn't it ?
- b- What is your name?
- c- The Price is high, isn't it?
- d- How is your health?



**Pretend you are in the situation on the picture . Start polite small talk.**

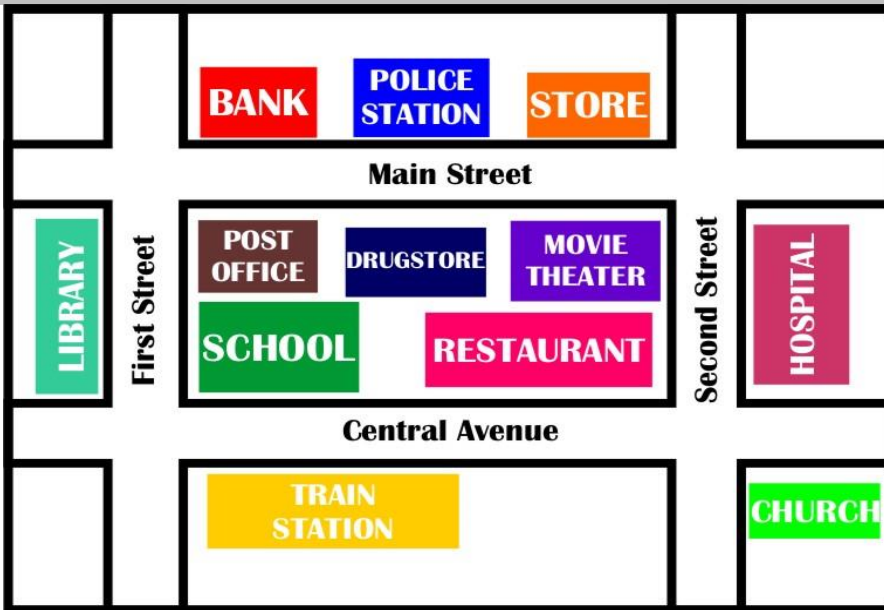
- a- What time is it?
- b- These tomatoes look terrible, don't they?
- c- This museum is bad?
- d- This is a wonderful painting, isn't it?





9 ) Directions .

3marks



Tick true or false

- 1- The train station is in the main street. ( )
- 2- The police station is between the bank and the store. ( )
- 3- The school is next to the post office. ( )

Good luck

## Appendix (4)



**The Islamic University of Gaza**  
**Postgraduate Studies Deanship**  
**Faculty of Education**  
**Curriculum & Methodology Department**

# Anxiety Scale

*Prepared by*

**Mohammed Zaki Aljedili**

*Supervised by*

**Prof. Awad Keshta Dr.**

**Mohammed Abu Shqueir**

السيد / ..... حفظه الله

السلام عليكم ورحمة الله وبركاته

الموضوع : تحكيم مقياس القلق تجاه مهارة التحدث للغة الانجليزية .

يقوم الباحث بإعداد دراسة للحصول على درجة الماجستير في التربية، تخصص مناهج وطرق

تدريس بعنوان "

## **The Effectiveness Of Using Virtual Classes On Developing Tenth Graders' Speaking Skills and Their Speaking Anxiety "**

ومن متطلبات إجراء هذه الدراسة : إعداد مقياس القلق لدى طلاب الصف العاشر نحو مهارة التحدث في اللغة الإنجليزية، بهدف التعرف على الامور التي تقلقهم وتحد من التغلب على المشاكل الخاصة بمهارة التحدث . لذا أرجو من سيادتكم الاطلاع على المقياس وإبداء رأيكم حول مدى:

1. وضوح تعليمات مقياس القلق.
  2. مناسبة العبارات لمستوى طلاب الصف العاشر.
  3. - مناسبة الصياغة اللغوية لعبارات المقياس.
  4. ارتباط العبارات بالهدف الذي وضعت من أجله في المقياس.
  5. - انتماء كل عبارة للمحور الخاص بها .
  6. - حذف بعض الفقرات أو إضافة فقرات أخرى لم ينتبه إليها الباحث.
- شاكرين لك محسن التعاون وبارك الله في جهودكم الطيبة لخدمة البحث العلمي.

الباحث

محمد زكى الجديلي

0599-330936

2014

## مقياس قلق طلاب الصف العاشر نحو مهارة التحدث في اللغة الإنجليزية

عزيزي الطالب ، السلام عليكم ورحمة الله وبركاته

يهدف هذا المقياس إلى معرفة عوامل القلق نحو مهارة التحدث في اللغة الإنجليزية ، وقد وضع لأجل البحث العلمي فقط ، وليس له تأثير على درجاتك المدرسية ، فالمرجو منك أن تجب عن فقراته بكل صدق وجدية حتى يتحقق الهدف منه .

يحتوي هذا المقياس على مجموعة من العبارات وأمام كل عبارة خمسة من الخيارات هي ( أوافق بشدة -

أوافق - غير متأكد - أعارض - أعارض بشدة )

ويعبر التدرج المقابل لكل عبارة عن درجة الموافقة عليها:

- 1 - أوافق بشدة: إذا كانت العبارة تتفق معك دائما
- 2 - أوافق: إذا كانت العبارة تتفق معك غالبا
- 3- غير متأكد: إذا كانت العبارة لا تنطبق عليك ولا تستطيع أن تقرر
- 4 - أعارض: إذا كانت العبارة لا تتفق معك غالبا
- 5 - أعارض بشدة: إذا كانت العبارة لا تتفق معك دائما

المطلوب منك أن تقرأ كل عبارة بإمعان وتضع علامة ( / ) أمام العبارة تحت أحد الاختيارات التي تعبر عن رأيك ، والمثال التالي يوضح كيفية الإجابة

العبارة	أوافق بشدة	أوافق	غير متأكد	أعارض	أعارض بشدة
أشعر بالقلق عند التحدث بالإنجليزية	×				

والآن يمكنك البدء في الإجابة على عبارات المقياس ، مع إتباع التعليمات الآتية :

\*اقرأ العبارات بإمعان ودقة.

\*لاحظ انه لا توجد إجابات صحيحة وأخرى خاطئة.

\*لا تترك أى عبارة دون تحديد استجابتك عليها .

\*لا تضع أكثر من علامة أمام العبارة الواحدة .

الباحث

محمد زكي الجديلي

لخوف من التواصل باللغة الانجليزية بصفة عامة :

الآراء					العبارة	الرقم
5	4	3	2	1		
					أشعر بالتوتر والعصبية عند الحديث باللغة الانجليزية مع المعلم	1.
					أشعر بالتوتر لاعتقادي بان زملائي أفضل مني بالتحدث في اللغة الانجليزية	2.
					أتصيب عرقا عند تعبيرني عن فكرة باللغة الانجليزية امام المعلم	3.
					أستشعر الحرج عندما لا أجييب عن أسئلة معلم اللغة الانجليزية	4.
					أرفض المشاركة في النقاشات باللغة الانجليزية حتى مع علمي بالإجابة	5.
					ترتجف يداي عندما اتحدث باللغة الانجليزية امام جميع تلاميذ الفصل	6.
					يرادوني شعور بالثقة بالنفس والوعي الكامل عند التحدث باللغة الانجليزية أمام زملائي	7.
					اشعر بالتردد عندما اتواصل باللغة الانجليزية مع زميل لي امام الفصل	8.
					اشعر بالحرج عندما يطلب مني التواصل باللغة الانجليزية ضمن مجموعات في الفصل	9.
					ليس لدي الجرأة في التواصل باللغة الانجليزية في واجبات الفصل	10.
					احرص على الرد باختصار شديد عندما يطلب مني التحدث باللغة الانجليزية	11.
					أتردد من المشاركة بموضوع باللغة الانجليزية في الاذاعة المدرسية	12.
					تهرب مني الكلمات عن استدعائي لمقابلة احد الزائرين الاجانب	13.
					أخطئ في لفظ كلمات كنت لفظها بشكل صحيح في الاوقات العادية عند الحديث باللغة الانجليزية	14.
					يتحشرج صوتي عندما ابدا الحديث باللغة الانجليزية امام الاخرين	15.
					اتجنب استخدام الكلمات باللغة الانجليزية التي اعرف معناها ولكني أخطئ في لفظها	16.
					اشعر بانني اعبر عن نفسي كتابة افضل من تعبيرني عن نفسي بالكلام	17.
					اشعر عندما اتحدث مع نفسي بانني افضل مما اكون عليه عند الحديث مع الاخرين	18.

						وخصوصا من لا اعرف
--	--	--	--	--	--	-------------------

### الخوف من تلقي ردود الفعل السلبية:

الرقم	العبارة	الآراء				
		5	4	3	2	1
1.	أتلثم عند مناقشة المعلم في بعض الأسئلة في درس اللغة الانجليزية					
2.	يتأبني شعور بالانزعاج عندما يصحح معلم اللغة الانجليزية إجاباتي					
3.	أخوف من ضحك زملائي على إجاباتي عندما أستخدم اللغة الانجليزية					
4.	أشعر بالقلق عندما يسأل المعلم و أكون غير مستعد للإجابة					
5.	يرتجف جسدي عندما أخطئ بالفصل باللغة الإنجليزية					
6.	أشعر بالإحراج عندما يصحح زملائي اجابتي باللغة الانجليزية					
7.	أشعر بالخجل عندما أرتكب أخطاء نحوية في اللغة الانجليزية					
8.	يتأبني شعور بالخوف من ان ينتقدني زملائي خلال النقاشات الجماعية باللغة الانجليزية					
9.	اشعر بالانزعاج لشعوري بان المعلم لديه اتجاه سلبي نحو قدرتي على الحديث باللغة الانجليزية					
10.	يتسبب منى العرق عندما أشارك في الاذاعة المدرسية باللغة الانجليزية خشية ضحك زملائي					
11.	يخفق قلبي باضطراب عند استدعائي لمقابلة أحد الزائرين الاجانب خشية نظرتهم السلبية نحوى					
12.	لا استطيع النظر في اعين زملائي عند الحديث باللغة الانجليزية					

## Speaking anxiety scale

### The First Domain

#### Communicative Apprehension

No.	Items	1	2	3	4	5
1-	I feel depressed and nervous when I talk English with the teacher.					
2-	I feel depressed when I feel sure that my friends are better than me in English speaking.					
3-	I get sweaty when I express an idea in English in front of the teacher.					
4-	I get embarrassed when I cannot reply the English teachers' questions.					
5-	I refuse to share in English discussion even I know the answer.					
6-	My hands shake when I talk English in front of the class.					
7-	I feel very confident and conscious about speaking English in front of the other students.					
8-	when I communicate in English with other students in class, I hesitate.					
9-	I feel embarrassed when I have to communicate in group works.					
10-	I don't have the courage to communicate in English about my homework.					
11-	I reply very briefly when I have to speak in English language.					
12-	I hesitate when I have to share in English school					

	announcement.					
13-	The words can't help me when I have to meet a foreigner.					
14-	When I pronounce familiar words in English, I pronounce them wrongly.					
15-	My voice tremble when I start talking in English in front of others.					
16-	I fear to use my English familiar words as I pronounce them wrongly.					
17-	I feel I express myself in writing better than in speaking.					
18-	When I talk to myself, I feel better than when I talk with others whom I don't know.					

## The Second Domain

### Fear of Negative Feedback Anxiety Factors

No.	Items	1	2	3	4	5
1-	I flatter during the teacher discussing in some questions in English class.					
2-	I feel upset when the teacher corrects my answers.					
3-	I'm afraid that my friends will laugh at my answers when I speak English.					
4-	I feel worried when the teacher asks me and I am not ready.					
5-	I tremble when I make mistakes in English class.					
6-	I feel embarrassed when my friends correct my answers in English language.					



<b>7-</b>	I feel shy when I make grammar mistakes in English.					
<b>8-</b>	I feel afraid when my friends criticize me during group discussion in English language.					
<b>9-</b>	I feel upset when I feel that the teacher has negative attitude towards my English speaking competence.					
<b>10-</b>	I get sweaty for fear of being laughed at when I share in school announcement in English language.					
<b>11-</b>	My hearts beats irregularly when I am asked to meet foreigners from their views about me.					
<b>12-</b>	I can't look at my friends eyes when I speak English language.					

## Appendix (5)

### Scoring System.

In speaking test, the researcher uses Brown five skill systems in the process of the scoring system of speaking test. 2004(Brown; 172-173). The five skill scoring system more appropriate for the English teacher who is testing the students of the same level of ability.

The five skill scoring system comprises five aspects: pronunciation, grammar, vocabulary, fluency, and organizing information. There are four categories ranging from poor (category 1) to excellent (category 4). It can be seen on table below:

### Scoring system of speaking test

aspect	score	Commentary
<b>pronunciation</b>	4	-Easy to understand although with a certain accent
	3	- There are problems that make the pronunciation listeners have full concentration
	2	- It is difficult to understand because of pronunciation problems, often asked to repeat.
	1	Often there is a pronunciation problem that cannot be understood
<b>Grammar</b>	4	1 to 2 times make grammatical errors but not the meaning.
	3	3 to 4 times make grammatical errors that affect meaning.
	2	5-6 times grammatical errors that impede meaning and often rearranging sentences is necessary
	1	Grammatical errors so several that it is difficult to understand.
<b>Vocabulary</b>	4	Sometimes utter words that are not appropriate and should explain the idea because of inadequate vocabulary.
	3	Frequent use of vocabulary that is not exactly the conversation is limited because of limited vocabulary.
	2	Using the wrong vocabulary and the vocabulary is limited so it is difficult to understand.
	1	Vocabulary is very limited so the conversation is not possible.
<b>Fluency</b>	4	Smoothness little disturbed by the language problem.

	3	Error bit much disturbed by the language problem
	2	Often hesitated and stalled due to the limitations of language.
	1	Dropouts and stopped making conversation impossible.
<b>Organizing information</b>	4	Often gives clear idea with adequate quantity of information.
	3	Sometimes the speech is irregular.
	2	listeners find difficulties in following the speaker's idea
	1	irrelevant and unclear information with less information

Aspect Score Commentary

(Sourced on Brown, p.172-173, modified by MGMPS SMPN 1 Beji)

## Appendix (6)

**The Islamic University of Gaza**  
**Postgraduate Studies Deanship**  
**Faculty of Education**  
**Curriculum & Methodology Department**



## Lesson plan

*Prepared by*

**Mohammed Zaki Aljedili**

*Supervised by*

**Prof. Awad KeshtaDr. Mohammed Abu Shqueir**

**Refereeing lesson plan**  
*English for Palestine 10*

**Dear referee,**

The researcher is conducting a study entitled " **The Effectiveness Of Using Virtual Classes On Developing Tenth Graders' Speaking Skills and Their Speaking Anxiety** " to obtain a Master's Degree in Curriculum & English Teaching Methods.

You are kindly invited to check the attached lesson plan, which is designed to collect data for the study. The skills will be limited to "English for Palestine 10" units (7 –8 \_ 9). Your notes and comments will be highly appreciated and confidential. Any modifications, additions, or omissions will be taken into consideration.

**It contains the following:**

1. Learning objectives for each lesson
2. Procedures and activities.
3. Evaluation

Any further comments are highly appreciated.

.....  
.....  
.....  
.....

**Name of the referee:** \_\_\_\_\_

**The degree:** \_\_\_\_\_

**Thanks for your time and your efforts**

**The Researcher**

**Mohammad Zaki AL-Jdili**

2014

<b>Date: March</b>	<b>Grade : 10th</b>	<b>Skill: speaking</b>
<b>❖ Functions:</b>	<b>Introduce yourself</b>	

<b><i>Behavioral Objective :</i></b>	<b>S.s at the end of the lesson are expected to:</b> -Use various greetings. -Imitate the speaking patterns in the PowerPoint. -Talk freely about selves.
--------------------------------------	--

<b>Phases</b>	<b>Procedures</b>	<b>Evaluation</b>
<b>❖ Warming up</b>	-Teacher uploads a short video for some characters greeting each other with different expressions. -Students open the video and start watching it. Teacher divides the whiteboard into two parts ( familiar expressions , new expressions ) -Students list orally the two parts. -Students use the familiar and new expression in greeting each other.	Participation
<b>❖ Use various greetings.</b>	-Teacher welcomes students orally and introduces himself. -Teacher uploads a photo for people greeting each other and asks Students to see it. -Students comment orally and begin to use the expressions. -Teacher expands the greeting words and students follow and practice them orally.	SS' responses

<p>❖ <b>Imitate the speaking patterns in the PowerPoint</b></p>	<p>-Teacher uploads PowerPoint show on the virtual class and asks Students to open it.</p> <p>-Students watch the PowerPoint show and begin to follow the slides.</p> <p>-Students try to answer each question in the slide orally.</p> <p>Students try to use real information.</p>	<p>SS response orally</p>
<p>❖ <b>Talk freely about selves.</b></p>	<p>-Students begin to ask others direct questions about each other.</p> <p>-Students begin to talk freely about themselves orally.</p> <p>-Students change details like name, age etc. and introduce themselves as fictional characters. They may make up these details as they wish.</p>	<p>SS' different responses</p>

<b>Date: March</b>	<b>Grade : 10th</b>	<b>Skill: speaking</b>
<b>Functions:</b>	Giving directions	

<b>Behavioral Objective :</b>	<p>Students are expected to :</p> <p>Use prepositions of place properly.</p> <p>Use directions expressions correctly.</p> <p>Give clear description for places.</p> <p>Give correct directions for famous places in real life.</p>
-------------------------------	--

<b>Phases</b>	<b>Procedures</b>	
❖ <b>Warming up</b>	<p>Teacher asks students to name some famous cities and camps in the Gaza strip. Students compete in writing famous places on the white board.</p> <p>Teacher asks the students to name some familiar prepositions and writes them on the white board.</p> <p>Teacher uploads a photo for a room with many items and asks the students to use correct prepositions to locate them.</p> <p>Teacher checks their answers orally</p>	Participation
❖ <b>Use prepositions of place properly.</b>	<p>Teacher uploads a diagram for directions and asks the students to read them aloud.</p> <p>Teacher uploads a short song for directions and sings it with the students.</p> <p>Teacher uploads a map showing the continents and points at: North</p>	Ss' responses



	America, South America, The Eastern countries and The Western countries. This lets the students to connect the direction to the real life.	
❖ <b>Use directions expressions correctly.</b>	Teacher plays a game with the students. He gives them randomly a name of a country and the asks one should tell quickly whether it lies in the east, west, south or north the world.	<b>Ss' oral sentences</b>
❖ <b>Give clear description for places.</b>	Teacher shows the students the previous board with the map and cities. Each student should choose four cities with different directions and locate them on the map verbally. Teacher checks their answers orally.	<b>Ss' description</b>
❖ <b>Give correct directions for famous places in real life</b>	Teacher uploads a puzzle in which each student gets 3 pictures for a famous place in Palestine. Student should describe where his or her places lie in Palestine. When the teacher checks their answers, he counts the number of the correct descriptions for every student and shows the highest grades on the white board to motivate and encourage all the students	Ss give oral examples

<b>Date: March</b>	<b>Grade : 10th</b>	<b>Skill: speaking</b>
<b>Functions:</b>	Making suggestions	

<b>Behavioral Objective :</b>	<p><b>S.s at the end of the lesson are expected to:</b></p> <p>Make suitable suggestions for different events.</p> <p>Give responses to suggestions.</p> <p>Give real suggestions and responses for common events.</p>
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<b>Phases</b>	<b>Procedures</b>	
❖ <b>Warming up</b>	<p>Teacher asks the students the following: What would you do with 100,000 dollars?</p> <p>Students imagine and give direct suggestions.</p>	Participation
❖ Make suitable suggestions for different events.	<p>Teacher uploads a PowerPoint show about making suggestions.</p> <p>Teacher starts to teach students how to make suggestions.</p> <p>Teacher chooses one student to talk about a problem he has.</p> <p>Students make suggestions.</p> <p>Students follow the slide and make suggestions.</p>	Ss' suggestions
❖ Give responses to suggestions	<p>Teacher gives suitable responses to the first suggestion.</p> <p>Teacher gives students some responses on the slides.</p> <p>Students follow that by making new responses.</p> <p>Students follow the slides and give suitable responses.</p>	Ss' responses

<b>Date: March</b>	<b>Grade : 10th</b>	<b>Skill: speaking</b>
<b>Functions:</b>	<b>Giving advice</b>	

<b>Behavioral Objective :</b>	<b>S.s at the end of the lesson are expected to:</b> Apply giving advice for situations. Apply responding to advice. Adding advice and responses for real situations.
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<b>Phases</b>	<b>Procedures</b>	
❖ <b>Warming up</b>	Students are going to play a game	Participation
❖ Apply giving advice for situations.	Teacher uploads a PowerPoint show. Teacher asks students about teenager's problems. Teacher chooses one of the problems and asks: What must have happened to the boy? Teacher asks students to advice that boy. Teacher gives the students some patterns to use.	Ss' responses
❖ Apply responding to advice.	Teacher writes the students' advice on the white board. Teacher writes "what do you think about advice?" Students try to give responses to advice. Teacher checks their responses orally. Students practice the right responses with each other. Students practice giving advice orally.	Oral practice
❖ Giving advice and responses for real situations	Students talk about real life problem. Students begin to give advice and responses orally. Students comment on video.	Ss' advice

<b>Date: March</b>	<b>Grade : 10th</b>	
<b>Functions:</b>	<b>Describing a picture</b>	

<b>Behavioral Objective :</b>	<b>S.s at the end of the lesson are expected to:</b> Use prepositions of places correctly. Give clear descriptions for pictures. Describe a famous place.
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<b>Phases</b>	<b>Procedures</b>	
<b>Warming up</b>	Teacher uploads a photo for some places in the world. Students compete and guess the places names.	Participation
Use prepositions of places correctly.	Teacher uploads a photo for a place. Teacher asks what they can see in the photo. What's in the background? What's in the foreground? Students talk freely and try to use the following: Right/left/ and the Prepositions: Next to/beside, above, below, in front of, behind.	Oral responses
Give clear descriptions for pictures.	Teacher uploads a PowerPoint show. Students are ready to memorize the photos before hiding them. Students see each photo and try to describe it orally. Students start to describe each slide. Teacher gives more descriptions if possible.	Ss' description
Describe a famous place.	Teacher divides the virtual class into four groups.	Oral practice

	<p>One group chooses a famous place and describes it orally.</p> <p>The other group tries to guess the name of the place.</p> <p>Students continue competing and describing.</p>	
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<b>Date: March</b>	<b>Grade : 10th</b>	<b>kill: speaking</b>
<b>Functions:</b>	<b>Making a debate</b>	

<b>Behavioral Objective :</b>	<p><b>S.s at the end of the lesson are expected to:</b></p> <p>Use various polite agreements and disagreements expressions.</p> <p>Connect ideas logically with some common phrases.</p> <p>Make a debate on various topics.</p>
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<b>Phases</b>	<b>Procedures</b>	
❖ <b>Warming up</b>	<p>Teacher uploads a short video for ESL students debating.</p> <p>Ss. Watch it and get a general idea about the debate and its structure.</p>	Participation
❖ Connect ideas logically with some common phrases.	<p>Teacher uploads a short audio for some expressions used mainly to express agreement in context.</p> <p>Teacher shows the Ss the script on the white board.</p> <p>Teacher asks the students to highlight the disagreement expressions.</p> <p>Ss repeat the expressions orally many times.</p>	Ss' responses

	<p>Teacher shows students a page with different topics to make students vote to choose one topic to debate on.</p> <p>Students take set time to make some notes about the idea.</p> <p>All students should agree on the topic.</p> <p>Teacher runs a debate and asks students to participate with their ideas and different agreements phrases</p>	
❖ Use various polite agreements and disagreements expressions	<p>Teacher uploads a story full of disagreement phrases.</p> <p>Teacher asks some students to volunteer and take roles and read it aloud.</p> <p>Students are asked to collect the phrases and list them on the white board.</p> <p>Students read and repeat them many times.</p>	Oral practice
❖ Make a debate on various topics.	<p>Teacher shows the students a list of topics.</p> <p>Students vote for their favorite topic to debate on.</p> <p>Teacher sets some time to make students prepare for the debate.</p> <p>Teacher runs the debate and interferes as possible.</p> <p>Teacher shows students a video about a current important issue.</p> <p>Teacher divides the students into two groups.</p>	SS do the activity orally

<b>Date: March</b>	<b>Grade : 10th</b>	<b>Skill: speaking</b>
<b>Functions:</b>	<b>Making a plan</b>	

<b>Behavioral Objective :</b>	<b>S.s at the end of the lesson are expected to:</b> Use different connectors. Arrange ideas in different ways. Make a well-constructed plan.
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<b>Phases</b>	<b>Procedures</b>	
❖ <b>Warming up</b>	Teacher shows students an inspirational video for a famous and successful person.	participation
❖ Use different connectors.	Teacher uploads a short story. Students take some roles and narrate them. Teacher asks students to point out the different connectors found in the story. Teacher makes a list of the expressions. Teacher discusses the use of each expression with real life examples	SS' different responses
❖ Arrange ideas in different ways.	Teacher teaches students different ways of connecting ideas i.e. chronological, logical, and general to specific and vice versus, etc. Teacher shows the students some passages about each technique. Teacher gives students some stories with disordered events. In each question, students should arrange the events in a different technique.	SS share with their answers
❖ Make a well-constructed plan.	Teacher divides students into groups. Students are given a list of topics to choose and to make a plan on. Each group takes time to present its plan in front of others.	Ss make plans orally

<b>Date: March</b>	<b>Grade : 10th</b>	<b>kill: speaking</b>
<b>Functions:</b>	<b>Making a dialogue</b>	

<b>Behavioral Objective :</b>	<p><b>S.s at the end of the lesson are expected to:</b></p> <p>Use greeting expressions serving different formality levels .</p> <p>Follow up different dialogue patterns in the PowerPoint.</p> <p>Make well-constructed dialogues.</p>
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<b>Phases</b>	<b>Procedures</b>	
❖ <b>Warming up</b>	Teacher uploads a short video for some funny characters making a dialogue.	participation
❖ Use greeting expressions serving different formality levels .	<p>Teacher asks the students to recall as much greetings as they know and writes them on the white board.</p> <p>Students read the list of greeting expressions aloud.</p> <p>Teacher asks students to be in pairs. Then, they should greet each other.</p>	SS' different greetings
❖ follow up different dialogue patterns in the PowerPoint	<p>Teacher uploads a short written dialogue.</p> <p>Students skim to discuss its main idea with the teacher and to look for the structure.</p> <p>Teacher discusses it with some highlight on the dialogue elements (structure).</p> <p>Teacher uploads another short dialogue, but with some gaps.</p> <p>Students should fill in the gaps.</p> <p>Teacher checks their answers.</p> <p>Teacher makes some short dialogues with some students as models. He sometimes asks and a student answers him. Then, he changes the roles.</p>	Oral practice



❖ Make well-constructed dialogues	Teacher asks students to choose their partners in order to make some short dialogues for each group. Students here are free to choose their topics, structures, expressions, level of formality, etc.	
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## Appendix (7)

### The initial list of speaking skills (10th Grade)

Domain	Speaking sub skills
<b>❖ Pronunciation</b>	-Speaking with clearly audible sounds.
	-Using fluent , connected speech with appropriate word-linking .
	-Using stress and intonation to emphasize or draw attention to things , express emotion or attitude , etc
<b>❖ Organizing information</b>	- Structuring speech as you talk.
	-Giving adequate quantity of information.
	-Offering only relevant information.
	-Conveying clear, accurate information.
<b>❖ Posting lucid signs to listener(s) the structure and stages of what you say.</b>	-Posting lucid signs to listener(s) the structure and stages of what you say.
	-Utilizing specific phrases at specific situations.
	-Formulating innovative questions.
	-Having sufficient lexical resources to express meanings.
<b>❖ Vocabulary</b>	-Respond to direct questions, instructions, suggestions, offers visual inputs, etc.
	- Respond to conditional or hypothetical questions.
	-molding questions on routine matters.
<b>❖ Grammar</b>	-Varying speed and Natural Flow to convey intended meanings and feelings.
	- Producing connected speech.
	- Responding and showing basic competencies needed for everyday life communication.
<b>❖ Fluency</b>	- Using simple sentences.

Describe yourself virtual class one

T. Mohammad Zaki Al-Jadili



Participants list:

- Mohammed Jadili
- Aamer Al-Talla
- abdullah koraz
- Ahmed abu shwareb 1
- Ahmed Suefan
- ahmed2
- Amr Alhabbbh

Chat messages:

- Mohammad Al Amia 4 08:57 ص
- oh hi mosbah
- abdullah koraz 08:57 ص
- hi belal

Introduce yourself



Participants list:


- Aamer Al-Talla
- abdullah koraz
- Ahmed abu shwareb 1
- Ahmed Suefan
- ahmed2
- Amr Alhabbbh
- Belal Aqel

Chat messages:

- Belal Aqel 08:58 ص
- aboood >.<
- Ahmed abu shwareb 1 08:58 ص
- malik ?! 08:59 ص

What's your mother' job?

What' your father's job?




Participants list:

- Mohammed Jadili
- Aamer Al-Talla
- abdullah koraz
- Ahmed abu shwareb 1
- Ahmed Suefan
- ahmed2
- Amr Alhabbbh

Chat messages:

- Amr Alhabbbh 09:03 ص
- Belal Aqel 09:04 ص
- taal ntaal 3 al banat

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 0:00:05 | 1:19:03



**Describe yourself  
virtual class one**

T. Mohmmad Zaki Al-Jadili


BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 0:00:52 | 1:19:03



**Introduce  
yourself**

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 0:04:19 | 1:19:03

What's your mother' job?  
What' your father's job?



صوت والفيديو

Mohammed Jadili

المشاركين

الغرفة الرئيسية (22)

Mohammed Jadili

Aamer Al-Tala

abdullah koraz

abed alrahman mezher 3

Ahmed abu shwareb 1

Ahmed Sulefan

ahmed2

تم إخراجك عن هذا الاجتماع

youcef ah ween 09:06

النمذ إلى الغرفة (1130) من الرئيسية 09:06

Ahmed abu shwareb 1 shat up yousef 09:06


Slide7 @ 7:26, 186

9:41

1:42:06

Slide8

What would you like to be?  
Why?



صوت والفيديو

Mohammed Jadili

المشاركين

الغرفة الرئيسية (22)

Mohammed Jadili

Ahmed abu shwareb 1

Aristed Abu shaweesh

abed alrahman mezher 3

yaser2

Aamer Al-Tala

abdullah koraz

تم إخراجك عن هذا الاجتماع

gazy2 09:11

mosbah mansura children sing 09:12

esong 09:12

Slide7 @ 7:26, 186

15:36

1:42:06

Slide10

•What's your name?  
•What's your favourite food?



صوت والفيديو

Mohammed Jadili

المشاركين

الغرفة الرئيسية (22)

Mohammed Jadili

Ahmed abu shwareb 1

yaser2

Aamer Al-Tala

abdullah koraz

abed alrahman mezher 3

Ahmed Sulefan

تم إخراجك عن هذا الاجتماع

youcef ah jadil a bif 09:14

Bah Al Agel Ahmed 09:15

khaled Abu shaweesh whats the time? 09:15


Slide7 @ 7:26, 186

18:54

1:42:06

Slide11

•What don't you like doing ?  
•Do you like travelling?



What would you like to be?  
Why?



•What's your name?  
•What's your favourite food?



•What don't you like doing?  
•Do you like travelling?



الصوت والتعليق

ملاحة الصفحة

Slide12

Mohammed Jadili

المشاركين

الفرقة الرئيسية (22)

- Mohammed Jadili
- Ahmed abu shwareb 1
- yasser2
- Aamer Al-Talla
- abdullah koraz
- abed alrahman mecher 3
- Ahmed Sulefan

تم إعراف طيهاالمعلمة

HAMAM 09:16 ص

9:15

lcal al talha 09:18 ص

oh

mosbah mansure 09:18 ص

of love for evry boyand girl

Slide7 @ 7:26.186

21:21

1:42:06

•How old are you?  
•What's your favourite sport?



الصوت والتعليق

ملاحة الصفحة

Slide13

Ikhaled Abu shaweesh

المشاركين

الفرقة الرئيسية (22)

- Mohammed Jadili
- Ahmed abu shwareb 1
- Ikhaled Abu shaweesh
- yasser2
- Aamer Al-Talla
- abdullah koraz
- abed alrahman mecher 3

تم إعراف طيهاالمعلمة

abed alrahman mecher 3 09:20 ص

oooooh musbeah 09:20 ص

Ahmed abu shwareb 1 09:20 ص

بيكناك

Anr Alhabbash 09:20 ص


ighk.

Slide7 @ 7:26.186

24:40

1:42:06

•How many people are there in your family?  
•Who are they?



الصوت والتعليق

ملاحة الصفحة

Slide14

Mohammad Al Amia 4

المشاركين

الفرقة الرئيسية (22)

- Mohammed Jadili
- Ahmed abu shwareb 1
- Ikhaled Abu shaweesh
- Aamer Al-Talla
- yasser2
- abdullah koraz
- abed alrahman mecher 3

تم إعراف طيهاالمعلمة

shet, amr amr 09:23 ص

yousf al jedli 09:23 ص

hhh 09:24 ص

an Gogel 09:24 ص

HAMAM 09:24 ص


מנהר הגנינים

Slide7 @ 7:26.186

27:39

1:42:06

•Where do you go to school?  
•How do you go to school?  
•What's your favourite subject?



- How old are you?
- What's your favourite sport?



- How many people are there in your family?
- Who are they?



- Where do you go to school?
- How do you go to school?
- What's your favourite subject?





Slide 15

- Where do you live?
- When is your birthday?

philipmofn.info

Slide7 @ 7:26, 186

30:36

1:42:06

Slide 16

- What's your favourite day of the week?
- Why?

philipmofn.info

Slide7 @ 7:26, 186

34:23

1:42:06

Slide 17

- Why do you study English?
- What's your favourite band?

philipmofn.com

Slide7 @ 7:26, 186

37:23

1:42:06

- Where do you live?
- When is your birthday?



- What's your favourite day of the week?
- Why?



- Why do you study English?
- What's your favourite band?



الصوت والتعليق

ملاحظة الصفحة

Slide18

Aamer Al-Talla

المشاركين

الفرقة الرئيسية (22)

Mohammed Jadili

Ahmed abu shwareb 1

ahmed2

31-8-1998

Amer Alhababah

vrl hg(.hg

تم إقرار طلبها المعتمدة

ahmed2 09:35 ص

31-8-1998 09:36 ص

Amer Alhababah 09:38 ص

Slide7 @ 7:26.186

41:58

1:42:06

•What's your favourite month?  
•Why?



philipmartin.info

الصوت والتعليق

ملاحظة الصفحة

Slide21

Aamer Al-Talla

المشاركين

الفرقة الرئيسية (22)

Mohammed Jadili

Ahmed abu shwareb 1

vasser2

Aamer Al-Talla

abdullah koraz

abed alrahman mezher 3

Ahmed Suefian

تم إقرار طلبها المعتمدة

abed alrahman mezher 3 09:39 ص

hp;d fhgufvd ,gh

عازر الفرقة الرئيسية - Mohammed Jadili 11:35 ص


abed alrahman mezher 3 09:40 ص

Slide21 @ 59:31.716

59:36

1:42:06

•What's the most beautiful place in your country?  
•What's your favourite place?  
•Why do you like it?



philipmartin.info

الصوت والتعليق

ملاحظة الصفحة

Slide22

Mohammed Jadili

المشاركين

الفرقة الرئيسية (22)

Mohammed Jadili

Ahmed abu shwareb 1

Aamer Al-Talla

abdullah koraz

abed alrahman mezher 3

Ahmed Suefian

ahmed2

تم إقرار طلبها المعتمدة

abed alrahman mezher 3 09:39 ص

hp;d fhgufvd ,gh

عازر الفرقة الرئيسية - Mohammed Jadili 11:35 ص

abed alrahman mezher 3 09:40 ص

Slide22 @ 59:55.428

1:05:30

1:42:06

THANK YOU VERY MUCH.



philipmartin.com

- What's your favourite month?
- Why?



- What's the most beautiful place in your country?
- What's your favourite place?
- Why do you like it?



THANK YOU VERY MUCH.



GIVING DIRECTIONS

GIVING DIRECTIONS

56:24 1:36:28

TURN LEFT

GO STRAIGHT AHEAD/ON

TURN RIGHT

Slide6

58:50

PREPOSITIONS OF PLACE

on	above	over	in front of	behind
beside	below	under	behind	beside
Next to				in
				under
				on

PREPOSITIONS OF PLACE @ 59:37.962

59:38 1:36:28

# GIVING DIRECTIONS



**TURN LEFT**



**TURN RIGHT**



## PREPOSITIONS OF PLACE

on	above	over	in front of
beside Next to	below	under	behind

	behind
	beside
	in
	under
	on

Slide9

UP DOWN OUT OF IN  
IN ON UNDER OVER  
AT ACROSS ALONG

PREPOSITIONS OF PLACE AND MOVEMENT

in on under over behind between out far  
in on under over behind between out far

Slide 14 @ 1:23:53.399

Slide10

BANK POLICE STATION STORE  
Main Street  
LIBRARY POST OFFICE DRUG STORE MOVIE THEATER  
First Street SCHOOL RESTAURANT Second Street HOSPITAL  
Central Avenue  
TRAIN STATION CHURCH

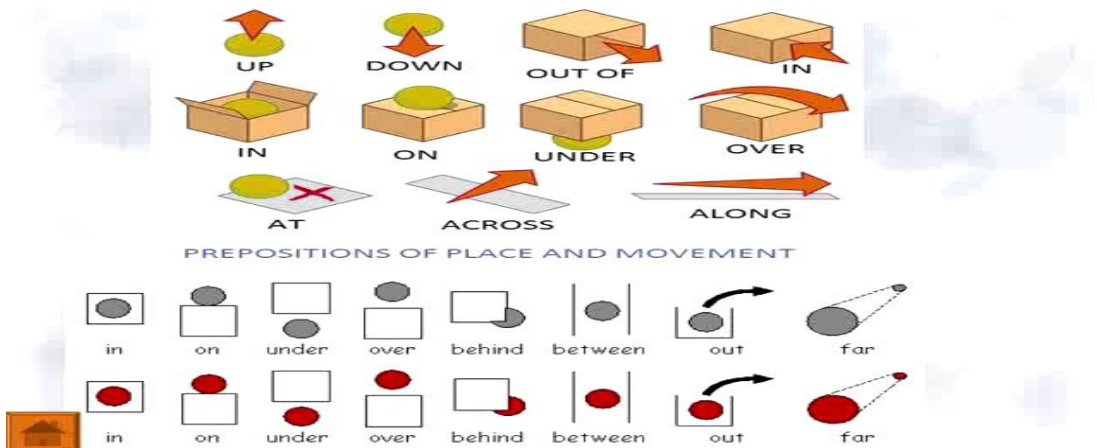
1. The police station is **BETWEEN** the bank and the store.
2. The drug store is **ACROSS FROM** the police station.
3. The school is **NEXT TO** the restaurant.
4. The train station is **ACROSS FROM** the school.
5. The drug store is **BETWEEN** the movie theater and the post office.

PREPOSITIONS OF PLACE @ 59:37.962

Slide11

1. The house is **BEHIND** the car.
2. The dog is **BELOW** the sun.
3. The tree is to the **LEFT** of the house.
4. The car is **IN FRONT OF** the house.
5. The sun is **ABOVE** the dog.
6. The house is **BETWEEN** the dog and the tree.
7. The dog is to the **RIGHT** of the house.

PREPOSITIONS OF PLACE @ 59:37.962



1. The police station is **BETWEEN** the bank and the store.
2. The drug store is **ACROSS FROM** the police station.
3. The school is **NEXT TO** the restaurant.
4. The train station is **ACROSS FROM** the school.
5. The drug store is **BETWEEN** the movie theater and the post office.



1. The house is **BEHIND** the car.
2. The dog is **BELOW** the sun.
3. The tree is to the **LEFT** of the house.
4. The car is **IN FRONT OF** the house.
5. The sun is **ABOVE** the dog.
6. The house is **BETWEEN** the dog and the tree.
7. The dog is to the **RIGHT** of the house.




الصوت والتسجيل

Mohammed Jadili

مشاركة الصفحة Slides12

1. The cat is UNDER the table.
2. The vase is ON the table.
3. The flowers are IN the vase.



المشاركين

الغرفة الرئيسية (20)

- Mohammed Jadili
- Ahmed Sufan 1
- Aamer Talaa
- amr ahabbasha
- Mahmoud
- aboud al ahbab
- Hatem Mansour

تم الإعراف عليها

DIOK\_D

yaser33 09:55 ص

pallstine

Aamer Talaa 09:55 ص

in nusierat cumb in blok H

amr ahabbasha 09:55 ص

PREPOSITIONS OF PLACE @ 59:37.962

1:22:17 1:36:28

الصوت والتسجيل

Mohammed Jadili

مشاركة الصفحة Slide4



المشاركين

الغرفة الرئيسية (22)

- Mohammed Jadili
- Ahmed abu shwareb 1
- Aamer Al-Talaa
- abdullah koraz
- abed alrahman mezher 3
- Ahmed Sufefan
- ahmed2

تم الإعراف عليها

abed alrahman mezher 3 09:39 ص

hp;d fhuwfd ,gh

عائد الغرفة الرئيسية, -Mohammed Jadili 11:35 ص

abed alrahman mezher 3 09:40 ص

Main Room @ 1:13:27.431

1:13:54 1:42:06


الصوت والتسجيل

Mohammad Al Amia 4

مشاركة الصفحة Slide7

Never Trust Someone  
Who Lies to You.....!!!

And Never Lie to Someone  
Who Puts All Their Trust  
Into You.....!!!!



المشاركين

الغرفة الرئيسية (22)

- Mohammed Jadili
- Ahmed abu shwareb 1
- abed alrahman mezher 3
- Aamer Al-Talaa
- abdullah koraz
- Ahmed Sufefan
- ahmed2

تم الإعراف عليها

abed alrahman mezher 3 09:39 ص

hp;d fhuwfd ,gh

عائد الغرفة الرئيسية, -Mohammed Jadili 11:35 ص

abed alrahman mezher 3 09:40 ص

Slide7 @ 1:17:14.515

1:18:11 1:42:06

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 1:09:36 | 1:24:35

1. The cat is UNDER the table.
2. The vase is ON the table.
3. The flowers are IN the vase.



BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 0:51:39 | 1:19:03



BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 0:55:35 | 1:19:03

**Never Trust Someone  
Who Lies to You.....!!!**

**And Never Lie to Someone  
Who Puts All Their Trust  
Into You.....!!!!**



الصوت والتعليق

Mohammed Jadili

المشاركين

الغرفة الرئيسية (22)

Mohammed Jadili

Ahmed abu shwareb 1

abed alrahman mezher 3

Amer Al-Talla

abdullah koraz

Ahmed Suefan

ahmed2

abed alrahman mezher 3 09:39 ص

hp;d fhuuvfd ,gh

Mohammed Jadili 11:35

abed alrahman mezher 3 09:40 ص

Slide4 @ 1:13:27.431

1:19:48

1:42:06

## Asking and Giving Suggestion or Advice

### Asking Advice

- What would you do if you were me?
- Give me suggestion, please!
- Do you think, what should I do?
- Should I .....?
- Do you have any suggestion for me?

### Giving Advice

- If I were you, I would....
- I think you ought to....
- You would be well advice to...
- Perhaps, you should....
- Why don't you....

الصوت والتعليق

yaser2

المشاركين

الغرفة الرئيسية (22)

Mohammed Jadili

Ahmed abu shwareb 1

abed alrahman mezher 3

Amer Al-Talla

yaser2

Belal Agel

abed alrahman mezher 3 09:39 ص

hp;d fhuuvfd ,gh

Mohammed Jadili 11:35

abed alrahman mezher 3 09:40 ص

Slide4 @ 1:13:27.431

1:23:52

1:42:06

## Agreement & Disagreement

### Agreement

- That's a very good idea.
- I think so.
- I don't have any objection.
- I really agree with you.
- Good idea
- That's brilliant

### Disagreement

- I'm against with this idea.
- No, I don't think so.
- I'm afraid it's not true.
- I don't agree with this.
- I think it should be mistaken.
- I'm not really trust it.

الصوت والتعليق

Mohammed Jadili

المشاركين

الغرفة الرئيسية (22)

Mohammed Jadili

Ahmed abu shwareb 1

abed alrahman mezher 3

yaser2

Belal Agel

Amer Al-Talla

ahmed2

abed alrahman mezher 3 09:39 ص

hp;d fhuuvfd ,gh

Mohammed Jadili 11:35

abed alrahman mezher 3 09:40 ص

Slide15 @ 29:54.008

1:27:18

1:42:06

## Giving or Offering Advice

- I think you'd better start looking for a new job.
- I suggest that we go out for dinner tonight
- I recommend that you cancel your appointment
- If I were you, I'd stop writing her.

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 0:57:32 | 1:19:03

## Asking and Giving Suggestion or Advice

**Asking Advice**

- What would you do if you were me?
- Give me suggestion, please!
- Do you think, what should I do?
- Should I .....?
- Do you have any suggestion for me?

**Giving Advice**

- If I were you, I would....
- I think you ought to....
- You would be well advice to...
- Perhaps, you should....
- Why don't you....

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 1:00:47 | 1:19:03

## Disagreement

**Agreement**

- That's a very good idea.
- I think so.
- I don't have any objection.
- I really agree with you.
- Good idea
- That's brilliant

**Disagreement**

- I'm against with this idea.
- No, I don't think so.
- I'm afraid it's not true.
- I don't agree with this.
- I think it should be mistaken.
- I'm not really trust it.

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 1:04:23 | 1:19:03

## Suggestion sentence

You'd better....	You must...
You should....	You ought to ....

- Giving or Offering Advice
- Asking for Advice

Asking for Advice

- Do you think I ought to call the police?
- Do you have any advice for me ?
- Can you give me some advice ?
- Should I try to talk with him about this matter again ?

**Situation :**  
A student is talking write her advisor

**Student :**  
Mrs. Wilson, what do you think I should do about my chemistry class?  
Should I drop it or continue with it?

**Mrs. Wilson :**  
I think it would be a good idea to talk with your instructor. Try talking with her about the problems, and see what she suggests.

**Student :**  
What if she says I should continue with the class??

**Mrs. Wilson :**  
Then follow her advice. She doesn't want to fail you.

Asking for Advice

- Do you think I ought to call the police?
- Do you have any advice for me ?
- Can you give me some advice ?
- Should I try to talk with him about this matter again ?

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 1:08:14 | 1:19:03

**Situation :**  
A student is talking write her advisor

**Student :**  
Mrs. Wilson, what do you think I should do about my chemistry class?  
Should I drop it or continue with it?

**Mrs. Wilson :**  
I think it would be a good idea to talk with your instructor. Try talking with her about the problems, and see what she suggests.

**Student :**  
What if she says I should continue with the class??

**Mrs. Wilson :**  
Then follow her advice. She doesn't want to fail you.

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 1:11:09 | 1:19:03

## Advice / Suggestion

It's about giving recommend and counsel people to do something or just giving some Reason for influence the people .

Advise commonly use for consideration  
Suggestion usually used to recommendation something

الصوت والتعليق

Mohammed Jadili

المشاركين

الفرقة الرئيسية (20)


- Mohammed Jadili
- Aamer Talaa
- abood koraz 1
- about al chab
- Ahmed Sufan 1
- amr alhabbash
- ghazy

تم إخراجك من هذه الصفحة

تم إيقاف تشغيل إيت المحادثة الخاص بك. يرجى ذلك - يمكنك إرسال رسائل محادثة إلى الوسائط (10:30 ص) - تم تمكين إيت المحادثة الخاص بك. (10:30 ص) - انضم إلى الفرقة الرئيسية (10:30 ص) - انضم إلى الفرقة الرئيسية (10:41 ص) - انضم إلى الفرقة الرئيسية (10:41 ص)

What is this document?

## What is this document?



- It's a photo
- It's a photograph
- It's a photograph of two young children.
- It's a photograph of two young children reading a book.

• A cartoon / a drawing / a painting / an advert

Main Room @ 0:00.125 3:41 1:24

الصوت والتعليق

Mohammed Jadili

المشاركين

- Mohammed Jadili
- Aamer Talea
- abood koraz 1
- Abood Owimre
- abud al ohab
- Ahmed Sufan 1
- amr alhabbash


تم الإعراف عليها

الصوت والتعليق

علامتك الخاصة

Where in the picture?

## Where in the picture?



- In the foreground
- In the background
- At the bottom
- At the top
- On the right
- On the left
- In the top left corner

Main Room @ 0:00.125

7:29

1:36:28

الصوت والتعليق

Mohammed Jadili

المشاركين

- Mohammed Jadili
- Aamer Talea
- abood koraz 1
- Abood Owimre
- abud al ohab
- Ahmed Sufan 1
- amr alhabbash


تم الإعراف عليها

الصوت والتعليق

علامتك الخاصة

What are they wearing?

## What are they wearing?



He is wearing:

- A tie
- A white shirt
- Trousers
- Shoes
- Socks
- A watch

She is wearing:

- A striped t-shirt

Main Room @ 0:00.125

11:31

1:36:28

الصوت والتعليق

Mohammed Jadili

المشاركين

- Mohammed Jadili
- abud al ohab
- Abood Owimre
- Aamer Talea
- abood koraz 1
- Ahmed Sufan 1
- amr alhabbash


تم الإعراف عليها

الصوت والتعليق

علامتك الخاصة

What are they doing?

## What are they doing?



- They're reading.
- They're writing.
- They're studying.
- They're taking notes for a research paper.
- They're working late in the library.

Main Room @ 0:00.125

14:13

1:36:28

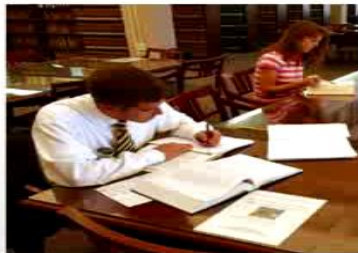
## What is this document?



- It's a photo
- It's a photograph
- It's a photograph of two young children.
- It's a photograph of two young children reading a book.

- A cartoon / a drawing / a painting / an advert
- 

## Where in the picture?



- In the foreground
  - In the background
  - At the bottom
  - At the top
  - On the right
  - On the left
  - In the top left corner
- 

## What are they wearing?



He is wearing:

She is wearing:

- A tie
  - A white shirt
  - Trousers
  - Shoes
  - Socks
  - A watch
  - A striped t-shirt
-



الصوت والتعليق

مohammed Jadili

Slide11

المشاركين

- Mohammed Jadili
- Ahmed Sufan 1
- khader
- about al chab
- Aamer Talaa
- abood koraz 1
- Abood Owimre

تم التعرف عليها

- أحمد إلى الغرفة الرئيسية ( 10:46 ) من
- عادر الغرفة الرئيسية ( 10:46 ) من
- عادر الغرفة الرئيسية ( 10:48 ) من
- عادر الغرفة الرئيسية ( 10:48 ) من
- أحمد إلى الغرفة الرئيسية ( 10:48 ) من

Main Room @ 0:00, 125 17:45 1:36:28

الصوت والتعليق

مohammed Jadili

Slide12

المشاركين

- Mohammed Jadili
- about al chab
- Aamer Talaa
- abood koraz 1
- Abood Owimre
- Ahmed Sufan 1
- amr ehabbash

تم التعرف عليها

- عادر الغرفة الرئيسية ( 10:46 ) من
- عادر الغرفة الرئيسية ( 10:48 ) من
- عادر إلى الغرفة الرئيسية ( 10:48 ) من
- عادر إلى الغرفة الرئيسية ( 10:48 ) من
- عادر إلى الغرفة الرئيسية ( 10:49 ) من

Main Room @ 0:00, 136 21:48 1:36:28

الصوت والتعليق

مohammed Jadili

Slide13

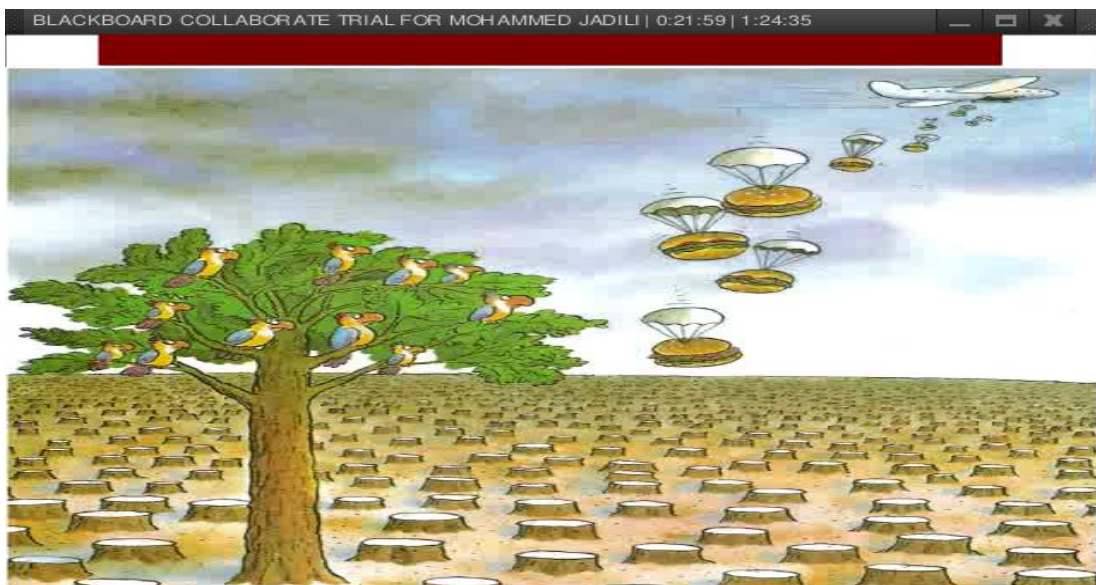
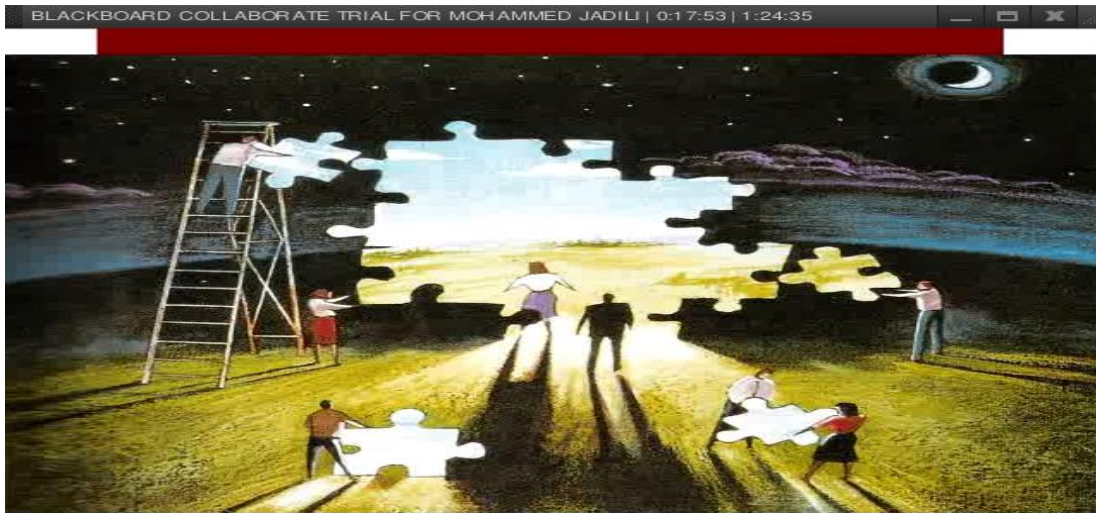
المشاركين

- Mohammed Jadili
- about al chab
- Aamer Talaa
- Abood Owimre
- khader
- abood koraz 1
- Ahmed Sufan 1

تم التعرف عليها

- عادر إلى الغرفة الرئيسية ( 10:48 ) من
- عادر إلى الغرفة الرئيسية ( 10:49 ) من
- عادر إلى الغرفة الرئيسية ( 10:50 ) من
- عادر إلى الغرفة الرئيسية ( 10:50 ) من


Main Room @ 0:00, 125 28:03 1:36:28



Language for making suggestions

- When making suggestions the following phrases can be used:
- Let's + infinitive.
- E.g. It's raining. Let's take an umbrella.
- How/What about + gerund/noun phrase?
- E.g. It's stopped raining. How about going to see a film?
- Why don't we + infinitive?
- E.g. It's stopped raining. Why don't we go to see a film?
- Shall we + infinitive?
- E.g. It's stopped raining. Shall we leave now?

Practice 1:



Mary: I am very tired.

Tony: (take/rest)

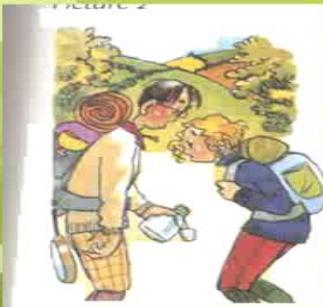
Tony:

1. What/How about taking a rest?
2. Let's take a rest.
3. Shall we take a rest?
4. Why don't we take a rest?

## Language for making suggestions

- When making suggestions the following phrases can be used:
- **Let's + infinitive.**  
○ E.g. It's raining. *Let's take* an umbrella.
- **How/What about + gerund/noun phrase?**  
○ E.g. It's stopped raining. *How about going* to see a film?
- **Why don't we + infinitive?**  
○ E.g. It's stopped raining. *Why don't we go* to see a film?
- **Shall we + infinitive?**  
○ E.g. It's stopped raining. *Shall we leave* now?

### Practice 1:



Mary: I am very tired.

Tony: (take/rest)

Tony:

1. What/How about taking a rest?
2. Let's take a rest.
3. Shall we take a rest?
4. Why don't we take a rest?

الصوت والتعبير

ملء الصفحة

Practice 2:

**Mohammed Jadili**

المشاركين

الغرفة الرئيسية (17)

**Mohammed Jadili**

Obada Al Masry

Ahmed Suefan

Hatem Mansour

Mahmoud Ahmed

abood koraz 1


تم إيقاف تشغيل إذن المحادثة الخاص بك، ومع ذلك يمكنك إرسال رسائل محادثة إلى الوسطاء. ( 11:18 )

- غادر الغرفة الرئيسية، ( 11:18 ) من قبل Bala A Qel

- غادر الغرفة الرئيسية، ( 11:18 ) من قبل Ahmed Abo shwarb 1

- تم تمكين إذن المحادثة الخاص بك، ( 11:21 ) من قبل

**Practice 2:**



Amy: What's wrong with our car?

Paul: The car is broken.  
(call/garage)

1:34:04 1:53:30

الصوت والتعبير

ملء الصفحة

Sides

**mosbah mansur**

المشاركين

الغرفة الرئيسية (17)

**Mohammed Jadili**

Obada Al Masry

Hatem Mansour

abood koraz 1

mosbah mansur

khaleel abu shaweesh

تم إيقاف تشغيل إذن المحادثة الخاص بك، ومع ذلك يمكنك إرسال رسائل محادثة إلى الوسطاء. ( 11:18 )

- غادر الغرفة الرئيسية، ( 11:18 ) من قبل Bala A Qel

- غادر الغرفة الرئيسية، ( 11:18 ) من قبل Ahmed Abo shwarb 1

- تم تمكين إذن المحادثة الخاص بك، ( 11:21 ) من قبل

**Paul: The car is broken.**

1. Let's call the garage.
2. Why don't we call the garage?
3. How/What about calling the garage?
4. Shall we call the garage?

1:36:56 1:53:30

الصوت والتعبير

ملء الصفحة

Practice 3:

**Mohammed Jadili**

المشاركين

الغرفة الرئيسية (17)

**Mohammed Jadili**

Obada Al Masry

Hatem Mansour

abood koraz 1

mosbah mansur

Mahmoud Ahmed


تم إيقاف تشغيل إذن المحادثة الخاص بك، ومع ذلك يمكنك إرسال رسائل محادثة إلى الوسطاء. ( 11:18 )

- غادر الغرفة الرئيسية، ( 11:18 ) من قبل Bala A Qel

- غادر الغرفة الرئيسية، ( 11:18 ) من قبل Ahmed Abo shwarb 1

- تم تمكين إذن المحادثة الخاص بك، ( 11:21 ) من قبل

**Practice 3:**



Joan: The plane's delayed!

Bill: Yes. (go for a drink)

1:39:19 1:53:30

## Practice 2:



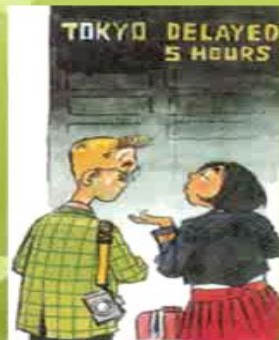
Amy: What's wrong with our car?

Paul: The car is broken.  
(call/garage)

Paul: The car is broken.

1. Let's call the garage.
2. Why don't we call the garage?
3. How/What about calling the garage?
4. Shall we call the garage?

## Practice 3:



Joan: The plane's delayed!

Bill: Yes. (go for a drink)

الصوت والتسجيل

ملاحظة الصفحة

Slide10

Mohammed Jadili

المشاركين

الفرقة الرئيسية (17)

Mohammed Jadili

Hatem Mansour

abood koraz 1

mosbah mansour

Ahmed Sulefan

Obada Al Masry

تم إرسال تعليقك

تم إرسال تعليقك إلى المحادثة الخاص بك، ويرجى ذلك يمكنك إرسال رسائل محادثة إلى الأصدقاء. ( 11:18 )

عاد الفرقة الرئيسية. ( عاد الفرقة الرئيسية. ( 11:18 )

عاد الفرقة الرئيسية. ( عاد الفرقة الرئيسية. ( 11:18 )

تم تمكين إذن المحادثة الخاص بك. ( 11:21 )

Slide7 @ 11:20:948

1:41:35

1:53:30

Bill: Yes.

1. Shall we go for a drink then?
2. Let's go for a drink then.
3. How/What about (going for) a drink?
4. Why don't we go for a drink?

الصوت والتسجيل

ملاحظة الصفحة

Slide12

Mohammed Jadili

المشاركين

الفرقة الرئيسية (17)

Mohammed Jadili

Hatem Mansour

abood koraz 1

mosbah mansour

Ahmed Sulefan

Obada Al Masry

تم إرسال تعليقك

تم إرسال تعليقك إلى المحادثة الخاص بك، ويرجى ذلك يمكنك إرسال رسائل محادثة إلى الأصدقاء. ( 11:18 )

عاد الفرقة الرئيسية. ( عاد الفرقة الرئيسية. ( 11:18 )

عاد الفرقة الرئيسية. ( عاد الفرقة الرئيسية. ( 11:18 )

تم تمكين إذن المحادثة الخاص بك. ( 11:21 )

Slide14 @ 45:43.220

1:44:05

1:53:30

**Suggestions**

Making Suggestions	Accepting	Refusing
Why don't we ..... ?	That's a good idea	It's great idea but ...
Let's .....	I'd love to.	I don't think I can ...
play football ?	Sounds great.	I'd love to but .....
How / What about <b>playing ..football ?</b>		I'm sorry I can't because ...

الصوت والتسجيل

ملاحظة الصفحة

Slide6

Mohammed Jadili

المشاركين

الفرقة الرئيسية (19)

Mohammed Jadili

Ahmed Abo shwarb 1

hassan ali

Obada Al Masry

salah al deen

abed alwhb smura

تم إرسال تعليقك

تم إرسال تعليقك إلى المحادثة الخاص بك، ويرجى ذلك يمكنك إرسال رسائل محادثة إلى الأصدقاء. ( 11:09 )

عاد الفرقة الرئيسية. ( عاد الفرقة الرئيسية. ( 11:09 )

عاد الفرقة الرئيسية. ( عاد الفرقة الرئيسية. ( 11:09 )

Slide6 @ 4:55.839

5:05

1:53:30

**1**

**What's your favorite place?**

**2**

What's the most interesting vacation you have ever taken?

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 1:09:01 | 1:21:11

**Bill: Yes.**

1. Shall we go for a drink then?
2. Let's go for a drink then.
3. How/What about (going for) a drink?
4. Why don't we go for a drink?

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 1:11:37 | 1:21:11

**Suggestions**

Making Suggestions	Accepting	Refusing
Why don't <b>we</b> ..... ?	<b>That's a good idea</b>	It's great idea but ...
Let's .....	<b>I'd love to.</b>	I don't think I can ...
<b>play football ?</b>	<b>Sounds great.</b>	I'd love to but .....
How / What about <b>play.ing</b> .football ?		I'm sorry I can't because ...

# 1

## What's your favorite place?

## 2

What's the most interesting  
vacation  
you have ever taken?





الصوت والتسجيل

Mohammed Jadili

المشاركين

الغرفة الرئيسية (20)

- Mohammed Jadili
- Obada Al Masry
- Ahmed Suefan
- mosbah mansur
- Ahamed Abo shwarb 1
- khalel abu shaweesh

تم الإفراج عنها

Belal A Qel ( ) - غادر الغرفة الرئيسية (11:10) من 11:10

Belal A Qel ( ) - انضم إلى الغرفة الرئيسية (11:10) من 11:10

Hanani AL-Derave #2 ( ) - انضم إلى الغرفة الرئيسية (11:10) من 11:10

تم إيقاف تشغيل إيت المحادثة الخاص بك. ومع ذلك يمكنك إرسال رسائل بريد إلكتروني أو رسالة (11:10) من 11:10

Slide7

3

**What TV shows do you like to watch?**

4

**Who is the most interesting person on TV?**

Slide5 @ 4:55.839

11:21

1:53:30

الصوت والتسجيل

Mohammed Jadili

المشاركين

الغرفة الرئيسية (20)

- Mohammed Jadili
- Ahmed Suefan
- mosbah mansur
- Ahamed Abo shwarb 1
- abed alwhb smura
- Obada Al Masry

تم الإفراج عنها

abood koraz 1 ( ) - غادر الغرفة الرئيسية (11:11) من 11:11

Hatem Mansour ( ) - غادر الغرفة الرئيسية (11:11) من 11:11

Hatem Mansour ( ) - انضم إلى الغرفة الرئيسية (11:11) من 11:11

abood koraz 1 ( ) - انضم إلى الغرفة الرئيسية (11:11) من 11:11

Slide6

5

**Have you ever won a prize?**

6

**Have you ever played on sports team?**

Slide6 @ 4:55.839

16:30

1:53:30

الصوت والتسجيل

Mohammed Jadili

المشاركين

الغرفة الرئيسية (20)

- Mohammed Jadili
- Ahmed Suefan
- mosbah mansur
- Obada Al Masry
- abed alwhb smura
- abood koraz 1
- Ahamed Abo shwarb 1

تم الإفراج عنها

Hatem Mansour ( ) - انضم إلى الغرفة الرئيسية (11:11) من 11:11

abood koraz 1 ( ) - انضم إلى الغرفة الرئيسية (11:11) من 11:11

Mahmoud Ahmed ( ) - غادر الغرفة الرئيسية (11:12) من 11:12

Mahmoud Ahmed ( ) - انضم إلى الغرفة الرئيسية (11:12) من 11:12

Slide9

7

**What does your name mean?**

8

**What's the most interesting Thing about your hometown?**

Slide6 @ 4:55.839

21:08

1:53:30

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 0:12:16 | 1:21:11

**3**  
**What TV shows do you like to watch?**

**4**  
**Who is the most interesting person on TV?**

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 0:16:37 | 1:21:11

**5**  
**Have you ever won a prize?**

**6**  
**Have you ever played on sports team?**

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 0:21:49 | 1:21:11

**7**  
**What does your name mean?**

**8**  
What's the most interesting Thing about your hometown?

Slide10

9  
What song do you like to sing?

10  
What's the best movie  
you saw this year?

المشاركين

Mohammed Jadili

Ahmed Sulefan

Abd alahb smura

Aboud Owimre

talah al deen

Khader

تم الإفراج عن طيها الممنوعة

محمود أحمد (11) - 11:13

عائد العروة الرئيسية (11) - 11:13

أحمد إلى العروة الرئيسية، محمود أحمد (11:13) - 11:13

تم الإفراج عن طيها الممنوعة الخاص بنا وبع - ذلك يمكنك إرسال رسائل محادثة إلى الوسطاء (11:13) - 11:13

Slide11

11  
When do you get angry?

12  
When did you feel really happy?

المشاركين

Mohammed Jadili

Ahmed Sulefan

Obada Al Masry

mosbah mansur

talah al deen

Ahamed Abo shwarb 1

تم الإفراج عن طيها الممنوعة

محمود أحمد (11) - 11:13

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تم الإفراج عن طيها الممنوعة الخاص بنا وبع - ذلك يمكنك إرسال رسائل محادثة إلى الوسطاء (11:13) - 11:13

Slide 4 @ 4:19.825

40:29

1:53:30

Slide12

13  
What's something you really  
love about your culture?

14  
What do you respect about  
another country or culture?

المشاركين

Mohammed Jadili

Abd alahb smura

Obada Al Masry

Ahamed Abo shwarb 1

aboud koraz 1

mosbah mansur

تم الإفراج عن طيها الممنوعة

محمود أحمد (11) - 11:13

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أحمد إلى العروة الرئيسية، محمود أحمد (11:13) - 11:13

تم الإفراج عن طيها الممنوعة الخاص بنا وبع - ذلك يمكنك إرسال رسائل محادثة إلى الوسطاء (11:13) - 11:13

Slide 4 @ 4:19.825

43:56

1:53:30

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 0:33:05 | 1:21:11

9  
What song do you like to sing?

10  
What's the best movie  
you saw this year?

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 0:39:40 | 1:21:11

11  
When do you get angry?

12  
When did you feel really happy?

BLACKBOARD COLLABORATE TRIAL FOR MOHAMMED JADILI | 0:42:54 | 1:21:11

13  
What's something you really  
love about your culture?

14  
What do you respect about  
another country or culture?

Belal Aqel

Slide13

**15**  
**What's your favorite food?**

**16**  
**Tell about a time you had to borrow something.**

Slide9 @ 21:04.652 45:28 1:53:30

Mohammed Jadili

Public Page 2

How are you?  
 How old are you?

Dialogue Virtual Lesson No 6 @ 1:23.203 1:04 1:53:30

Mohammed Jadili

Public Page 1

ww  
 why dont go to the beach

Slide11 @ 40:16.174 1:47:11 1:53:30





Samples of chat

41:51 to: *Mohammed Jadili*  
block c

41:57 to: *ghziy*  
nuseirat

42:01 to: *abood koraz 1*  
Gaza

42:11 to: *talal alhour*  
nuseirat

42:13 to: *Obada Al masry*  
my house is located between the maghazi and bureij

42:14 to: *hasan ali*  
maghaze

42:14 to: *Abood Owimre*  
Palestine

42:24 to: *abud al ohab*  
1camb

42:30 to: *yaser33*  
blok -c

42:43 to: *yaser33*  
rafah

42:47 to: *khaled abu shaweesh*  
camp "2"

42:47 to: *Abood Owimre*  
blok\_G

42:48 to: *mosbah mansur 1*  
amerka

42:56 to: *abud al ohab*  
zwaida

42:58 to: *salah al deen*  
magaze

42:59 to: *Mohammed Jadili*  
america



42:59 to: *HAMAM*  
zawaida

43:01 to: *mohammad al Aidy*  
maziy camp

43:01 to: *abud al ohab*  
camb

43:05 to: *Mohammad Amia 1*  
Al forkan street

43:06 to: *abood koraz 1*  
blok \_b

43:11 to: *yaser33*  
palistine

43:12 to: *Aamer Talaa*  
in nusierat cumb in blok H

43:14 to: *amr alhabbash*  
Iam Gaza

43:17 to: *salah al deen*  
magaze

43:19 to: *Ahmed Suifan 1*  
nuseirat

43:28 to: *abud al ohab*  
al 20 stret

43:32 to: *Mahmoud*  
jabalya

43:33 to: *salah al deen*  
magaze

43:34 to: *mosbah mansur 1*  
abragal nuserat

43:34 to: *Ahmed Suifan 1*  
CAMP 1

43:35 to: *salah al deen*  
magaze

43:36 to: *yaser33*  
der al balah

43:38 to: *HAMAM*  
new yourk

43:39 to: *salah al deen*  
magaze

43:41 to: *salah al deen*  
magaze

43:42 to: *salah al deen*  
magaze

43:49 to: *khader*  
west bank

43:52 to: *abud al ohab*  
egybt

43:55 to: *yaser33*  
al borej

43:55 to: *Ahmed Suifan 1*  
RUSSIA

43:55 to: *khaled abu shaweesh*  
london

43:58 to: *ghziy*  
im home is locatad in the nuseirat

44:12 to: *Mahmoud*  
ramla

44:12 to: *hasan ali*  
spain

44:14 to: *mosbah mansur 1*  
kanada

44:15 to: *abud al ohab*  
isbsnia

44:15 to: *HAMAM*  
madrid

44:19 to: *Aamer Talaa*  
Paris

44:21 to: *yaser33*

al shejaea

44:23 to: *salah al deen*  
torkea

44:23 to: *khaled abu shaweesh*  
spain

44:24 to: *HAMAM*  
Franch

44:26 to: *Mohammad Amia I*  
bangladish

44:28 to: *amr alhabbash*  
Palistain

44:31 to: *abood koraz I*  
naer the slah al deen st

44:33 to: *khaled abu shaweesh*  
germany

44:38 to: *mohammad al Aidy*  
refugge

45:11 to: *Hatem Mansour*  
if you needed go to the nusirates you should go along this road and turn left it is  
oppisote al swarha area

46:25 to: *amr alhabbash*  
iiiiiiiiiiiiiii

47:10 to: *HAMAM*  
Barazil

58:15 to: *Abood Owimre*  
The pst office oppisit the bank

58:24 to: *Mohammed Jadili*  
the drug store is opposite the police station

58:35 to: *hasan ali*  
the train station opposit the school

58:42 to: *HAMAM*  
the post office is next to the drug store

58:53 to: *Aamer Talaa*  
movie theater oposite hospital

58:56 to: *mosbah mansur 1*  
the train station opposit the school

59:01 to: *Obada Al masry*  
the store is oppiset movie theater

59:06 to: *talal alhour*  
the train station opposit the school

59:10 to: *Hatem Mansour*  
the church it site on the cross road and it oppisote the hospital

59:13 to: *khaled abu shaweesh*  
the restaurant is the naext of the move theater

59:14 to: *abud al ohab*  
the bank obbsit post ,ffice

59:22 to: *Abood Owimre*  
hospital behaind the second streer

59:26 to: *Mohammad Amia 1*  
the library between 2 main street

59:31 to: *salah al deen*  
the hospital opposit the movie theater

59:32 to: *hasan ali*  
the bank cross main street

59:33 to: *Mahmoud*  
The bank is next to the police staion

59:34 to: *abood koraz 1*  
the school oppesit of the train station

59:42 to: *salah al deen*  
the hospital opposit the movie theater

59:47 to: *yaser33*  
the restaurant next to move theatar

59:48 to: *khader*  
church is front of restaurant

59:51 to: *Aamer Talaa*  
polise station betwen bank and store

59:58 to: *ghziy*

im home is located next to the mosque sayyid Qutb

1:00:06 to: *amr alhabbash*  
The school is next to the resaurnt

1:00:15 to: *abud al ohab*  
the school is next to laibratry

1:00:43 to: *mosbah mansur 1*  
second street between the hosbital and restaurant

1:00:57 to: *yaser33*  
post office next to school

1:00:59 to: *Ahmed Suifan 1*  
The hospital is across from the Church

1:05:23 to: *hasan ali*  
the sky is a bove the sun

1:05:27 to: *mosbah mansur 1*  
the tree between the house

1:05:28 to: *Abood Owimre*  
the house is in midel of the picther

1:05:32 to: *amr alhabbash*  
The dog is below the sun

1:05:33 to: *khaled abu shaweesh*  
the car is opposite of the house

1:05:35 to: *abood koraz 1*  
the car is in fornt of thr house

1:05:35 to: *Aamer Talaa*  
the dog is below the sun

1:05:37 to: *HAMAM*  
the dog is between the huose

1:05:38 to: *Mahmoud*  
The sun is above the house

1:05:40 to: *Obada Al masry*  
The tree is pelow the house

1:05:50 to: *abud al ohab*  
the car is the behind the hous

1:05:54 to: *Ahmed Suifan I*  
The sun is a a bove the dog

1:05:59 to: *talal alhour*  
the dog is between the huose

1:06:03 to: *Mohammad Amia I*  
no comment

1:06:21 to: *salah al deen*  
the house between the car and the dog,

1:06:27 to: *Aamer Talaa*  
The car in front of the house

1:06:27 to: *khader*  
the dog behind house

1:06:33 to: *yaser33*  
the car is below the house

1:06:42 to: *hasan ali*  
the sun is above the garden

1:06:51 to: *ghziy*  
i see him in the picture next to the house and the house dog

1:06:53 to: *Ahmed Suifan I*  
the sun is a bove all

1:06:53 to: *Hatem Mansour*  
i see in the puctcher the car oppisote the house and the dog is next to the house

1:06:53 to: *Obada Al masry*  
The house right is the tree

1:06:59 to: *HAMAM*  
the car is front of the house

1:06:59 to: *abood koraz I*  
the dog is to the right of the house

1:07:12 to: *amr alhabbash*  
The car is in front of the house

1:07:14 to: *abud al ohab*  
the dog above grass

1:07:21 to: *Mahmoud*  
the tree is opposite the dOG

1:10:43 to: *abud al ohab*  
the vas e in above tableeeeeeeeeeeee

1:12:22 to: *yaser33*  
6oooooooooooo)

1:12:41 to: *amr alhabbash*  
hhhhhhhhhhhhhhhhhhhhhhhhhhhhhh

1:13:41 to: *amr alhabbash*  
aamer

1:13:49 to: *amr alhabbash*  
Aamer

1:17:07 to: *Aamer Talaa*  
what ??????????

1:18:26 to: *khader*  
go long this street and turn left my house on right you

1:20:58 to: *HAMAM*  
go along street about 2 kilo and turn right my house oppisite of the petrol staion

1:21:49 to: *abud al ohab*  
ddddddddddddddhd

1:24:10 to: *ghziy*  
my houes is located in the nuseirat and pharmacy next my house and my house on my palm lqdal shop

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



هاتف داخلي

الجامعة الإسلامية - غزة  
The Islamic University - Gaza

مكتب نائب الرئيس للبحث العلمي والدراسات العليا

الرقم..... ج س ع /35/ Ref .....

التاريخ..... Date .....

الأخ الدكتور / وكيل وزارة التربية والتعليم العالي حفظه الله،  
السلام عليكم ورحمة الله وبركاته،

### الموضوع / تسهيل مهمة طالب ماجستير

تهديكم شئون البحث العلمي والدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالب/ محمد زكي عبد اللطيف الجديلي يحمل برقم جامعي 120120417 المسجل في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس، وذلك بهدف تطبيق أدوات دراسته والحصول على المعلومات التي تساعد في إعداد خطة الرسالة.

والله ولي التوفيق،،،

مساعد نائب الرئيس للبحث العلمي والدراسات العليا

أ.د. فؤاد علي العاجز



صورة في  
مكتب





الرقم: و.ت.غ مذكرة داخلية ( ١١٤ )

التاريخ: 2014/2/12

الموافق: 12 ربيع الثاني، 1435 هـ



السيد / مدير التربية والتعليم - الوسطى المحترم

السلام عليكم ورحمة الله وبركاته،،

### الموضوع / تسهيل مهمة بحث

نهديكم أطيب التحيات، ونتمنى لكم موفور الصحة والعافية، وبخصوص الموضوع أعلاه،

يرجى تسهيل مهمة الباحث/ محمد زكي عبد اللطيف الجدلي والذي يجري بحثاً بعنوان :

" أثر التدريس باستخدام الفصول الافتراضية على تطوير مهارة التحدث لدى طلاب الصف العاشر

والقلق من التحدث "

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في كلية التربية بالجامعة الإسلامية بغزة تخصص

مناهج وطرق تدريس، في تطبيق أدوات البحث على عينة من طلاب الصف العاشر الأساسي بمديريتك

الموقرة، وذلك حسب الأصول.

المحترم

وتفضلوا بقبول فائق الاحترام،،،

السيد / مدير مدرسة خالد بن الوليد الثانوية (ن)  
لما غنته سحر محبة لسانك من طيب  
أدوات ليدراك على عينه سر طلائع  
بالصف لباشر لا يسهل. وذلك حسب الأصول

د. علي عبد ربه خليفة

مدير عام التخطيط التربوي



السيد / مدير مدرسة خالد بن الوليد الثانوية (ن)  
م. محمد كمال بدران  
2014 . 2 . 13  
11 ربيع الثاني 1435 هـ

المحرم  
المحرم

ر. د. ستم  
نسخة:  
السيد/ معالي وزير التربية والتعليم العالي  
السيد/ وكيل الوزارة المساعد للشؤون الإدارية والمالية  
السيد/ وكيل الوزارة المساعد للشؤون التعليمية  
اللفف.  
م. محمد كمال بدران



قسم التخطيط التربوي

الرقم: م.ت. و / 10 / 1

التاريخ: 2014/03/18م

السيد/ رئيس جامعة القدس المفتوحة فرع الوسطى

المحترم

السلام عليكم ورحمة الله وبركاته

**استقبال طلبة مدارس لغرض البحث العلمي**

تهديكم مديرية الوسطى عاطر تحياتها و تتمنى لكم دوام التقدم و الازدهار و النجاح ، و بخصوص الموضوع أعلاه نرجو من سيادتكم التكرم بالموافقة لاستقبال ( 20 ) طالباً من مدرسة خالد بن الوليد الثانوية ( ب ) للبنين و لمدة ستة لقاءات دراسية لمساعدة الباحث السيد / محمد زكي عبد اللطيف الجديلي في تطبيق بحثه بعنوان ( فاعلية استخدام الفصول الافتراضية على تطوير مهارة التحدث لدى الصف العاشر الأساسي و القلق من التحدث) .

أملين من سيادتكم الموافقة لأنكم أهل لذلك في مساعدة طلبة العلم

وتفضلوا بقبول فائق الاحترام

أ . محمد كمال بركات

مدير التربية و التعليم



المحترمين

المحترم

نائب مدير التربية والتعليم

مدرسة خالد بن الوليد الثانوية ( ب ) للبنين

نسخة لـ

السيد/

السيدين/

للإتف