

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

مرويات الصحابي الجليل بلال بن رباح -رضى الله عنه -
" جمع وتخريج ودراسة "

،Narratives companion Belal Bin Rabah, peace be upon him

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Impact of Using Classroom English on Developing Khanyounis Governorate Eleventh Graders' Communication Skills and their Attitudes towards English

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بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ أحمد عبدالقادر أحمد الكحلوت لنيل درجة الماجستير في كلية أصول الدين/ قسم الحديث الشريف وعلومه وموضوعها:

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والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي و للدراسات العليا

.....
.....
.....
أ.د. فؤاد علي العاجز



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



(وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ
إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ)

سورة الروم آية رقم 22

Dedication

I would like to dedicate this work to:

- *The soul of all martyrs of freedom.*
- *My mother, who devoted her life to us.*
- *My father, who sacrificed his life for our happiness.*
- *My beloved wife, sons and daughters, Mohammed, Abdurrahman, Ali and Ayah, whose love, continual support, and patience encouraged me to reach my goal.*
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Abstract

Impact of Using Classroom English on Developing Khanyounis Governorate Eleventh Graders' Communication Skills and their Attitudes towards English

This study aimed at investigating the impact of using classroom English on developing eleventh graders' communication skills and their attitudes towards English. To achieve the study aims, the researcher adopted the experimental approach with two groups' pre-posttest design (experimental and control). To collect the data, the researcher prepared an achievement test (pre, post & delayed) and an attitude scale (pre & post) to determine the students' attitudes towards English language. After examining the validity and reliability of the tools, the tools were implemented on the study sample consisting of (80) male students from Khalid El-Hassan School who were randomly selected from the original population of (1743) students in West Khanyounis Directorate of Education in the schoolistic year 2014-2015. The sample was divided into two groups: the experimental group consisting of (40) students and the control one consisting of other (40) students. The two groups were similar in their age, previous learning, general achievement and achievement in English language. The classroom English was used in teaching the experimental group, while the traditional method was used with the control one in the first term of the scholastic year (2014-2015).

The experiment lasted for twelve weeks (2 lessons per week). After three weeks, a delayed test was administrated to the experimental group and control group to test retention. After the data had been analyzed using SPSS program, the study revealed that there were significant differences at ($\alpha \leq 0.5$) in the scores of the control and the experimental groups in favor of the experimental group on the posttest, which was attributed to the impact of the classroom English. The findings also pointed out that there were statistically significant differences at ($\alpha \leq 0.01$) in the experimental group students' attitudes towards English in the post application of the attitude scale. Additionally, there were statistically significant differences at ($\alpha \leq$

0.01) in the retention test between the control and the experimental groups in favor of the experimental group. The study also showed that there were no significant differences in mean scores between the post-test and delayed (retention) test of the experimental group.

Based upon the previous findings, the study recommended that teachers are advised to use the classroom English while teaching English as it can enrich the teaching-learning process, improve students' achievement level in English and enhance their communication skills. It also suggested that further research should be conducted on the effect of classroom English on other English language, and the treatment of learning difficulties in English.

ملخص البحث

أثر استخدام اللغة الانجليزية كلغة الصف في تنمية مهارات الاتصال لدى طلاب الصف الحادي عشر بمحافظة خان يونس واتجاهات الطلاب نحوها

هدفت هذه الدراسة الى التعرف على أثر استخدام اللغة الانجليزية كلغة الصف في تنمية مهارات الاتصال لدى طلاب الصف الحادي عشر بمحافظة خان يونس واتجاهاتهم نحو اللغة، ولهذا استخدم الباحث المنهج التجريبي القائم على مجموعتين: قبلي وبعدي (تجريبية وضابطة) ولجمع البيانات صمم الباحث الأدوات والمواد التالية: 1- اختبار تحصيل لمهارات الاتصال (قبلي – بعدي – مؤجل) 2- مقياس اتجاهات (قبلي وبعدي) لتحديد اتجاهات الطلاب نحو اللغة الانجليزية.

وبعد التأكد من صدق وثبات الأدوات والمواد، تم تطبيقها على عينة الدراسة الممثلة في (80) طالب من مدرسة خالد الحسن الثانوية للبنين التي تم اختيارها عشوائياً من أصل مجتمع يبلغ حوالي (1743) طالباً في مديرية غرب خان يونس للعام الدراسي 2014- 2015 م. وقسمت العينة إلى مجموعتين: التجريبية وتتكون من (40) طالباً والضابطة مكونة من (40) طالباً، وتشابهت المجموعتان في متغير العمر، التعلم القبلي والتحصيل. ولقد استخدمت اللغة الانجليزية كلغة الصف في تعليم المجموعة التجريبية بينما تعلمت المجموعة الضابطة بالطريقة التقليدية وذلك في الفصل الاول من العام الدراسي 2014- 2015م. واستغرقت الدراسة اثنا عشر اسبوعاً بمعدل درسين في الأسبوع. وتم تطبيق الاختبار المؤجل بعد ثلاثة أسابيع على المجموعة التجريبية والضابطة لقياس أثر استبقاء اللغة الانجليزية وبعد استخدام برنامج SPSS في تحليل النتائج كشفت الدراسة عن النتائج التالية: وجود فروق ذات دلالة إحصائية عند مستوى دلالة (0.05) في مستوى تحصيل طلاب المجموعتين التجريبية والضابطة على القياس البعدي لاختبار التحصيل لصالح المجموعة التجريبية ويعزى الى فاعلية البرنامج. كما أظهرت النتائج وجود فروق دالة إحصائية لصالح المجموعة التجريبية في التطبيق البعدي لمقياس الاتجاهات ويعزى ذلك لاستخدام اللغة الانجليزية كلغة الصف بالإضافة لوجود فروق دالة إحصائية لصالح المجموعة التجريبية في الاختبار المؤجل، كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية بين الاختبار البعدي والمؤجل للمجموعة التجريبية.

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List of Abbreviations

Abbreviations	Stands for
FL	Foreign Language
CL	Cooperative Learning
CSs	Communication Strategies
ESL	English as a second language
L2	Second language
ELT	English Language Teaching
EFL	English as a foreign language
SPSS	Statistical Package for Social Sciences
ELL	English Language Learning
MSLQ	Motivated Strategies for learning Questionnaire
TBLT	Task-Based language Teaching
CSCED	Community service and continuous Education Deanship
CNDB	Communication non-Drama Based
CDB	Communication Drama Based
AMTB	Attitude motivated test battery
OCSs	Oral communication skills
CA	Communicative approach
ANOVA	Analysis of variance
SRL	Self-regulated learning
IELTS	International English language Testing system
PYP	Preparatory year program
VSO	Verb subject Object
SVO	subject Verb Object
NCEL	National curriculum foe English learning

Chapter I

INTRODUCTION

Chapter I

Introduction

1.1 Study background

Language is considered as the prime means of communication among people. English is one of the most important languages all over the world. It helps us communicate with foreigners at home and abroad. All of us know that English is the language of technology, computer services, politics, commerce and internet. Hence, many countries emphasize teaching English language to their citizens.

Richards & Renandya (2002: 1) believes that “Second and foreign language teaching is one of the world’s largest educational enterprises and millions of children and adults worldwide devote large amounts of time and efforts to the task of mastering a new language”. Keshta (2000:4) clarifies that throughout the years, English has become of an increasing importance, not only in the West but also in the Middle East and the rest of the world. It has become the common language between people from different backgrounds. In the Middle East area, governments provide programs for English language in almost every school and university.

In order to achieve the process of learning English, one must acquire its vocabulary, grammar, pronunciation and the four skills: listening, reading, speaking, and writing. “Though without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972:111). This means that vocabulary is one of the most important components in learning a foreign language. Teaching and learning speaking are considered among the major challenges that face ESL/EFL teachers and learners. Most EFL learners have difficulties in communicating using English language because of their limited amount of vocabulary. And in order to overcome these challenges,

teachers should use effective strategies which enhance communicative skills (Al-Zahrani, 2011:2).

There are several problems facing learners to communicate in English. These problems include forgetting new vocabulary because learners are not exposed to it long enough and/or they do not use it in their daily life since they are not surrounded by English speakers (Lin, 2002: 65 cited in Al-Zahrani, 2011). This requires looking for effective methods and strategies in order to improve students' communication skills and motivate learners to practice and acquire the speaking skills.

Raizen(1999) discusses the benefits of using English in the foreign language classroom, which contributes to helping students develop higher order thinking skills. Michalewicz (2007) believes that the main reasons behind most students' enthusiasm for classroom English learning approach are: communication skills are educational, as they illustrate many useful (and powerful) problem-solving rules in a very entertaining way. Ridout (1977) clarifies that using classroom English can be useful in FL teaching because it provides motivation for learning.

The researcher has a sixteen-year experience as an English language teacher in governmental schools. During this period he has noticed that Palestinian students face difficulties in acquiring classroom English. Classroom English contains useful words and phrases that are often used during an English lesson. One of the benefits of using the classroom English is the fact that students can have a lot of exposure to it and consequently if teachers keep using such language, it will become part of students' routine language and they will not only learn it but also over-learn it. This will inevitably enhance students' communication skills inside and outside the classroom. Teachers' use of some phrases and chunks of classroom language encourages their students to do so as well.

The use of classroom English is a good beginning step for encouraging students to feel comfortable learning a foreign language and for them to begin

to “think” using FL language. The more they use the phrases and chunks, the more comfortable they will be. The goal is to get students to interact and communicate in English, rather than in Arabic. This motivated the researcher to conduct this study, which investigated the effectiveness of using classroom English on developing eleventh graders’ communication skills and their attitudes towards English

1.2 The Need and Rationale for the study

Palestinian eleventh graders have been studying English for eleven years. However, from the researcher’s observation, the majority are unable to communicate effectively using English and their language is largely devoid of accuracy. These students' failure to communicate successfully and effectively can be attributed to different factors, one of which is their lack of exposure to English inside the classroom since the usual practice is the use of Arabic as the medium of instruction. Therefore, the premise of this study is that using classroom English may contribute to improving students' communication skills and enhancing their English speaking.

1.3 Statement of the problem

Through the researcher's experience in the field of teaching English language, he has observed that students face great difficulties in the speaking skill achievement. This difficulty might be as a result of ineffective teaching methods which affect their speaking achievement . Thus, the students' low achievement level requires serious research for alternative and effective techniques that may increase students' achievement and motivation. This research comes in this context.

The problem of the study is stated in the following main question:

"What is the impact of using classroom English on developing eleventh graders’ communication skills?"

1.4 Research questions

The following sub-questions emerged from the major research question:

1-Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean score in the post application of the achievement in the communication skills test between the experimental group who were taught using classroom English, and

their control group counterparts, who were taught using a mixture of Arabic and English?

2-Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the post application of the attitude scale towards English between the experimental and the control group?

1.5 Research Hypotheses

1-There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean score in the post application of the achievement in the communication test between the experimental group students, who were taught solely using classroom English, and their control group counterparts, who were taught using a mixture of Arabic and English.

2-There are no statistically significant differences at ($\alpha \leq 0.05$) in the total average score of the post application of the attitude scale towards English between the experimental and the control group.

1.6 Purpose of the study

The study was conducted to achieve the following purposes:

1. Investigating the effectiveness of using classroom English in developing students' communication skills in English
2. Familiarizing English language teachers with basic principles of using classroom English while teaching
3. Teaching English language in an interactive and interesting way
4. Identifying more efficient and meaningful ways of teaching English
5. Examining students' attitudes towards English as a result of learning English through English

1.7 Significance of the study

This study is important since it seeks to achieve the following:

1-Helping English language teachers in organizing an effective teaching-learning environment through implementing classroom English

2-Benefiting supervisors to conduct training courses for English teachers to raise their awareness of the importance of teaching English through English

3-Benefiting syllabus designers to organize and enrich English language curricula with activities based on classroom English

4-Evoking researchers to do more studies about using classroom English in developing other skills as reading, listening, and writing.

5-Providing an experimental model to show the effectiveness of using classroom English in developing eleventh graders' English communication skills.

1.8 Limitations of the study

This study was conducted under the following limitations:

1. The sample of the study consisted of eleventh male graders in the governmental schools in West Khanyounis Directorate of Education.
2. The study was carried out in the first term of the scholastic year (2014-2015).
3. The study was limited to the impact of using classroom English on students' communication skills in English.

1.9 Operational Definitions of Terms

1. Communication:

Communication is any means by which an individual relates experiences, ideas, knowledge, and feelings to another.

2. Skill

A skill is the learned ability to carry out a task with pre-determined results, often within a given amount of time, energy, or both. In other words, the abilities that one possesses. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.

3. Attitude

Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.

4. Classroom English

It is meant by the classroom English, the English used by the researcher of this thesis to convey the message between the teacher and students, and student and another student for the explanation of the lesson and giving and receiving instructions to fulfill the aims of this program in developing the communication skills.

5. Eleventh Graders

The eleventh grade students are those students who completed the tenth grade successfully and promoted to the eleventh grade at Khalid El Hassan Secondary School and on whom the program of the researcher is going to be implemented to test the Impact of Classroom English on developing the communication skills.

Summary

Through browsing the first chapter, one can deduce the vital role that the English language plays in our life in various walks and domains such as keeping pace with the technological development that our world witnesses. Consequently, the researcher tries to pave the way in front of those interested in the research topic through Chapter I, which includes an introduction, need of the study, purpose of the study, significance of the study, statement of the study problem, questions of the study, limitation of the study and finally operational definitions of terms.

Chapter II

LITERATURE REVIEW

Chapter II

Literature Review

In line with the purpose of this study which aimed at investigating the impact of using classroom English on developing Khayounis Governorate eleventh graders' communication skills and their attitudes towards English, this chapter is divided into two sections. The first section consists of three domains. The first domain is the theoretical framework which discusses communication skills, the second discusses students' attitudes towards English language, and the third is about classroom English. The second section investigates the findings of previous studies related to the topic of the current study.

Section I: Theoretical Framework

2.1 Communication skills

The term 'communication skills' refers to the exchange of thoughts, views and ideas with the intention of conveying information. Communication is a two-way street that includes vocalization as well as gesticulation. The purpose of communication is to convey one's beliefs, ideas, thoughts or needs with clarity so as to reach a consensus or a mutually acceptable solution (Narayanrao, 2012).

2.1.1 The importance and necessity of communication skills.

The importance of communication skills cannot be underestimated. Good communication skills are necessary in all walks of life. The lack of effective communication skills have a negative impact on the personal as well as professional life of a person (Narayanrao, 2012).

A tutor/teacher who is able to communicate well with students can inspire them to learn and participate in class. Classroom communication can be improved when learners participate in different activities using classroom English. Without effective communication, the goal of English language learning cannot be realized. The teacher needs to be able to identify dormant learners and encourage them to come forth with their views without seeming overly patronizing. All this is impossible unless the teacher has astounding communication abilities coupled with a natural empathy towards the learners.

2.1.2 Oral Communication Skills:

Oral communication reflects the persistent and powerful role of language and communication in human society. As Halliday (1978, p. 169) explains; communication is more than merely an exchange of words between parties; it is a "...sociological encounter" and through exchange of meanings in the communication process, social reality is "created, maintained and modified". Such a capacity of language is also evident in Austin's (1962) earlier work on speech act theory where, as cited by Clyne (1994, p. 2), language and thus communication is a "...instrument of action". Speech act theory, concerned with the communicative effect, that is, the function and effect of utterances, dissects an utterance into three components: the actual utterance (the locution); the act performed by the utterance (the illocution); and the effect the act has on the hearer (the per locution). Searle's (1969) work further defines speech acts as greeting,request,complaint,invitation,compliment and refusal..

Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen; we actively and consciously engage in communication in order to develop information and understanding required for effective group functioning. It is dynamic because it involves a variety of forces and activities interacting over time. The word process suggests that communication exists as a flow through a sequence or series of steps. The term process also indicates a condition of flux and change (Rahman, 2010).

Oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Unlike conversational speech, speech in more formal environments does not come naturally. What should be learnt is how to critically think about how to present oneself as a speaker on all occasions and then how to function in a variety of speaking environments.

Oral communication can take many forms, ranging from an informal conversation that occurs spontaneously and, in most cases, for which the

content cannot be planned, to participation in meetings, which occurs in a structured environment, usually with a set agenda.

As a speaker there are several elements of oral communication of which one needs to be aware in order to learn how to use them to his/her advantage. Apart from the language used for communication, there are several other elements which the speaker should learn to communicate effectively. These skills are eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision and conciseness. At a secondary level it is assumed that the learners know the basics of the language. At this level teaching speaking skills is irrelevant. What the teacher has to teach is the communication skills. For this he/she has to know the individual needs of the students. And this can be known in a better way when the learners perform a task in the class. Task-based approach seems to be suitable for teaching and learning

2.1.3 Key Concepts and Content

The key concepts which will be discussed are :The definition of communication, elements and process of communication ,why study communication, communication for improving self-confidence and communication for important life skills.

2.1.3.1 Key Concept 1: What is Communication.

“Understanding” is the essence of communication. This only happens when there is an intention of understanding and being understood by those involved in a communication situation. Interaction with the purpose of sharing involves the exchange of the signs and symbols. In a given communicative context, the absence of them also still communicates the absence of the ‘ingredients’ of communication; the intention, the skills, or the presence of barriers (Basri: 2003).

Communication takes place when we are supposedly at the same level of understanding and comprehension as other interlocutors. Communication is

therefore not what is said whether verbally or non-verbally, but what is understood. Understanding is influenced by perceptions which evolve over a period of time and color our understanding. We all have personal perceptions, and therefore understanding would need a conscious and deliberate effort by us and cannot be left to chance, expecting it to happen by itself.

Ask yourself how consciously you listen to others when they are speaking; or for that matter, how conscious you are, when speaking, about how many appear to understand. Interestingly, communication, which is generally relegated to as basics when considered as an ordinary human faculty is not that basic after all. It is therefore that communication can be learnt and needs to be learnt.

2.2 Classroom English

2.2.1 Introduction

The use of native language in ESL classes has been debated for a long time. The use of native language is not a problem, but the English teachers are concerned about its appropriate use and when it is necessary to use. Should teachers use the students' first language in the English classroom? There are many dilemmas whether to use the native language in an English language classroom or not. Many teachers are either for or against it. Those who are against consider that their main reason is the risk of creating native language dependence and thus preventing students' effort to find the meaning from explanations or contexts. According to Ellis (1994) several authors maintain that L1 has no essential role to play in EFL teaching and that too much L1 use might deprive learners of valuable input in the L2.

But there are others, also strong arguments for using students' native language, believing that native language is helpful in explaining complex ideas and grammar rules and also helps students learn new vocabulary more effectively, and prevent the waste of time in explanations and instructions. However, the idea of avoiding native language is too stressful for many students and it is teacher's responsibility to create a comfortable class and help

students feel confident and interact independently. What is the best way to learn a second language? What is the best way to teach a second language? There are no instant recipes. No quick and easy method is guaranteed to provide success. Every learner is unique. Every teacher is unique. Every learner-teacher relationship is unique, and every context is unique. Brown (2000: 14).

2.2.2 Historical Background

Traditionally, the prevalence of Grammar-Translation method during the previous century led to students' inability to use EFL fluently after having studied it for long. Consequently, the use of L1 in the EFL classroom started to be seen as uncommunicative, boring, pointless and irrelevant (Harmer, 2001). In other words, this method was challenged for doing "virtually nothing to enhance students' communication ability in the language" (Brown, 2000: 16).

Advocates of the Direct Method and the Audio-lingual Method later on emphasized banning the use of L1, and viewed L1 and FL as two different systems that should not be linked so as to avoid L1 interference. Within the same context, Krashen, (1981) (cited in Al-Nofaie, 2010:66) suggests that comprehensible input should provide opportunities for subconscious and implicit learning, which leads to achieving language competence. Therefore, the superiority of FL may indicate prohibiting L1 in the classroom. Other theorists and researchers believed that the focus on FL can enhance communication and activate both conscious and unconscious learning. They added that learners could understand the message even when they do not know the exact meaning of words or structures, which indicates that they do not need to grasp all the words they read or hear.

Subsequently, the total use of English to teach English as a foreign language was obligated, and throughout the 1970s and 1980s, according to the communicative approaches, the use of L1 was still considered as undesirable (Mahmoud, 2006). This trend was enhanced by the cognitive psychology postulation that people acquire FL in a manner similar to the way they acquire their L1.

Admittedly, many people in the language teaching community still have reservations about using L1 in EFL classroom, objecting to it on the grounds that it limits exposure to the target language and keeps students thinking in their L1. These days, the taboo against using L1 in the classroom is breaking down, and the attitude to L1 and translation in language classes has witnessed a positive change following the recognition that some learners use the L1 as a communicative strategy to learn and use the FL (James 1998, Odlin, 1989, Gill 2003, and Cook 2001). In fact, a relatively new teaching method which deliberately uses L1 in teaching EFL has appeared. It is the New Concurrent Method which requires teachers to balance the use of the L1 and the FL (Faltis, 1990). Here, referring to L1 might be possible in four areas: introducing concepts, reviewing a previous lesson, capturing learners' attention and praising them.

Moreover, as research continued, it has been obvious that in addition to negative language transfer, positive transfer also seems to be significant, which means that FL learners might benefit from being exposed to the similarities of the two languages.

2.2.3 The Monolingual Approach

Thus, two approaches have appeared with regard to using the L1 in EFL teaching: the Monolingual approach and the Bilingual approach. Many linguists object to using L1 in EFL teaching on the ground that it hinders learning. In other words, the Monolingual Approach maintains that the foreign language should be the only medium of communication in the classroom. According to Sharma, (2006: 80), the rationale for using only the target language in the classroom is that “the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it.”

In fact, the proponents of this approach suggest more than one reason for their attitude. First, using L1 may become a habit resorted to whenever any

difficulties arise however it might be misleading sometimes owing to differences existing between L1 and FL. They add that when L1 is used, errors might emerge owing to negative L1 transfer. As an example, difficulties for Arab learners may be related sometimes to the different syntactic structures of sentences in Arabic and English. While Arabic has a V-S-O sentence structure, English generally follows the S-V-O pattern.

Krashen and Terrell (1983) advocate of this approach, argue that learners acquire FL following the same path they acquire their L1. Therefore, the use of L1 should be minimized. In their study of Arab learners of English in the Gulf region, Kharma and Hajjaj (1989) concluded that the L1 should not usually be used in FL classrooms, since the aim of FL teaching is to approximate near-native competence. However, if there is a need for that, a limited and systematized use is recommended.

According to Macdonald (1993) (cited in Sharma, 2006), switching to the L1 to explain what the teacher has said to learners is unnecessary and undermines the learning process. What can be concluded from the above-mentioned studies and views is that it is better to teach English as a foreign language through the medium of English.

2.2.4 The Bilingual Approach

The Monolingual Approach has been criticized by researchers, teachers, and learners, who hold that L1 use is beneficial in EFL classes at more than one level. In other words, the use of the mother tongue is looked at as a common feature in EFL, and is a natural act which seems to make positive contribution to the learning process if used judiciously.

Researchers who advocate this approach such as Atkinson (1993), Macaro (2001), Deller and Rinvulcri (2002), Widdowson (2003), Aurbuch (1998), and Harbord (1992) argue that L1 represents a powerful source that can be used to enhance FL learning, but it should be used in a principled way.

Macaro (2001) argues that it is not only impractical to exclude L1 from the classroom, but that it is also likely to deprive learners of an important tool for language learning. Similarly, Aurbuch (1998) (cited in Sharma, 2006: 81)

not only acknowledges the positive role of the mother tongue in the classroom, but also identifies its uses as follows: language analysis, class management, presenting grammar rules, giving instructions or prompts, explaining errors and checking for comprehension. Within the same context, Harbord (1992) points out that many ELT teachers have tried to create English-only classrooms, but have found that they have failed to get the meaning across, leading to student incomprehension and resentment.

According to Mukattash (2003: 224), using L1 in EFL teaching has been found to "facilitate both teaching and learning, systematize comprehension of EFL structures and items and hence lead to meaningful learning." This trend, concurrent with the current recognition of the cognitive aspect of EFL learning, is best expressed by Chastain (1971:135): "Meaningful learning takes place when the learners comprehend the material and can relate it to their present knowledge system." In other words, instead of leaving the learner to struggle over how to relate L1 structures to EFL structures, it seems plausible to guide learners wherever guidance seems to be necessary.

2.2.5 Research on using L1 and translation in teaching EFL

To investigate areas in which L1 is resorted to for teaching EFL and find out to what extent this practice might be possible and valid, the researcher reviewed a number of relevant studies conducted in different parts of the world and at different times.

In his paper on using L1 in EFL classrooms, Aqel (2006) explores the instructors' and students' reactions to using Arabic language in teaching EFL in the Department of English and Modern European languages at the University of Qatar. As regards to the responses of the questionnaires prepared for this purpose, it was found that all of the instructors who are native speakers of English and 62.5% of non-native speakers of English felt that it was acceptable to use Arabic in EFL teaching. As for students' reactions, it was found that 42.85% of freshmen; 54.23% of sophomores; 57.64% of juniors and 61.53% of senior students favored the use of Arabic. The paper recommends a judicious

use of Arabic in EFL teaching and when it is the shortest possible way to make learners understand the required points.

Cianflone (2009), in his research on L1 use in English courses at the University of Messina in Italy, found that the interviewed students and teachers seemed favorable to L1 use in terms of explanation of grammar, vocabulary items, difficult concepts and for general comprehension. He concluded that students seem to prefer L1 use and teachers subscribe to using L1 judiciously. Such use, being at the university level, may save time and increase students' motivation.

In a study involving the use of mother tongue in an EFL classroom setting of Chitwan high school students in Nepal, Sharma (2006) used classroom observation of four teachers and questionnaire responses of one hundred students and twenty high school English teachers. Many respondents reported that they preferred occasional use of L1 in the EFL classroom for many reasons: to clarify the meaning of difficult words, to explain grammar rules, to establish close relationship between students and teachers and so on. L1 use ought to be judicious and this is justified since it revealed that L1 helped students learn English more effectively, saved time and made students feel easy and comfortable when they were provided with L1 equivalents.

Surveying students and teachers at his Puerto Rican University with regard to using their mother tongue (i.e. Spanish) within their English classes, Schweers (1999: 6) found that 88.7% of the students and 100% of the teachers felt that Spanish should be used in their English classes. Eighty-six percent felt that their L1 should be used to explain difficult concepts and 67% said that their L1 helped them to feel less lost. He concluded by encouraging teachers to employ L1 so as to promote dynamicity in the classroom, provide a sense of security and activates learners' experiences.

In their study, Kharma and Hajjaj (1989) attempt to investigate and evaluated the use of the mother tongue in teaching EFL. A field study was conducted in which teachers, supervisors and students were asked about their attitudes to the issue, their actual use of the mother tongue, and about the

situations and purposes for which they used it. After the findings were stated, some recommendations were made for a limited, systematized and profitable use of the mother tongue in the SL classroom in a formal educational system.

The last study to be reviewed here is a case study conducted by Bouangeune (2009) at the National University of Laos. The study made an important contribution to EFL teaching, particularly in the area of vocabulary for students with a lower proficiency level. It showed the effectiveness of using L1 in teaching vocabulary through translation exercises and dictation. The findings indicated that the experimental group achieved better performance in both vocabulary in direct translation and vocabulary in context. In fact, the results could provide empirical support for the application of L1 in the FL classroom. Bouangeune concluded that "in order to prevent the misunderstanding of the meaning of the new word, teachers should provide clear, simple, and brief explanations of meaning, especially in the learners' first language" (Bouangeune, 2009: 189).

Commenting on these studies and similar ones, Al-Nofaie (2010: 69) notices that many teachers use L1 to explain grammar and new vocabulary. The findings gave support to the assumption that advanced learners manifest good progress when L1 is used. The learners' level and the teachers' professional experience also affect the degree to which teachers resort to L1.

It seems important in this context to distinguish between the teaching of translation as a vocational skill and the use of the L1 in the EFL teaching situation as an aid to learning. This is best expressed by Mukattash (2003: 224), who holds that "Translation can be used as a teaching technique particularly in those areas where there is marked discrepancy between L1 and EFL system." He adds that translation can also be used in explicating English structures that are likely to be confused with each other, as well as disambiguating certain occurrences of ambiguous sentences, such as (*He stopped to drink. Or He stopped drinking Or She found the book which she lost in the library*).

The advantages of using the L1 in EFL classrooms

First, it is essential to understand here that using L1 is not taken for granted, but it is resorted to when there is a need for it such as explaining difficult terms and some grammatical points with some sort of comparison to Arabic counterparts. As for the amount of L1 used for this purpose, the time, the place and the manner, it may have to do with how successful the teacher is in conveying the message and when he/she needs to clarify certain constructions, as well as the different learner styles and abilities.

Benefits of using L1 in EFL classroom and the reasons behind that are proposed by some researchers. Atkinson(1987) (cited in Bouangeune, 2009: 186) states that usingL1 might be useful for three reasons: Translation is preferred by learners, and it helps them to reveal their feelings. As well, building on differences between the L1 and theFL through translation helps to avoid negative transfer. Furthermore, it is a valuable technique for exploiting class time. He then identifies the following uses for L1, which include: checking comprehension, giving instructions, enhancing cooperation among learners and improving presentation and reinforcement.

Harbord (1992) supports the previous reasons for employing L1 and adds that L1 can enhance and keep the flow of communication. Butzkamm (2003) summarizes the principles and advantages of using L1 as follows:

- L1 use gives a sense of security and helps learners to be stress-free.
- L1 is the greatest asset people bring to the task of FL learning.
- A foreign language friendly atmosphere is best achieved through selective use of the L1.
- The use of the L1 saves learners from a feeling of frustration they might have within their FL learning.
- L1 techniques allow teachers to use richer and more authentic texts, which means more comprehensible input and faster acquisition.
- All newly-acquired FL items have to sink roots in our minds which are eventually deep enough for the items to function independently of the L1.

Some guidelines for teachers' beneficial use of L1 are demonstrated by Sharma (2006), who suggests that L1 might be used for translating a new language, chatting with learners, giving instructions, providing feedback and error correction and checking learners' comprehension.

Thus, appropriate use of L1 in EFL classes involves saving class time. Instead of going through a long explanation in the target language, it would sometimes be easier and more efficient to give a translation of a vocabulary item or an explanation of a grammar point. More than that, a comparison of English and the mother tongue might be an enriching experience. In other words, when similarities and differences of both languages are discovered, the target language learning is enhanced. The advantages might involve cultural aspects, as well. That is to say, cultural similarities and differences may be highlighted to help learners accept differences while preserving their cultural identity, which could be done through many activities including the use of L1.

Researchers have also stressed other uses and advantages of L1. These include managing of the class, giving instructions for teaching and testing activities, conveying meaning through giving the L1 equivalence of FL items and sentences, explaining grammar, and dealing with errors.

To sum up this section, it might be appropriate to quote the following words of Deller (2002: 3): The mother tongue taboo has been with us for a long time, but fortunately now things seem to be changing. I believe that many teachers have continued to use the mother tongue because it is both necessary and effective."

Commentary

It can be concluded from the abovementioned debates and various viewpoints about the classroom English that the only means of communication through the English lessons should be English to give students more chances to be exposed to English. Teachers should not allow students to resort to their mother tongue even if they make mistakes while communicating in English. If students are

obliged to speak English, they will get used to it and with the passage of time it will be their everyday medium even outside the class.

2.3 Attitudes

2.3.1 Historical Background

Scholarly research focusing on attitudes began less than a century ago. Initially, an attitude was the term used to describe a physical posture or pose that a person adopted when he or she had their portrait painted (Baker, 1992). During the second decade of the twentieth century, researchers and theorists started to realize, for the first time, that an attitude was related to a mental state, rather than physical posture. Behaviorists from that time were inclined to believe that an attitude could not be measured (Reid, 2006). Thurstone (1929), however, published an article claiming that an attitude, or several attitudes, could be measured, and, shortly, Likert (1932) suggested a method for actually doing so. From that point on, several researchers from different academic disciplines have studied attitudes.

Initially, these studies were restricted only to the discipline of social psychology and later the idea spread to other disciplines, such as education. In the field of education, studies of attitudes were mostly concerned with student attitudes toward school, school subjects, teachers, and other students. Among the studies of school subjects, students' attitudes toward learning a foreign language were explored by researchers such as Baker (1992), and Gardner and Lambert (1972). These researchers presented the most innovative and groundbreaking findings concerning students' attitudes toward second languages.

Hence, the researcher concluded that attitudes were neglected for a long time, but these days only, they were floating again on the surface to be seen clearly, especially the students' attitudes towards languages such as English.

2.3.2 Definition of Attitude

Attitude has been a difficult concept to define adequately, primarily because it has been defined by so many, but also because of the word differing

lay uses and connotations. One of the earliest definitions of attitude was proposed by Thomas and Znaniecki (1918). They define attitude as: "A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."

Furthermore, Zimbardo, and Leippe (1991) define attitude as: "An evaluative disposition towards some object based upon cognitions, affective reactions, behavioral intentions, and past behaviors that can influence cognitions, affective responses, and future intentions and behaviors." Attitudes are latent and not directly observable in themselves, but they act to organize or provide direction to actions and behaviors that are observable.

Many refer to attitudes as "predispositions to respond" (Zimbardo&Leippe, 1991). Attitudes are related to how people perceive the situations in which they find themselves. Also, attitudes vary in direction (either positive or negative), in degree (the amount of positiveness or negativeness), and in intensity. Allport (1935) defines attitude as a mental state of readiness, based on past experience that influences behavior towards an object. Ajzen (1988: 4) defines attitudes as: "a disposition to respond favorably or unfavorably to an object, person institution or event".

2.3.3 Language Attitudes

In the field of foreign language learning, it is a fact that both motivation and attitudes have impact on students' success in learning a foreign language. It is also claimed that attitudes have a strong connection to motivation. If a language learner has negative attitudes towards a language, they cannot be motivated. Gardner (1985) also comments that attitudes towards the second language may affect the learners' motivation to learn. There are many studies conducted on motivation and attitudes from a variety of perspectives, some researchers investigated the effect of attitudes on success, some others conducted studies on how students' attitudes changed due to direct contact with

the native speakers of the target language, and some worked on identifying whether attitudes could change thanks to instruction.

2.3.4 The Roles of Attitudes

In second language acquisition, Gardner and Lambert (1972) identified two main roles of attitudes:

1. **Instrumental attitudes** which are related with the desire to receive social-status recognition or profitable benefits.
2. **Integrative attitudes** that are related to the desire to be integrated into another language community.

These roles describe the position of students with respect to their language learning situation. Instrumental attitudes are when the student is learning the language for personal interest, and integrative attitudes are when the student is learning a language with the desire to be integrated into a specific community that speaks that language. Students learning a second language may report both instrumental and integrative attitudes in response to instruments measuring these attitudes.

2.3.5 Attitude Systems

Attitude positions are of four components:

(a) Affective responses, (b) Cognitions, (c) Behaviors, d) Behavioral intentions (Zimbardo & Leippe, 1991). The *affective* component of an attitude is said to consist of a person's evaluation of liking or emotional response to some situations, object or person. Affective responses reflect one's attitude with sensations of pleasure, sadness, or other levels of physical arousal, for example, the attitude towards languages, a topic of current interest, and the affective component would be a person's liking of the language and his feeling of excitement, or dread, when he or she used it. The cognitive component of an attitude is conceptualized as a person's factual knowledge of the situation, object, or person, including oneself. In other words, the cognitive component

refers to how much a person knows about a topic, such as English language and its vocabulary.

The behavioral component of an attitude involves the person's overt behavior directed toward a situation, object or person. For example, the behavioral component of language anxiety would be related to how often a person had used the language, and what kind of experience he had. People who practice English language daily, especially if they choose to use it freely, would be more likely to have positive attitudes toward it, and be less anxious, than would others who do not practice it.

Finally, the behavioral intention component involves the person's plans to perform in a certain way, even if sometimes these plans are never acted upon. An example, once again, is the language anxiety. In other words, if people knew that they were going to have to use the language in an upcoming class, this would partially shape their level of language anxiety. If the class was to be a difficult one, then language anxiety would likely to be increased.

2.3.6 Attitudes and Instructional Media

Simonson (1980) stated that if mediated instruction was broadly defined to include the entire learning process of which television, film, or still pictures were a part, then mediated instruction did seem to contribute to attitude formation and change. When only the media were evaluated, then conclusions were much less conclusive. Simonson stated that only one, broad, general conclusion about the relationship between media and attitudes was apparent and that this conclusion was an obvious one. Instructional media are primarily carriers of information vehicles. Characteristics of media such as flexibility of use, accessibility of information, and ability to encode ideas were more important than any inherent communication-related characteristics of a medium, which probably were of secondary importance to any development of attitudes or attitude changes (Simonson, 1980).

From the above mentioned, the researcher reached a conclusion that students' attitudes will change positively towards language learning if new means of instruction were used such as classroom English.

2.3.7 Importance of Attitude

Reid (2003: 33) declares, "*Attitudes are important to us because they cannot be neatly separated from study.*" Attitude is considered as an essential factor influencing language performance (Visser, 2008). Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua (2009, cited in Tella et al, 2010) state that negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya.

2.3.8 Language Attitude

Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude to learn the target language (Padwick, 2010). Gardner and Lambert (1972) have concluded that the ability of the students to master a second language is not only influenced by the mental competence or language skills, but also on the students' attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.

In 1992, Baker proposed a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning. Baker (1992: 9) states that, "*In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay*

or death.” In their turn, De Bot et al. (2005) assert that language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners’ attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

2.3.9 Aspects of Language Attitude

The learning process is regarded as a positive change in the individual’s personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one’s beliefs have been distinguished (Kara, 2009). Furthermore, the learning process has social as well as psychological aspects besides the cognitive approach. Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively. In the following, the three aspects of attitude concept i.e., behavioral, cognitive, and emotional aspects are briefly described.

2.3.10 Behavioral Aspect of Attitude

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Kara (2009:121) states

that “*Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.*”

2.3.11 Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

2.3.12 Emotional Aspect of Attitude

Feng and Chen (2009) state that, “*Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.*” Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006).

2.3.13 Related Studies

Many studies have been conducted to explore the nature of students’ attitudes towards learning foreign language in general and EFL in particular, compared with the studies concerning the attitudes of ESL learners during the past three decades (Al-Zahrani, 2008). For instance, Shams (2008) conducted a study attempting to investigate students’ attitudes, motivation and anxiety towards the learning of English. The findings underlined that the students had affirmative attitudes and high enthusiasm towards English. This also

highlighted that most of them showed positive attitudes towards English language and its learning which, in turn, emphasized the value of English language efficiency in the daily life.

Momani (2009) also investigated the secondary stage students' attitudes towards learning English as a foreign language and their achievements in reading comprehension. The findings showed that the respondents had neutral positive attitudes toward learning English. Also, there was a strong correlation between the students' attitudes toward learning English and their performance in reading comprehension.

The findings of the study by Al-Tamimi and Shuib (2009) on Petroleum Engineering students' motivation and attitudes towards learning English revealed that they had positive attitudes towards the use of English in the Yemeni social and educational contexts. They also showed positive attitude towards the culture of the English speaking world.

In terms of the year of study variable, Al-Zahrani (2008) conducted a study to determine the attitudes of Saudi students towards English. The statistical analysis revealed that there was not any clear difference among the three years in their attitudes towards Learning English as the descriptive statistics showed that the respondents in the three years had the same level of attitude.

Regarding the gender variable, Fakeye (2010) investigated the correlation between attitude and achievement in English among 400 senior secondary students selected randomly from five secondary schools. The findings revealed that there was a significant relationship between attitude and achievement. Additionally, it was explored that students' attitude is not gender-related. Thus, there was not a statistically significant difference in the attitudes of male and female students.

Education is the powerful tool which helps to modify the behavior of the child according to the needs and expectancy of the society. A student's attitude

is an integral part of learning and that it should, therefore, become an essential component of second language learning pedagogy. Attitudes toward learning are believed to influence behaviors such as selecting and reading books, speaking in a foreign language etc. Especially in Education, if the students have positive attitude towards any subject, they can achieve many things in that specific area. There is an interaction between language learning and the environmental components in which the students grow up. Both negative and positive attitudes have a strong impact on the success of language learning.

Commentary

From the abovementioned sections, the researcher reached a conclusion that attitudes are liable to change if remarkable variables intervened such as strong motivation towards learning English resulted from teacher's personality, whether on the academic or professional side, using new techniques which attract students attention and interests, amusing students while explaining the lessons, drawing attention to the importance of English in their life in dealing with foreigners and getting respectable jobs. In the next section, the researcher is going to talk about the previous studies relevant to the current study.

Section II

Previous studies

This section reviews previous studies relevant to the topic of the current study.

These studies can be classified under three domains:

- **The first domain** tackles studies related to communication skills
- **The second domain** investigates studies related to students' attitudes towards English language.
- **The third domain** includes studies that examined classroom English

1. Studies related to communication skills

Al-Tamimi(2014)

Al-Tamimi's (2014) study investigated the effectiveness of cooperative learning in English language classrooms to enhance Yemeni students' speaking skills and attitudes. A quasi-experimental interrupted time series design was used with sixty undergraduates enrolled in the foundation English programme at Hadhramout University, Yemen. The data of the study were gathered at multiple points of time before and after the end of the experiment to determine the effectiveness of cooperative learning on the sample's speaking skills and attitudes. In practical terms, the sample's speaking skills were first examined through an English oral test prior to and after some cooperative learning instructional activities were provided. Next, a five Likert scale-questionnaire was administered to the sample before and at the end of the course to identify students' attitudes towards the use of cooperative learning in English classes.

The data were analyzed using basic and inferential statistical methods including mean scores, standard deviations, paired sample t-test, and effect size. The findings showed a remarkable development in the students' speaking skills and attitudes after the introduction of cooperative learning techniques. In light of the findings, the researchers recommended that teachers should benefit

from applying CL in English classes, which may in turn develop students' speaking skills and attitudes.

Golaleh(2014)

Golaleh's (2014) study intended to prove that teaching communication strategies to EFL learners could help them communicate more effectively and easily in a foreign language. Moreover, using these strategies by EFL learners could improve their motivation in learning English, enhance their communication skills and also lessen their anxiety level during communication.

In the study, a Cambridge Proficiency Test was used and 40 Iranian homogeneous participants among learners who were 12-14 years of age were selected. The results of the proficiency test were at intermediate level. The learners were taught how to use CSs during communication in the foreign language. At the end of 3-month teaching and applying these strategies to the class activities, oral and written Cambridge Proficiency Test were held again to determine whether there was an improvement in their communication skills. A five point Likert Scale questionnaire was also used to measure their anxiety level and motivation during communication in English after learning and using CSs. The findings of the study confirmed that teaching CSs to EFL learners and applying them to the class activities was a practical way to improve students communication skills, increase their motivation and decrease their anxiety level in learning EFL

AtilganErozkan(2013)

The purpose of AtilganErozkan's(2013) study was to examine communication skills, interpersonal problem solving skills, and social self-efficacy perception of adolescents and the predictive role of communication skills and interpersonal problem solving skills on social self-efficacy. The study sample was comprised of 494 (226 females; 268 males) randomly selected from high school students studying in different high schools in Mugla, Turkey. The data were collected using the Communication Skills Inventory, Interpersonal Problem Solving Inventory, and Social Self-Efficacy Expectation Scale for

Adolescents. Pearson Product-Moment Correlation analysis was employed to search for relationships among communication skills, interpersonal problem solving skills, and social self-efficacy; multiple hierarchical regression analysis was also used for explaining social self-efficacy. The findings showed that the communication skills and interpersonal problem solving skills were found to be significantly correlated to social self-efficacy and communication skills and interpersonal problem solving skills important predictors of social self-efficacy.

Chamkaur Gill (2013)

In Chamkaur Gill's(2013), ten non-English-speaking-background students of Bond University were observed to identify the effects of drama on oral English. Over a period of twelve weeks (two hours per week), elements of their oral English communication were measured. The weeks were divided into four lots of three weeks each, with the first three weeks made up entirely of communicative non-drama-based (CNDB) lessons, weeks four to six comprising only communicative drama-based (CDB) methodology, weeks seven to nine reverting to CNDB methodology, and the final three weeks being made up of CDB strategies again. The hypothesis of this study was that all the participants would show improvement once CDB methodology was introduced and that, by the end of Week 12, their mean-scores would be higher than when they were first observed. The first part of the hypothesis was disproved for a majority of the participants, while the second part revealed positive findings for all ten.

Qutbi Alam(2013)

QutbiAlam's(2013) focused on the improvement of Oral Communication Skills (OCSs) of Pakistan's Public school's Grade-6 students who had a lack of opportunities and were seldom exposed to the English language generally and OCSs particularly. Since more importance was given to reading and writing skills of English in which results overlooked the importance of OCSs and due to which students were found to be silent, shy or

had a profound fear of being wrong. It further highlighted self-developed strategies of students in improving accuracy and fluency in which the National Curriculum for English Language (NCEL) was taken as a guiding tool and action planner through which systematic lessons were delivered in classrooms.

Findings of pre and post intervention phases of four participants revealed that *children's OCSs had shown a* marked improvement by giving opportunities to practice oral languages, providing conducive learning environment and using new teaching strategies. This study also claimed that code switching, peer and self error correction, short pauses and speech fillers were inevitable to improve speaking skills in the process of second language learning. It showed new ways in order to improve students' speaking skills and had implications for second language learners and teachers.

Fahad (2012)

According to Fahad's (2012) study, oral proficiency and communicative skills have always been a benchmark of ELT all over the world. In Iraq, the level of EFL learners has always been unsatisfactory and it is very usual to find that graduates of Iraqi University English Departments face real difficulty in gaining proficiency skills. There is an apparent lack of exposure to the target language in Iraqi classrooms and the focus has always been on the grammar and form. There is no real classroom discourse between teachers and learners and according to the researcher's knowledge, there was no one single study conducted to investigate the social construction of classroom talk in Iraqi EFL classes and its importance. In Iraq the three classroom factors (i.e. Teachers, learners and textbooks) are bound with classical framework. Teaching is teacher-centered where teacher has to do the majority of tasks and learners are merely passive receivers of information. EFL Curriculum is centralized by the Education ministry and is not oriented to use the target language in class and students mainly work on tasks centered on the drilling and grammar exercises of the homework. Recently, however, the interest in the English language in Iraq has increased. After 2003, Iraq has been opened up to the international

community and English has become an important qualification for those seeking jobs, students willing to pursue their graduate studies and for those aspiring for academic self-achievement.

To satisfy this need, private language institutes emerged rapidly. This research is qualitative in nature and is based on real observation of two different students' discussion groups: Group 1 involves 10 students recently graduating from an English language University department (University of ThiQar in the city of Nasiriyah) and Group 2 contains 10 graduates of an EFL course from a private language institute (Nasiriyah Institute for English language teaching located in the city of Nasiriyah). The two groups were given a topic for discussions in two different times with the aid of a dialogue facilitator. It was clear that the learners in Group 1 who were taught using traditional language learning approach and who were not given an opportunity to communicate in the target language inside classroom showed poor oral proficiency and are hesitant and allow the interference of their mother language in expressing in the target language. Errors in Fluency among learners in Group 2 were less.

SitujuhNazara (2011)

Situjuh Nazara' (2011) study intended to investigate the perceptions of the students of the English Teaching Study Program of FKIP-UKI Jakarta on their English speaking skill development. The findings revealed that all respondents viewed speaking important and they were willing to deal with the necessities to master it. Although they got interesting materials, empowering activities, and proper opportunity to practice speaking, they insisted to have longer time to practice. In addition, some respondents tended to avoid speaking due to their fear of lecturers' scolding and classmates' laughing. The study concluded by suggesting the need to create a friendly and conducive environment in the classroom. This study employed the explanatory mixed method design to gather qualitative input to explain and quantitative results to gain a comprehensive insight of the research. The tools were : an open-ended

interview and a questionnaire. The sample consisted of 40 students selected randomly from the fifth and seventh semester students December 2010.

Atman (2010)

According to Atman's (2010) study was divided into two parts in which the treatment of the experiment was fulfilled. The learners were supposed to read a text and answer its questions. Their results were analyzed and marked. The T- Test was used to show whether the results obtained were significant or not. Through making the needed substitutions in the t-test formula and comparing the value of the observed 't' with the critical value, the results obtained were found to be highly significant. This led the researcher to confirm that classroom participation did enhance the learners' level of English language fluency as stated in the hypothesis.

Pinar Kasapoglu-Akyol (2010)

The focus of Pinar PinarKasapoglu's (2010) qualitative case study research project was to find out what educational technology tools international students at Eastern Michigan University use to improve their language and communication skills. More specifically, this study was based on this research question: "On their own, outside of the structure of ESL classes, to what degree do international students use technology to practice English language and communication skills?" The question led to exploring what technologies they used and how often and for what purposes. The results of this study suggested that students used technological tools in their daily lives for many purposes, especially for their education. It was also seen that using educational technology tools helped both to the students and to the teachers to be more successful, efficient and practical people in their lives.

Valimareanu(2010)

Valimareanu's(2010) study made a survey of different speaking strategies and techniques, first approached theoretically before being developed in their own practice contexts to develop communicative skills in English for the 1st year

students in Geography and Tourism. For further practice a concise list of websites that offered diverse opportunities of English conversation thus enabling students to practice speaking English via Internet was subsequently recommend. The study highlighted the great value of the communicative techniques and exercises such as small talk practice, role-plays, points of view, different topic discussions and debates or group decision making activities, as valid and rewarding communication strategies, for both sides, teachers and students altogether.

Al-Twairish (2009)

Al-Twairish's (2009) study attempted to measure the effect of the implementation of the communicative approach (CA) on the listening and speaking skills of Saudi third year secondary students. In order to address this issue, a quantitative study was conducted on two randomly selected intact classes at Dammam Tenth Secondary School. These two classes were assigned as experimental group (37 students) and control group (41 students). It was particularly hypothesized that the students taught through the CA would score higher in the post-test than in the pre-test and that there would be statistically significant differences at the level of .05 between the post-test mean scores of the experimental group and the control group. Various communicative activities were used with the experimental group while the control group was exposed to traditional, non-communicative, instruction using structurally based methods, such as the audio-lingual method. A pre-test was administered to both groups at the beginning of the experiment to ensure that they had the same language background. At the end of the experiment, a post-test was assigned to both groups to determine whether the CA had positively affected the students' listening and speaking abilities.

In light of these results, the following recommendations were made: (1) a shift should be made from non-communicative to communicative ELT; (2) educational policy-makers should consider the applicability of the CA in the Saudi context; (3) EFL teachers should receive in-service training in applying

CA principles; (4) students should be encouraged to speak the target language with their colleagues; and (5) that local ELT textbook writers should work along communicative lines.

Commentary

The researcher clearly recognized from the previous studies that all of them concentrated on the great importance of communication skills as the root of learning any second or foreign language. Moreover, there was an emphasis in all these studies on that communication skills are very important, which concurs well with the aim of this study.

2- Studies related to Attitudes

Albalawi (2014)

Albalawi's (2014) study investigated the influence of some variables related to attitudes, motivation, and academic achievement. As students of the intensive English language program at Community Service and Continuous Education Deanship (CSCED) showed different levels of education, different purposes of study, and different levels of previous training, the research investigated the effect of such variables on student attitude. The variable of sex was also added as the intensive English language program in CSCED at University of Tabuk consists of both male and female students. To collect the required data, a 5-point Likert scale attitude questionnaire was developed. The attitude scale involved 32 items.

The study revealed that students held positive attitudes toward the intensive English language program in CSCED at the Tabuk University. In addition, there were no statistically significant differences in student attitude toward the intensive English language program in CSCED at the University of Tabuk according to the following variables: teacher nationality, their level of education (p -value >0.05), and their sex . There were statistically significant differences between attitudes of students toward the intensive English language

program in the CSCED in the University of Tabuk according to the following variables: their academic achievement , their purpose of study and their previous training programs .

Al Asmari (2013)

Al Asmari's (2013) study was a comprehensive investigation of the attitudes of Saudi freshmen studying at Taif University towards various dynamics of English language teaching/learning process. Findings seem to have significant implications for English language pedagogy considering the fact that the results of this study provided a detailed survey of psychological underpinnings of Saudi EFL learners at the university level. The purpose was to better understand the Saudi EFL undergraduate learners' attitudes towards various dynamics of English language pedagogy so that much sought after goal of effective English language learning may be facilitated. The data were drawn from randomly selected 176 freshmen undergraduates who joined Taif University Preparatory Year Program (PYP) for the academic year 2012/2013. A 5-point Likert-scale questionnaire was developed to identify the participants' attitudes towards 'English language', 'the culture of English-speaking countries', 'English language teaching/learning', 'the teachers' role' the learners' role' and 'the role of mother tongue (Arabic) in ELT'.

The participants of this study exhibited positive attitudes towards English language, native speakers and the culture of English-speaking countries indicating that they bore intrinsic motivational orientations along with strong extrinsic ones. The findings also revealed that the participants preferred to have intensive practice of the target language instead of simple memorization and do not like that Arabic is used in their ELT classes.

NakhonKitjaroonchai and Kitjaroonchai, T (2013)

NakhonKitjaroonchai's (2013) study surveyed the attitudes of primary and lower secondary school teachers in MuakLek and Wang Muang districts of Basic Education Service Area Office 2, Saraburi province, toward the English language, and examined the significant difference between male and female

teachers' attitudes toward English and the significant difference between those with 1-4 years and those with more than 20 years of teaching experience. A modified 20-item attitude survey adapted from Gardner's (1985) Attitude/Motivation Test Battery (AMTB) was administered to 203 primary and lower secondary school teachers in MuakLek and Wang Muang districts, Saraburi province.

The findings of the study revealed that the attitude of the primary and lower secondary school teachers toward the English language was slightly positive. The study also showed that there was no significant difference between male and female teachers' attitudes, and no significant difference in the teachers' attitudes between those with 1-4 years of teaching experience and those with more than 20 years of teaching experience.

Soleimani and Hanafi (2013)

Soleimani and Hanafi's (2013) study examined a sample of Iranian medical students' attitudes towards English language learning. Three aspects of attitude (emotional, cognitive, and behavioral) were taken into consideration. In addition, the effect of learners' demographics on their attitudes was investigated. An adapted questionnaire was employed as a measuring instrument. The participants (N=40, medical students) were required to answer all the 30 items in the questionnaire concerning attitudes towards English language learning in terms of behavioral, cognitive, and emotional aspects of attitude. The items were put in a 5-point Likert scale. The results showed that the overall mean score of English language attitude among the participants was 65.4 (out of 100, SD= 5.6). The independent samples t-test was carried out to explore the differences in the participants' attitude towards English language learning by gender. The results showed that the attitude of male students was higher than those of females. The results of the study implied that Iranian medical students hold highly positive overall attitude regarding English language learning. It is recommended that teachers should be responsive to

learners' attitudes and value their students' attitudes and preconceptions, as it can affect their success in foreign language learning.

Tran and Duong (2013)

Tran and Duong's (2013) study was conducted to investigate the students' attitudes towards English language learning (ELL) and the use of self-regulated learning (SRL) strategies at one college in DakLak, Vietnam. This study involved 241 non-English majors taking part in answering a questionnaire. This study employed a questionnaire to collect data. The questionnaire was adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Paul Pintrich.

The results showed that although the participants had positive attitudes towards ELL, their engagement in SRL was very low. The number of years of learning English did not account for the participants' change of attitudes to ELL. Academic achievements were also found to be significantly related to cognitive learning and environment management strategies. Additionally, academic achievements and attitudes towards ELL were positively correlated to SRL, yet only attitudes towards ELL were predictors of SRL.

Al-Mamun et al. (2012)

Al-Mamun et al.'s (2012) study aimed at investigating the attitude of the undergraduate students of Life Science School of Khulna University towards English language. The data of this study were collected through a questionnaire survey administered upon total of (79) randomly selected sample. Upon the completion of the collection of data, these were analyzed, computed and tabulated using SPSS. The findings suggest that the respondents were found to be positive towards English language and this could be attributed to the fact that respondents were instrumentally motivated towards English.

Martínez (2012)

Martínez's (2012) study involved the examination of the attitudes of a group of Mexican American students towards learning English as a second language in a structured immersion program. It also analyzed the extent to which these attitudes differ in relation to the variables of gender and performance in English. Participants were 110 students (girls, n = 56, boys, n = 54) in grades 8-12 in the Compton Unified School District (California, USA). A questionnaire with four subscales was used to measure student attitudes towards learning English as a L2 in a structured immersion program.

The descriptive statistical effect size was used to examine the contrast between the mean values of the four subscales. An exploratory factor analysis was conducted as a technique to reduce data and to identify and validate the construct being measured with this set of items. Analysis of variance (ANOVA) was also used to see possible differences in students' responses based on the independent variables (gender and performance in English).

The results of this study indicate that the attitudes of Mexican American students toward learning English as a L2 were generally positive. Students showed good disposition toward the L2 learning in its various facets. Their perceptions are very similar to all items indicating that the group is very homogeneous and shared the same vision to the attitudinal construct studied. This sample of students seemed to feel that studying English is a need in their lives; however, more positive attitudes were expected. Maybe their personal motivations and the external environment make English an important element in their lives, and thus, a priority. The attitudes of this sample of Mexican American students towards the classroom, the teacher, the textbook and class assignments have been generally very similar. It should be noted, though, that attitudes towards the teacher have been slightly more positive than towards other components. This is hardly surprising, since, the teacher plays an important role in adapting the elements of any reform (Stritikus & Garcia, 2000). The message that learning English is an inescapable fact possibly has permeated the attitudes of students, more positive attitudes than boys towards

class assignments. Students with better grades, showed more favorable attitudes toward the teacher than students with lower grades.

Abidin , Mohammedi and Alzawri (2012)

Martínez's (2012) study investigated Libyan secondary school students' attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects. It also explored whether there is any significant difference in the students' attitudes towards English language based on their demographic profiles i.e., gender, field and year of study. A total of 180 participants in the three study years from three specializations of Basic Sciences, Life Sciences, and Social Sciences took a questionnaire as a measuring instrument. Regarding the three aspects of attitude i.e., cognitive, behavioral, and emotional, the participants showed negative attitudes towards learning English. On the demographic profile, there were statistically significant attitudinal differences regarding gender and field of study but not year of study.

Zafarghandi and Jodai(2012)

Zafarghandi and Jodai's (2012) study intended to represent attitudes toward English and English learning at an Iranian military university. Iranian military staff is required to study English in a social environment where there is little immediate need or opportunity to use the language for real communicative purposes .The subjects included 34 Iranian military personnel who took part in 4 different English classes at Iranian Military University's Foreign Language Center. The study employed a questionnaire based on the Attitude / Motivation Test Battery provided by Gardner R.C (2004), incorporating some new concepts in SLA research that have come to light since the time of previous surveys. Quantitative treatment of qualitative data was the method of this study. After collecting the qualitative data through questionnaires and using Likert -5 scale, the data converted to the quantitative data for analysis. Overall non –negative attitude toward English and English learning was the most important result of this study.

Larsson and Olsson (2008)

The aim of Larsson and Olsson's (2008) study was to gain knowledge about pupils' attitudes towards English as a foreign language and to find out in what ways pupils' cultural backgrounds affected these attitudes. Pupils' attitudes were investigated from the perspectives of identity, social context and thoughts about future use. A final aim was to find out what pupils thought about their own motivation in the English classroom in relation to these attitudes. The research was carried out at two different Compulsory schools in year nine, with different degrees of multiculturalism. Questionnaires were made use of as a preparation for the interviews and in order to discern interesting tendencies. The main focus of the study was, however, on eight qualitative in-depth interviews.

The results showed that pupils no matter of their cultural background and mother tongue had a great input of the English language which they also highly valued. What is more, they had plans for the future which included the English language. In the same way, the English language is highly regarded by people in their social context.

Commentary

The researcher noticed from the above mentioned studies that they all agree that most students were not feeling well towards English language and this is due to different reasons such as the boring teaching methods and techniques used by teachers or the country's policy as well as the lack of motivation towards teaching and learning of English language. So the researcher finds so much similarity with his current study that students need more active and exciting environment of teaching and learning to motivate students towards English language, which can be achieved by using the classroom English.

3-Studies related to Classroom English

Achmad and Yusuf (2014)

Achmad and Yusuf's (2014) study reports on students' pair-work interactions to develop their speaking skills in an ELT classroom which consisted of international learners. A number of 16 learners of intermediate proficiency with IELTS score band 5.5 were observed. The teacher had paired those he considered among them to be the more competent ones with the less competent ones; therefore, eight pairs were observed during the lesson. The task given to the students was to express 'Agree and Disagree' in the context of giving opinions related to social life. Based on the observations, the task was successfully implemented by six pairs; thus, the two others faced some problems. From the first pair, it was seen that the stronger student had intimidated the weaker one into speaking during the task. The other pair, who was both of the same native language, did not converse in English as expected and mostly used their native language to speak with one another presumably due to respect from the stronger student towards the weaker one.

In situations like this, when pair-work becomes unproductive, rotating pairs is recommended to strengthen information sharing and assigning roles to avoid a student from taking over the activity from his or her pair. In conclusion, pairing international learners with mixed speaking proficiency by teachers must be conducted as effectively as possible by initially identifying their ability and learning culture to profoundly expand the students' language resources.

Rabbidge and Chappell (2014)

Rabbidge and Chappell's (2014) study aimed at exploring non-native English Speaker Teacher's Classroom language use in South Korea Elementary Schools. Four teachers volunteered to participate in the study. The data of this study were collected over a four-week period in 2012. Teachers were met individually to obtain information, an observation schedule was organized and semi-structured interviews were conducted to obtain data about the teachers'

contexts and beliefs in regard to the use of different languages in the classroom. During observations, teachers were video-recorded. Upon the completion of the collection of data, these were analyzed using the iterative-inductive approach. The findings suggest that the respondents were found to be positive towards English language and this could be attributed to the fact that respondents were instrumentally motivated towards English

Rayhan(2014)

Rayhan's (2014) study aimed at investigating the impact of using role-play on improving students' speaking ability for the primary school. The study was restricted to sixth grade female pupils in the primary schools in Babylon City during the second term of the academic year 2011–2012. The population consisted of (160) Iraqi EFL students distributed over two sections A and B. Sixty students were chosen randomly to represent the main study sample and other twenty students represent the pilot administration.

To achieve the aim of the study, two tests were constructed. The total number of items of the first test which represented written test was (10), while, the second test represented the oral test. From the analysis of the data, it was found that the mean of post-scores of the experimental group was (57.7333), which was higher than the mean scores of the control group, i.e. (48.1000). This indicates that students' achievement in the experimental group was better than that of the control group, which shows that role-play technique was more useful for them in teaching speaking skill than the lecture method teaching.

Pashaie and Khalaji (2014)

Pashaie and Khalaji's (2014) study was conducted to investigate the effect of open task outcome on speaking improvement of high school students. To achieve this, 60 female high school students, in Malayer, Iran, participated in the study. To homogenize the participants' level of proficiency, the NELT Placement Test was employed and the participants with the pre-intermediate level of proficiency were selected. Accordingly, the number of the participants

was reduced to 40. To measure the participants' level of speaking at the pre- and post-tests, open questions (8 items) was applied. Then, the participants were randomly divided into two groups: experimental (N=20) and control (N=20). The experimental group received task-based speaking activities during the 19 sessions (30 minutes) of instructions, and the control group received the traditional practices (a question-and-answer approach). The results of an independent t-test revealed that the participants' levels of speaking fluency in the experimental group was significantly higher than those in the control group ($P=0.05$).

Diyyab, et al. (2013)

The objective of Diyyab et al.'s (2013) study was to investigate the effectiveness of using a multimedia-based program for developing EFL speaking fluency skills among second year, English section student teachers. The sample of the study consisted of thirty students at Sadat Faculty of Education, Minufiya University, Egypt. The study sample was taught using the multimedia-based program. The tool of the study was an EFL speaking fluency test with a rubric for assessing the participants' performance. The test was applied to the study sample before using the multimedia-based program in order to measure the level of the participants in EFL speaking fluency skills. Then, the test was re-applied after using the program. Results of the study revealed that the study sample's EFL speaking fluency skills were developed after using the program. Accordingly, the multimedia-based program was found to be effective in developing EFL speaking fluency skills among second year student teachers.

Setjun, etal. (2013)

The aims of Setjun etal.'s (2013) were to: 1) develop the English speaking skill of sixth grade students using information gap through jigsaw and picture description activities, based on the complexity of the activities, and 2) study students' attitudes towards the use of information gap. The samples used

in the research were 24 students in sixth grade in both activities, selected through simple random sampling from a private school in northeastern Thailand. The instruments used in the research were: 1) the lesson plans for English communication course emphasizing information gap activities, 2) the tests of English speaking skill for communication, and 3) the questionnaire of attitudes towards the learning activities.

The research results revealed that the students developed English speaking skill through the use of information gap activities which were arranged according to the complexity of activities. The students were satisfied at the highest level with the use of information gap in teaching. In conclusion, information gap activities could help students in practicing their English speaking skill appropriately based upon their class level and also build more confidence in speaking English

Nguyễn Thị Tâm(2012)

In an attempt to develop speaking skill for the second-year non-English majored students at HaUI using oral presentations, NguyễnThịTâm's (2012)study addressed 3 issues: (1) students' attitudes toward the use of oral presentations in their English lessons; (2) the impacts of using oral presentations on students' performance; (3) students' suggestions so that oral presentations could be effectively applied at HaUI. To collect the data for the thesis, three instruments were employed: the questionnaire for the students, the teacher's observation sheet and the students' journals.

Research findings showed that the students were actually highly positive in their beliefs about benefits of carrying out oral presentations as a learning activity. It was revealed that oral presentations were beneficial to help students enhance their performance in speaking lessons. In addition, the students also offered some suggestions for the teacher and their friends so that oral presentations would be more successful. Based on the findings, some implications were given for both the teacher and the students.

KornwipaPoonpon(2011)

One of the most critical problems in teaching and learning English at tertiary level in Thailand is students' lack of adequate language background to carry out tasks required in studying English. In an attempt to deal with this challenging problem, KornwipaPoonpon's(2011) investigated learners' following issues (1) the implementation of project-based learning in a language classroom to encourage learners to apply their language skills and knowledge of their specific field of study to complete a task, and (2) how project-based learning may enhance their four skills of English (listening, speaking, reading and writing). Forty-seven undergraduate students taking an English course on Information Science were required to work in groups to complete an interdisciplinary-based project. A semi-structured interview was used to elicit students' opinions about the implementation of the project and how such a project may enhance their English skills. The interview data were qualitatively analyzed. Results of the study revealed how the interdisciplinary-based project should be implemented in a language classroom to enhance the learners' English skills.

Kouicem(2010)

Kouicem's(2010) study aimed at showing that classroom interaction can be a good pedagogical strategy to develop not only the learners' speaking skill, but also to foster their capacity to generate new language. This study is based on two 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 analysis of the questionnaire showed that both learners and teachers consider classroom interaction as an important pedagogical strategy in enhancing the skill of speaking.

Sujin(2010)

Sujin's (2010) study investigated the current practice in classroom speaking assessment in secondary schools in South Korea. Teacher-based speaking assessments conducted in the classroom are not only strongly recommended in Korean educational policies but are also the only tool used to evaluate students' oral skills in the formal schooling system. However, there has been little systematic research investigating how teachers actually assess students' oral skills in the classroom. Therefore, this study aims to investigate the current status of classroom speaking assessment in Korean middle schools and its effectiveness in light of an alternative assessment tool and pedagogical values. The data was collected from questionnaires and interviews where teachers were the only targeted respondents. 51 Korean English teachers recently working in middle schools participated in the questionnaire and six of them were interviewed.

The results have revealed that classroom speaking assessment currently conducted in Korean middle schools has broadly employed performance-based tasks and that somewhat informative feedback has been offered to students in the form of criterion descriptions plus marking scores. However, there was still a strong tendency here towards traditional formal testing to measure and report learning outcomes, one which resulted in teachers having an overall pessimistic attitude towards the positive effects of such testing on teaching and learning. It is evident from this study that there is a need for improvements in order to facilitate better learning outcomes in the classroom. The study provides a range of suggestions for an improvement of current practices, starting with a process to change the perceptions of teachers, students, parents and policy makers towards classroom assessment followed by practical actions such as teacher training, cooperation with an English native teacher, and downsizing the number of students per class.

Murad(2009)

The objective of Murad's (2009) study was to investigate the effect of a task-based language teaching program on developing the speaking skills of Palestinian secondary students and their attitudes towards English. The students were in the eleventh grade (second secondary grade) during a period of three months in which this study was conducted (January-March) of the academic year 2008/2009.

The participants in the study were 91 eleventh grade students, 37 boys and 54 girls, from Bueina- Nujidat and Tamra High Schools. A task-based language teaching program was developed by the researcher for the experimental group.

The following instruments were used in this study:

1. A pre-test of speaking skills and post-test to measure the effect of the instructional program on developing the students' oral social interaction.
2. A task-based program: The researcher designed an instructional program based on TBLT principles and procedures.
3. An attitudinal questionnaire that consisted of four dimensions (developmental, instrumental, integrative and travel motivations). The questionnaire aimed at investigating the students' attitudes before and after the implementation of the program.

The findings of the study were as follows: Firstly, the TBLT program enhanced significantly the speaking skill of the students of the experimental group and positively affected their attitudes towards English. Secondly, the TBLT program improved the girls' speaking skills more than the boys in the experimental group. Based on the results of the study, it was recommended that EFL teachers adopt the TBLT principles and procedures in their classroom practices. In addition, it is recommended that the English inspectors set up in-service and pre-service training programs to develop the Palestinian EFL teachers' ability to use TBLT when designing and executing their lesson plans.

Finally, the researcher recommended that curriculum designers incorporate TBLT principles and procedures in the students' books and teachers' guides.

Commentary on the Previous Studies

It is obvious that nearly all the studies examined the impact of Classroom English on the teaching-learning process. The majority of the studies pointed out classroom English positive learning gains such as those of Achmad and Yusuf (2014), who investigated the effectiveness of pair work interaction on developing speaking skills; Dayan et al. (2013), who investigated its effectiveness on using a multimedia-based program for developing EFL speaking fluency skills among second year; Sheila Pasay & Hamidreza Khalaji (2014), who investigated the effect of open task outcome on speaking improvement of high school students; and Morad (2009), who investigated the effect of a task-based language teaching program on developing the speaking skills of Palestinian secondary students and their attitudes towards English explored its effectiveness on achievement and science operations.

On the one hand, some studies examined the effectiveness of communication skills on teaching and learning English as a second language. These studies included those of Fahad (2012), Chamkaur Gill (2013), Al-Tamimi 2014, Qutbi Al-Am (2013) or schools such as Al-Twairish (2009), who attempted to measure the effect of the implementation of the communicative approach (CA) on the listening and speaking skills of Saudi third year secondary students.

These studies proved that classroom English was suitable and highly recommended for use inside and outside the classroom. Furthermore, the researchers in most of the studies outlined various suggestions and recommendations to enhance classroom English employment in the teaching-learning process. The pre-mentioned studies were conducted in various

environments such as South Korea, Thailand, Egypt, America, Jakarta, Iraq, Saudi Arabia, Pakistan, and Yemen.

On the other hand, six studies were conducted to examine the effectiveness of classroom English on communication skills in English. These were Raynham (2014), Suing Lee (2010), Khaddar(2010), Nguyễn Thị Tâm(2012), Rabbidge and Chappell (2014) and Khalaji(2014). Yet none of the studies reviewed here were conducted on Arab Palestinian school students nor did they deal with the effectiveness of using classroom English. So, this current study is the first study to be conducted on investigating the effectiveness of using classroom English in the Palestinian environment among 11th graders.

Also, samples of the previous studies were different in number, gender and age. However, it is worth mentioning that the largest sample number was (494) participants in Atilgan EROZKANa(2013). The smallest sample number was a single case study of a 25 year-old intermediate student from Michigan in AKYOL (2010). Most of the participants were at university and sometimes at high and primary schools. In this study, the sample is (40) male students. They were all between 16-17 years old year.

Concerning the methodology implemented, most of the studies used the quasi experimental approach, while some adopted the descriptive one and one study used the case study approach. Some studies explored the effectiveness of classroom English as well as the participants' attitudes towards either the program or the subject taught such as Albalawi (2014) and Al Asmari (2013).

Furthermore, the majority of the previous studies are very recent as seven studies were conducted in (2014), nine studies in (2013), six studies in (2012), one study in (2011), and five studies in 2010. The least recent study was Larsson and Olsson (2008).

To sum up, 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 pre-posttest, survey, questionnaires, interviews and observations, but this study used pre-post achievement test to measure the effectiveness of using classroom English on developing 11th graders' communication skills, and the delayed test to assess students' retention of communication skills.

From the previous studies the researcher concluded the following:

1. All the previous studies dealt with classroom English as an independent variable.
2. Several previous studies indicated that there is a strong relationship between classroom English and students' positive attitude towards English.
3. The recommendations of the previous studies highlighted the importance of considering classroom English in improving the students' achievement and their attitudes towards English skills.

The researcher benefited a lot from reviewing the related studies which, serving as a guide, helped in:

- Choosing and designing the tools of the study.
- Designing the program to be implemented.
- Choosing the right statistical treatments for the study.
- Writing the outlines of theoretical framework.
- Justifying the study results.

This study is characterized by the following:

1. Concentrating on the correlation between using classroom English and students' communication skills.
2. As far as the researcher knows, it is the first study to be conducted in Gaza schools which deals with the use of classroom English.

Reviewing the literature, the researcher found that using classroom English is very beneficial if it is used systematically as the medium of instruction. In other words, classroom English seems to be a good tool for enhancing EFL skills, English learners' confidence, self-evaluation, and interaction as well. Also, it has been argued that it has its positive impact on the students' attitudes, too. However, the gains of the use of classroom English vary in the degrees and size effects due to the context in which it is used.

Chapter III

METHODOLOGY

Chapter III

METHODOLOGY

This chapter covers the procedures followed throughout the study. It also introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study and the research design.

3.1 Type of Research Design

The study used the experimental approach which requires two groups of subjects: an experimental group and a control one. The classroom English was used in teaching communication skills to the experimental group, while the traditional method was used with the control group.

The research includes three variables: the first variable is the classroom English, the second variable is communication skills, the third variable is the students' attitudes towards English. The experimental group was taught classroom English via the communication skills, while the control group was taught through the traditional method. The experiment lasted for twelve weeks. Both groups were taught by the same teacher, the researcher.

3.2 Population

The population of the study consisted of all male eleventh graders at the governmental schools in Khanyounis Directorate enrolled in the first semester of the scholastic year (2014-2015), who were (1743) according to the records of Khanyounis Directorate of Education (2014).

3.3 Sample

The sample of the study consisted of (80) students distributed into two groups; the experimental group, which consisted of (40) students and the control group, which included (40) students. The sample of the study was chosen purposefully from Khalid El-Hassan Secondary School for Boys in Khanyounis- West Directorate. The sample of the study was randomly chosen from the eleventh grade classes and equally divided into two groups, experimental and control. Table (3-1) below shows the distribution of the sample.

Table (1)

The distribution of the sample according to the groups

Group	Experimental	Control	Total
No. of sample	40	40	80

Both groups were in grade eleven aged between 16-17years old.. They were equivalent in their general school achievement in accordance with the statistical treatment of their results in the second term exam of the school year (2014 - 2015) and so, naturally, all classes were equivalent in their achievement as they were distributed according to their achievement in equivalent classes by the school administration beforehand. A pre-test was used to check the equivalence of achievement between the two groups.

3.4 The Variables

The study included the following variables:

The independent variable: classroom English.

The dependent variables: (1) eleventh graders' English communication skills and (2) their attitudes towards English language.

3.5 Instrumentation

The researcher used two different instruments to achieve the aims of the study:

- Communication skills test.
- Attitude scale towards English language.

3.5.1 Classroom English Test

The achievement test was prepared by the researcher to measure the students' communication skills test in classroom English. It was used as a pretest applied before the experiment; a posttest applied immediately after the experiment and as a delayed test applied three weeks after the posttest (See Appendix 1).

-The General Aim of the Test

The test aimed at measuring the impact of using classroom English on developing the eleventh graders' communication skills in English language.

- The Sources of Constructing the Test

The researcher depended on "*A Handbook of Classroom English*" (Hughes 1981) and on his experience as a teacher of English in constructing the test. Moreover, the researcher consulted the English supervisors in Khanyounis West Directorate governmental schools and some colleagues.

- The Items of the Test

The items of the test were distributed into four questions as follows:

- 1- Fill in the spaces with the right words from the box.

This question included ten items which evaluated students' ability to develop classroom English. One mark was given to each correct answer. Students had to read the words from the box and then use them to complete the sentences.

2- Multiple Choice Question

This question included five items which evaluated students' ability to develop classroom English. One mark was given to each correct answer. Students had to read the words and choose the correct answer a, b, c, or d.

3- Do as shown between brackets:

This question included five items which evaluated students' ability to read what was required between brackets and respond accordingly. One mark was given to each correct answer.

4- What would you say in the following situations:

This question included five items which evaluated students' ability to express the situation through certain words. A mark was given to each correct answer as shown in Table (3.2).

Table (2)
The Distribution of the Achievement Test Questions

Question	Type	No. of items	Marks
Question 1	Choose the correct answers	5	5
Question 2	Fill in the spaces with the correct words	10	10
Question 3	Rewrite using the words in brackets	5	5
Question 4	What would you say in these situations	5	5
Total	4	25	25

3.5.1.1 The pilot study

The test was applied on a sample of (40) eleventh graders from Khalid El-Hassan school in October in 2014, who had the same characteristics of the population of the study. 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.

-Time Estimation

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

Time of the first student + time of the last student

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

Therefore, the time of test was (35) minutes.

3.5.1.2 The validity of the test

Al Agha (1996: 118) states that "a valid test is the test that measures what it is designed to measure". The study used the referee validity and the internal consistency validity.

3.5.1.3 The referee validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in governmental schools.

3.5.1.4 The internal consistency validity

Al Agha (1996: 121) asserts that the internal consistency validity indicates the correlation of the score of each item with the total degree of the test. It also indicates the correlation of the average of each domain with the total average. This validity was calculated by using Pearson Formula. The results were as shown in Table (3) below.

Table (3)
Correlation coefficient for each item of the test with the total

	Pearson Correlation	Sig. (2-tailed)
Choose the correct answers		
1	.588(**)	0.000
2	.733(**)	0.000
3	.659(**)	0.000
4	.640(**)	0.000
5	.685(**)	0.000
Fill in the gaps using appropriate words		
6	.632(**)	0.000
7	.718(**)	0.000
8	.626(**)	0.000
9	.638(**)	0.000
10	.861(**)	0.000
11	.771(**)	0.000
12	.718(**)	0.000
13	.560(**)	0.000
14	.731(**)	0.000
15	.716(**)	0.000
Rewrite the following sentences using the words in brackets		
16	.622(**)	0.000
17	.534(**)	0.000
18	.789(**)	0.000
19	.666(**)	0.000
20	.776(**)	0.000
What would you say in the following situations		
21	.749(**)	0.000
22	.487(**)	0.001
23	.630(**)	0.000
24	.807(**)	0.000
25	.745(**)	0.000

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed)

Table (3.3) shows that correlations of the test items were significant at (0.05), which indicates that there was a consistency between the items and this means that the test was highly valid for the study.

3.5.1.5 Reliability of the test

The test is regarded reliable when it gives the same results in case of applying it again for the same purpose in the same conditions (Al-Agha, 1996:120). The reliability of the test was measured by the Spilt- half technique.

3.5.1.6 Split - Half Method

Split - Half Method depended on splitting the test into two parts: the 13 odd question items and the 12 even question items and calculating the correlation between the parts, then making a correction using the correlation coefficient by Spearman–Brown Prophecy Formula. The results were as shown in Table (3.4) below.

Table (4)

Spilt-half Coefficient of the Achievement Test Pre and Post correction

Domain	No. of Items	Pre correction Reliability coefficient	Post Correction Reliability coefficient
Choose the correct answers	5	0.614	0.743
Fill in the gaps using appropriate words	10	0.772	0.871
Rewrite the following sentences using the words in brackets	5	0.392	0.522
What would you say in the following situations	5	0.580	0.700
Total test	25	0.816	0.899

The results showed that the Spilt-half coefficient is (**0.899**) and this indicates that the reliability of the test was high and strong.

Scoring of the Test

The test was scored in a simple traditional way. Each correct answer was given one point. The maximum average was (25) and the minimum was (zero). So the total points for the whole test were (25).

3.5.1.7 Analysis of the Items of the achievement Test

3.5.1.7.1 Difficulty Coefficient

Difficulty coefficient is measured on the pilot study by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994:308). The coefficient of difficulty of each item was calculated according to the following formula for the pilot study which counted (40):

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

Total number of student

Table (5)

Difficulty and Discrimination Coefficient of Items of the Test

Item No.	Difficulty coefficient	Discrimination coefficient
1	0.53	0.45
2	0.57	0.65
3	0.55	0.50
4	0.50	0.40
5	0.60	0.30
6	0.75	0.40
7	0.65	0.40
8	0.68	0.55
9	0.63	0.55
10	0.65	0.60
11	0.67	0.45
12	0.65	0.60
13	0.65	0.60
14	0.60	0.70
15	0.60	0.50

Item No.	Difficulty coefficient	Discrimination coefficient
16	0.50	0.40
17	0.75	0.40
18	0.58	0.55
19	0.57	0.45
20	0.52	0.65
21	0.53	0.55
22	0.55	0.50
23	0.53	0.45
24	0.60	0.50
25	0.65	0.40
Mean	0.60	0.50

Results show that the difficulty coefficient wobbled between (50-75) with an average of (60%), which means each item is acceptable. Similarly the discrimination coefficient wobbled between (30-75) with an average of (50%) and that means the difficulty and discrimination coefficients were in the normal limit.

3.5.2 The Attitude Scale

An attitude scale was prepared by the researcher to measure the effect of classroom English on developing students' attitudes towards English language among the eleventh graders. This scale was used before and after the experiment for the control and the experimental groups (See Appendix2).

3.5.2.1 The aim of the scale

The attitude scale aimed at measuring the students' attitudes towards classroom English language before and after the experiment for both the control and experimental groups.

3.5.2.2 Steps of constructing the scale

Constructing this scale ,the researcher followed the following procedures:

Reviewing related literature such as Alkaff (2013), AlFaleet (2013), Lakshmi (2013), Al-Mamun et al. (2012), Shah (2008), Kolak (2008), Karahan (2007).

1. Forming the domains and the statements of the scale in the light of reviewed previous studies
2. Consulting specialists about attitudes in general
3. Including positive and negative statements
4. Presenting the scale to the referee committee in order to measure: Suitability of the number of the items for the eleventh graders; Clarity of the meaning of the statement to the respondents; Language used in the scale; Extent to which each item of scale represents the intended domain
5. Refereeing the scale by university professors, specialists and experts, as well as some colleagues

3.5.2.3 Description of the Scale

The scale consisted of three domains (1) attitudes towards learning English language (2) attitudes towards the importance of English language (3) attitudes towards enjoying English language. The scale items were constructed to measure students' attitudes towards English language. The researcher took into consideration the following:

- The scale items were specific , each included one idea in order to express specific attitude.
- The items were related to scale domains and attitude subject.
- The items were short as much as possible.
- The items were simple, easy and suited 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. The final version of the scale after

modification consisted of 27 items distributed into three domains after deleting seven items (3-5-8-20-27-31-35) as outlined in Table (3.6).

Table (6)
The Attitudes' Scale Domains

Domain	No. of items
1- Attitudes towards learning English language	9
2- Attitudes towards the importance of English language	9
3- Attitudes towards enjoying English language	9
Total	27

Instructions of the scale (for students)

The researcher gave the instructions to the students. To avoid ambiguity, the statements of the scale were translated into Arabic in order to get students to understand the items easily and accurately (See Appendix 3)

3.5.2.5 Pilot study

In October 2014, the scale was applied on a pilot sample of (40) eleventh graders from Khalid El-Hassan Secondary School for boys in Khanyounis. It was applied in order to check the clarity of the scale items and instructions. It was also applied to identify the scale validity and reliability.

3.5.2.6 The scale validity

After applying the scale on a pilot sample of (40) students, the results were recorded and statistically analyzed. The researcher used the referee validity and the internal consistency validity.

3.5.2.6.1 The referee validity

The scale was introduced to a jury of specialists in English language, methodology and psychology. They all professors, doctors at Gaza universities, experienced teachers and supervisors. The items of the attitude scale were modified according to their recommendations (See Appendix 4)

3.5.2.6.2 The Internal Consistency Validity

It has been indicated by Al-Agha (1996:121) that the internal consistency validity indicates the correlation of the score of each item with the total score of the domains on the sample which was (40) students, by using Pearson Formula as shown in Table (7) below.

Table (7)

The Internal Consistency Validity

Sig. (2-tailed)	Pearson Correlation	Items No	Sig. (2-tailed)	Pearson Correlation	Items No
0.772	-0.047#	19	Attitude towards learning English		
0.000	.731(**)	20	0.000	.740(**)	1
0.000	.687(**)	21	0.000	.767(**)	2
0.004	.448(**)	22	0.000	.742(**)	3
0.000	.739(**)	23	0.003	.464(**)	4
Attitude towards enjoying English			0.277	0.176#	5
0.000	.576(**)	24	0.000	.611(**)	6
0.000	.778(**)	25	0.178	0.217#	7
0.187	0.213#	26	0.000	.684(**)	8
0.781	-0.045#	27	0.000	.558(**)	9
0.001	.507(**)	28	0.724	-0.058#	10
0.004	.441(**)	29	0.006	.427(**)	11
0.004	.441(**)	30	0.001	.518(**)	12
0.045	.318(*)	31	0.112	0.255#	13
0.000	.563(**)	32	Attitude towards the importance of English		
0.002	.482(**)	33	0.000	.620(**)	14
0.000	.549(**)	34	0.000	.615(**)	15
0.265	0.181#	35	0.000	.611(**)	16
0.247	0.187#	36	0.000	.682(**)	17
			0.023	.358(*)	18

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed)

Table (7) shows that there was significant correlation in most of the items at (0.05) with their domains, except for the following items (3, 5, 8, 20,

27, 31, and 35) which were not significant, so the researcher omitted these items, to get internal consistency.

3.5.2.6.3 Construct Validity

The construct validity of the scale was calculated by measuring the correlation between the score of each domain with the total score of the scale after omitting the items that were not significant with its domain as it is shown in Table (3.8).

**Table (8)
Construct Validity**

Domain	Pearson Correlation	Sig. (2-tailed)
Attitude towards learning English	.886(**)	0.000
Attitude towards the importance of English	.890(**)	0.000
Attitude towards enjoying English	.750(**)	0.000

Table (8) shows that all the domains of the scale achieved statistical significant correlations with the total score of the scale, which indicates the construct consistency of the scale as well as the validity of the scale.

3.5.2.7 Scale Reliability

The scale reliability was measured by Spilt-half and Alpha Cronbach techniques.

3.5.2.7.1 Spilt – Half Technique

Spilt – Half Technique depends on splitting the scale into two parts the (odd) items and (even) items and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman–Brown Formula for the even items and Guttman Formula for the odd items as shown in Table (9).

Table (9)
Spilt - Half Technique

Domain	No.of Items	Pre correction Reliability coefficient	Post Correction Reliability coefficient
Attitude towards learning English	9	0.770	0.840
Attitude towards the importance of English	9	0.691	0.800
Attitude towards enjoying English	9	0.641	0.775
Total	27	0.914	0.952

Table (9) clarifies that the reliability coefficient of the spilt-half technique was (0.952), which is highly significant and indicates the strength and reliability of the scale.

3.5.2.7.2 Alpha Cronbach

The scale reliability was measured by another way namely Alpha Cronbach technique as it is shown in Table (10) below.

Table (10)
Alpha Cronbach

Domain	No. of Items	Reliability coefficient
Attitude towards learning English	9	0.838
Attitude towards the importance of English	9	0.799
Attitude towards enjoying English	9	0.722
Total	27	0.892

According to table (10), the reliability coefficient of the Alpha Cronbach technique was (0.892), which is highly significant and indicates the strength and reliability of the scale.

From the above mentioned results, the researcher concluded that the attitude scale towards English in this study was very reliable and valid, which is a requisite for obtaining valid results.

3.6 Controlling Variables:

The researcher tried to control some variables that might affect the results of the research such as the achievement test variable, the scale and age variables to ensure valid results and avoid any possible external interference. Mackey and Gass (2005: 128) emphasize 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".

3.6.1 Controlling Achievement Test Variable

To make sure that the study subjects were equivalent in their previous learning of classroom English. The researcher applied the pre-achievement test. The results of the test were recorded and statistically analyzed using T-test. Table (11) includes a comparison between the two groups of the sample in the pretest.

Table (11)
T-test results of controlling achievement variables

Domain	Group	N	Mean	Std.	t	Sig. value	sig. level
Choose the correct answers	Control	40	3.80	1.32	-0.681	0.498	not sig
	Experimental	40	4.00	1.30			
Fill in the gaps using appropriate words	Control	40	2.13	2.49	0.605	0.547	not sig
	Experimental	40	1.80	2.31			
Rewrite the following sentences using the words in brackets	Control	40	1.95	1.52	-0.578	0.565	not sig
	Experimental	40	2.15	1.58			
What would you say in the following situations	Control	40	2.48	1.68	0.202	0.841	not sig
	Experimental	40	2.40	1.65			
Total test	Control	40	10.35	5.65	0.000	1.000	not sig
	Experimental	40	10.35	4.85			

As can be seen in table (11), 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 in the pre English achievement test variable and this indicates the equivalence of both the experimental and control groups.

3.6.2 Controlling the attitudes scale variable

To make sure that the sample subjects are equivalent in their previous attitudes towards English language, the pre-attitude scale was applied. The results were recorded and statistically analyzed using T-test.

Table (12) involves the comparison between the two groups of the sample in the pre attitudes scale.

Table (12)
T-test results of controlling attitudes scale variables

Domain	Group	N	Mean	Std.	t value	Sig. value	sig. level
– Attitudes towards learning English.	Control	40	36.5	5.87	0.507	0.614	not sig
	Exp	40	35.9	4.65			
Attitudes towards importance of English.	Control	40	38	6.49	-0.04	0.968	not sig
	Exp	40	38.05	4.62			
Attitudes towards enjoying English.	Control	40	30.45	5.49	0.495	0.622	not sig
	Exp	40	31.075	5.81	-		
Total score	Control	40	104.95	15.20	-0.03	0.980	not sig
	Exp	40	105.025	11.38			

Table (.12) illustrates that the significance value was greater than (0.05) which means that there were no statistically significant difference sat (0.05) between the experimental and the control groups due to the pre attitudes scale variable and this indicates the equivalence of both the control and experimental groups.

3.6.3 Age variable

The researcher recorded the students' ages from the school's files for the scholastic year (2014-2015) and made sure that they were all of the same age ranging between [16 – 17] years old which in turn indicates that both the experimental and the control groups were equivalent in the age variable.

3.7 Procedures

The study progressed according to the following steps:

1. Reviewing literature and previous studies related to the effects of Classroom English on learning. In addition, the researcher reviewed previous studies related to Classroom English achievement and students' attitudes towards English language.
2. Presenting a handbook of classroom English to a number of specialists, including professors of teaching methodology, supervisors of English language and experienced teachers to benefit from their experiences.
3. Conducting a pilot study to measure the test and scales suitability to the study.
4. Applying the pre achievement - test and pre-attitude scale on the control and the experimental groups in the first term of the scholastic year (2014-2015). The results were recorded and statistically analyzed.
5. Making sure that both groups were equivalent and then conducted the experiment.
6. Applying the post achievement test and post attitude scale on the experimental and the control groups. The results were recorded and statistically analyzed.
7. Administrating the delayed achievement test to the experimental and control groups after three weeks of the experiment. The results were recorded and statistically analyzed.
8. Presenting the summary, the suggestions and the recommendation in the light of the study conclusions.

3.8 Statistical Analysis Procedures:

The data were collected and computed by using Statistical Package for Social Sciences (SPSS). The following statistical techniques were used:

1. T. Test Independent Samples: to control the intervening variables and to measure the statistical differences in means between the two groups due to the study variables.
2. T. Test Paired Sample to measure the differences in the total average score between the post-test and the delayed test of the experimental group.
3. Spearman correlation to determine the internal consistency validity of the test.
4. Pearson correlation coefficient to identify the correlation the items of the test and the scale.
5. Guttman Formula was used for the odd items of the scale.
6. Split-half and Alpha Cronbach techniques were used to test the reliability of the test and the scale items.

Summary

This chapter outlined the procedures of designing and applying the instruments, the participants and the statistical analysis that the researcher adopted in analyzing the results of the pre, post and delayed classroom English test and pre, post attitudes scale. The next chapter presents the data analysis and results of the study questions.

Chapter IV

Result: Data Analysis

Chapter IV

Data Analysis

The study aimed at investigating the effectiveness of using classroom English in developing eleventh graders' communication skills and their attitudes towards English. This chapter tackles the findings of the study and data analysis in light of research questions. The researcher used different statistical forms using the statistical program (SPSS) to analysis the collected data results. Tables were also used to clarify and present these data with analysis and interpretation.

4.1 Answer to the first question

The first question inquired whether there were statistically significant differences at ($\alpha \leq 0.05$) in the mean score between the experimental group and the control group in the Classroom English post- test. To answer this question, the researcher tested the following null hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean score between the experimental group and the control group in the Classroom English post-test.

To examine this hypothesis, the researcher used Independent Samples T-test to measure the differences between the experimental group ($n = 40$), who learned classroom English and the control group ($n = 40$), who learned in the traditional way on the post classroom English achievement test. Table (13) describes the results of T- Test.

Table (13)

T. Test Independent Sample Results of Differences between the Experimental and the Control Group in the Classroom English Post Test

Domain	group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Choose the correct answers	control	40	4.03	1.44	-2.759	0.008	sig
	Experimental	40	4.70	0.56			
Fill in the gaps using appropriate words	control	40	2.23	3.22	-7.209	0.000	sig
	Experimental	40	7.05	2.75			
Rewrite the following sentences using the words in brackets	control	40	3.20	1.56	-5.949	0.000	sig
	Experimental	40	4.75	0.54			
What would you say in the following situations	control	40	3.63	1.60	-4.110	0.000	sig
	Experimental	40	4.75	0.67			
Total test	control	40	13.08	5.92	-7.644	0.000	sig
	Experimental	40	21.25	3.28			

"t" table value at (78) df. At (0.05) Sig. level equals ± 1.98

"t" table value at (78) df. At (0.01) Sig. level equals ± 2.617

As shown in Table (13), the significance level for the total English test and its domains was less than the acceptable significance of the study which is (0.05), and T. computed value (-7.644) is greater than T. tabulated value. This means that there are significant differences at ($\alpha = 0.05$) in the total mean score of the post-test between the experimental and control group in favor of the experimental group, who were exposed to classroom English. This means we can reject the null hypothesis which says that there are no statistically significant differences at ($\alpha \leq 0.05$) in the mean score between the control group and experimental group in the Classroom English post-test.

The researcher attributes this result to the fact that using the classroom English effectively in the teaching process in an interesting way which increases the students' motivation and attract their attention, especially as they can communicate and express themselves using classroom English, which in its turn raises their curiosity and positiveness in the teaching learning process.

To find the extent of the effect of the use of classroom English on the experimental group achievement in communication skills, the researcher applied the "Effect Size" technique. The researcher computed " η^2 " using the following formula (Afana, 2000: 42). The results are presented in Table (14) and (15) below.

Table (14)
Level of Effect Size (η^2)

Test	Effect Size Criterion		
	Small	Medium	Large
η^2	$\eta^2 \leq 0.01$	$0.01 < \eta^2 < 0.14$	$0.14 \leq \eta^2$

Table (15)
The Effect Size of classroom English on the Experimental Group Achievement in the Post-Test

Domain	T	Df	η^2	Effect Size
Choose the correct answers	-2.759	78	0.09	Medium
Fill in the gaps using appropriate words	-7.209	78	0.40	Large
Rewrite the following sentences using the words in brackets	-5.949	78	0.31	Large
What would you say in the following situations	-4.110	78	0.18	Large
Total test	-7.644	78	0.43	Large

Table (15) shows that the effect size of classroom English on students' communication skills achievement is large. This can be attributed to the strong effect of the program (the program that the researcher implemented through his study. Please see appendix No.3,p.119) on the students whether from the side of the teacher or the method of teaching that they were exposed to for the first time.

4.2 Answer to the second question

The second question was formulated as follows: Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the post attitude scale between the experimental group and the control group? To answer this question, the researcher examined the following null hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the post attitude scale between the experimental and the control group.

To examine this hypothesis, the researcher used Independent Samples T-test to measure the differences between the experimental group (n= 40), who were exposed to classroom English and the control group (n= 40), who learned in the traditional way in the post attitude scale with its domains and total scores. Table (16) illustrates the results of T. Test.

Table (16)
T. Test Results of Differences between the Experimental and the Control Groups in the Post Attitude Scale

Domain	Group	N	Mean	Std.	T	Sig
Attitudes towards learning English.	Control	40	33.53	7.17	-3.297	0.001
	Exp	40	38.05	4.89		
Attitudes towards importance of English.	Control	40	32.90	8.63	-3.628	0.001
	Exp	40	38.53	4.66		
Attitudes towards enjoying English.	Control	40	31.90	7.86	-2.102	0.039
	Exp	40	35.38	6.90		
Total scores	Control	40	98.33	22.11	-3.270	0.002
	Exp	40	111.95	14.34		

"t" table value at (78) df. At (0.05) Sig. level equals ± 1.98

"t" table value at (78) df. At (0.01) Sig. level equals ± 2.617

As shown in Table (16) the significance level for the total score of attitudes towards English and its domains was less than the acceptable

significance of the study which is (0.05) and T. computed value (-3.270) is greater than T. table values in the scale, which means that there were significant differences at ($\alpha = 0.01$) in the total mean scores of the post attitude scale between the experimental and control groups in favor of the experimental group and accordingly the null hypothesis was rejected. The researcher attributes this result to the fact that using the classroom English with the experimental group raised their interactivity and participation as well as their motivation to learn, which raised their enjoyment and love of using classroom English. This was also reflected positively on their attitudes towards English Language in general.

To show the extent of the classroom English effect on the experimental group achievement in Attitudes Scale, the researcher applied the "Effect Size" and computed " η^2 ", whose results are outlined in Table (17) below.

Table (17)

The Effect Size of classroom English on the Experimental Group Post Attitudes Scale

Domain	T	df	η^2	Effect Size
Attitudes towards learning English.	-3.297	78	0.12	Medium
Attitudes towards importance of English.	-3.628	78	0.14	large
Attitudes towards enjoying English.	-2.102	78	0.05	Medium
Total Scores	-3.270	78	0.12	Medium

The results illustrated in Table (17) above indicate that classroom English had a medium effect on developing students' attitudes towards English language.

4.3 Answer to the third question

The study third question inquired about whether there were statistically significant differences at ($\alpha \leq 0.05$) in the mean score between the experimental group and the control group in the classroom English delayed – test. To answer this question, the researcher examined the following null hypothesis which says that there are no statistically significant differences at ($\alpha \leq 0.05$) in the mean

score between the experimental group and control group in the classroom English delayed – test.

To examine this hypothesis, the researcher used Independent Samples T-test to measure the significant differences between the experimental group (n= 40), who learned via the classroom English and the control group (n= 40), who learned via the traditional way on the delayed classroom English achievement test. Table (18) displays the results of T. Test.

Table (18)

T. Test Independent Sample Results of Differences between the Experimental and the Control Group in the Delayed Test

Domain	group	N	Mean	Std.	T	Sig. value	sig. level
Choose the correct answers	control	40	3.80	1.57	-3.646	0.001	Sig
	Experimental	40	4.75	0.49			
Fill in the gaps using appropriate words	control	40	2.13	3.10	-7.469	0.000	Sig
	Experimental	40	7.03	2.76			
Rewrite the following sentences using the words in brackets	control	40	3.00	1.66	-6.070	0.000	Sig
	Experimental	40	4.73	0.68			
What would you say in the following situations	control	40	3.38	1.69	-4.559	0.000	Sig
	Experimental	40	4.70	0.72			
Total test	control	40	12.30	6.20	-8.012	0.000	Sig
	Experimental	40	21.20	3.30			

"t" table value at (78) df. At (0.05) Sig. level equals ± 1.98

"t" table value at (78) df. At (0.01) Sig. level equals ± 2.617

As shown in table (18) the significance level for the total test English and its domains was less than the acceptable significance of the study which was (0.05) and T. computed value(-8.012) is greater than T. tabulated(± 1.98), which indicates that there are significant differences at ($\alpha \leq 0.01$) in the total average score and its domains of the delayed-test between the experimental and control group in favor of the experimental group, which learned via classroom English. Consequently, the null hypothesis which assumes that there are no statistically significant differences at ($\alpha \leq 0.05$) in the mean score between the experimental group and the control group in the classroom English delayed –

testis refuted. The researcher attributes this result to the fact that using the classroom English has a great effect on the experimental group, leaving the impact of learning for a longer time on the students, who still retain the communication skills that they learned three weeks earlier via classroom English, whereas the control group shows little effect of the traditional way used in their teaching.

Table (19)
The Effect Size of the classroom English on the Experimental Group
Delayed Test

Domain	T	df	η^2	Effect Size
Choose the correct answers	-3.646	78	0.15	Large
Fill in the gaps using appropriate words	-7.469	78	0.42	Large
Rewrite the following sentences using the words in brackets	-6.070	78	0.32	Large
What would you say in the following situations	-4.559	78	0.21	Large
Total test	-8.012	78	0.45	Large

Table (19) shows that the effect size of the classroom English is large on students' communication skills.

4.4 Answer to the fourth question

The study fourth question was stated as follows: Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the post-test and delayed test of the experimental group? To answer this question, the researcher investigated the following null hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the post-test and delayed test of the experimental group.

To examine this hypothesis, the researcher used Paired Samples T-test to measure the significant differences between the experimental group (n= 40), who were exposed to classroom English in the post–test and the same group in the delayed classroom English achievement test. Table (20) shows the results of T. Test.

Table (20)

T. Test Paired Sample Results of Differences between the Post test and Delayed Test of the Experimental Group

Domain	Group	N	Mean	Std.	T	Sig
Choose the correct answers	Exp. Post test	40	4.7	0.56	-.703	0.486
	Exp. Delayed test	40	4.75	0.49		
Fill in the gaps using appropriate words	Exp. Post test	40	7.05	2.75	0.136	0.893
	Exp. Delayed test	40	7.025	2.76		
Rewrite the following sentences using the words in brackets	Exp. Post test	40	4.75	0.54	0.298	0.767
	Exp. Delayed test	40	4.725	0.68		
What would you say in the following situations	Exp. Post test	40	4.75	0.67	0.813	0.421
	Exp. Delayed test	40	4.7	0.72		
Total test	Exp. Post test	40	21.25	3.28	0.162	0.872
	Exp. Delayed test	40	21.2	3.30		

"t" table value at (39) df. At (0.05) Sig. level equals ± 2.021

"t" table value at (39) df. At (0.01) Sig. level equals ± 2.704

Table (20) shows that the significance level of the communication skills achievement post and delayed test (0.872) is greater than the acceptable value which is (0.05) and computed T (0.162) is less than tabulated T (2.021), which indicates that there were no significant differences at ($\alpha = 0.05$) in the total mean score of the delayed –test and posttest of the experimental group, who learned by the classroom English after three weeks of the experiment. Therefore, the null hypothesis which assumes that there are no statistically significant differences at ($\alpha \leq 0.05$) in the mean score between the post-test and

delayed test of the experimental group after three weeks of using the classroom English is accepted. The researcher attributes this to the long term effect of the classroom English on the communication skills retention of the experimental group.

Summary

This chapter was confined to data analysis of the study questions and their results. The results of each question were analyzed using different statistical techniques. It is obvious that there are significant differences in developing communication skills and the attitudes towards English language between students in the experimental group and their counterparts in the control one in favor of the experimental group.

The results of the post-test and delayed test indicated the significant role classroom English plays in the enhancement of students' communication skills and development of positive attitudes towards English language.

Chapter V

Discussion of Findings, Conclusions, Implications & Recommendations

Chapter V

Discussion of Findings, Conclusions, Implications & Recommendations

This chapter discusses the results of the study and summarizes the conclusions drawn in the light of the study results and the pedagogical implications that the researcher reached. It also puts forward the recommendations for further studies. Such recommendations are expected to be beneficial for course designers, English teachers of eleventh grade, supervisors, students and educators.

5.1 Findings

The findings of this study were as follows:

There were statistically significant differences at ($\alpha \leq 0.05$) in the mean score between the experimental group and control group in the classroom English post- test.

There were statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the post attitude scale between the experimental and the control group in favor of the experimental group.

There were statistically significant differences at ($\alpha \leq 0.05$) in the mean score between the experimental group and the control group in the classroom English delayed – test in favor of the experimental group.

There were no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the post-test and delayed test of the experimental group.

5.2 Discussion of Findings

Most students are motivated to learn and speak English as it is an international language and the language of the age. The experiment was designed to determine if these students would increase their dealing and

interacting with English more and positively change their attitudes towards English.

All students of the experimental group showed improvement in their performance on classroom English achievement posttest. On the other hand, the experimental group showed obvious change towards English language on the post application of the attitude scale after the implementation of the experiment, which had a positive impact after the twelve-week experiment and that was very clear through their responses to the attitude scale items.

Also the effect size of classroom English was large after administering the delayed test three weeks later, which was attributed to the intervention and the wide use of classroom English. This means that exposing students to classroom English was very effective because most, if not all, of the students nowadays prefer to learn English communicatively. The researcher could observe and deduce the preference of the students to learn English communicatively through implementing the current program.

The findings of the researcher's current program agree with many previous studies that showed the effective role and impact of the classroom English on teaching and learning process worldwide such as those of Diyyab et al. (2013), for example, the results revealed that the study sample's EFL speaking fluency skills were developed after using the researcher's program. NguyễnThịTâm(2012) research findings showed that students were highly positive of doing oral presentations which enhanced their performance in speaking lessons, Achmad and Yusuf (2014), Rabbidge and Chappell (2014), Soheila Pashaie and Hamidreza Khalaji(2014), Rayhan(2014), Kornwipa Poonpon (2011),Setjun et al. (2013),KouicemKhadidja(2010),andSujin Lee (2010)

Following is a more detailed discussion of the study findings in relation to the study four questions.

5.1 Discussion of the first question findings

The researcher investigated the first question which inquires if there were statistically significant differences at ($\alpha \leq 0.05$) in the mean score between the experimental group and the control group in the Classroom English post- test.

The results concerning question one indicated that the T. computed value (-7.644) was greater than T. table (± 1.98) in the test, which means that there were significant differences at ($\alpha = 0.05$) in the total mean score of the post-test between the experimental and control group in favor of the experimental group, which was exposed to classroom English. There was also a significant difference between the means of both groups in favor of the experimental group. The mean of the experimental group was (21.25) whereas that of the control group was (13.08).

In addition, the researcher found that the effect size was medium in the total scores of the post test. This medium effect could be attributed to many different reasons which of course do not reduce the great importance of exposure to classroom English as follows:

The findings here agree with some of the previous studies that showed the effective role and impact of the classroom English on teaching and learning process worldwide such as those of Diyyab et al. (2013), Nguyễn Thị Tâm (2012), Achmad and Yusuf (2014), Rabbidge and Chappell. The findings were also in agreement with those of previous studies in other school subjects such as those of Minor et al. (2013), Norbert (2011), Riska (2010) and Holmes (2009), Kornwipa Poonpon (2011), Setjun et al. (2013), Kouicem Khadidja (2010).

5.2 Discussion of the second question findings

The researcher investigated the second question which attempted to test if there were statistically significant differences at ($\alpha \leq 0.05$) in the mean score of the post attitude scale between the experimental and the control group. To answer this question, the researcher investigated the hypothesis

The findings indicated that the T. computed value, (-3.27), was greater than the T. table value, (± 1.98), in the post application of the attitude scale. This means that there were statistically significant differences at ($\alpha = 0.05$) in the total average score of the post attitude scale between the experimental and the control group in favor of the experimental group, which was exposed to classroom English.

Whereas the mean of the control group was (99.33), the mean of the experimental group was (111.95). Regardless of the medium effect size of the post attitudes scale, which was close to be medium, the students showed great motivation while being exposed to classroom English as it was clear to the researcher. It was also clear that the students did not deal seriously while responding to the attitude scale which of course led to this result, but in fact they were very eager to learn especially when dealing with the classroom English as they were competing to participate using English in class.

These findings agreed with those of some previous studies such as those of Soleimani and Hanafi(2013),Al-Mamun et al. (2012),Zafarghandi and Jodai(2012),Albalawi (2014),and Zainol Abidin(2012).

5.3 Discussion of the third question findings

The researcher investigated the third question which attempted to test if there were statistically significant differences at ($\alpha \leq 0.05$) in the mean score between the experimental group and the control group in the classroom English delayed–test.

The findings indicated that the T. computed value, (-8.012), was greater than the T. table value, (± 1.98), in the delayed test. This means that there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the delayed-test between the experimental group (21.2) and the control group (12.3) in favor of the experimental group, which was exposed to classroom English. This large effect indicated the real effectiveness of exposing students to classroom English and its long term effect on students.

These findings also indicate that what students learned through exposure to classroom English stuck in their minds because of such continual exposure. This of course means that being exposed to classroom English had a longer term effect than the traditional way. Moreover, it indicates that the communication skills learnt via the classroom English transferred from the short term memory to the long term memory, which means that exposure to classroom English was an effective way to aid students' retention of language.

According to " η^2 " value shown in Table (17), it was observed that the effect size of exposure to classroom English was large on the students' total achievement in English. Whereas the control group showed large drawback due to the traditional method of learning and this really reinforces the need to expose students more to classroom English in our schools to increase the students' enthusiasm and motivation towards learning oral English in particular.

5.2 Discussion of the fourth question findings

The researcher investigated the fourth question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the post-test and delayed test of the experimental group.

The findings indicated that the T. computed value, (0.162), was lesser than the T. table value, (2.016). This means that there were no statistically significant differences at ($\alpha \leq 0.05$) in the total average score between the post-test and delayed test of the experimental group.

The mean of the post-test was (21.25), while the mean of the delayed test was (21.20). This result indicates the long-term effect of exposing students to classroom English on the experimental. This could be attributed to the direct effect of students' exposure to classroom English.

1.3 Conclusions:

Based on the findings derived from this study, the following conclusions were reached:

Classroom English encourages students to participate effectively in responding to certain situations.

Classroom English arouses students' competitive nature in the classroom, which enhances their performance.

Classroom English develops the targeted communication skills among learners.

Classroom English helps students simulate the real life situations and urges them to improvise.

Classroom English provides a context in which language is used in a meaningful way and helps students develop communicative competence in the English language.

Classroom English makes students feel confident learners while using real English.

Classroom English furnishes students with better learning environment which reflects positively on their achievement in English language.

Classroom English changes students' role from passive recipients into active participants.

Classroom English provides students with enthusiasm and variation which are significant enough to affect their achievement positively.

Classroom English can afford a valuable technique in classroom language for students at intermediate level and hence can be used to facilitate the process of communication skills learning.

Classroom English has a positive effect on developing students' attitudes towards English language.

5.4 Pedagogical Implications

In the light of the study results, the researcher suggests the following:

1. Using classroom English in the teaching-learning process encourages students to be active and motivated when doing an activity.
2. Classroom English is recommended when teaching communication skills.
3. Teachers should avoid teacher-centered classes and encourage student-centered ones.
4. Using various techniques which can foster learners' motivation is considered as an effective one for language learning and teaching.
5. Using classroom English enables students to develop their positive attitudes and motivation towards learning in general and communication skills in particular.
6. Using classroom English in the learning process encourages students to be more involved and active.
7. Teachers and students should be convinced of the importance of using classroom English in acquiring and developing communication skills.
8. Classroom English helps to create a fun atmosphere and reduce the gap between teacher and students.
9. Teachers should be convinced that, through classroom English, learners are given opportunities to meet their desires and speak English with less teacher's dominance.
10. Teachers should be aware of the students' individual differences. Consequently, they introduce situations and use different techniques that may develop positive attitudes towards communicating through English.

5.5 Recommendations

Based on the findings and conclusions of the current study, some practical suggestions are presented to meet the concerns of English teachers, supervisors, , educators and parents. Relevant recommendations are also introduced for further studies as follows.

5.5.1 Recommendations to curriculum designers and decision makers

Curriculum designers and decision makers are recommended to:

1. Enrich the Palestinian English curriculum with different educational communication skills that handle the different skills of English language.
2. Develop and enrich the Students' course books with activities and techniques and different types of communication skills.

5.5.2 Recommendations to supervisors:

Supervisors are recommended to:

1. Provide teachers with instructional materials which improve their awareness of classroom English and its importance in improving communication skills.
2. Conduct workshops that aim at familiarizing teachers classroom English.
3. Hold training courses for teachers about implementing classroom English in their classes.
4. Concentrate on the fact that classroom English is not time-wasting activities; instead, it is very important and contributes to the development of students' communication skills.

5.5.3 English language teachers are recommended to

1. Expose students to classroom English, which is required and beneficial the improvement of students' communication skills.
2. Connect classroom English with different language skills in particular the speaking skill.

3. Consider students' individual differences and learning styles in selecting the material.
4. Encourage students to overcome hesitation and psychological factors that affect their competence.
5. Change their role from instructors who dominate the class into educators whose role is to facilitate, guide, organize, help, coordinate and support the students to communicate and acquire the language.
6. Urge students to practices peaking skills inside the teaching sessions because the more they practice, the more achievement and command of language will occur.
7. Adopt modern techniques that enhance students' participation and interaction.

5.5.4 Recommendations for further studies

The researcher suggests the following topics for further studies:

1. The effectiveness of using classroom English on developing listening comprehension skills.
2. The difference between the result of the current study and using the traditional way in teaching English in the class.
3. The effectiveness of the classroom English on the in-service teachers training and their attitudes towards English.
4. Parents' role in motivating their children to develop their speaking skills through classroom English.
5. The effectiveness of classroom English on the treatment of students' learning difficulties in English language.
6. The efficiency of governmental schools in implementing programs related to classroom English.

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Appendices



Appendix (1)

The Islamic University-Gaza

Deanery of Graduate Studies

Faculty of Education

Department of Curriculum & Methodology

Achievement Test

"Eleventh Grade"

Prepared by

Yehya Fadel Al Agha

Supervised by

Dr.Sadik Firwana

Refereeing Achievement Test

Dear Professor, Supervisor, Expert teacher,

The researcher is conducting a study entitled" **The Impact of Using Classroom English on Developing Khanyounis Governorate Eleventh Graders' Communication Skills and their Attitudes towards English** to obtain a Master's Degree in Curriculum & English Teaching Methods..

One of the requirements of this study is to conduct vocabulary achievement 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.

Items		High	Average	Low
1	The test items reflect the objectives.			
2	The test items suit eleventh 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

Researcher

Yehya Fadel Al Agha

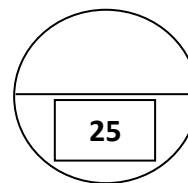
Achievement Test

Name: _____

Class: 11th grade.....

Time: 35 minutes

A- Choose the correct answers from a, b, c or d: (5 points)



1-When someone congratulates another, he says.....

a) well-done b) congratulations c) good news d) sorry

2-You want to ask a student about his age. You say.....?

a) how are you? b) who are you? c) how old are you ? d) how do you do?

3-A student is speaking softly. You say.....

a) speak up b) lower your voice c) raise your finger d) speak politely

4-Your colleague got high marks in the class. The teacher says.....

A) well done b) excuse me c) bad news d) wow!

5-A friend of yours offers to help you. He says.....?

a) shall you help me? b) can I help you ? c) could you help me ? d) will you help me?

B-Fill in the gaps using appropriate words or phrases from the following: (10 points)

a) speak up	b) brief word	c) missed	d) we got	e) refresh my memory	
f) wait your turn	g) right lines	h) get stuck	i) had a turn	j) manage	k) easy

1. Don't you all shout at once. Please.....
2. There's no need to rush. Just take it and try again.
3. Just before you go, a about Monday's test.
4. This exercise isn't as easy as I thought. Is there anybody who can't.....?
5. Right. Let's finish off the chapter. Does anybody remember how far..... last time?
6. Last time we were talking about pollution. What did we say? Can anyone.....?
7. Once again, please. I'm afraid I..... what you said.
8. Your answer wasn't quite right, but you're definitely on the.....
9. The second half of the exercise is quite tricky, so if you let me know and I'll come and help.
10. And the next sentence, please. No, not you again Kamal. You've already.....

C- Rewrite the following sentences using the words in brackets: (5 points)

1-You can't get what the teacher's saying (Could you.....).
.....?

2-Your friend does not understand the lesson. (If I were you.....)
.....

3-You want the teacher to pronounce a word for you. (May you..... please)
.....?

4-The teacher wants you to reply in English. (Say it.....)
.....

5-A student is speaking softly and you can't hear him. (Speak.....)
.....

D- What would you say in the following situations? (5 points)

1- You want your friend to open the window for you.
.....

2- You offer to help your friend with his homework.
.....

3- You have to leave the class five minutes earlier.
.....

4- You came late to the class and wanted to apologize.
.....

5- A student sitting next to you has a bandage on his eye.
.....

GOOD LUCK

Thanks a lot

Appendix (2)



The Islamic University-Gaza

Deanery of Graduate Studies

Faculty of Education

Department of Curriculum&Methodology

Eleventh Graders' Attitudes Scale towards English (English & Arabic)

Prepared by

YehyaFadelALAgba

Supervised by

Dr. SadekFirwana

2015

103

Refereeing Attitudes Scale

Eleventh graders' attitudes towards English

Dear Professor, Supervisor, Expert teacher,

The researcher is conducting a study entitled "The Impact of Using Classroom English on Developing Khanyounis Governorate Eleventh Graders' Communication Skills and their Attitudes towards English " to obtain a Master's Degree in Curriculum & English Teaching Methods.

One of the requirements of this study is to conduct an attitudes scale. Please, you are kindly requested to look carefully at the attached scale 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, so please have a look at the scale and note your opinion on:

- 1- The clear instructions of the scale.
- 2 -The scale items suit the eleventh graders' level.
- 3 -The belonging of each item to its domain.
- 4 -The deletion or addition of items.

Any further comments will be highly appreciated.

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

Thanks a lot for your cooperation

Researcher

Yehya Fadel ALAgha

Eleventh graders' Attitudes Scale towards English

Dear student,

This scale measures your attitudes towards English and it is just for research purposes, so you will find some items related to the English subject which you may agree or disagree with.

So please read each item carefully and then decide which one to tick (√) from your point of view and here is an example:

NO.	Items	Strongly Agree 5	Agree 4	Not Sure 3	Disagree 2	Strongly Disagree 1
1-	I enjoy English.	√				

Scale instructions:

- There is no true or false answer as long as it expresses your own opinion.
- Make sure not to leave blank items without a tick.
- Gradation of your answer on the scale expresses the rate of your agreement on the item.
- If you want to change your answer make sure you deleted the first one completely.
- Your responses on the scale do not affect your school score at all.

Abbreviations:

- 1- SD = Strongly disagree
- 2- D = Disagree
- 3- N = Not sure
- 4- A = Agree
- 5- SA = Strongly agree

Now, please read the items next page and answer them carefully.

With Best Regards

Researcher

Yehya Fadel ALAgha

First Draft

No.	Items	SA	A	N	D	SD
	First Domain: Attitude towards learning English	5	4	3	2	1
1 -	I really enjoy learning English					
2 -	I plan to learn as much English as possible.					
3 -	I would rather spend my time on subjects other than English.					
4 -	I like to learn English to know about the culture of the West.					
5 -	I don't like English					
6-	Studying English meets my desires and tendencies					
7--	I think it is difficult to speak English easily					
8-	Learning English helps to broaden my outlook.					
9-	I prefer to excel on my colleagues in the English language					
10-	I think English learning is a waste of time.					
11--	I prefer to learn English by dealing with foreigners.					
12-	I learn English because it is an international language.					
13-	I think English is difficult and complicated.					
Second Domain: Attitudes towards the importance of English						
14-	I think mastering English is important for any educated person.					
15-	Learning English facilitates surfing the internet.					
16-	Studying English can be important for me					
17-	Learning English can help me to know people from other cultures					
18-	Learning English helps me to study abroad					
19-	Learning English is important for my future study.					
20-	Learning English gives me a feeling of success in life.					
21-	I learn English because it is connected with technology.					
22-	Learning English will help me a lot in travel					
Third Domain: Attitudes towards enjoying English						
23-	I feel happy when I learn something new in English.					
24	I am eager to read English stories					
25-	I wish I didn't have to study English at school.					
26-	I support establishing an English language club at school					
27-	I feel upset when the teacher doesn't ask me in the English class.					
28-	I hope to be a teacher of English in the future					
29-	I feel stressed during English lessons.					
30-	I feel satisfied with my performance in English.					
31-	I like to watch English programs on TV.					
32-	I look forward to English classes.					
33	I enjoy participating in English classes.					
34	Speaking English makes me feel worried					
35	I feel proud when I talk to a foreigner					

Last Draft

No.	Items	SA	A	N	D	SD
	First Domain: Attitude towards learning English	5	4	3	2	1
1 -	I'd like to learn English to be a fluent English speaker					
2 -	I plan to learn as much English as possible.					
3 -	I would rather spend my time on subjects other than English.					
4 -	I'd like to learn English to know about the culture of the West.					
5 -	Studying English meets my desires and tendencies.					
6 -	Learning English helps to broaden my outlook.					
7	I prefer to excel on my colleagues in the English language					
8-	I prefer to learn English by dealing with foreigners.					
9-	I wish to learn English because it is an international language.					
10-	I think English is difficult and complicated.					
Second Domain: Attitudes towards the importance of English						
11-	I think mastering English is important for any educated person.					
12-	Learning English facilitates surfing the internet.					
13-	I'd like to learn English as it is necessary to find a job					
14-	Learning English can help me to know people from other cultures					
15-	Learning English helps me to study abroad					
16-	Learning English is important for my future study.					
17-	Learning English gives me a feeling of success in life.					
18-	I learn English because it is connected with technology.					
19-	Learning English will help me a lot in travel					
Third Domain: Attitudes towards enjoying English						
20-	I really enjoy learning English.					
21-	I am eager to read English stories					
22-	I support establishing an English language club at school					
23-	I feel upset when the teacher doesn't ask me in the English class.					
24-	I hope to be a teacher of English in the future					
25-	I feel stressed during English lessons.					
26-	I feel satisfied with my performance in English.					
27-	I like to watch English programs on TV.					

مقياس اتجاهات طلاب الصف الحادي عشر نحو اللغة الانجليزية

تعليمات الاجابة للطلاب على مقياس الاتجاه

عزيزي الطالب :..... السلام عليكم ورحمه الله وبركاته

يقيس هذا المقياس الذي وضع من أجل البحث العلمي فقط اتجاهك الشخصي نحو مادة اللغة الانجليزية لذلك ستجد فيما يلي مجموعة من العبارات (الفقرات) التي تتعلق بالمادة والتي قد توافق على بعضها ولا توافق على البعض الاخر .

لذلك يرجى قراءة كل عبارة بدقة ثم تقرر مدى موافقتك أو عدمها بوضع علامة (√) تحت الاجابة التي تراها مناسبة من وجهة نظرك واليك المثال التالي :

م.	الفقرات	أوافق بشدة 5	أوافق 4	غير متأكد 3	أعارض 2	أعارض بشدة 1
-1	أستمع باللغة الانجليزية	√				

تعليمات القياس:

- لا توجد اجابه صحيحة واجابه خاطئة ما دام انها تعبر عن رأيك بصدق وصراحة.
- تأكد من عدم ترك أي عبارة دون الاجابة عنها .
- تدرج الاجابة في المقياس يعبر عن نسبة موافقتك أو عدمها على العبارة.
- اذا اردت تغيير اجابتك فتأكد انك محوت الألى بشكل تام.
- درجاتك على هذا المقياس لا تؤثر بأي حال من الاحوال على درجاتك المدرسية.

الان اقرأ العبارات في الصفحات التالية وأجب عنها بعناية.

مع خالص الشكر والتقدير

الباحث

يحيى فضل الأغا

م.م	الفقرات				
	أعارض بشدة 1	أعارض 2	غير متأكد 3	أوافق 4	أوافق بشدة 5
المجال الأول: الاتجاه نحو تعلم اللغة الإنجليزية					
1-					أود ان تعلم اللغة الإنجليزية لا كون متحدث تطبيق.
2-					أخطط لأتعلم الكثير من اللغة الإنجليزية قدر الامكان.
3-					افضل ان اقضي وقتي على مواد اخرى غير اللغة الإنجليزية
4-					أحب تعلم اللغة الإنجليزية لأتعرف على ثقافة الغرب.
5-					. تعلم اللغة الإنجليزية يشبع رغباتي وميولي
6-					. تعلم اللغة الإنجليزية يساعدني على توسيع آفاق معرفتي
7-					. أفضل أن أتفوق على زملائي في اللغة الإنجليزية
8-					. افضل تعلم اللغة الإنجليزية عن طريق اختلاط بالأجانب
9-					اتعلم اللغة الإنجليزية لأنها لغة عالمية
10-					. اعتقد ان اللغة الإنجليزية صعبة ومعقدة
المجال الثاني: الاتجاه نحو أهمية اللغة الإنجليزية					
11-					اعتقد ان اتقان اللغة الإنجليزية من مقومات الشخص المثقف.
12-					تعلم اللغة الإنجليزية يسهل البحث على الانترنت
13-					ان اتعلم اللغة الإنجليزية لأنها ضرورية لإيجاد وظيفه.
14-					تساعدني اللغة الإنجليزية من التعرف على أصدقاء من ثقافات أخرى.
15-					أدرس اللغة الإنجليزية لتساعدني على الدراسة في الخارج.
16-					دراسة اللغة الإنجليزية مهمة لدراستي في المستقبل.
17-					دراسة اللغة الإنجليزية تشعرني بالنجاح في حياتي.
18-					أدرس اللغة الإنجليزية لأنها مرتبطة بالتكنولوجيا.
19-					تعلم اللغة الإنجليزية يساعدني كثيرا اثناء السفر.
المجال الثالث: الاتجاه نحو الاستمتاع باللغة الإنجليزية					
20-					استمتع حقا يتعلم اللغة الإنجليزية
21-					انا اتوق لقراءة القصص الإنجليزية
22-					. أؤيد اقامه نادي للغة الإنجليزية في المدرسة
23-					أشعر بالضيق عندما لا يسألني المدرس باللغة الإنجليزية في الصف.
24-					أرغب ان أكون مدرس للغة الإنجليزية في المستقبل.
25-					اشعر بالضيق أثناء درس اللغة الإنجليزية.
26-					اشعر بالرضى عن أدائي في اللغة الإنجليزية.
27-					أتشوق لدروس اللغة الإنجليزية.

Appendix (3)

Referee Committee

Achievement Test = 1 Attitude Scale = 2

No	Name	Qualification	Institute	1	2
1-	Prof.EzzoAfana	Ph.D Methodology	Islamic University	√	√
2-	Prof.WalidAmer	Ph.Din Linguistics	Islamic University	√	√
3-	Prof.FathiaAllolo	Ph.D Methodology	Islamic University	√	√
4-	Dr. Ibrahim AL Astal	Ph.D Methodology	Islamic University	√	√
5-	Prof.Abdel Mo'te Al gha	Ph.D Methodology	Islamic University	√	√
6-	Dr. Mohamed Al Agha	Ph.D Methodology	Islamic University		√
7-	Dr. AkramHabeeb	Ph.D Literature	Islamic University		√
8-	Dr. Hamdan Al Sofi	Ph.D Methodology	Islamic University		√
9-	Dr. Kamal Mortaja	Ph.D Education	Islamic University	√	√
10-	Dr. SamyBerem	Ph.D Methodology	Islamic University	√	√
11-	Dr. Jaber Abo Shawish	Ph.D Methodology	AL- Quds Open University		√
12-	Dr. Mahmoud Abo Daf	Ph.D Methodology	Islamic University		√
13-	Mr. Mohammed Asouli	M.A. Methodology	Khalid El-Hassan School	√	√
14-	Mr. Maged Salah	M.A. Education	Khanyounis Directorate	√	√
15-	Mr. Omar Salah	M.A. Methodology	College of science &Technology	√	√
16-	Mr.Riyad Al Farra	M.A. Methodology	Khalid El-Hassan School	√	√
17-	Mr. Mahmoud Ferwana	M.A. Methodology	Khalid El-Hassan School	√	√
18-	Mr. Majed Abu Muamer	M.A. Methodology	Khalid El-Hassan School	√	√
19-	Mr. Mahmoud Baraghiti	M.A. Counselling	Khalid El-Hassan School		√
20-	Mr. Haider Abu Shaweesh	B.A. Education	Khanyounis Directorate	√	
21-	Dr. Ayman Abo El Enein	PHD. Methodology	Mohamed El Najjar School	√	

CURRICULUM VITAE (C.V)

YEHYA FADEL MOHAMED AL AGHA

Personal details

Name: Yehya Fadel Mohammed AlAgha
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E-mail: yehya70@hotmail.com
Date of birth 16 /10/ 1970
Nationality Palestinian

Education

1990- 1994 BA of English language, Islamic University-Gaza.

1989 General Secondary Certificate (G.S.C).

Work Experience

1997- Till now A teacher of English language – Governmental Schools-Gaza.



These photos were taken while implementing the program (The experimental group)



These photos were taken while implementing the program (The experimental group)



These photos were taken while implementing the program (The experimental group)



These photos were taken while implementing the program (The traditional group)