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**The Effectiveness of Online and Classroom Discussion on English
Speaking Skill of 12th Graders at Gaza**

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Dedication

I dedicate my work

*To my **father**, who spent most of his life in
education,*

*To my kind **mother** for her love and
encouragement,*

*To my **beloved wife** for her long
encouragement and patience,*

*To my **son** who I waited for a long time,
this is a model for you to follow in life*

*To the third holiest place in the world, AL-
Aqsa Mosque, May Allah return it back to us.*

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Thanks to Allah, for His blessings and mercy that are given to us and to the researcher,

So that he could compose and finish this thesis.

Peace be upon Rasullullah Muhammad who has brought us from darkness to faith.

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Many thanks to all those who helped me in completing this study.

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The Effectiveness of Online and Classroom Discussion on English Speaking Skill of 12th Graders in Gaza City

The researcher: Mohammed Abdulrahman Alhabbash

Abstract

This study was conducted to examine the effectiveness of classroom and online discussion on speaking skill of 12th students.

To achieve the aim of the study, the researcher applied observation cards as a valid and reliable tool .

The sample in this study was male students in the scientific section in Abu TharAlgefary secondary school .They were three class that chosen randomly and divided into three groups, the experimental classroom discussion group was 25 male students, the experimental online discussion group was 15 male students and the control group was 25 male students.

In addition to this the researcher prepared an enrichment material to enhance and improve students' speaking for both experimental groups.

The course of classroom discussion and online discussion lasted for 40 classes then the second observation were applied on the three groups as the researcher found that:

1. There are statistically significant differences in the level of speaking ability between students who learn by classroom discussion and those who learn by traditional method (control group) in favor of classroom discussion group
2. There are statistically significant differences in the level of speaking ability between students who learn by online discussion and those who learn by traditional method in favor of online discussion group.
3. There are statistically significant differences in the level of speaking ability between students who learn by online discussion and those who learn by classroom discussion in favor of online discussion group.

In the light of those findings, the study recommended the necessity of implementing classroom and online discussion in teaching English language to bring better outcomes in students' speaking skill.

فعالية المناقشة الصفية و المناقشة على شبكة الانترنت في تحسين مهاره المحادثه لطلاب

الصف الثانى عشر فى مدينة غزة

الباحث : محمد عبد الرحمن محمد الهباش

المخلص

هدفت هذه الدراسة البحث في فعالية المناقشة الصفية والمناقشة على شبكة الانترنت لتحسين مهارة الطلاب في المحادثة للصف الثانى عشر العلمي في مدينة غزة.

ولتحقيق الهدف من هذه الدراسة ،قام الباحث بتطبيق المنهج التجريبي و استخدم بطاقات الملاحظة كأداة موثوقة و صالحه ، حيث قام خمس ملاحظين متخصصين في اللغة الانجليزية بملاحظه أداء الطلاب في المحادثه قبل إجراء هذه الدراسة وبعدها لمعرفة الفرق في مستوى المحادثه بالطريقة التقليدية و طريقه المناقشه الصفيه و المناقشه عبر شبكة الانترنت و بالاضافه إلى ذلك اعد الباحث ماده دراسية اثرائيه لتعزيز المحادثة بنوعها لكلا المجموعتين التجريبيتين .

وكان المشاركون في هذه الدراسة الطلاب الذكور في الفرع العلمي ، وقد قسموا إلى ثلاث مجموعات :

1-مجموعه المناقشة الفصليه التجريبيه والمكونة من 25 طالبا من

الذكور

2-مجموعه المناقشة عبر الإنترنت و المكونة من 15 طالبا .

3- المجموعة الضابطة المكونة من 25 طالبا أيضا من الذكور.

و قد توصل الباحث بعد استخدام مجموعه من الأدوات الإحصائية و من ثم تم تحليلها و مطابقتها مع نظريات البحث الى مايلي:

1- توجد فروق ذات دلالة إحصائية في مستوى القدرة للتحدث لصالح الطلاب الذين يتعلمون عن طريق المناقشة الصفية عن الذين يتعلمون من خلال الطريقة التقليدية (المجموعة الضابطة) .

2- توجد فروق ذات دلالة إحصائية في مستوى القدرة للتحدث لصالح الطلاب الذين يتعلمون عن طريق المناقشة عبر الإنترنت عن الذين يتعلمون من خلال الطريقة التقليدية .

3- توجد فروق ذات دلالة إحصائية في مستوى القدرة للتحدث لصالح الطلاب الذين يتعلمون عن طريق المناقشة عبر الإنترنت عن الذين يتعلمون من خلال المناقشة الفصليه.

وفي الختام ، أثبت هذا البحث على أهمية كل من هذين النوعين من المناقشة لتحسين قدرة الطلبة في المحادثة باللغة الانجليزية. وفي ضوء هذه النتائج، أوصت الدراسة بما يلي:

1- أهمية المناقشة الفصلية و المناقشة عبر الانترنت في تحسين أداء

الطلاب في مهارة ألمحادثه باللغة الانجليزية.

2- اقترح الباحث أيضا أنه ينبغي إجراء مزيد من البحوث حول تأثير

ألمناقشه داخل الفصول الدراسية والمناقشة عبر الإنترنت على

أبعاد مختلفة من تعلم اللغة الانكليزية والمواد الدراسية الأخرى.

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Chapter I

Study Background

Chapter I

1. Introduction
2. The need for the study
3. Statement of the problem
4. Research questions
5. Hypotheses of the study
6. Purposes of the study
7. Significance of the study
8. Limitations of the study
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Chapter 1: Study Background

1.1 Introduction

Communication is a vital need for human being. Language is the tool of communication which plays an important role to reveal an intention to speakers.

Speaking is an important skill because one of the keys in English communication is speaking ability.

When students master speaking skill, they can carry out conversation with others, give ideas, change the information and can make discussion with others to know the situation that happen in the world.

Speaking has two parts, an individual presentation and group discussion. The first one needs learners to convey facts, to explain, express preferences and to make decisions.

The second one examines the ability of the learners to interact and take turns, to negotiate meaning, to manage discussion and to close the discussion.

According to this the researcher felt that it's an important thing to find a new way to teach speaking effectively.

From my experience as an English teacher, I found that there are many secondary teachers still use traditional methods in teaching speaking.

The teachers just give the material and explain it, give example and give exercises.

This is not only because of lack of vocabulary but also lack of effective interaction strategies.

In addition, most of our learners have weakness to communicate their ideas and thoughts fairly well in the individual task and also are not able to participate effectively in group discussion.

This method is not effective because the students are bored and need much time to be able to master English speaking especially in communication or conversation. Therefore, the researcher used other method that can improve the students' ability in English speaking skill.

In order to play an active role in group discussion, students first of all need to know to interact and this requires interactive strategy training and this is a new technique.

With the development in education and rapid emergence to the birth of knowledge era, an active and interactive learning environment is fundamental to any teaching and learning process. Over time, negative implications of traditional learning environment are mounting, and measures must be taken to challenge it. With extensive research on available learning tools, it has become more feasible to provide our students with better learning opportunities.

This research project examines students' reactions to in-class discussion as an instructional technique by investigating the effect of participation practices on communication-based skill

development.

This way is very important because it's focused in group working which build the students' bravery and communication ability with other people or friends so by using this method the students can share, retell the story or discuss certain topic with English language in their group or other group and also can give opinion or response from other students' opinion.

The findings provide evidence that active preparation and participation in class discussion can be linked to students' reports of improved oral communication skill.

In addition to this the online discussion creates learning place where students can speak and explore around the clock.

1.2 The need of the study

Despite the long period where English has been taught in Gaza schools and the importance given to its curriculum, it is generally observed that students are unable to speak a simple meaningful sentence without committing mistake.

This phenomenon, however, is not restricted to Palestinian students only. In Rababah's (2003:16) words, "Arab learners of English encounter problems in both speaking and writing". He states that many researchers such as Prator et al. (1975); Abbad (1988); and Wahba (1998) have emphasized this fact .In fact, there is a continued deterioration in the standards of English language proficiency in schools. This fact has been frequently acknowledged by school teachers, university instructors, and educators in Gaza.

Thus, there is a need for continuing and objective studies to improve particular areas of difficulty that students face in their acquisition of English .As a result of having such situation, school students are expected to have difficulties in speaking while learning English.

Accordingly, the researcher offers this research to help teachers and students to find a good technique to improve students' speaking skill by exploring the effectiveness of using two types of discussion(classroom and online) on students' speaking.

1.3 Statement of the problem

It is known that the purpose of teaching English is communication, so the issues of whether the learners will communicate in English when they have the chance and what will affect their willingness to communicate gain importance.

Recently, the willingness to communicate model, which integrates psychological, linguistic, and communicative variables to describe, explain, and predict second language (L2) communication, has been developed by McIntyre, Clement, Dornyei, and Noels (1998:547).They define willingness

to communicate as “a readiness to enter into discourse at a particular time with a specific person or persons, using L2” so this study will explore a new technique to attract and involve students in speaking by investigating firstly, the effectiveness of using classroom discussion on students’ speaking skill in 12th grade .

Secondly, it investigates the effectiveness of online discussion on students in 12th grade.

1.4 Research Questions:

To achieve the purpose of the study the researcher will answer the following questions:

- 1- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking skill between students who learn by classroom discussion and those who learn by traditional method (control group)?
- 2- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking skill between students who learn by online discussion and those who learn by traditional method (Control group)?
- 3- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking skill between students who learn by online discussion and those who learn by classroom discussion?

1.5 Hypotheses of the study:

According to these questions these hypotheses must be checked.

1. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking skill between students who learn by classroom discussion and those who learn by traditional method (control group) in favor of classroom discussion group.
2. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking skill between students who learn by online discussion and those who learn by traditional method (Control group) in favor of online discussion group.
3. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking skill between students who learn by online discussion and those who learn by classroom discussion.

1.6 Purpose of the study:

Nowadays, schools in Palestine face many important challenges especially in this knowledge era which makes it necessary to pass this knowledge to the new generations, and the high population which is producing big numbers of graduates every year. But at the head of these challenges are those arising from the contemporary political, educational and cultural, invasion of the English world to the Arab world, So in order to be able to face all these challenges new methods of teaching

should be developed and new educational techniques should be used as best as possible .

The main goal of this study is to investigate the effectiveness of classroom discussion on students' speaking of English language and the effectiveness of computer and the internet especially online discussion on students' speaking too.

1.7 Significance of the study:

Hann et. al (2008) emphasis in an evaluative research that studies of classroom behavior and learning outcomes have demonstrated that student discussion leads to better learner outcomes.

The researcher sets out to fill this gap in our understanding of classroom discussion and online discussions by analyzing the effectiveness of both types on speaking behavior on the course performance. Any positive results on the suitability of two types of discussion will improve the students' rate of fluency ,as well as create a more positive class atmosphere and a more positive learning experience overall.

In addition, this study is significant for teachers, students and stakeholders as follow:

1-Teachers

1. It helps teachers in the Palestinian schools to be aware of the importance of discussion among students and the importance of online discussion as a new strategy that they can use to improve students' speaking skill.
2. It helps teachers in diagnosing the point of weakness in their students' learning of English.

2. Learners :

1. It considers a reference that students can use when learning speaking.
2. It helps students to enjoy learning English and build their own characters.

3. Stakeholders:

It encourages decision makers to provide schools with the needed language labs and materials and other facilities that facilitate speaking learning.

1.8 Limitations

This study is applied on 12th graders (male) in scientific section who are enrolled at the academic year (2010-2011) at Abu Thar Alghefary secondary school in west governorate of Gaza. Three classrooms from the school are chosen randomly and used to conduct this study follows:

- 1- The first classroom is chosen to be the control group which has 25 students.
- 2- The second classroom is chosen for applying classroom discussion which has 25 students.
- 3- The third classroom is chosen for applying online discussion which has 15 students.

1.9 Procedures of the study:

- 1- The researcher depends on previous studies and literature review to get benefits from their procedures, tools, results, and recommendations.
- 2- The researcher reads many theoretical frameworks which include discussion of the importance of classroom discussion and online discussion in teaching and learning process.
- 3- Enrichment material is prepared to be implemented on students to support the idea of discussion for both, classroom discussion group and online discussion group.
- 4- Observation card is designed so as to collect data and applied twice one before the course and after it on the experimental groups.
- 5- A percentage table is designed to present the collection data.
- 6- The collection data is analyzed and interpreted.
- 7- Recommendations are deducted at the end of this study.

1.10 Definition of Terms

1.10.1- Effectiveness

It is the degree of improvement in the students' speaking skill as a result of using classroom and online discussion. It can be measured statistically.

1.10.2- Online discussion

Online discussion is a new technique that is used to improve learning English especially speaking which is the aim of this research

The researcher in this research uses a Skype program to communicate and contact with his students as they can speak and exchange videos and audios freely (see page 51).

The teacher in this program can use discussion skill with his students who are at home and enjoy English speaking programs (audios and videos) .

In addition, he designs an enrichment material which is used as a supplement material to enhance and improve students' speaking . If students do not find the textbook inordinately difficult, the teacher draws occasionally on the enrichment material.

The researcher communicates with his students online five times a week and each period one hour.

1.10.3- Classroom discussion

Classroom discussion is considered as a new technique to improve learning especially speaking skill which is the aim of this research.

Flynn (2009) thinks that what teachers are doing when they engage in "classroom discussion" is quite different from what is typically considered discussion. The purpose of classroom

discussion in this study is to enable the teacher to pull the content dictated by the curriculum out of the class by imposing a limited discussion-like format, making dialogues, practise speaking fluently and making discussion freely.

In classroom discussion, the questions the "successful" student asks are the questions he knows follow the direction the teacher wants to take.

Classroom discussion breeds students who therefore really become quite skilled at asking and answering different question after a particular practice.

The researcher in this research used classroom discussion to communicate with his students and he created an enrichment material which is used as a supplement. If students do not find the textbook inordinately difficult, the teacher draws occasionally on this material.

1.10.4 Speaking skill

According to Theodore Huebner (1960:5) "language is essentially speech, and speech is basically communication by sounds" and according to him, speaking is a skill used by someone in daily life communication whether at school or outside.

Speaking skill in this research is the learners' ability to speak, to make a dialouge ,to practice a real discussion for a fluent Engliash with a minimum of correct grammar and a range of useful vocabulary which help others to communicate with them. The researcher can see speaking skill in three domains:

1-Vocabulary

2- Fluency

1- Grammar

These domains are observed on students' performance in 2 units (9 and 10) as each domain has items which are observed by the observers according to their rubric (see appendix B). These domains represent speaking skill and the success in using classroom discussion and online discussion to improve speaking among students indicates the effectiveness of these techniques if they are used in all units of the syllabus.

1.10.5 12th Graders

They are 17–18 aged students in the governmental schools in Gaza Strip and the West Bank. They study English for Palestine syllabus.

Chapter II

Literature Review

Section I: Theoretical Framework

1. Introduction
2. Speaking
3. Communication
4. The importance of communication
5. Communicative competence in English
6. Teaching speaking
7. Teaching vocabulary
8. Teaching grammar
9. Teaching fluency
10. The Current Teaching Situation of 12th grade Students in Gaza
11. The Current Situation of Speaking skill of Students in Gaza
12. General outline of a speaking lesson
13. Discussion
14. Classroom discussion
15. Technology and language
16. Online discussion
17. The benefits of classroom and online discussion

Section II: Previous studies

First: the effects of classroom discussion on students' speaking of English language

Second: the effects of online discussion on students' speaking English language Conclusion

2.1 Introduction

English is considered as one of the major subjects at schools of Palestine Furthermore, it is used as a second official Language next to the mother Language which is Arabic, and this gives the English Language its importance in the Arab world in general and in Palestine in particular. So the main purpose of Learning English as a foreign language is not so much to be able to communicate with the outside world as to be able to play a useful part in the life of the country itself.

Language acquisition is a product of active, repetitive and complex learning. (Bruce, 2006) That is why we should realize how students learn languages, so that we can provide them with the right learning environment ;(Hughes, 2004:p.2) a supportive environment where children feel neither threatened nor intimidated. (Kristmanson, 2000:p.1-5)

In this chapter, two sections are discussed. The first section is a theoretical framework of related literature that deals with necessary issues related to classroom discussion and online discussion.

The second section reviews some previous studies that former researchers have done in this field.

Brief details are given and suggestions as well as recommendations of their studies are drawn through the discussion.

2.2 Speaking

English is one of the international languages in the world that should be taught and mastered by people in all over the world to communicate with each other. By this way people can know and understand what they speak communicatively. Because of this reason, English becomes the first foreign language that is taught in all over the world and becomes one of the most spoken languages in the world. It is the language of science, computing, diplomacy International trade, and even politics.

Harmer (1991) assumes that students need to learn English for many reasons. They may need it for occupational purposes. Whether one needs to work as an air traffic controller, or business executive or even a waiter in a restaurant, he needs to learn the type of English related to his own job.

Another need for learning English as a foreign language is for academic purposes. Whether a student studies at a university in his own country, or a university in the U.S.A, Great Britain, Australia, or Canada, English is needed to write reports, essays, or to read articles and textbooks related to different academic subjects he learns.

In Gaza schools, teaching English is a fundamental part of the teaching process.

In spite of the long period where English was taught in Gaza schools and the importance given to its curriculum, it is generally observed that students are unable to speak a simple meaningful sentence without committing an error.

This phenomenon, however, is not restricted to Palestinian students only. In Rababah's (2003:16) words, "Arab learners of English encounter problems in both speaking and writing". He states that many researchers such as Prator et al. (1975); Abbad (1988); and Wahba (1998) have emphasized this fact. In fact; there is a continued deterioration in the standards of English language proficiency in schools. This fact has been frequently acknowledged by school teachers, university instructors, and educators in Gaza. Thus, there is a need for continued and objective studies to pinpoint particular areas of difficulty that students face in their acquisition of English.

In this research speaking skill has three domains (vocabulary, fluency and grammar)

If students are good in speaking skill this means that they are good in these domains and any progress in these domains will lead to progress in speaking. So we should find new and modern techniques to teach these domains effectively. The researcher in this research try to provide a new technique by using classroom and online discussion to enhance and improve the three domains because teaching speaking in our schools depend on the traditional way so there are clear troubles and difficulties in teaching speaking.

2.3 Communication

Communication is defined as the ability to communicate with others. With human beings, it of course consists of speaking, writing and gestures. People have many different languages all over the world. In any language, the communication skills are the same, these are words.

A newborn baby even has basic communication skills like crying to let you know that it is in need. Although sometimes it can be difficult for an adult to figure out exactly what that need is.

Generally, all life forms have basic means of communication, and ways to let the others of the species know what they mean. It can take some studying to learn communication skills outside of our own cultures or species.

2.2.1 The importance of communication

The purpose of communication is to send and receive messages with the others clearly and unambiguously.

This process involves effort from both the sender of the message and the receiver. And it is a process that can be fraught with error, with messages often misinterpreted by the recipient. When this is not detected, it can cause tremendous confusion, wasted effort and missed opportunity. It

is logic that communication is only successful when both the sender and the receiver understand the same message as a result of communication. When people send their messages successfully, they convey their thoughts and ideas effectively. When they do not, the thoughts and ideas that they convey not necessarily reflect their own, causing a communication breakdown and creating roadblocks that block their goals – both personally and professionally.

Classroom activities constitute a crucial role in foreign language and in learning since they have a great effect in facilitating the acquisition of the foreign language and in fostering creative and authentic language behavior in the students.

There are some obstacles that could face communication at every stage of the communication process (which consists of sender, message, channel, receiver, feedback and context and so creating misunderstanding and confusion.

To be an effective communicator is to send messages across without misunderstanding and confusion. This goal should decrease the frequency of barriers at each stage of this process with clear, concise, accurate, well-planned communications.

2.2.3 Communicative competence in English

Savignon (1984:249) defines the communicative competence as "the expression, interpretation and negotiation of meaning involving interaction between two or more persons or between one person and a written or oral text". She believes that the goal of any language teaching program needs to be the development of this communicative competence of learners: the expression, interpretation and negotiation of meaning

Below is the main summary that Hall (1999: 15-50) gives related to communication goal area. "Communication is at the heart of all social life. It is in our communication with others that uses develop, articulate, and manage our individual identities, our interpersonal relationships, and our memberships in our communities." (Hall, 1999: 16). Our communicative activities are organized around particular goals that are socioculturally defined in addition to being fundamentally pragmatic. Within communication goals there are three macro domains that frame the purposes for learning to communicate in another language:

1. The interpersonal domain makes the communicative activities accomplished through direct interaction with others, leading at the end to create and maintain interpersonal relationships or to accomplish particular task.

2. The interpretive domain is concerned with activities that involve understanding spoken and written texts for the purposes of developing new meanings, new ideas, new feeling, and new experiences.
3. The presentational domain shapes the communicative activities primarily purposing to present or express ideas, information, feelings, and experiences through both the spoken and written word. These three domains require the development of communicative competence to give effective participation in any of the activities.

Aiming at improving the student's competence to use English, special attention should be paid to the functional concepts of language as well as, the structural ones because learning language is not a matter of acquiring a set of rules and building up a large vocabulary as it is used in the traditional way in teaching English.

Instead, teacher's efforts shouldn't be directed at informing his students about the language, but at enabling them to use it.

A student's mastery of a language is ultimately measured by how well he can use it, not by how much he knows about it.

Counihan (1998) states that some of the essential interaction skills needed by students for effective communication that they should be able to direct the dialogue with one another, comment immediately on what another speaker has just said, disagree with or challenge another speaker's statement, should not have to be invited to speak or speak when there is a short silence indicating the end of someone else's turn, interrupt one another to include an opinion or question, and finally use appropriate paralinguistic features .

Accordingly, it is our role as English language teachers to create opportunities for the students to use the language in meaningful and real situations, keeping in mind that, the more learners use the language to communicate, the better they become at communicating.

Therefore , the researcher concentrates on discussion , classroom and online , to improve speaking as it is a best way for this so in this way it is highly recommended to observe the following :

1. A adopting new teaching and learning techniques which maximize the role of the student and minimize the role of the teacher, creating positive atmosphere of interaction and improve students- students' discussion.
2. Giving the students opportunities for using the language, discussion, games, problem-solving, information gap activities and exchanging personal responses.
3. Encouraging students to give personal responses and ideas about different educational situations which naturally lead to unpredictable, creative language.

Thus, special attention should be paid to the language functions and their responses prescribed in each unit.

4. Including these functional concepts in the classroom tests and final exams.

On the other hand language is basically used to communicate with other people in order to explain and exchange their ability in language. Hymes (1972:4) distinguishes between the term 'competence' and 'performance'. In his view, competence refers to "the speaker-hearer's knowledge of his language" while performance refers to "the actual use of language in concrete situations".

Canale and Swain (1980:32) suggest four components of communicative competence:

1. Grammatical competence. Knowledge of the sentence structure of a language.
2. Sociolinguistic competence. Ability to use language appropriate to a given context, taking into account the roles of the participants, the setting and the purpose of the interaction.
3. Discourse competence. Ability to recognize different patterns of discourse, to connect sentences of utterances to an overall theme to topic; the ability to infer the meaning of large units of spoken or written texts.
4. Strategic competence. Ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules or limiting factors in their application such as fatigue, distraction or inattention.

From what is mentioned above the researcher designs domains for communicative competence (speaking) which are mentioned in the observation card and its rubric, they are vocabulary, fluency and grammar and this close to what Canale and Swain mention.

Chivers and Shoolbred (2007:25) state that for communication to be effective, the content needs to be clearly understood, meaningful and interesting to the audience. Effective communication in presentations needs a combination of content that fits the purpose, and good presentation and communication skills. So the researcher has designed an enrichment material to support the syllabus and enhance speaking activities in it. There are many influences on how well students communicate and on how well they are understood by our audience. According to Chivers and Shoolbred again it is useful to consider these influences under three broad areas and these are used with the classroom discussion group and online discussion group as sub skills for improving speaking in this research:

1- Verbal communications:

- a- Limit one's use of jargon.
- b- Explain new or complex terms.
- c- Speak clearly.
- d- Use an interesting tone of voice.
- e- Finish sentences.

2- Visual communications

Savignon (1984:46) states that when the student thinks about what makes presentations effective, it will be useful to consider how the learner can use images to communicate more effectively. At this stage it will be useful to remember these principles:

- a- Use images to improve understanding.
- b- Use images to save time.
- c- Use images for interest.
- d- Use images for impact.

3- Non-verbal communications

The learner will also need to think about non-verbal communication, that is how the student communicates using body language. The student may not have the time to read about it while preparing your presentation. However, there are some key principles that the students can use to improve their non-verbal communication during the presentation.

- a- Choose whether to stand or sit.
- b- Keep still.
- c- Keep their hands still.
- d-

2.3 Teaching speaking

Teaching speaking is not an easy task and it is found from my long experience in teaching English for 12th grade, that there are many difficulties in teaching speaking.

First, it relates to the condition of the students who lack vocabulary that will make them unable to say words during speaking class.

Second, most of students are not confident to use English in speaking class.

Sometimes the students do not feel confident to speak.

Third, the students often speak their Arabic language. So during teaching learning process, the teacher should make the students interested with the materials. It needs hard work for getting the students attention and speaking ability.

According to (Brown, 1994) Inside, speaking and listening activities in the classroom are the most often used skills. They are known as critical for functioning in an English language context, both by teachers and by learners.

In our school the matter is different as teachers and students focus only on grammar and writing and this is a big problem that faces English teaching in our secondary schools so teachers should be prepared well as Hall (1999: 15) states:

"Success in meeting the social, political, and economic challenges in our linguistically culturally diverse communities depends on large part on the ability of teachers to prepare students studying other languages to meet the communicative demands of these challenges."

Phillips and Robert (1999: 1) point out that standard are used to assess product quality and there are criteria that assess conformity rest on upon which independent judges will universally agree. Performance quality needs standards to be assessed in which competency may reflect variables that include artistry, functionality, audience or user response and individuality. Wisconsin Department of Public Instruction (2001: 11) defines:

"Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it...Standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred."

These standards should be in the regard of what students should have in the classroom as well as the pedagogical approaches their teachers employ. So as to necessarily become the basis for the new assessment that will judge students competences in terms of quality and progress toward high and challenging performance standards.(Phillips, 1999:2).

On one hand teaching speaking can be done naturally with any topic the learners' interest and also with the reading text given. Let's think about the teaching process and the thinking process. The teaching process I want to say is the way we try to bring the interesting topic for speaking of discussion-we're trying to encourage them to participate in the learning activity-they'll be more attentive to that interesting topic. They will find it is fun, they can share with the class about their ideas, experiences and they can express themselves about it. This results in their practice for language fluency.

On the other hand thinking process which benefits the learner's competence in speaking pays very great role in making the learners to learn and improve their skill. This is even more challenging when they need to discuss about something-their brain will have to do hard workout in order to brainstorm, share and choose the best ideas to be discussed together. This as what the researcher (the teacher, too) did with classroom discussion group and online discussion group by asking individual to name the last name they saw. Did they enjoy it? Was it funny? Serious? Violent? The replies he gets at this point will be fairly monosyllabic, but at least the topic has been introduced and the students are enjoying thinking about movies.

As an example of thinking process that the teacher can say that the class is going to concentrate on the issue of violence (this is a subject which is clear to their syllabus topic) in films. Is there too much? Does it matter? Should anything be done about it ? He puts the students into groups .In one group, the students have to think (and make notes about) the level of violence in films and what effects it might have. In another group, students have to think of (and make notes about) ways of stopping the portrayal of violence in films.

In another group, students have to think up (and make notes about) reasons why the level of violence in films is quite justifiable and un worrying. When students have had a chance to think of ideas (with the teacher going round to individual groups offering help where necessary), he asks for an opinion about violence from one of the groups .When a student has given it, he encourages other students to ask questions about that opinion . He then asks a different student to say what can be done about it, and that student, in turn, is questioned. Finally he asks a student from the "violence isn't worrying" group to disagree with the idea that violence in movies is a bad thing. So as in this example the teacher can keep prompting in this way until conversation and discussion take off, with different opinions being freely exchanged. Later, when the activity has run out of steam, he can work on any language arising out of the activity .This discussion can be formalized into a proper debate speakers on different sides giving speeches or by giving the class a number of different statements. They have to choose one and defend it. There are many discussion possibilities. The important thing is that students need to be engaged with the topic. They then might do some study (if there a necessity for language input, facts or figures, for example) and move quickly to activate stages – which include the discussion it self. Almost certainly, however there will be feedback, including study, after the discussion is over.

Role - play is considered as one of the most important activities in discussion so it is a good activity for 12th grade and advanced level as the teacher can use it inside the classroom and online.

Role - play activities are those where students are asked to imagine that they are in different situations and act accordingly. Teachers may tell them to role – play being guests at a party, travel agent answering customer questions or participants in a public meeting about a road – building project for example.

Role - play activities provide the kind of rehearsal possibilities. It can now lead into a number of possible writing tasks: a segment of the dialogue, a newspaper report on the decision, letter to the newspaper, posters and newsletters from the anti – Taxi campaign etc.

Two things can be added to this description. Firstly, the teacher could make the role – play a whole – class activity by having all the students act out a public meeting with many speakers. This

might be very enjoyable but would cut down on the amount of speaking time for each individual. But it would at least make the voting more unpredictable, and you could build in 'public' question sessions at various stage of the meeting.

Secondly, not all role – plays need to be this intricate. If the teacher asks his students to role – play a party situation, for example, all you might need to do is set the party scene and then tell students to go either as themselves or as a living or dead person they would like to be!

Role-play is more than just play-acting: it offers chances for rehearsal and engagements that some other activities fail to give. This is really more advanced in learning speaking skill besides introducing them to any traditional situations of conversations. Above all, it motivates them to take part in the discussion bringing about various creative ideas. We have tried this for years and it works well amongst our students.

One of the activities in communication approach which help students to enhance speaking are games and activities based on an information gap. The classic information gap exercise has students work in pairs. Each student is given a picture that is slightly different. Through descriptions and without showing the picture to each other the students are expected to communicate to solve the problem of identifying a certain number of differences.

Other information gap activities may be to have students read different stories on related issues and have them tell what they remember to their partners. At lower levels students may simply repeat after the teacher or the tape. At higher levels the students may engage in debates on controversial subjects. Questionnaires with open-ended questions may also work well, e.g., who's your favorite singer? Why do you like him/her?

According to what mentioned before progress in speaking skill require progress in vocabulary, fluency and grammar so the researcher will focus now how can they be improved by using discussion(inside the classroom or online) so the researcher will offer the best ways in teaching them.

2.3.1 Teaching vocabulary

Vocabulary is considered one domain of speaking generally and in this research so it's important to speak about teaching vocabulary.

According to Kailani (1989) It is a very important element of effective communication in a foreign language is understanding of the foreign culture and the acquisition of vocabulary in a culture

context. In the first place the ignorance of cultural features would create misunderstanding between a listener and a speaker. On the other hand, when vocabulary is presented in a total culture system, the student is able to conceive a more conceptually accurate image of what the word actually means in the foreign society. Besides, the teaching of vocabulary within the framework of the foreign culture lends itself to the grouping of words into contextually related categories which allow the student to learn vocabulary more efficiently than alphabetized lists or vocabulary ordered according to grammatical function.

The researcher as he is a teacher too has taught vocabulary in many ways but he found that when students master a group of vocabulary items related, for example, to shopping in the foreign country, they gain a certain confidence in knowing that they possess the vocabulary to communicate correctly, both linguistically and culturally, in a situation which is essential to existence within the foreign culture. This fosters a sense of confidence which enables the student to deal effectively with the never-ending process of vocabulary acquisition.

This additional specification leads the students to take a more active role in discovering the cultural information present in vocabulary units. Of course involving the student actively in the language learning process aids the teacher in achieving an important goal, that of producing students who can use the language to communicate.

2.3.1.1 Difficulties and solutions in learning vocabulary

Teaching English vocabulary to monolingual Arab learners presents additional difficulty to the teacher because Arabic and English are not cognate languages Both have different syntactic systems and word formation ; so teachers have to pay special attention to the form and sound of new items which may be different from those of Arabic language.

To overcome the problems associated with teaching English vocabulary to Arab pupils, a teacher's book is often published to provide detailed guidelines of how to teach individual words. This book includes all the new items and structures.

However, Kharma & Hajjaj (1989) suggest that there are two major issues that influence the effectiveness of teaching English vocabulary to Arab students. One relates to the competence of the English language teacher, while the other is associated with the communication –oriented approach which is most used Arab countries. The teacher is confronted with the problem of catering for the great number of vocabulary items included in the English syllabus.

A competent teacher can provide a useful explanation followed by a dequate practice. Teachers should use the new vocabulary in appropriate context and the best way to teach them this is teaching phrases in a real context.

Communication –oriented teaching has also added a further load to the teacher's task. Thus, teachers are required to give their students, a long with language functions and notion, a adequate English vocabulary to enable them to communicate effectively in the language.

In addition, the teacher is required to contextualize all teaching points through the use of discussion which is one of the best ways to encourage and enhance students to think how to use the vocabulary in the right situation and using audio-visual aids, stories, etc.

This need continues until students learn how to use the word correctly in appropriate communicative acts or situations.

2.3.2 Teaching Grammar

Grammar is central in teaching and learning process. It is also one of the most difficult aspects of language to teach well. Grammar, according to the traditionalists, is a collection of rules and principles as our teachers have taught in our school; while to the structuralists , it is the study of how sentences are arranged and formed.

Language teachers who adopt these definitions focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know.

The communicative competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates

grammar teaching and learning into the larger context of teaching students to use the language. Instructors using this model teach students the grammar they need to know to accomplish defined communication tasks.

Communicative –pedagogic grammar is a modern linguistic approach that emerged in the late 1970s. It was established by British linguists, namely Wilkins, Candlin, Widdowson and others. The communicative competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language. Instructors using this model teach students the grammar they need to know to accomplish defined communication tasks.

2.3.2.1 Strategies for Learning Grammar

English teachers and learners are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in speaking. This disconnect reflects a separation between declarative knowledge and procedural knowledge. Declarative knowledge is knowledge about something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drills. Procedural knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication.

2.3.2.2 Limit expectations for drills.

According to Hatch (1978) that with mechanical drills the emphasis is on form and on automatist, and there is only one response to the stimulus predetermined by the teacher. Conversely, meaningful drills focus on content instead of form, and the response can be expressed in more than one way.

Mechanical drills in which students substitute pronouns for nouns or alternate the person, number, or tense of verbs can help students memorize irregular forms and challenging structures. However, students do not develop the ability to use grammar correctly in oral and written interactions by doing mechanical drills, because these drills separate form from meaning and use. The content of the prompt and the response is set in advance; the student only has to supply the

correct grammatical form, and can do that without really needing to understand or communicate anything. The main lesson that students learn from doing these drills is: Grammar is boring.

Robinett (1978) thinks that the structural technique concentrates largely on the form of the items, but communicatively –taught grammar gives prominence to the meaning of the grammatical forms as a specified by the functional tags.

Communicative drills encourage students to connect form, meaning, and use because multiple correct responses and discussion are possible. In communicative drills, students respond to a prompt using the grammar point under consideration, but providing their own content. For example, to practice questions and answers in the past tense in English, teacher and students can make a discussion to ask and answer questions about activities the previous day. The drill is communicative because none of the content is set in advance: Teacher: Did you go to the library yesterday?

Student 1: No, I didn't. I went to the movies. (To Student 2): Did you read chapter 3?

Student 2: Yes, I read chapter 3, but I didn't understand it. (To Student 3): Did you understand chapter 3?

Student 3: I didn't read chapter 3. I went to the movies with Student 1. Discussion about a daily life is one of the best ways to start a discussion lesson and the creative teacher who can direct and activate this

2.3.3 Teaching fluency

Although the fluency-oriented approach seems so different from the accuracy-oriented approach, introducing some elements of accuracy in it is feasible. In fact, this view is shared by many EFL teachers. Ebsworth(1998) has found that the majority of teachers surveyed favor the judicious use of grammar for accuracy within a meaning-centered communicative approach. Moreover, many EFL teachers have already been practicing this. Let's take a look at this example. "I went a movie." is a plausible answer by an EFL student to the question, "What did you do during the weekend?" From the fluency-oriented view, the teacher is expected to ask about the movie rather than to correct the sentence. However, the teacher is most likely to say, "Oh, you went to see a movie," instead of jumping to the question, "What movie did you see?" This type of natural reaction, known as consciousness raising, (Rutherford 1987) works as feedback from the instructor, reminding the speaker of errors in a positive way.

Unlike monologue activities, discussion activities are done through conversation. Conversation requires quick response and hardly allows the speakers to reflect on their speech in the

communication process. To encourage accuracy in dialogue activities, the teacher has to create an opportunity for the learners to stop and think while the learners are engaged in conversation. Here is one example of a revised version of a common conversational activity known as find-someone-who.

The learners are given a piece of paper that has such questions as "Who was brought up in a village?", "Who can hum the Palestine Anthem?", and "Who doesn't want to get married?" The learners make a discussion with each other to find someone who belongs to the categories. The learners sometimes have to paraphrase the question rather than simply use the same expressions. For instance, instead of "Can you hum the Palestine Anthem?", the learner may need to ask, "Do you know the melody of Palestine national song?" if the words "hum" and "anthem" are not familiar to the interlocutor.

There are three types of activities to enhance discussion, as Morley (1991) names them imitation, rehearsal and extemporaneous speech are. Imitation, the most fundamental practice, requires the learners to copy a model speech. Rehearsal is the activity where pseudo-communication takes place in such activities as skits or role-plays. Extemporaneous speech activities provide an opportunity to improvise speaking and use language more freely and creatively. Here, task modifications will be attempted as per rehearsal and extemporaneous speech rather than imitation in order that implementation will be exercised on the basis of meaningful communication.

These types of activities, including drama-playing or skit-performing, are commonly used in the EFL classroom and are believed to facilitate the acquisition of communicative competence. Learners are put in such realistic situations as shopping, asking directions, or answering the telephone, to practice different sorts of conversation and discussion. Learning routine phrases in particular situations will surely help the
Natural flow of communication.

As Heidi Riggensbach and Anne Lazaraton(1991) claim, "Today, language students are considered successful if they can communicate effectively in their second or foreign language". It seems that the focus has swerved from accuracy to fluency. Grammar is disregarded, and communicative activities are prevalent in an EFL class.

Yet, many would agree that accuracy is indispensable to improving fluency. It is not that accuracy or fluency but accuracy and fluency. In fact, they are mutually influential. Accuracy brings fluency and fluency brings further accuracy. Accuracy and fluency are not contradictory but rather like two pillars that support the spiral stairs toward communicative competence.

2.3.4 The Current Teaching Situation of 12th grade Students in Gaza

Students have a twelve -year on compulsory education system, from elementary school to junior high school). In this twelve years period, the Ministry of Education of Palestine requires that English education should start from the first grade at the elementary school level and that elementary school students should have at least four classes of English education per week.

Thousands of English students take regular English courses, 6 classes per week for scientific stream in 12th grade in 2 semesters. Although not many have developed their oral skill. In fact, although English language teaching (ELT) is a great work in the process of reform and renovation, it seems to fall far short of meeting the needs generated from the country's rapid developments in all fields and from increasing contact with the outside world.

Since teachers find it difficult to develop their own classroom materials, have limited time and lie under external pressure that restricts their ability, it gives more emphasis on the use and utility of the textbook to compensate the loss of authentic materials (Ansary, and Babaii, 2002: 1, 2).

This traditional way in teaching leads teachers to feel that they are not free in their teaching and in choosing the appropriate material that suit students' level and their needs so the situation in critical case.

All secondary school students are required to pass English exam before graduation. This exam focuses on the ability of reading and writing. There is no part for speaking. So, this leads students to just pass the exam not acquiring the language and pay less attention to speaking. Consequently, teachers in schools use Grammar Teaching methodology and focus on teaching grammar and vocabulary to meet the requirements of students.

2.3.5 The current situation of speaking skill of students in Gaza

From my experience most of English teachers in secondary schools use Grammar Teaching approach to teach English. This current situation leads students to pay less attention to speaking.

They can not do communication with each other or someone who speaks English, even though they have already learned English for more than 10 years.

In teaching speaking there are some missing principles of teaching speaking in our schools, these are as follows:

First, helping students overcome their fear to speak, encourage students to speak, provide opportunity, and start from something simple.

Second, asking students to talk about what they want to talk about.

Third, asking students to talk and discuss about what they are able to talk about.

Fourth, providing appropriate feedback.

Fifth, combining speaking with listening and reading.

(<http://www.stanford.edu/dept/CTL/Tomprof/postings/481.html>)

2.3.6 General outline of a speaking lesson

Inside the classroom, speaking and listening are the most often used skills (Brown, 1994). They are recognized as critical for functioning in an English language context, both by teachers and by learners.

It's known from studies of classroom discourse patterns (Cazden, 2001; Nystrand et al. 1997; Barnes, 1978) that there are types of classroom talk, the first one is the traditional classrooms which are most often exemplified in the I-R-E pattern of communication (i.e, Initiation (mostly teacher), Response (mostly student), Evaluation (mostly teacher). The discourse and the discussion in traditional classroom participation is typically conducted between a teacher and an individual student who is typically called on to respond by the teacher recognizing that a student wishes to contribute a response to a question, or by the teacher simply identifying a student

Cazden (2001) states that the second type of classroom talk (communicative one) can follow the usual pattern of preparation, presentation, practice, evaluation, and extension. The teacher can use the preparation step to establish a context for the speaking task (where, when , why, and with whom it will occur) and to initiate awareness of the speaking skill to be target (asking for clarification, stressing key words, using reduced forms of words). In presentation, the teacher can provide learners with a preproduction model that furthers learner comprehension and helps them become more attentive observers of language use. Practice involves learners in reproducing the targeted structure, usually in a controlled or highly supported manner. Evaluation involves directing attention to the skill being examined and asking learners to monitor and assess their own progress.

These ideas lead the researcher to use classroom discussion and online discussion to compare them with the traditional classroom to check the effectiveness of each one on improving students 'speaking skill.

2.4 Discussion

The best and effective way for learners to talk freely in English is by thinking out some problem or situation together through verbal interchange of ideas; or in simpler terms, to discuss. The word "discussion" is used here broadly to include anything from the simplest question-answer

guessing process, through exploration of situations by role-play, to the most complex debates but in particular discussion in this research is a new technique which used to improve the three domains of speaking and this leads to improvement in speaking.

There are a variety of discussion skills that form a continuum from the simple playing games to the more advanced activities that allow the whole class to participate. The teacher has to select those which suit his students and serve the growth of their communicative competence.

There are ideas designed to help students to improve their abilities to engage in meaningful discussions in English. They help teachers to develop the students' self-confidence to be able to present their opinions to a group of people. The ideal number in one group would be about 5 people.

There are several activities that teachers could follow in order to develop the skills of their students for having successful discussions. There are also several lists of relevant vocabulary often used by participants in a discussion.

At the beginning, the classroom discussion will seem to be largely led by the teacher, but as the lesson progresses, the participants will assume more control of the programme.

A discussion that works is primarily one in which as many students as possible say much as possible. The apparent motivation of the participants is considered a further characteristic of a successful discussion as those participants can concentrate their attention on the speakers, and their expressions are alive, that they are reacting to the humor, seriousness or difficulty of the ideas being expressed –then that is another sign that things are going well.

In discussion, we can use many of communication practices as group-work and role-play which the researcher used with his students; here are the advantages of them according to Carter & McCarthy (1995):

The advantages of group work

- 1- Increasing classroom participation.
- 2- If you have five or six groups then there will be five or six times the amount of talking.
- 3- Students who are shy can find it easier to express themselves in front of a small group of their peers.
- 4- The motivation of participants also improves when they work in small groups.

The advantages of role-play

In role –play the class is usually divided into small groups-often pairs-which are given tuitions and roles to act out and explore. The use of role-play has added great number of possibilities for communication practice:

- 1- Students are no longer limited to the kind of language used by learners in a classroom,

- they can be shopkeepers, tourist guide, they can be on a ship, park or in the moon.
- 2- Many students find it easier and more attractive because the situations relevant to actual life.
 - 3- Easier to think of things to say. A variety
 - 4- Many students find it easier to express themselves
 - 5- Many students find it simply more stimulating and exciting.

2.4.1 Responsibilities of a ‘Discussion Teacher’

According to my experience and to what Burns & Joyce (1997) suggest about the responsibilities for the teacher who leads the discussion, there are some points to be considered as the following:

- 1- Start and conclude the discussion, paying attention to the time limits.
- 2- Give all group members an equal chance to participate. You may have to control members who talk too much and to involve quiet members.
- 3- Keep the discussion on the subject. If participants move onto a completely different subject or start bringing up irrelevant points, you should politely bring the discussion back to the subject.
- 4- Keep the discussion moving. You may have to cut off discussion politely if members spend too much time on one point or start repeating the same ideas. However, you also have to decide when discussion is useful and should be encouraged.
- 5- Make sure that all group members can understand each other. You may also have to ask people to speak more slowly or more loudly so that everyone can understand them. You may also have to help speakers who are having difficulties explaining their ideas
- 6- Summarize when needed and look for areas of agreement. Make sure that all participants understand and accept the group decision.

2.4.2 Suggested vocabulary for leading a discussion

Here are suggested models that the researcher uses with the experimental groups and teachers in our schools can use them too:

1- Getting Started

The relations inside the classroom or online should be warm and friendly so the teacher can start by using these questions:

- Is everybody ready to begin?
- Okay are we ready to start?

2- Bringing students into the Discussion

The smart teacher can attract his students to the discussion as she/he can call their students by their names as follow:

- (Ali), what do you think?
- (Ahmad), do you have anything to add?

3-Encouraging Everyone to Participate

The teacher should attract his/ her students and involve them into discussion, this by leading the discussion inside the classroom or online as follow :

- What do you think about (Jamal)'s point?
- Does anyone have anything to add?
- Would anyone like to comment on what (Mousa) said?

4-Keeping the Discussion Moving

- Perhaps we should go on to the next point.
- We have only a few minutes left, so could we move on?
- Are there any more comments before we move on to the next point?

5-Keeping the discussion on the Subject

- That's interesting, but it raises a different point. Could we come back to that later?

6- Reaching Agreement and Summing Up

- Do we agree that.....?
- So, to sum up, we've decided.....

7-Vocabulary for exchanging opinions

A- Asking for an Opinion

- What do you think of.....?
- How do you feel about.....?
- What's your opinion of.....?

B- Giving an Opinion

- In my opinion,
- Personally, I think that....
- It seems to me.....

C- Agreeing (usually used by the 'discussion leader')

- (a) That's right.
- (b) You're right.
- (c) I think so, too.
- (d) I agree with you.
- (e) I definitely agree.

D- Disagreeing

- I don't really agree with you.
- I'm not sure I agree with you. The reason is that.....
- Yes, that may be true, but.....

8- Interrupting

- Excuse me, but.....
- Pardon me, but.....
- Excuse me for interrupting, but.....
- Sorry to interrupt, but.....

9- Keeping Your Turn

- Excuse me; I'd just like to finish this point.
- If you could wait for a second, I'm just about to finish my point.
- Could I please just finish my point?

10- Continuing after an Interruption

- Anyway ...
- As I was saying ...
- In any case ...
- Going back to what I was saying ...
- As I was saying ...

2.5 Classroom discussion

It is known that students in Gaza still get difficulties in using English communicatively. One of the main reasons of this is the lack of practicing English as a daily life language so, English has been taught many years without proud results.

Tomlinson (2004) suggests that teachers can decrease this problem by changing teaching-learning process from Teacher-centered learning to be Student-centered learning .By this way, it will help to motivate students in learning the language, involve students in the classroom activities and build their knowledge and behavior so teachers should focus on the needs and the abilities of our students .

Cannon (2000) assesses that student-centered learning is a way of thinking about learning and teaching that show student responsibility for such activities as planning learning, interacting with teachers and other students.

One of the samples of student-centered Learning is classroom discussion. It is hoped that it can help the students when they are talking to each other. Indeed, the goal is to get as many students involved in talking to one another as possible and for the teacher to fade into the background. In addition, it is a method that can be used in teaching English, especially to improve speaking ability of the learners. In this method, hopefully, the students get a big opportunity to express their own ideas, build their own characters and it can arouse their motivation to speak in the classroom.

Students will practice in how to talk to and listen to teachers, in how to address and look to authority figures for answers. However, they are not well versed in how to talk to and listen to each other, in how to navigate and negotiate and discuss issues of serious consequence and work toward answers among equals.

We can consider classroom discussion and online discussion, as a modern type of discussion, apart of active learning.

2.5.1 Why is active learning important?

As it mentioned above, it is important to mention here about active learning which classroom and online discussion are parts of them

According to Thomas (1972) the amount of information retained by students declines substantially after ten minutes and in a research comparing lecture versus discussion techniques was summarized in the report of teaching and learning in the classroom by McKeachie, et. al(1987 :70). The review concludes that

“In those experiments involving measures of retention of information after the end of a course, measures of problem solving, thinking, attitude change, or motivation for further learning, the results tend to show differences favoring discussion methods over lecture... Numerous researchers and national reports also discussed the use of active learning strategies in the classroom.”

Consider the following statements:

“All genuine learning is active, not passive. It is a process of discovery in which the student is the main agent, not the teacher.”

(Adler, 1982, p.23)

“Students learn what they care about and remember what they understand”.

(Ericksen, 1984, p. 51)

“ Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.”

(Chickering and Gamson, 1987, p. 3)

So the sort of teaching we propose requires that we encourage active learning and that we become knowledgeable about the ways in which our students hear, understand, interpret, and integrate ideas.

2.5.2 What obstacles or barriers preventing school from using active learning strategies especially discussion in 12 grades?

The researcher has been teaching English for 12th grade for 12 years, so in his experience he found that there are six common obstacles in using discussion and active learning strategies in Gazan secondary schools:

1. Teachers cannot cover as much syllabus content in the time available.
2. Active learning strategies take too much pre-class preparation.
3. The size of the class prevents implementation of discussion and active learning strategies.
4. Most teachers think of themselves as being good teachers especially in 12th grade.

5. There is a lack in our schools of audios and videos materials and equipment that are needed to support discussion and active learning approaches.

6. According to tawjihii results, students in 12th grade are generally low achievers and haven't encouragement to learn English.

2.5.3 How can these barriers be overcome?

A. It is believed that there are two primary sets of obstacles that prevent schools from using discussion and other active learning strategies in the classroom:

(1) The six potential obstacles noted above, and (2) the fact that using active learning strategies involves risk in the schools.

B. With respect to the six commonly reported obstacles, the following should be noted:

1. Gaza governorates and schools that regularly use active learning strategies typically should involve these strategies in the student's final examinations.

2 The amount of pre-class preparation time needed to implement active learning strategies will be greater than that needed to "recycle old lectures;" it will not necessarily take any more time than that needed to create thorough and thoughtful new lectures.

3. Large class size may restrict the use of certain active learning strategies (e.g., it is difficult to involve all students in discussion in groups larger than 40) but certainly not all. For example, large classes can be divided into small groups for discussion activities .See Weimer (1987) for several excellent articles on how this can be done.

4. Many teachers see themselves as good teachers and therefore see no reason to change. So they think that lecturing is a useful mean for transmitting information. Teaching and learning are not the same; so we should compare between what we think we have effectively taught, and what students indicate they have learned

5- Truly, the communication materials are needed to support active learning and to create discussion but creative teachers should use the available materials inside the class, For example, asking students to work in small groups , pair work and they can use many of communication activities which don't require any equipment to achieve their goal .

6. Students do not like non-lecturing approaches at the beginning because active learning alternatives force them to be involved in the classroom interaction and discussion but with explicit instruction in how to actively participate and learn in less-traditional modes, students soon come to favor the new approaches.

2.6 Technology and Language

Language is considered as systems of representation with which we communicate our ideas to our listeners/readers.

On the other hand, technology is defined as culturally deep ways of watching the World. According to this logic comes the idea of "technology as language" because access to a certain type of technology opens new possibilities for us to do things and "these options function rather like words in a language. ... you (we) must use what tools and techniques are available in any attempt to carry out a particular action" (Benston, 1988, p.18).

One strand of studies connecting technology and language looked at the shifts in Language uses across communities formed by different types of technology (Benston, 1988; Cohn, 1996; Crystal, 2001; Danet & Herring, 2003; Kramarae, 1988; Spender, 1995; Zamierowski, 1994), focusing their attention on the social and cultural effects of such technologies on the choice of words, discourse styles, or patterns of interactions.

Another implication of the relationship between technology and language that Speaks to my topic is the issue of non-native speakers of English in cyberspace because the people in my research need to cross the border of two different languages, from Arabic to English.

English being its language, the Internet is regarded either as providing new possibilities for non-native speakers (Warschauer, 2000a, 2000b) or as another form of linguistic imperialism in the age of electronic communication (Joe Lockard, 2000; Murray, 2000b).

2.6.1 History of technology in language classrooms

The history of educational technology reveals the endeavors that educators made to introduce various types of technology into classrooms. Kern & Warschauer, (2000) provides that historical reviews of some pedagogical claims of Computer-Assisted Language Learning (CALL) in relation to SLA research.

These studies suggest that the perspectives on language teaching and learning have been shaped by the prevailing learning theories of the time.

When there was a prevailing learning theory in a certain period of time, that theory became an interest of many SLA researchers of that time; the findings of studies by those researchers have subsequently informed the teaching practices of language teachers. Followed by the popularity of certain instruction methods, there has been a development of corresponding CALL applications, within the scope of available technology of the time.

Salaberry (1996) states that from the 1920s through 1950s, behavioristic approaches to teaching in general education informed people in the field of language education to view language as an autonomous structural system. This viewpoint subsequently gave birth to teaching methods drawing upon that theory of language learning to propose methods like Grammar-Translation Method or Audio-lingual Method by researchers in the field of SLA. People in the field of CALL then adopted this trend in their designing practices to produce some of the earliest CALL programs (the computer-as-tutor model), which were designed to provide immediate positive or negative feedback to learners based upon the formal accuracy of their responses. In addition, these programs were designed to run on mainframe computers, the level of technology in the 1960s and 1970s.

Beginning in the late 1970s, the advent of micro computing, of hypermedia technology, and of telecommunications (Internet and World Wide Web) made the implementation of sociocultural approaches to language learning possible through computer mediated communication (CMC). An interesting point to note here is that the length of time period between the emergence of SLA theories and the development of CALL application programs seems to be shortened by the rapid development of technology. While the development of drill- and-practice type CALL programs in the 1960s emerged about 10 to 20 years after the advent of structural perspective on language learning and teaching of the 1940s and 1950s, the discussion of the effects of CMC on language learning seems to be happening about the same time as the sociocultural perspectives on language learning and teaching is getting popular. Several studies that revealed their focus on sociocultural theory in reporting

the effects of computer use include:, Kumpulainen & Mutanen (1998), Ortega (1997), and Warschauer (1998), and more recently, Chen (2003), and Freiermuth (2001).

The researcher views this phenomenon to be very positive because the balanced development between SLA theories and CALL applications could provide helpful practical information for language teachers in a timely manner. In return, language teachers could provide valuable feedbacks for the researchers in the field of both SLA and CALL

2.7 Online discussion

It is a way that appears nowadays as a result of the rapid development in all fields especially education. It is a new way in teaching and learning as many educational institutions, schools and universities used it abroad nowadays.

In Gaza, this way is used just at universities as Alquds Open University , the Islamic University and other universities so this research offers an evidence that this way is very good and it can be implemented in secondary schools to improve that English language especially speaking and it is a good way for learners to learn anytime and in anywhere.

Few authors made statistical comparison between online and classroom discussion or to argue that online discussion was inherently better than classroom discussion. However, the majority of those authors concluded that online discussion was very vital as a support for teaching and opportunity for interaction between learners.

However, if classroom discussion was easy to organize, online discussion would be less likely to be value as Putz and Arnold (2001) mentioned.

In addition to this, online discussion creates students' critical thinking as mentioned before and as Biesenbach- Lucas (2003) proves that learners tended to summarize rather than analyze in their online contributions, and suggested that assessment of participation could offer students with the critical motivation.

Parker and Gemino (2001) state that online discussion provided better offering for conceptual learning than acquisition of skills or techniques .

So the researcher designs an online course to improve his student's speaking . This course is about facilitating and building an e-learning community and is designed for students and corporate trainers who want to become highly qualified in facilitating online learning in hybrid or fully online courses.

The students actively facilitated and explored questioning skills, problem resolution, netiquette, and collaborative learning through problem solving scenarios, simulations, and online discussions.

You will investigate time management strategies and pitfalls to avoid when designing and facilitating online class activities and explore various assessment tools to analyze and evaluate student participation in online discussions.

The class is highly interactive with a significant discussion component.

All discussion postings, projects and assignments will be submitted via the course discussion board and drop box. Activities are conducted according to a schedule with specific due dates each week.

2.7.1 Communication software

It is used to provide remote access to systems and exchange files and messages in text, audio and/or video formats between different computers or user IDs. This includes terminal emulators, file transfer programs, chat and instant messaging MUDs programs.(From Wikipedia. the free encyclopedia).

According to this we can use communication software in education as anew way in learning and to be in contact with the students especially in learning the language .

2.7.2 Chatting

Jonsson (1998) says that Chatting is a real-time conversation or message exchange that takes place in public or in private groupings called *chat rooms*. Some chatrooms have moderators who will trace and block offensive comments and other kinds of abuse. Based on visual representation chats are divided into text based chat room just as were IRC and Bitnet Relay Chat, 2D – supporting graphic smilies; and 3D the conversation in which takes place in 2D graphic surrounding.

Since the language is a way of communication and chatting is the main part in communication , so we should be aware of the importance of chatting as a way of learning languages especially in speaking .

The medium of IRC was invented by Jarkko Oikarinen in Finland in 1988 (Oikarinen, J.). Jonsson (1998) states that since it became extremely popular, IRC rapidly gained ground and is currently used in over 60 countries around the world by hundred of thousands of people. The users run a client program which connects to a server in an IRC network, much the same as in e-mail. All servers are interconnected and pass messages to all users over the IRC network. The users in IRC are fairly anonymous as they are known by nicknames only - but a user's PC can always be traced. In the IRC network, users meet on *channels* (rooms, virtual places, usually with a certain topic of conversation) to talk in groups, or privately.

Sociolinguistically, the channels are to some extent equivalent to the real-life natural formation of conversational groups. On the other hand, the formation of a natural

conversational group relies on geographical proximity. In IRC participants in a conversation are usually not in the same natural room or setting. Rather, participants are usually geographically vastly dispersed. Moreover, they often represent vastly different backgrounds. Gumpertz (1982) argues that natural conversation in modern urban societies reveals diffuse social boundaries where differing backgrounds of the speakers is the rule rather than the exception. In IRC, cultural and social diversity is even more tangible. There is no restriction to the number of people that can participate in a given discussion, or the number of channels that can be formed on IRC, and often a channel hosts users that are all from different countries.

2.7.3 Skype

One of the communication programs that could be used for learning is skype. According to skype site on the internet, It's Founded in 2003 and based in Luxembourg, the purpose for this program is to break down barriers to communication. Skype is owned by an investor group led by Silver Lake and which includes eBay Inc, Joltid Limited and Skype founders Niklas Zennström and Janus Friis, the Canada Pension Plan Investment Board and Andreessen Horowitz. Skype had an average of 145 million connected users per month in the fourth quarter of 2010. Skype users made 207 billion minutes of voice and video calls in 2010, approximately 42% of which was video.

With Skype, people can share a story, learn a language, hold a meeting, work with colleagues – just about anything they need to do together every day. we can use Skype on whatever we want. It is free to start using Skype - to speak, see and instant message other people on Skype for example. You can even try out group video, with the latest version of Skype so the researcher used it to apply the idea of online discussion.

The researcher used this program to apply "online discussion" on an online discussion group because it is available and easy to be used by the teacher and the students.

The teacher used this program to exchange videos, listening exercises with his students and he used the enrichment material as a supplement to the textbook to enhance students' communication.

This program continued for 2 months, one hour in each period as the students could exchange discussion with each other from one side and with their teacher from another side.

They exchanged discussion freely during the course and they spoke about titles from (unit 9 and unit 10).

2.8 The benefits of classroom and online discussion

In addition to what is mentioned in earlier about the benefits of classroom and online discussion in improving students' speaking of English, there are many other benefits that can be summed up as follows :

1- Enhancing understanding and critical thinking

Critical thinking is defined as the ability and tendency to gather, evaluate, and use information effectively (Beyer, 1985).

Across subject areas and levels, educational research has identified several discrete skills related to an overall ability for critical thinking. These are:

- Finding analogies and other kinds of relationships between pieces of information
- Determining the relevance and validity of information that could be used for structuring and solving problems
- Finding and evaluating solutions or alternative ways of treating problems

Just as there are similarities among the definitions of critical thinking

across subject areas and levels, there are several generally recognized

"hallmarks" of teaching for critical thinking (see, for example, Beyer,

1985; Costa, 1985). These include:

- Promoting interaction among students as they learn - Learning in a group setting often helps each member achieve more.
- Asking open-ended questions that do not assume the "one right answer" - Critical thinking is often exemplified best when the problems are inherently ill-defined and do not have a "right" answer. Open-ended questions also encourage students to think and respond creatively, without fear of giving the "wrong" answer.
- Allowing sufficient time for students to reflect on the questions asked or problems posed - Critical thinking seldom involves snap judgments; therefore, posing questions and allowing adequate time before soliciting responses helps students understand that they are expected to deliberate and to ponder, and that the immediate response is not always the best response.
- Teaching for transfer - The skills for critical thinking should "travel well." They generally will do so only if teachers provide opportunities for students to see how a newly acquired skill can apply to other situations and to the student's own experience

Wilén (2004, 33) stated that discussion was an instructional conversation composed of teacher and student interaction including higher order questions asked by the teacher, statements, and responses where students were to apply their knowledge and think critically in order to enhance their understanding about an issue, problem, or other content.

Higher order critical thinking was defined by Larson (2000) as the ability of students to understand, evaluate, and manipulate information.

According to Wilén, teacher-led classroom discussion was not a teacher asking questions and students answering them, but rather it was a means for students to explore ideas, develop critical thinking skills, interact about societal issues and problems, and engage in group decision making and problem solving.

Gall (as cited in Larson 2000), Larson (2000), Chilcoat and Ligon (2001), Wilén (2004), and Gambrell (2004) state that the benefit of discussion was the promotion and development of higher order critical thinking in students and the increase in engaged learning.

Engle and Ochoa (as cited in Larson 2000) agree that teacher-led classroom discussion should require students to develop an opinion or idea, be able to support their beliefs with evidence, and where both the students' and teacher's ideas are open and subject to criticism.

Engle and Ochoa (as cited in Larson 2000) concurred that teacher-led classroom discussion was an interaction which involved students engaged in developing new ideas based on questions presented by the teacher with the goal of compelling the students to use critical thinking skills.

1- Promoting Democracy

The traditional way in teaching English depends on the teacher who controls the class and controls students' mind and characters but discussion creates democracy among students who lose it as the whole community so it's a great chance to create and build democracy among our nation to accept and respect each other.

Larson and Parker (as cited in Chilcoat and Ligon 2001) argued that teacher-led classroom discussion was perhaps the cornerstone of democratic education due to its ability to engage students in democratic living.

The implementation of teacher-led classroom discussion was also celebrated because it promoted a democratic classroom and democratic values, according to Larson and Parker (as cited in Chilcoat and Ligon 2001), Parker and Hess (as cited in Wilén 2004), and Larson (2000).

Dewey (as cited in Larson 2000) elaborated on the topic of discussion and

democracy in the classroom when he stated that it could be used to integrate ethnically, socio- economically, and sexually diverse classrooms by centering on a common Issue.

2- Increasing in student self-esteem

From my experience, I have noted that great number of teachers don't care of students and don't aware of the importance of self- esteem for students so this led to decrease in students' learning.

Chilcoat and Ligon (2001) mentioned that the use of teacher-led classroom discussion in the Mississippi Freedom schools resulted in an increase in student self-esteem. Throughout the review of literature the implementation of teacher-led classroom .It is worth that teacher not to forget their humanitarian when they deal with their students.

Section II: Previous studies

Introduction

In order to conduct this study, reviewing the related literature is essential step toward utilizing the theories driven, the methods ,the results, the recommendations for further studies, and the pedagogical implications in this field of study.

In correspondence, the literature reviewed the two types of discussion and their importance, students attitudes toward the two types of discussion and the effectiveness of their on students' speaking.

Murphy et.al (2008) state that the aim of classroom discussions in learning and comprehension has been focused in investigations since the early 1960s. Despite this long history, no syntheses have quantitatively reviewed the vast body of literature on classroom discussions for their effects on students' speaking. This comprehensive meta-analysis of empirical studies was conducted to examine evidence of the effects of classroom discussion and online discussion on measures of student talk.

Hayes et. al (2009) emphasize that discussion improves critical thinking skills(CTS)which are the core learning outcome measures for higher education and that this leads to good speaking and good thinking .

Classroom discussion with student feedback (CDSF) was applied in weekly engagement for 50 min to develop the CTS of students in an introductory science course at Purdue University.

It's proved that the implementation of CDSF for 16 wk would expedite development of CTS for students enrolled in the course. The CDSF intervention significantly increased critical

thinking ability for non-native English speaking students as compared to native English speaking students.

One type of speaking is recitation which also significantly influenced critical thinking ability where students enrolled in a relatively small recitation section had elevated critical thinking when compared to the abilities of those students enrolled in a large recitation. These observations suggest that engaging students in classroom discussions with student-led feedback is a useful instructional technique for developing CTS.

First: The effects of classroom discussion on students' speaking:

There is relationship between speaking and discussion as Lee (2009) argues in his research. The purpose of his study was to investigate the factors that affected the oral classroom participation of six Korean students attending graduate school in the US, and how these factors influenced their oral interaction in class discussions. From formal and informal interviews and class observations came the data during the course of the semester..

The study showed that multilayered factors, including differences in sociocultural values, students' English proficiency, and educational practices between two cultures, individual differences, and classroom environment were intertwined, and each factor singly and together affected the students' oral participation in class discussions (OPCD). While the students in this study demonstrated many cultural similarities with other Asian students, they also revealed unique Korean cultural features. Regardless of the differences and similarities in cultures and the length of study in the US, all students felt challenged to participate in whole class discussions. Participation varied greatly among the individual students in small group discussions. In particular, the female students, with one exception, participated more actively than the male students. The findings suggest pedagogical implications for improving the oral classroom participation of Asian international students, especially Korean students.

Similarly, Dallimore et al (2008) explain and examine in their descriptive research students' reactions to in-class discussion as an instructional technique by investigating the effect of participation practices on communication-based skill development.

The findings provide evidence that active preparation and participation in class discussion can be linked to students' reports of improved oral and written communication skills. The conclusion suggests that discussion can be a useful addition to cross-curricular programs (such as writing and speaking across the curriculum) and stand alone courses (such as public speaking). This technique can be used in combination with other strategies.

To increase low-responding students' participation in class Foster et al(2009) show that in a large undergraduate class, students from six sections were asked to record their class comments on cards during all course units. In some units, they received points toward their course grade based on their reported comments in class discussion.

The study was longed for two-semester, with a little variation in both the recording and crediting procedures across the two semesters. The most important goal of the study was to determine the effects of two credit and self-recording arrangements on initially low-responding students' subsequent participation in class discussion (first semester n = 49, second semester n = 45).

A higher percentage of low-responding students reported participating in class discussion when credit was given for participation than when no credit was awarded.

However, 39% of the initially low-responding students in the first semester and 38% of the initially low-responding students in the second semester did not participate in class discussion in any step of the study.

phase of the study.

Bruss (2009) describes a project designed to take the fear out of discussion in a first-year interdisciplinary humanities course at Sewanee: The University of the South, a private liberal arts college in Tennessee. The Responsible Intellectual Discussion project, known as RID, was created in conjunction with the college's Eloquence Initiative, a speaking-across-the-curriculum effort in which the author served as a consultant. By virtue of its association with the speaking initiative, RID was informed not only by familiar literature on discussion methods, but also by rhetorical theory and pedagogy, which gave the project a distinctive character. Although discussion is acknowledged to be one of many communication activities that might be part of speaking-intensive courses, detailed research on discussion projects is lacking. While discussion has long been of interest to communication scholars, that interest has centered largely on democratic processes and small-group dynamics rather than on the rhetorical skills of individual participants.

This project, in contrast, conceptualizes discussion as a communication end and, in so doing, points to a different set of strategies for improving discussion. In this article, the author describes those strategies, all of which are characteristic of public speaking pedagogy: (1) establishing and communicating criteria for evaluation, (2) instructing (with a particular focus on the rhetorical concepts of invention and imitation), and (3) providing opportunities for guided practice and feedback. After describing these elements, the author presents assessment

results from the project, including anecdotal comments from faculty as well as survey data from students. As the assessment results reveal, RID was a clear success, confirming the

promise of a rhetorical approach to discussion.

Second: The effects of online discussion on students' Speaking of English language:

According to this research, online discussion has good effects on learning and acquiring the four skills especially speaking because the four skills connect with each other , for example any progress in learning and writing will lead to progress in listening and speaking.

Hann et. al (2008) emphasis in an evaluative research that Studies of classroom behavior and learning outcomes have demonstrated that student discussion leads to better learner outcomes. Existing studies of online postings in asynchronous discussion forums have primarily studied the effects on the authors of the postings. The author starts to fill the gap of understanding the online discussions by analyzing the effect of reading behavior on two online courses' performance. We first perform an in-depth analysis of student discussion behavior. He considers the quality and quantity of student postings, as well as the number of postings read by each student. Then he tests the main findings using a larger dataset of 279 students from eight additional classes, controlling for student grade point average, major, class standing, race, gender, and instructor. The results suggest that reading is significantly and independently related to course performance. Finally, he concludes that discussions have an important place in online classes.

Chan et. al (2009) focus on asynchronous online discussion (AOD) by providing a perspective on: (1) the growth patterns of discussion threads and (2) the influence of peer- or student-facilitation techniques on thread development. Using the Pointing, Questioning, Resolving and Summarizing (PQRS) facilitation techniques framework, the threaded discussions of seven AOD forums were carefully mapped out and each message in the postings was examined to determine the type of facilitation techniques applied. Results suggest that an online discussion thread grows either one of three patterns: a "short thread pattern", an "extended thread pattern" with an elongated structure or a "split thread pattern" with a broad structure. Results also suggest that the use of Resolving and Summarizing facilitation techniques tends to foster early thread termination. Understanding how each PQRS student-facilitation technique impacts thread development reinforces the need to combine the use of "questioning" techniques with other facilitation techniques to enhance thread continuity. We end by discussing some possible implications and issues for future research.

On the other hand, Skinner(2009) illustrates an opportunity for constructing

knowledge. If learners decide not to interact or join too late, they put online discussion can be designed to improve the skills and confidence of students as well as providing their own progress and the quality of the learning community at risk. The case study identifies flaws in the design of the discussion, constructed using Salmon's five-stage model, and shows how easy it is to miss the point when designing an online activity. Participation is a pre-requisite for developing community so this article discusses how professional community development workers identify and overcome barriers to participation strengthening engagement in a community by stimulating personal and emotional interests. In the case study, discussion topics failed to investigate a personal chord with many students. This has implications for designing activities that engage each student's interest from the outset so that participation in the discussion becomes a truly creative experience .

Also Chang (2008) states that The objective of his study is to discuss about the correlation between each group's applying of interaction in online discussion and their achievements of project-based works. Performances of online discussion consist of content, frequency, and frequency of participation in discussion after each login into the Web community system. The results of the research explains that there are five groups, and four of them with a positive correlation between their online discussion frequencies and their PBL works. However, there is a weaker correlation group.

As a result there is one group with a negative correlation between its online discussion frequency and its PBL works. The groups are with a positive correlation between their online discussion contents and their PBL works, however, there are weaker correlations for two groups. It's confirmed that backgrounds of members in three project-based groups would affect performances of their online discussion.

Additionally, research results recommend the necessity of the establishment of the Jigsaw expert group discussion for learners involving project-based collaborative learning. However, there are some problems encountered during the process of Jigsaw method. Accordingly, the effectiveness of the expert group discussion is restrained .

Similarly in a research is applied on fifth grade ,Ikpeze (2009) emphasizes in his descriptive research that Working to transform his classroom, fifth grade teacher John Blain of Buffalo (New York) public schools used technology into his literature lessons by adding an online discussion to his traditional classroom discussion. Blain invited his students to respond to some created discussion threads and to the questions. He also encouraged the students to generate their own questions and discussion threads on any aspect of the book, Kate DiCamillo's books "Because of Winn-Dixie" and "The Tiger Rising"that interested, confused, or intrigued them. The teacher assigned to his students to read. Blain set up a

threaded discussion at Nicenet (www.nicenet.org), a free online classroom assistant that is a cross between a blog and a wiki. Students responded to the discussions at their convenience within a specified time period. Blain then used the students' comments posted online to generate classroom discussion. The discussion format proved to be an empowering activity that enabled students to take control of their learning. It gave them a voice in their learning because they could speak and express themselves without feeling intimidated by the presence of others, including their teachers. The online discussion also created a learning place where students could read, write, speak and explore around the clock.

A similar topic Han and Park(2008) illustrate that their study was conducted to evaluate the effects of students' epistemic belief and the instructor's discussion-facilitating strategies on interaction and satisfaction in online discussion. It was predicted that the effects might vary depending on whether epistemic belief, one of the personal characteristics of learners, corresponds to epistemic assumption of online discussion, and whether it was matched to discussion-facilitating strategies. After we conducted an experiment with 43 college students, the results showed that there were group differences in interaction and satisfaction, depending on epistemic belief. Regarding discussion-facilitating strategies, there were meaningful differences in interaction but not in the satisfaction level. In addition, researchers found interaction effects between epistemic belief and discussion-facilitating strategies in social and interactive types of message.

In addition, many studies cited more special sources of evidence about effectiveness of Asynchronous online discussion to provide opportunities for interaction between learners that contrasted with no interactive, traditional, or transmission models of teaching. In many cases, researchers reported on learner interaction that could not easily take place because learners were at a distance from one another:

The presence of higher order discussions and knowledge building within forums, e.g., Aviv et al. (2003), Thomas (2002) , and Campos (2004), although each paper contained some qualifications on the extent to which the construction of new knowledge was achieved. In addition, Brown (2001), Clarke (2002), Putz and Arnold (2001), and Vandergrift (2002) argued that the presence of a community of learners and the development of an online community was both possible and desirable.

Finally Clark et. al state that Collaboration scripts can facilitate argumentation in online settings by grouping students with other students who have expressed differing perspectives on a discussion topic. This general scripting approach is referred to as a "conflict schema." Prior studies suggest that a specific conflict schema script known as "personally-seeded" discussion is more productive for students than a standard discussion format in terms

of the structural quality of the resulting argumentation and participation within the discussions.

The purpose of the current study involves comparing the personally-seeded script with a variant augmented-preset script to determine the relative contributions of components of the scripts in terms of (1) increasing personal engagement of the students versus optimizing of the starting seed-comments and (2) grouping students using the conflict schema approach versus random assignment of students to groups. The results suggest that engaging students in the exploration of a diverse set of preset discussion seed-comments coupled with a conflict schema approach leads to the highest gains in learning.

The studies above give a good insight into the nature of and the claims made for online discussion, as well as the classroom discussion . They express broad agreement that the argument for using online and classroom discussion rest in a commitment to interaction between learners and learning. Interactivity is seen as enabled by the permanent storage of text, accessible anytime from anywhere. Learning and learning speaking of English look at the implications for teaching and learning and largely use a technological determinism or technological romanticism. Most of the research linking the use of the technology to easily quantifiable learning gains .Thus, researchers often report on learners' perception of benefits and drawbacks in using discussion, and it is not surprising that these perceptions are easy to describe and measure. These papers tend to confirm that online and classroom discussion are good thing for getting started and they can be conducted to support learning and acquiring speaking .

Chapter III

The Methodology

Chapter III

Methodology

1. Type of research design
2. The Population
3. Instrumentation
4. Observation cards.
5. Validity of the observation card
6. Reliability of the observation card
7. The course
8. The equivalences of the three groups' level in speaking
9. Data collection procedures
10. Statistical analysis tool

Methodology

3.1 Introduction

This chapter introduces a full description of the methodology of the study in term of the population, the sample, methods of choosing the sample, the instrumentation, and the statistical package used when analyzing the data.

3.2 Type of Research design

This researcher is an experimental one which is defined as "a situation in which one observes the relationship between two variables by deliberately producing a change in one and looking to see whether this alteration produces a change in the other" (Anderson 1969).

A typical experimental study usually uses comparison or control groups to investigate research questions. Many second language research studies involve a comparison between two or more groups as this research which compares between classroom discussion group and the control group from one side and from another side the control group with online group.

The three groups are equivalent because they were chosen randomly from the school's classes.

The three groups are observed for the first time according to a measure of speaking rubric (see Speaking Rubric, Appendix (B))

Observation cards are distributed to five observers to observe the three groups before the experiment and after it to know the levels' differences between the three groups before and after the implementation of classroom discussion and online discussion.

This method serves the process of analyzing these data in accordance with the numeric data collected through the analysis card. This method is concerned with giving quantitative judgments about the findings that result through processing the data as well.

3.3 The population

The participants in this study are male students in the scientific stream in Abu thar alghefary secondary school in west Gaza governorate. These classes are chosen randomly and named as control group, classroom discussion group and online discussion group.

They were divided into three groups , the experimental classroom discussion group was 25 male students, the experimental online discussion group was 15 male students ,because the maximum of video call in skype is 15 user, and the control group was 25 male students.

The control and experimental groups received 40 classes, about 8 weeks, by the same teacher. The teacher used the discussion inside the class for the first group, for the second group the teacher used online discussion but the third one, the teacher used the traditional way

in teaching speaking.

The researcher used pre and post observation card to be applied on the three groups, the classroom discussion group, the online discussion group and the control group.

Pre observation cards showed that there weren't differences between the group's levels as mentioned above.

3.4 Instrumentation

The researcher used observation card which is used twice, the first time (pre) when it was used to determine the level of the sample before applying the treatment.

The second time (post), it was used to measure the effect of the treatment on the experimental groups. The observers (5) observed the students' progress in speaking according to speaking rubric which is refereed by nine professionals in English as will mention later in this chapter (See appendix (B)) and gave each item a point from 0 -4 .four if they did it extremely high, three if they did it highly, two if they did it in low, one if they did it extremely low. The points were written down in the checklist for each group by the observers.

3.5 3.4.1. Observation card:

The researcher designed an observation card to observe students' progress in speaking by using discussion, the card was implemented two times , the first to check students' speaking performance in unit 7 and 8 which were taught traditionally and the second time to check students' speaking performance after using classroom discussion for classroom discussion group and online discussion for online discussion group in unit 9 and 10 and the control group was taught traditionally.

3.4.1.1 The Aim of The observation card:

This card is designed to provide careful description of learners' levels before and after the using classroom and online discussion. It is designed to check the real level of speaking components in the three groups.

3.4.1.2 The resources of constructing the content of the observation card:

To build the observation card, the researcher depended on the following:

- (a) Previous studies in general.
- (b) Interviewing university doctors to ask them about the items that should be observed in student's speaking and included in the observation card.
- (c) The book of Roach.s (2002) *Phonetics & Phonology: practical course*.

- (d) The book of Harmer. (2001) *the Practice of English Language Teaching*
- (e) Theoretical framework.

3.4.1. 3 The Description of the Format and Content of the observation card:

The observation card is designed to examine the speaking skill of students before and after using classroom and online discussion.

The card measures three domains of speaking skill, they are:

- 1- Vocabulary
- 2-Fluency
- 3- Grammar

Four Points scale were used to calculate the percentage of the items: extremely high (4), high (3), extremely low (2), low (1) and no (0).

It also includes a speaking rubric to be followed by observers to measure speaking domains.

(See appendix (B)).

3.5 Validity of the observation card:

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Mackey & Gass (2005) state that the tool is valid when it reflects what we believe it reflects. In other words, valid tool is the tool that measures what it is designed to measure. Validity has a number of different aspects and assessment approaches. To ensure clarity and relevance of the observation card referee validity is used.

3.5.1 The referee validity:

The observation card was checked by nine referees. These referees are Associate Professors, Assistant Professors, lecturers, and supervisors from different educational institutions as: the Islamic University, AL-Aqsa University, and the Ministry of Education.

This step aims to ensure the clarity and relevance of the observation cards. Ambiguous items were modified and clarified according to the referees suggestions and recommendations.

The referees are:

- 1-Yahia Mohammed Abu Jahjoh ,Associate Professor Assistant, Al- Aqsa University.
- 2-Dr. Sadek ferwana , Islamic University.
- 3-Dr. Mohammed Atayah Abdelraheem, Al- Aqsa University.
- 4-Dr. Kamal Mourtaja , Islamic University.

- 5-Dr. Awad Keshta, Islamic University.
- 6- Dr. Mohammed Hamdan, Al- Aqsa University.
- 7-Supervisor . Mouneer Saleh , West Gaza Governorate .
- 8- Supervisor . Ahmad Ali Al-Habash, West Gaza Governorate .
- 9- Supervisor .Moen Kuhail , West Gaza Governorate .

3.6 Reliability of the Research

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring. The test is reliable when it gives consistent results if it is reapplied in the same conditions (Brown and Rodgers, 2002: 241).

The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient.

3.6.1 Cooper Coefficient method

The researcher to prove the reliability of this tool , he reapplied it on other students(20) from the same school in 12th grade scientific stream and in the same conditions(place and time) and there were 2observers.

The aim of using this method is to find the reliability of the observation points between the observers by using the formula of Cooper (1974):

$$R = \frac{N1}{N1+ N2} \quad (\text{Almofti,1984:34})$$

- R =reliability coefficient.
- N1 = agreement points.
- N2= Disagreement points

The researcher (A) conducted the observation activities and used another observer (B).

Table (3.1)

Observation activities reliability coefficient

The observers	Disagreement	Agreement	Agreement ratio percentages
A and B	4	16	80%

The results show a high degree of reliability coefficient which equals 80%.

Thereby, it can be said that the researcher proved that this tool was valid, reliable and ready to analyzed.

3.7 The course

The researcher designed a course for both experimental groups to be taught which depended on improving speaking by using classroom and online discussion. The timetable of the course is divided into 3 phases as follow:

Phase1 (2 weeks):

The teacher explained the importance of discussion for both classroom discussion group and online discussion group and informed his students of desired participation behaviors .

Students were expected to learn freely as they could ask questions and interrupt when they couldn't understand anything.

At the beginning of these 2 weeks, the teacher gives them chances to speak and to ask question to learn how they can start a correct conversation which will lead to the effective discussion.

The teacher encouraged students to ask questions by stimulating, illustrating and illustrating from them to involve them in the discussion.

On another side, the teacher gave them chances to comment on each other and encouraged them to face each other as everyone could prove his view .

The teacher used many techniques in this period as pair work , group work and role play .

Students were given some instructions on communication strategies for participating in discussion, such as requesting ... (could you explain / tell me / explain) . Approval (I totally agree with you) , disapproval (I don't agree at all) .

Learning situations were created in the class to support student's syllabus and to improve student's thinking.

Phase 2 (4 weeks):

1- The teacher explained unit 9 for the 2 experimental groups and built students' speaking , through many ways as the teacher exposed students to ideas for language learning through the textbook, discussion with classmates and through conversation with the teacher.

2- The role of the teacher in this phase is to let the articles speak for themselves so the teacher and his students could enjoy exploring and debating the ideas along with his students.

3- This unit gave students a chance to talk or have presentation on

some aspects of our culture and some famous Palestinian characters so the teacher could also introduce new vocabulary and phrases as the need for them arises.

4- Videos , listening exercises and enrichment material are used as a supplement to the textbook to enhance students' communication as they were chosen from interchange book and headway book (intermediate level).

5- The teacher and students described and discussed different famous characters, different countries and different cultures ,unit 9 and 10, so they could exchange ideas through group-work discussion.

Phase 3 (2 weeks):

- For the final weeks, the teacher repeated phase 2 by using different activities. The teacher did this repetition as Sadow's (1987) claims that these activities of this kind ' work best when done in a series rather than as isolated event, for students become more comfortable with the activities after they have done one or two" (p.27).
- In this phase, students faced unfamiliar expressions used by their teacher and classmates.
- The teacher and students described and discussed different famous characters, countries and exchanged their ideas through group-work discussion.

Of the research focused on distributing questionnaire. This questionnaire was used to collect the required data in order to achieve the research objective.

3.8 The equivalences of the three groups' level in speaking.

To prove the equivalence between the three groups the researcher applied pre observation card by five observers who are:

- Supervisor. Mouneer Saleh , West Gaza Governorate .
- Supervisor. Ahmad Ali Al-Habash, West Gaza Governorate .
- Supervisor .Moen Kuhail , West Gaza Governorate .
- Teacher .Hatem Alomary, Abu Thar Algephary secondary school.
- Teacher. Abdulraheem Qousa, Abu Thar Algephary secondary school.

The researcher used Parametric Tests (Independent Sample T test) and the result as follow:

- Table (3.2) gives the descriptive statistics for each of the two groups (classroom discussion group and the control group) . There are 25 students in the Pre- Classroom discussion group, and they have, on average, 17.83. There are 25 students in the Pre - Control group, and they have, on average, 17.84.

Table(3.2): Descriptive Statistics for Classroom discussion group and the Control group

Type	N	Vocabulary		Fluency		Grammar		ALL	
		Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
Pre-Classroom discussion group	25	5.08	0.57	6.76	0.52	8.72	0.46	17.83	1.01
Pre-Control group	25	5.80	0.50	5.88	0.33	6.56	0.51	17.84	0.69

Table(3.3):Independent Sample T test for Classroom discussion group and the Control group

T	Sig. (P-value)
0.163	0.871

Table (3.3) shows that the value of Independent Sample T test equals $T = 0.163$, *Sig. (p-value)* = 0.871. So we do not reject the null hypothesis of equality of means for pre classroom and control groups. That is, there is insufficient evidence to conclude that the means of Classroom discussion and Control groups are statistically different.

- Table (3.4) gives the descriptive statistics for each of the two groups. There are 15 students in the Pre- online discussion group and they have, on average, 17.96. There are 25 students in the Post- Control group, and they have, on average, 17.84.

Table(3.4): Descriptive Statistics for online discussion group and the Control group

Type	N	Vocabulary		Fluency		Grammar		ALL	
		Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
Pre – Online discussion group	15	5.87	0.52	5.87	0.35	6.80	0.41	17.96	0.80
Pre – Control group	25	5.80	0.50	5.88	0.33	6.56	0.51	17.84	0.69

Table(3.5):Independent Sample T test for online discussion group and the Control group

T	Sig. (P-value)
0.391	0.698

Table (3.5) shows that the value of Independent Sample T test equals $T = 0.391$, *Sig. (p-value)* = 0.698. So we not reject the null hypothesis of equality of means for pre online discussion and control groups. That is, there is insufficient evidence to conclude that the means of online discussion and Control groups are statistically different.

Table (3.6) gives the descriptive statistics for each of the two groups (online discussion group and the classroom discussion group) . There are 15 students in the Pre- online group, and they have, on average, 17.96. There are 25 students in the Pre- Classroom group, and they have, on average, 17.83.

Table(3.6): Descriptive Statistics for Online discussion group and the Classroom discussion group

Type	N	Vocabulary		Fluency		Grammar		ALL	
		Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
Pre – Online discussion group	15	5.87	0.52	5.87	0.35	6.80	0.41	17.96	0.80
Pre – Classroom	25	5.08	0.57	6.76	0.52	8.72	0.46	17.83	1.01

Table(3.7):Independent Sample T test for Online discussion group and the Classroom discussion group

T	Sig. (P-value)
0.174	0.863

Table (3.7) shows that the value of Independent Sample T test equals $T = 0.174$, *Sig. (p-value)* = 0.863. So we do not reject the null hypothesis of equality of means between pre online and classroom discussion groups. That is, there is insufficient evidence to conclude that the means of online and classroom groups are statistically different.

To sum up, there are insufficient evidences to conclude that the means of Classroom discussion group, Control groups and online discussion group are statistically different.

3.9 Data collection Procedures

With the pre-mentioned shortcomings of this research in mind, this study will go a long more organized methodology and obvious tentative goals. To accomplish this, the study will explore the effectiveness of different types of discussion on improving speaking. Due to this broad design, the study is processing according to the following steps:

- Identifying the effectiveness of the two types of discussion on speaking for the twelfth grade learners through:
- Being aware of the literature review and the previous studies.
- Preparing a suggested course which will be taught for each group based on identifying the objective of the suggested course, identifying the content of the suggested course and identifying the tools and the techniques of evaluation (see appendix A).
- Consulting number of experts and specialist to verify the tool validity and reliability.
- Getting permission from Abu thar Alghefary secondary school for male students in West governorate of Gaza.
- Applying the pre observation card on the samples of the study.
- Implementing the suggested course on both experimental groups which are going on for 2 months.
- Applying the post observation card on the samples of the study to make sure that they have the same levels.
- Identifying the effects of two types of discussion on students' speaking, and the analysis of data.
- Discussing and analyzing the results and then commenting on them.
- Presenting pedagogical suggestions and recommendations in the light of the study

3.10 Statistical analysis Tools

The researcher would use quantitative data analysis methods. The Data analysis will be made utilizing (SPSS 20). The researcher would utilize the following statistical tools:

- 1) Cooper Coefficient method for Reliability Statistics.
- 2) Descriptive Statistics for each group
- 3) Independent Sample T test for Descriptive analysis.
- 4)

Test of Normality for each group:

Table (3.8) shows the results for Shapiro-Wilk test of normality. From Table (3.7), the p-value for each of pre and post control, online and classroom groups is greater than 0.05 level

of significance, then the distribution for each group is normally distributed. Consequently, parametric tests will be used to perform the statistical data analysis.

Table 3.8: Shapiro-Wilk test

Field	Shapiro-Wilk	
	Statistic	P-value
Pre – Control	0.776	0.051
Pre – Online	0.857	0.217
Pre – Classroom	0.914	0.494
Post – Control	0.914	0.494
Post – Online	0.782	0.057
Post – Classroom	0.776	0.051

- Independent Sample T test will be used to examine if there is a statistical significant difference between students' mean scores of the control group, online group and the Classroom group in the observation card.

Most importantly, the researcher is now conscious of the essentiality of conducting this study to reveal more about the effects of classroom discussion on student's learning in speaking. Definitely, this study is intended to be distinguished from other studies by evaluating the online discussion which is a new technique that we may use in our country and in our secondary schools to improve learning English and improve oral communication skill .

Chapter IV

Findings

Chapter IV

The Results of the Study:

1. Introduction
2. The answer of the first question
3. The answer of the second question
4. The answer of the third question

Chapter IV

4.1 Introduction

This chapter tackles the findings and results of the study regarding the research questions. The researcher used different statistic forms such as means of frequencies and percentage to show the final collected data results. Tables were used to clarify and present these data. Through these, it will be clear to find out points of the effective of classroom and online discussion to improve speaking for 12th graders. Having applied the instrument of the study, observation cards to the sample, the following findings are reached:

Research questions

4.2 The answer of the first question:

The first question is :Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking ability between students who learn by classroom discussion and those who learn by traditional method (control group):?

To answer this question and it's hypothesis which states that: There are statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking ability between students who learn by classroom discussion and those who learn by traditional method (control group) in favour of classroom discussion group

Table (4.1) gives the descriptive statistics for each of the two groups. There are 25 students in the Post- Classroom discussion group, and they had, on average, 55.01, with a standard deviation of 0.49. There are the same 25 students in the Post- Control group, and they had, on average, 28.02, with a standard deviation of 0.74.

Table(4.1): Descriptive Statistics for Classroom group and the Control group

Type	N	Vocabulary		Fluency		Grammar		ALL	
		Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
Post- Classroom	25	18.08	0.27	21.96	0.20	23.08	0.27	55.01	0.49
Post- Control	25	9.96	0.54	10.4	0.50	12.72	0.46	28.02	0.74

Table(4.2):Independent Sample T test for Classroom group and the Control group

Type	Vocabulary		Fluency		Grammar		ALL	
	T	Sig. (P-value)	T	Sig. (P-value)	T	Sig. (P-value)	T	Sig. (P-value)
Post-Classroom	67.049	0.000*	107.332	0.000*	96.748	0.000*	136.543	0.000*
Post-Control								

* The mean difference is significant a 0.05 level

Table (4.2) shows that the value of Independent Sample T test equals $T = 136.543$, *Sig. (p-value)* = 0.000. So we reject the null hypothesis of equality of means for post classroom and control groups. That is, there is sufficient evidence to conclude that the means of classroom and control groups are significantly different.

Since the sign of the T is positive, then the mean of post application of the observation card of the classroom discussion group is significantly greater than post application of the observation card of the control group.

It is concluded that there are statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking ability between students who learn by classroom discussion and those who learn by traditional method (control group) in favour of classroom discussion group. This is evidence that teaching by using classroom discussion is more effective on speaking and on its domains than traditional way.

So it is highly encouraged to use this method in teaching speaking English in our school because it saves time and effort for both teachers and students.

4.3 The answer of the second question:

The second question is : Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking ability between students who learn by online discussion and those who learn by traditional method (control group) ?

To answer this question and its hypothesis which states that there are statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking ability between students who learn by online discussion and those who learn by traditional method (control group) in favour of online discussion group.

Table (4.3) gives the descriptive statistics for each of the two groups. There are 15 students in the Post- online group, and they had, on average, 65.33, with a standard deviation of 0.37.

There are the same 25 students in the Post- Control group, and they had, on average, 28.02, with a standard deviation of 0.74.

Table(4.3): Descriptive Statistics for online group and the Control group

Type	N	Vocabulary		Fluency		Grammar		ALL	
		Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
Post- Online	15	20.00	0.04	22.13	0.35	23.00	0.10	65.33	0.37
Post- Control	25	9.96	0.54	10.40	0.50	12.72	0.46	28.02	0.74

Table(4.4):Independent Sample T test for online group and the Control group

Type	Vocabulary		Fluency		Grammar		ALL	
	T	Sig. (P-value)	T	Sig. (P-value)	T	Sig. (P-value)	T	Sig. (P-value)
Post- Online	71.830	0.000*	86.845	0.000*	112.164	0.000*	166.106	0.000*
Post- Control								

* The mean difference is significant a 0.05 level

Table (4.4) shows that the value of Independent Sample T test equals $T = 166.106$, $Sig. (p-value) = 0.000$. So we reject the null hypothesis of equality of means for post online and control groups. That is, there is sufficient evidence to conclude that the means of post online and control groups are significantly different.

Since the sign of the T is positive, then the mean of post application of the achievement test of the online group is significantly greater than post application of the achievement test of the control group. It is clear that there are statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking ability between students who learn by online discussion and those who learn by traditional method (control group) in favour of online discussion group.

So it is highly encouraged to use this method in teaching speaking English in our school because it saves time and effort for both teachers and students.

4.4 The answer of the third question:

The third question is: Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking ability between students who learn by online discussion and those who learn by classroom discussion ?

To answer this question and it's hypothesis which states that there are statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking ability between students who learn by online discussion and those who learn by classroom discussion.

Table (4.5) gives the descriptive statistics for each of the two groups. There are 25 observers in the Post- online discussion group, and they had, on average, 65.33, with a standard deviation of 0.37. There are the same 25 observers in the Post- Control group, and they have, on average, 55.01, with a standard deviation of 0.49.

Table(4.5): Descriptive Statistics for Online discussion group and the Classroom discussion group

Type	N	Vocabulary		Fluency		Grammar		ALL	
		Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
Post- Online discussion group	15	20.00	0.04	22.13	0.35	23.00	0.10	65.33	0.37
Post- Classroom discussion group	25	18.08	0.27	21.96	0.20	23.08	0.27	55.01	0.49

Table(4.6):Independent Sample T test for Online discussion group and the Classroom discussion group

Type	Vocabulary		Fluency		Grammar		ALL	
	T	Sig. (P-value)	T	Sig. (P-value)	T	Sig. (P-value)	T	Sig. (P-value)
Post- Online discussion group	26.716	0.000*	1.746	0.097	1.445	0.161	56.295	0.000*
Post- Classroom discussion group								

* The mean difference is significant a 0.05 level

Table (4.6) shows that the value of Independent Sample T test equals $T = 56.295$, *Sig. (p-value) = 0.000*. So we reject the null hypothesis of equality of means for post online and classroom discussion groups. That is, there is sufficient evidence to conclude that the means of post online and classroom discussion groups are significantly different.

Since the sign of the T is positive, then the mean of post application of the observation card of the online group is significantly greater than post application of the observation card of the classroom discussion group so there are statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking ability between students who learn by online discussion and those who learn by classroom discussion in favour of online discussion group.

It is highly recommended to use online discussion in our secondary schools to improve students' speaking ability.

Finally it is clear that teaching by using classroom discussion or by online discussion are more effective on speaking and on its domains than traditional way.

Chapter V

Discussion, Conclusion and Recommendations

Chapter (V)

Discussion, Conclusion and Recommendation:

1. Introduction.

The Discussion of the results:

2. Results analysis of the first hypothesis.

3. Results analysis of the second hypothesis.

4. Results analysis of the third hypothesis.

5. Conclusion.

7. Recommendations.

8. Suggestion for further studies

9. References

Appendices

Chapter (5)

Discussion, Conclusion and Recommendation:

5.1. Introduction

This chapter sheds the light on the English speaking which is considered to be one of the crucial topics in the field of learning English. Moreover, it plays a big role in facilitating intelligibility when communicating with others. Therefore, the research aims to point out the following:

- 1- The effects of classroom discussion on 12th grade students' speaking ability.
- 2- The effects of online discussion on 12th grade students' speaking ability.
- 3- The statistically significant difference between classroom discussion students' scores and online students' scores.

To achieve the purpose of the study, the researcher applied an observation card as a tool on three groups of students from the 12th grade in the scientific stream and the researcher designed a course to apply the discussion as a new technique in the classroom and online .

This chapter is concerned with discussing the results gained when applying the course. It ends with a brief conclusion and recommendations.

5.2 Results analysis of the first hypothesis.

1. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking ability between students who learn by classroom discussion and those who learn by traditional method (control group) in favour of classroom discussion group.

To answer this hypothesis the researcher used the sum of observations, the percentage weight for each observer.

From the descriptive statistics results that mentioned above the Post- Classroom group has an average of 55.01 while the Post- Control group has 28.02 so this is an evidence that discussion inside the classroom is an effective technique that any teacher can use to improve students' speaking.

This technique needs a good teacher who has the ability to create situations in the class for discussion.

The teacher in the classroom group encouraged students to ask questions by stimulating and illustrating to let them be involved in the discussion

On another side, the teacher gave them chances to comment on each other and encouraged them to face each other as everyone could prove his view.

The teacher used many techniques in this period as pair work, group work and role play to support classroom discussion.

Students were given some instructions on communication strategies for participating in discussion, such as requesting (Could you explain / tell me / explain). Approval (I totally agree with you), disapproval (I don't agree at all).

Learning situations were created in the class to support student's syllabus and to improve student's thinking.

The role of the teacher in the classroom discussion is to let the articles speak for themselves, so the teacher and his students could enjoy exploring and debating the ideas along with his students. to support discussion in the classroom videos , listening exercises and toolkit materials are used as a supplement to the textbook to enhance students' communication.

The researcher attributes this to the fact that watching, listening and other interaction activities are more active than traditional way in teaching because these involve speaking and more other senses such as: listening, watching, thinking, and imagination. In addition, watching could have a long last effect on the learners.

Khader (2007) stated that the spoken words are always more powerful than the written words. Carter and McRae(2001) who explained that audiovisual methods demonstrated their importance in teaching and learning foreign language.

In addition, the participation of students in selecting the text and subject they want to study or speak get them involved and engaged in the discussion. The content of any course is an essential issue in designing any course. This goes with Richards (2002:147) who stated that "The question of course content is probably the most basic issue in course design." In addition, Richards (2002) explained that learners should be engaged in discussion and exchange of ideas. Therefore, it's important that students should be involved when deciding the topics should be taught and discussed.

It is clear now that using discussion inside the classroom is effective and has great benefits on the three domains of speaking (vocabulary, grammar and fluency).

1- First in vocabulary:

From the descriptive statistics results that mentioned above the Post- Classroom group has an average of 18.08 in vocabulary while the Post- Control group has 9.96 because "look and remember" which is one of the traditional technique is considered one of the least

effective way to study vocabulary . Here, students typically stare at the term and definition, apparently trying to activate photographic memory they wish they had. Another common study technique is 'rote verbal rehearsal' — saying the word over and over again, usually in the exact language and format from which the definition originally came.

Many of the traditional techniques teachers and students use to learn vocabulary does not work because most students, not just those with learning problems, rarely remember the meanings of new terms beyond the test. This raises a very disconcerting question: If students do not remember the definitions of new terms after the test, why bother requiring them to memorize these definitions in the first place since it seems to be a waste of time?

We know from research that new terms must be defined using language and examples which are already familiar to students, and that the more ideas from background knowledge with which the student can associate the new term, the more likely it will become a well-networked and permanent part of memory.

There are a variety of tactics and strategies that can be mediated by the teacher to help students understand and remember new terms as well as the significance of important names, events, places, or processes. All of these tactics involve facilitating elaboration in various ways.

Using classroom discussion leads teachers to teach new terms in context of a meaningful subject-matter lesson, and facilitate student discussion that centers on use of the new term. At some point, students should use the new term themselves in a sentence within the context of discussing broader topics. By this way students use the new vocabulary in their speaking and discussion because discussion needs critical thinking and this leads students to squeeze their mind to find the proper word for the situation.

Additionally, teach new terms in context of a meaningful subject-matter lesson, and facilitate student discussion that centers on use of the new term. At some point, students should use the new term themselves in a sentence within the context of discussing broader topics.

If students know 500 words, they might not be able to say one correct sentence. But if they know 1 phrase, they can make hundreds of correct sentences. If they know 100 phrases, they will be surprised at how many correct sentences they will be able to say. Finally, when our students know only a 500 phrases, they will be almost a fluent English speaker.

2- Second in grammar

From the descriptive statistics results that mentioned in chapter three the Post-Classroom group has an average of 23.08 while the Post- Control group has 12.72 because Traditional grammar rules can be presented as rules with a focus on *form*. For example, in the present simple tense, regular verbs in English take an 's' on the 3rd person singular (*he walks, she walks, it walks*). This kind of information is very useful, but it does not tell you when to *use* the present simple, or what it *means*. Students in traditional class can do the grammar exercises, but they don't use this grammar well if they want to say something for themselves.

Classroom discussion which is a part of Communicative approaches to presenting grammar usually include a focus on *meaning* and *use* as well as *form*. Grammar can be taught in many ways – there is no 'best' way that suits all grammar points.

Just as there are many different reasons for change, so too are there many different kinds, or levels, of change that can take place. Three important levels of change are:

a) Materials, text books, and syllabus: For example, the prescribed textbook might change as in the course which applied on classroom discussion group ;

b) Teaching behaviour: A new methodology might be adopted as the methodology of this research.

c) Knowledge, Understanding and Belief: a new approach or philosophy might gain acceptance. It is possible for change to occur in any one of these, or in any two of these levels, but full and meaningful change involves all three working together. In the course of this research on teaching speaking and grammar which is one of its domains, the researcher who is the teacher uses a range of ways to try and bring about change on all three levels. First, the teacher surveys and compare a wide range of materials and resources for teaching grammar so that they learn to identify and critique different syllabuses and activities. Second, it's required to teach a range of activities to students' peers. The teacher not only has the materials to use with the 'students', but also a step by step procedure which states what he should do and say. Many experienced teachers find this hard because they have to change their teaching behaviour. For example, they may be used to telling students rules, but the instructions might be to ask specific questions so that the students tell the teacher the rules in their own words. In this way, the teacher on the course of this research experiences not only how to teach the activities, but also what it feels like to be a student in such classes. Third, the researcher reads and discusses researches and theories about teaching and learning grammar to develop an understanding of concepts, processes and issues related to how grammar is learned. In Classroom discussion, the researcher in order to have an impact on beliefs as well as

knowledge and understanding, personal examples from past and current teaching and learning contexts are discussed and evaluated in relation to personal views and experiences, as well as to the research and theories.

3- Third in Fluency

From the descriptive statistics results that mentioned in chapter three the Post- Classroom group has an average of 21.96 in fluency while the Post- Control group has 10.4 and this indicate that teachers inside the classroom should decide what type of classroom interaction they want to use for a particular lesson activity, and they should think about whether the goal of the activity is fluency or accuracy. In fluency-oriented activities as in the classroom discussion group, the teacher will want the students to be able to speak without much interruption. The point of fluency activities is to encourage the students to use as much language as they know in order to communicate fluidly without halting.

The point of accuracy-oriented activities as in the control group which is taught traditionally is the opposite. The teacher wants students to focus on a particular point, usually grammar or vocabulary, and focus on getting it right. In accuracy exercises, the flow is not as important as pronouncing or saying the target vocabulary or grammar correctly.

5.3 Results analysis of the second hypothesis.

2. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking ability between students who learn by online discussion and those who learn by traditional method (control group) in favour of online discussion group.

The purpose of this hypothesis was to determine the benefits of implementing online discussion in a secondary scientific class.

From the statistics results that mentioned above the Post- Online discussion group has an average of 65.33 while the Post- Control group has 28.02 so this is an evidence that online discussion is an effective technique that any teacher can use it to improve students' speaking.

This study lends support to audience-based speech practice in online as a potentially valid way for enhancing student speech performance. Students could certainly benefit from it to increase speech skill . The results of this study also support findings from previous studies which suggest practicing speeches in online as realistically as possible may contribute to better performance overall (see Kelly & Keaten, 2000; Menzel & Carrell, 1994; O'Hair, Stewart, & Rubenstein, 2001; Pelias, 1989; Rumsey, 1996).

Wilén (2004) stated that discussion was an instructional conversation composed of teacher and student interaction including higher order questions asked by the teacher, statements, and responses where students were to apply their knowledge and think critically in order to enhance their understanding about an issue, problem, or other content .

Online chatting is a kind of speaking so the researcher suggested improving this skill on his students and used new technology by exchanging discussions , ideas , videos and listening exercises between students and their teacher .

In this way, students felt interested, enjoyment and were involved in learning and speaking .

The results of this hypothesis indicating to the student responses, as scored by the observers according to speaking Scoring Rubric designed by the researcher .

The degree of improvement varied from assessment to assessment, but generally included student scores increasing from a lower level of the rubric to a higher level of the rubric.

It is clear now that using online discussion is more effective and has great benefits on the three domains of speaking (vocabulary, grammar and fluency).

1- First in vocabulary

From the descriptive statistics results that mentioned above the Post- online group has an average of 20,00 in vocabulary while the Post- Control group has 9.96 because in traditional teaching as in control group many students learn vocabulary and try to put many words together to create a proper sentence. It amazes me how many words some of my students know, but they cannot create a proper sentence. The reason is because they did not study phrases and did not use these words in complete sentences. When children learn a language, they should learn both words and phrases together.

In traditional teaching when students and teachers want to create an English sentence, they translate the words from their Mother tongue. The order of words is completely different and they will be both slow and incorrect by doing this. Instead, in online discussion method, phrases and sentences are learned so they do not have to think about the words they are saying. It should be processed subconsciously.

In online discussion method, students practice speaking freely as they can speak about anything that they like according to the topic of the lesson so they learn how to speak directly and how to use the words contextually.

2- Second in Grammar

From the descriptive statistics results that mentioned in chapter three the Post- online group has an average of 23.00 in vocabulary while the Post- Control group has 12.72

According to what mentioned before about how control group is taught grammar as a traditional way students in traditional class can do the grammar exercises, but they do not use this grammar well if they want to say something for themselves.

This research explores an innovative use of computer-assisted language learning in the form of a computer network used for real-time, synchronous discussion in 12th classes. Of special interest to the researcher is the communicative opportunities offered by a local area network in teaching speaking.

Previously, it's described how computer-assisted classroom discussion provides a unique environment for student-student and student-teacher interaction in an experimental networked laboratory established by the researcher.

In online discussion group, the teacher uses a more communicative method in which grammar constructions are not overtly explained or drilled. Learning by using online discussion is considered as a Community Language Learning which is another strategy for language teaching. In this strategy the teacher avoids lecturing and allows students to correct and learn from each other. In online discussion, the teacher uses "the Silent Way," as the teacher says as little as possible and the students are encouraged to "discover" the language on their own.

3-Third in Fluency

From the descriptive statistics results that mentioned above the Post-online group has an average of 22.13 in fluency while the Post- Control group has 10.40

New types of 'fluency' are emerging in society and schools are hardly aware of it. They are the audio-visual languages of film, TV and video, graphical user interfaces of computers, etc. Films carry much meaning in visual techniques such as the use of close-ups, pan and zoom movements of the camera, blurring of images, etc. students grow up with new languages, they easily spot the subtle camera and acting techniques that make many commercials on TV so funny. They know computer-games in and out. Speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

As with speech, children have become 'fluent' in these languages without learning them at school; school only suppresses the languages of these new media and focuses on discipline and literacy.

Technology is on the side of this new fluency. Communication is no longer restricted to conversation and correspondence. When giving a presentation, one nowadays may need to control lights, an overhead projector, slide projector, audio and video equipment, computers, etc. few schools therefore try to make students familiar with all this kind of equipment, rather than merely with pen and ink.

In online discussion method, the students can speak freely about the title of the lesson as the aim of the teacher is to give the chance for students to speak and listen to native speakers to imitate them and practice speaking more and more.

The researcher used "online discussion" to be applied on the online discussion group because it's available and easy to be used by the teacher and the students.

The teacher used Videos, listening exercises and toolkit materials as a supplement to the textbook to enhance students' communication. It seems that it is interesting and more exciting for students so that the data analysis show us a clear result which assists the effects of online discussion on improving students' speaking

5.4 Results analysis of the third hypothesis.

3. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of speaking ability between students who learn by online discussion and those who learn by classroom discussion.

The two groups of hypotheses were observed and recorded twice, once before and once after the training. The results of both these groups were reviewed and compared to examine if speaking was improved by using the two types of discussion.

From the descriptive statistics results that mentioned above the Post- Classroom group has an average of 55.01 while the Post- online group is 65.33. Therefore, this is evidence that discussion inside the classroom and in online is an effective technique that any teacher can use it to improve students' speaking even that online discussion is more effective than classroom discussion.

The results of this hypothesis reflect evidence that online discussion in secondary schools is an effective way especially in speaking English.

Discussion is a new way that can be used in teaching English even in classroom or in online in Gaza as it improved English skill especially speaking which was applied in this research in two groups.

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

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence) and that what this research mentioned.

This research expresses its agreement for using online and classroom discussion rest in a commitment to interaction between learners and learning. Interactivity is seen as enabled by the permanent storage of text, accessible anytime from anywhere.

Many believe that school is the best environment for children to learn. They may admit that some of the methods used at school are a bit archaic, that society in future will demand new skills, such as 'computer-Literacy'. They believe that by introducing computers into schools, complete with Local Area Networks and access to the Internet, children will obtain this new 'literacy'.

Few authors made statistical comparison between online and classroom discussion or to argue that online discussion was inherently better than classroom discussion. However, the majority of those authors and this is perfectly approved by the results of this research to conclude that online discussion was very vital as a support for teaching and opportunity for interaction between learners.

However, if classroom discussion was easy to organize, online discussion would be less likely to be value as Putz and Arnold (2001) mentioned.

Additionally, online discussion creates students' critical thinking as Biesenbach- Lucas (2003) proved that learners tended to summarize rather than analyze in their online contributions , and suggested that assessment of participation could offer students with the critical motivation .

Few realizes that instead of literacy, one should speak of a new 'fluency' that is required. Literacy is associated with reading and writing, computers are rapidly moving into audiovisual technologies and, in doing so, will shift their emphasis from text to entirely new languages. School has many bad aspects, resulting from the large number of pupils put

together in one classroom, the fixed times and subjects, the age-grouping, the fact that school is compulsory and controlled by the Government, etc.

Home schooling starts with the parent-child relationship, which is based on love, understanding and happiness in being together, instead of the distance and non-individuality in relationships at school. Parents can combine learning from and practice in real-life situations with pleasure.

5.5 Conclusion:

There are many ways to teach English, such as Grammar Teaching methodology, Grammar Translation methodology, Task-based Approach etc.

In the traditional methods in teaching English, the teacher is the expert who controls the learning process and carries the responsibility for students learning. Consequently, teacher is the most important role in the learning. Students only need to listen and write. They have no time to practice their speaking ability.

However, there are other approaches for teaching English such as Communicative Language Teaching (CLT). This methodology is learner-centered and emphasizes communication and real-life situations so the researcher builds a new idea for teaching English by using discussion and adding it to this approach to improve speaking skill.

This research gives useful evidence about the effective classroom and online discussion, as learners are more likely to engage with each other by using a special course for both experimental groups .

Most importantly, the researcher is now conscious of the essentiality of conducting this study to reveal more about the effects of classroom discussion on student's learning in speaking. Definitely , this study is intended to be distinguished from other studies by evaluating the online discussion , which is a new technique and a good way for students to use English as a tool to communicate with each other and can practice every situation in daily life. So, we can use this new method in our country and in our secondary schools to improve learning English and improve oral communication skills.

5.6 Recommendations

Based on the conclusion of the study, the following recommendations are offered:

1. It is highly recommended to use classroom discussion in our secondary schools to improve students' speaking skill and its domains.
2. Using online discussion is more effective on speaking and on its domains than traditional way.
3. teaching by using classroom discussion or by online discussion are more effective on speaking and on its domains than traditional way.

Curriculum designers and decision makers are recommended:

1. To enrich the Palestinian curriculum with exercises that improves speaking and classroom discussion through giving students opportunities to speak and express themselves.
2. To supply schools with necessary materials such as CDs, Audios and Videos to encourage and attract students to join the active and interactive learning process.

Supervisors are recommended:

1. To prepare and distribute instructional materials that increase teachers' awareness of classroom and online discussion and the benefits of using them in teaching English especially to improve speaking.
2. To emphasize the fact that classroom and online discussion should not be considered as marginal activities but, a strategy that should be used in different phases of the lesson.
3. To conduct training courses that help teachers enhance their competencies of implementing classroom and online discussion in their classes.
4. To conduct workshops that aim at familiarizing teachers with classroom and online discussion and their benefits.

- English language teachers are recommended:

1. To shift from the traditional teaching methods to communicative approach that is based on the students' real involvement in the teaching- learning process.
2. To use classroom and online discussion to create an active and interactive learning environment.
3. To build in review of group work process; adjust workload to allow time for discussion.
4. To enrich the curriculum with relevant topics for discussion to enhance students' use of English inside and outside school.

5. To consider students' individual differences and learning styles in selecting the topics for discussion.
 6. To help students use English language in a "life-like" situations.
 7. To adopt modern techniques that enhances students' participation and interaction.
 8. To change their role from instructors who dominate the class into educators whose role is to help, guide and support the students to acquire language.
 9. Consider that Learners should have knowledge, experience, and understanding of the benefits of group work; be confident in and have some level of proficiency in using the internet.
- From this perspective, classroom and online discussion would seem to offer most to collaboratively minded learners comfortable with information and communications technology (ICT) and studying a topic requiring conceptual understanding. These learners need to be supported by an experienced instructor aware of his or her responsibilities and roles. Classroom and online discussion would seem to have least to offer independent-minded learners who meet face to face. Participation is even less likely if these learners lack teacher support and are aiming to acquire essentially practical, non-ICT-related skills.

5.7 Suggestions for Further Studies

The traditional way in teaching English leads teachers to feel that they are not free in their teaching and in choosing the appropriate material that suit students' level and their needs so education in Palestine is still in need for a lot of researches that touch all parts of the educational system. These parts include the strategies, the teacher, the students, the curriculum, the administration and the local community. The researcher suggests the following ideas and titles for further studies.

First, clarify and take more critical steps towards interaction between learners. Many commentators take a strategic view of interactivity; it is often assumed that interaction assists learning, and the more interaction, the more successful of the learning outcome.

Second, the need to develop curriculum models. Modeling would enable easier comparison between studies and better effects of learning outcomes to specific online activity.

Third, more awareness of the limits on course designers and instructors when trying to generate discussion. Teachers are asked to identify, monitor, and address learning styles, organization of material, access issues, and assessment, and they carry a general responsibility for affective, administrative, and pedagogical support.

Fourth, the effectiveness of classroom and online discussion on developing students' critical thinking.

Fifth, the effectiveness of classroom and online discussion on developing students' listening skill of English language.

Sixth, The effectiveness of online discussion on developing teachers' competency of speaking.

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Appendices

Appendices

Appendix (A)

The course

Introduction

Methods, Concepts, and research for creating, facilitating and applying a collaborative online community of practice. This course is about facilitating and building an e-learning community for schools and is designed for educators, schools and community college instructors, school supervisors, curriculum consultants, and corporate trainers who want to become highly qualified in facilitating online learning in blended or fully online courses.

This is an oral skill course in which students discuss issues related to language learning, as there is a mutually beneficial sharing of ideas and experiences that will enhance the language learning and oral skills of the two experimental groups.

In this course, this research project examines students' reactions to in-class discussion as an instructional technique by investigating the effect of participation practices on communication-based skill development for the experimental groups. The teacher used it to prove that there are differences between traditional ways and using in teaching speaking .

Objectives of the Course

- To improve grammar, build vocabulary, fluency and develop speaking skill associated with a particular topic or situation.
- 2-To allow students to practice discussing issues in English to build their speaking skill.
- 3-To let students Share and exchange ideas about unit 9 and 10 in 12th grade book.

Materials

The primary material for this course is the Palestinian syllabus for the 12th grade. Additional materials can be selected from the "Headway, pre- intermediate " and "Interchange 2".

The textbook is used as much as possible for the course , and the enrichment material is used as a supplement (see appendix C) . If students do not find the textbook inordinately difficult, the teacher draws occasionally on this material.

As a matter of fact, the teacher limits students' freedom to discuss the ideas in the textbook

and the enrichment and decide for themselves what they think. The teacher lets the articles speak for themselves, so he can enjoy exploring and debating the ideas along with his students.

The articles in the enrichment material are similar to those in the student book but they are easier and more interesting and have many speaking and listening exercises to make students getting involved in discussion and enjoy it. In addition to this some relevant videos are added to this course for both experimental groups. These sites can be used and they are very helpful:

- 1- <http://www.tolearnenglish.com/>
- 2- <http://www.englishclub.com/>
- 3- <http://learnenglish.britishcouncil.org/en/>
- 4- <http://www.learnenglish.de/>
- 5- <http://www.learnamericanenglishonline.com/Your%20Teacher.html>
- 6- <http://www.podcastsinenglish.com/index.shtml>
- 7- <http://kerlynb.hubpages.com/hub/Teach-English-as-a-Second-Language-with-FREE-Lesson-Plans-Games-and-Lessons-for-Adult-Learners>
- 8- <http://www.teacherjoe.us/Learn.html?gclid=CJS7wIrZ-68CFY5pfAodCxWgDw>
- 9- www.englishcentral.com

Unit9(Palestinians around the world) and Unit 10(Why do people behave like that?)

Introduction

The fundamental idea of the My Country and Yours course is that a good way to build students' natural curiosity about other countries, nations and cultures. Through talks and presentations on various aspects of our country's life and culture (or on the life and culture of other English-speaking countries), the teacher gives students much needed listening and speaking practice while also teaching them valuable cultural information.

Objectives of the units

Western culture: To increase student's knowledge about our culture and the culture of other English-speaking countries.

Listening endurance: To build students' ability to listen for longer periods to talk about the topics.

Speaking endurance: To build students' ability to speak for longer periods to talk about the topics.

Speaking fluency: To build the speed with which students can hear and speak to make sense of natural English speech. Ability to explain and discuss: To build both students' ability and willingness

To explain and discuss as they listen to natural English and talk in English about their own culture and their own ideas.

Typical lesson "menu" for both experimental groups

The focus of this course is on building speaking skills and culture knowledge and the core of each lesson is a short talk or presentation of some kind. It is also good for talks or presentations to be preceded and followed by more interactive activities that give students a chance to speak and get involved in discussion. The suggested lessons are based on some variation of the following menu:

1) Warming up: It starts out with some kind of interactive activity like a quick small group task, classroom or online chat, or a lively game for the classroom group and online group and it can start by a daily life chat .

2) Main Course: Although this would be a talk or presentation on some aspect of our culture and some famous Palestinian characters, the teacher can also introduce new vocabulary and phrases as the need for them arises. Students should be encouraged to use new words effectively and in the discussion. In addition to the activities in the enrichment material as it could also be listening and explaining new vocabulary as follows:

- -Reading and discussing about (people the great communicators).
- -Listening and speaking about ideal neighbors.
- -Role play (work in groups of three to continue the conversation).
- -Eliciting exercises as (what do you think.....?).
- Practicing saying some social expressions like greeting.....etc.
- -Memorizing certain expressions in different social situations.
- Using group work for discussion, as the teacher asks his students to talk about their families, their country and about famous Palestinian characters.
- Showing students some videos to get their attention and encourage them to speak, express themselves and involve them in discussions.
- Practicing and memorizing models of conversations.
- Speaking and discussing about daily life especially for online group.

3) Dessert: Finish off the lesson with another interactive activity based on the topic addressed in the talk, such as a pair-work activity and a discussion activity. By using classroom and online discussion some problems arise especially to lower level classes so the researcher would show what Don Snow suggests to overcome these problems.

Tips on Teaching Oral Skills - Especially to Lower Level Classes

Don Snow Below are some of the problems I see most often in English classes, and a few suggestions for dealing with these problems.

Giving instructions:

One of the most common reasons discussion activities don't go well is that the instructions are not sufficiently clear, either because they are too complicated or not presented clearly

Tips:

Write down your instructions in advance, even verbatim.

- Keep instructions short, clear, and simple. Students normally only understand part of what you say, so instructions need to be especially clear if you want students to understand well.
- When you deliver instructions, speak more slowly and clearly than normal. It may also help to repeat them.
- Be prepared to mime. As you plan lessons, you might think of ways in which you can show students what you want them to do if they don't understand you instructions. (This will help make the mime a fun addition to the lesson rather than a frustrated last resort.)

Assigning specific "tasks":

Another reason discussion activities fail to get off the ground is that the task assigned is too vague and students aren't quite sure what to do. Instructing students to "talk about~ or "discuss~ something doesn't give them a very clear direction. Tips: Discussion starts up and moves with more purpose if you assign students a more specific task such as:

- make a list
- make a decision
- find out what everyone thinks about....

Real communication:

Students generally talk more enthusiastically if they are really communicating with

each other and with you. Tips: "Real" communication involves

- Talking to somebody about something that is of interest to both parties.
- Putting one's own ideas into words.
- An "information gap," i.e. A telling B something B doesn't already know.

Telling students "why":

Students generally plunge into any task with more enthusiasm if they know why they are doing what they are doing. Tips:

- Before an activity, tell students why they are doing the activity, and what skills and/or language knowledge they are developing through the activity.

Working with groups:

Group activities generally go better if groups don't spend a lot of time deciding how to organize themselves.

-Tips: You can speed up the process and make activities seem more focused and directional by giving clear instructions as to group organization. Suggestions:

- Either group students yourself or give clear instructions as to how students should group themselves.
- Tell each group to pick someone to take notes.

Try not to have more than 3-4 students in a group. As the group gets larger than 4, chances to speak decrease, students sit further from each other, it becomes harder for students in the group to hear each other (this a real issue in many classrooms), and interest in the activity plummets.

Getting students to talk:

Sometimes when you ask questions or assign activities, students are slow to respond.

Tips:

- Make sure instructions are clear. One reason students don't respond is often that they aren't quite sure what you mean or what you want them to do.
- See that the question or task is not too difficult conceptually or in the demands it places on students' English skills.
- Make sure your questions and tasks are intellectually appropriate for adults. Sometimes a question or task is too simple and students don't respond because they don't find it challenging (or because they assume that such a simple question must be a trick). "Real" communication helps a lot.
- Sometimes students don't respond in general class discussions because they haven't had time to decide what they think about. It may help to give students a minute or so to think and jot down a few notes, either individually or in small groups.

Writing unfamiliar vocabulary on board:

One of the students' main listening comprehension problems is that there are many English words they can read but wouldn't readily recognize when they hear them. Tips:

- If you talk about a subject, it often helps to write some of the key words on the board. This not only makes it easier for students to learn those words -- and write them into a notebook -- but also gives them clues which make it easier to figure out what you are talking about.

The teacher explained the importance of classroom discussion and informed his students of desired classroom participation behaviors.

Students were expected to learn freely as they could ask questions and interrupt when they couldn't understand anything.

At the beginning of these 2 weeks, the teacher gives them chances to speak and to ask question to learn how they can start a correct conversation which will lead to the effective discussion.

The teacher encouraged students to ask questions by stimulating and illustrating from them to involve them in the discussion.

On another side, the teacher gave them chances to comment on each other and encouraged them to face each other as everyone could prove his view.

The teacher used many techniques in this period as pair work, group work and role play. Students were given some instructions on communication strategies for participating in discussion, such as requesting ... (could you explain / tell me / explain) . Approval (I totally agree with you), disapproval (I don't agree at all). Learning situations were created in the class to support student's syllabus and to improve student's thinking.

Appendix (B)
observation card

Skill Components	Component Descriptors	Extremely high	High	low	Extremely low	No
Vocabulary	Using varied and descriptive language					
	Using vocabulary sufficient to communicate in most social and academic contexts					
	Speaking complete and meaningful sentences.					
	Using only basic vocabulary with possible heavy use of first language					
	Using isolated words or sentence fragments					
	Using native language only					
Fluency pronunciation	Using native-like flow of speech					
	Using fluent connected speech					
	Using simple sentences					
	Words' pronunciation is clear and correct.					
	Using words' stress adequately					
	Using sentences' stress adequately					
	Using intonation adequately					
Grammar Uses basic grammar; makes some errors which obscure meaning (Check only those areas that need work.)	No oral production					
	Present tense					
	Past tense					
	Adjective placement					
	Direct object pronouns					
	Prepositions					
	Comprehending speech at a normal rate of speed					

Speaking Rubric

For observation card

Skill Component s	Component Descriptors	Extremely high 4	High 3	Low 2	Extremely low 1
Vocabulary	using vocabulary	<p>Students always incorporate vocabulary according to course book topic</p> <p>-* The speakers provide a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence.(about 30 words for each unit)</p>	<p>Students usually incorporate vocabulary according to course book topic</p> <p>- The speakers provide enough content to meet the requirements of the task. (about 20 words for each unit)</p>	<p>Students sometimes incorporate vocabulary according to course book topic</p> <p>-The speakers do not provide enough content to meet the requirements of the task. (about 10 words for each unit)</p>	<p>Students rarely incorporate vocabulary according to course book topic</p> <p>- The speakers say practically nothing. (about 5 words for each unit)</p>

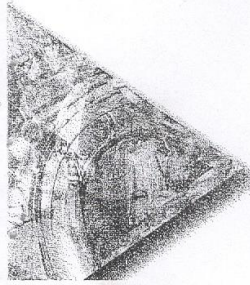
Fluency	pronunciation	* Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as “ahs,” “uhms,” or “you knows”.	The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as “ahs,” “uhms,” or “you knows”.	The pronunciation and enunciation are unclear. The speaker exhibits many disfluencies, such as “ahs,” “uhms,” or “you knows.”	The pronunciation and enunciation are so unclear that you cannot understand most of the message.
	Using fluent connected speech	Using fluent connected speech, with little disrupted by search for correct form of expression	Using fluent connected speech, occasionally disrupted by search for correct form of expression	Speech is connected but frequently disrupted by search for correct form of expression	Speech is connected but disrupted by search for correct form of expression
	Stress and intonation	using the stress of 30 words adequately(for 2 units)	using the stress of 20 words adequately(for 2 units)	using the stress of 10 words adequately(for 2 units)	using the stress of 5 words adequately(for 2 units)
Grammar	Using basic grammar; makes some errors which obscure meaning	The students make very few grammatical mistakes	The students make few grammatical mistakes.	The students make many grammatical mistakes.	The students make a lot of grammatical mistakes.
	Comprehends		The rate is not too		The rate is

	speech at a normal rate of speed	Rate varies and pauses are used to add emphasis and interest.	fast or too slow. Pauses are not too long or at inappropriate spots	The rate is too fast or too slow. Pauses are too long or at inappropriate spots.	so fast that you cannot understand most of the message
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Appendix (C)

Enrichment material

Unit9



6

Tell me! What's it like

What... like? • Comparatives and superlatives • Synonyms and antonyms • Directions

STARTER

- 1 What is the capital city of your country? What is the population? Is it an old or modern city?
- 2 Write down two things that you like about your capital and two things that you don't like. Tell the class.

I like travelling on the buses in London but I don't like the Underground, it's too expensive.

WORLD TRAVEL

What's it like?

- 1 Read about Todd Bridges.
- 2 What do you know about Melbourne, Dubai, and Paris? Where are they?
- 3 **T.G.** Listen to what Todd says about them. Write the adjectives he uses for each city. Compare with a partner.

GRAMMAR SPOT

- 1 Match the questions and answers.

Do you like Paris?	It's beautiful.
What's Paris like?	Yes, I do.
	It's got lots of old buildings.
	No, I don't.
- 2 Which question in 1 means: *Tell me about Paris.*

▶▶ Grammar Reference 6.1 p135

- 4 Work with a partner. Ask and answer questions about the places Todd visited.

What's Melbourne like?

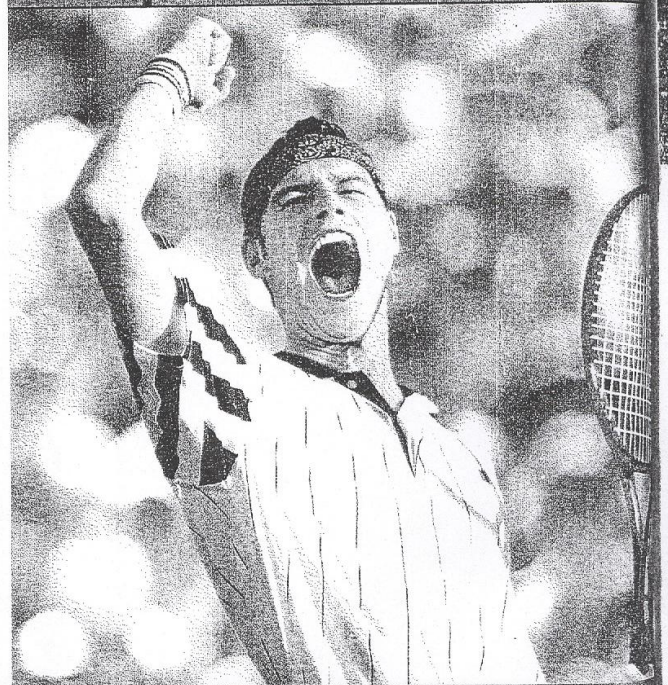
It's ...

It's got ...

There are ...



TODD BRIDGES

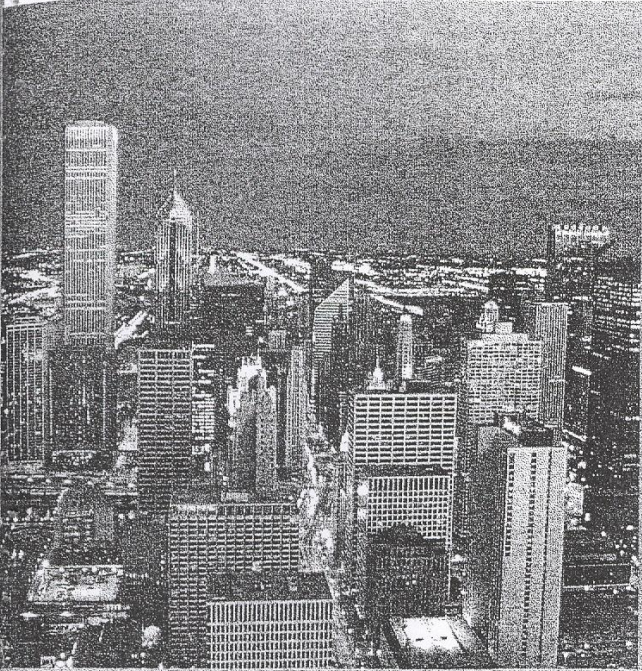


Todd Bridges is only seventeen years old but he is already a successful tennis player. He comes from Chicago, USA, but he travels all over the world playing tennis. Last year he played in tennis championships in Melbourne, Dubai, and Paris.

PRACTICE

What's Chicago like?

You are asking Todd about Chicago. Complete the questions with *is* or *are* and the correct words from the box.



the restaurants the people the night-life the buildings

- 1 **You** What is the weather like?
Todd Well, Chicago's called 'the windy city' and it really can be windy!
- 2 **You** What _____ like?
Todd They're very interesting. You meet people from all over the world.
- 3 **You** What _____ like?
Todd A lot of them are very, very tall. The Sears Tower is 110 storeys high.
- 4 **You** What _____ like?
Todd They're very good. You can find food from every country in the world.
- 5 **You** What _____ like?
Todd Oh, it's wonderful. There's lots to do in Chicago.

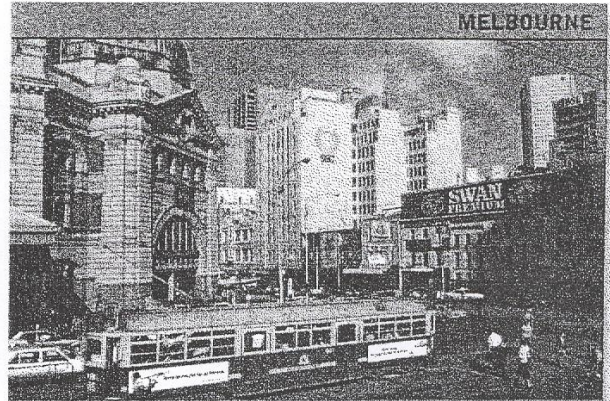
T.6.2 Listen and check. Practise with a partner.

3 Ask and answer the same questions about the town or city you are in now.

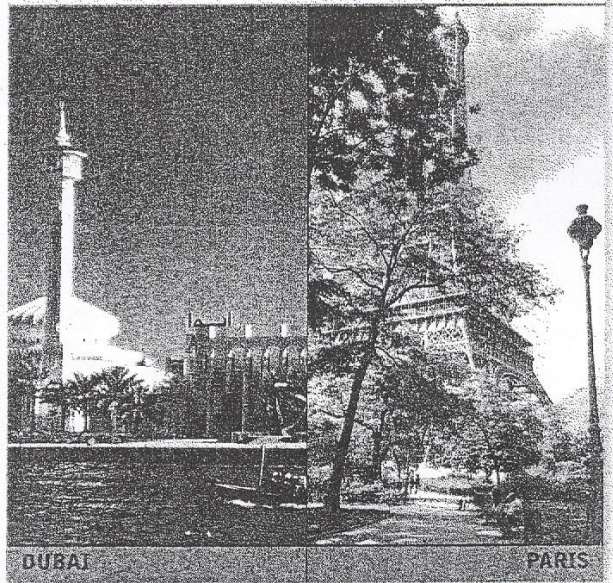
BIG, BIGGER, BIGGEST!

Comparatives and superlatives

1 Read the second part of the conversation with Todd. He compares the places he visited last year. Can you complete any of the sentences?



“ Melbourne was interesting, but for me, Paris was _____ interesting _____ Melbourne, and in some ways Dubai was the _____ interesting of all because it was so different _____ any other place I know. It was also the _____, driest, and _____ modern. It was hot in Melbourne but not _____ hot _____ in Dubai. Dubai was _____ hotter! Melbourne is _____ older _____ Dubai but not _____ old Paris. Paris was _____ oldest city I visited, but it has some great modern buildings, too. It was the _____ romantic place. I loved it. ”



T.6.3 Listen and check.

GRAMMAR SPOT

1 What are the comparative and superlative forms of the following adjectives? What are the rules?

- | | |
|---------|-------------|
| a small | c busy |
| cold | noisy |
| near | dry |
| b big | d beautiful |
| hot | interesting |
| wet | exciting |

2 These adjectives are irregular. What are the comparative and superlative forms?

far good bad

3 Adjectives also combine with *as...as*.
Melbourne isn't as cosmopolitan as Chicago.

▶▶ Grammar Reference 6.2 p135

2 **T 6.4** Listen and repeat the sentences.

/hɒtə ðən/

This summer's hotter than last.

/əz hɒt əz/

It wasn't as hot as this last year.

3 Practise these sentences with a partner.

It isn't as cold today as it was yesterday.

But it's colder than it was last week.

I'm not as tall as you, but I'm taller than Anna.

This car's more expensive than John's.

But it isn't as expensive as Anna's.

T 6.5 Listen and check.

4 Learn this poem by heart.

Good, better, best.

Never, never rest

'til your good is better,

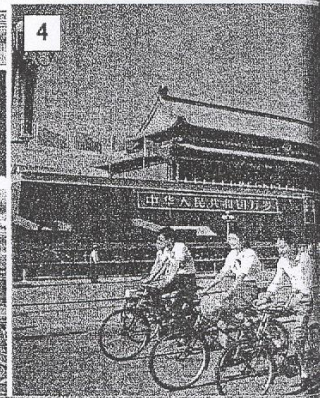
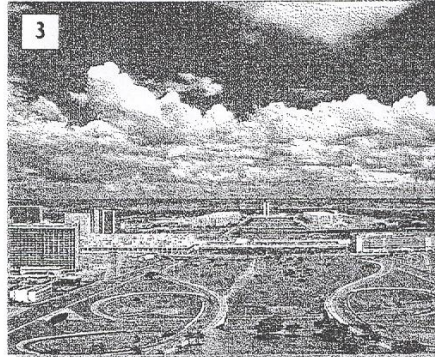
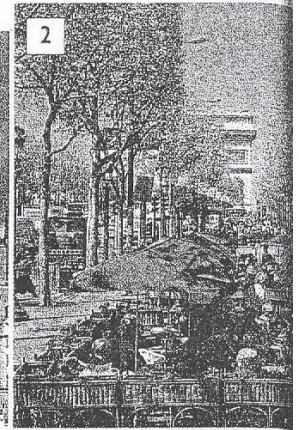
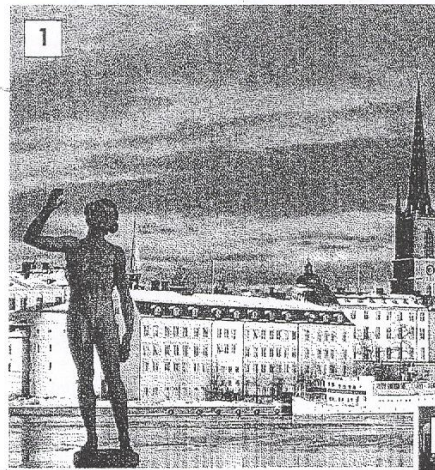
And your better best.

PRACTICE

Comparing four capital cities

1 Match the cities and the photographs. Of which countries are these the capital cities?

Paris Beijing Stockholm Brasilia



2 Work with a partner. Your teacher will give you some information.

Student A Read about Paris and Beijing.

Student B Read about Stockholm and Brasilia.

Ask and answer these questions to find out about the other two cities.

- How old is it?
- How big is it?
- How many people live there?
- How hot/cold does it get?
- How wet is it?
- How far is it from the sea?

How old is it?

It's very old. It was founded in ...

3 Now compare the four cities.

Beijing is bigger than Brasilia.

Paris is the oldest.

4 Compare some cities in your country.

Conversations

5 Work with a partner and continue these conversations.

- 1 A I moved to a new flat last week.
B Oh, really? What's it like?
A Well, it's bigger than my old one but it isn't as modern, and ...
- 2 A I hear Sandy and Al broke up.
B Yeah. Sandy's got a new boyfriend.
A Oh, really? What's he like?
B Well, he's _____ than Al, and ...
- 3 A We have a new teacher.
B Oh, really? What's she like?
A Well, I think she's the _____ teacher we've ever had ...
- 4 A Is that your new car?
B Well, it's second-hand, but it's new to me.
A What's it like?
B Well, it's _____ than my old car ...

Act out a conversation to the class. Whose is the longest?

T 6.6 Listen and compare. Repeat the last lines.

Check it

6 Correct these sentences.

- 1 He's more older than he looks.
- 2 Jessica's as tall than her mother.
- 3 'What does New York like?' 'It's really exciting!'
- 4 Trains in London are more crowded that in Paris.
- 5 Oxford is one of oldest universities in Europe.
- 6 He isn't as intelligent than his sister.
- 7 This is more hard than I expected.
- 8 Who is the most rich man in the world?
- 9 Everything is more cheap in my country.
- 10 Rome was hotter that I expected.

LISTENING AND SPEAKING

Living in another country



- 1 What do you know about Sweden? What is the country like? What are the people like? Discuss these statements about Sweden. Do you think they are true (✓) or false (X)?
 - 1 In winter there is only one hour of daylight.
 - 2 Swedish people look forward to winter.
 - 3 The houses are cold.
 - 4 The houses are much better insulated than in Britain.
 - 5 In parts of Sweden from May to July the sun never sets.
 - 6 Londoners work longer hours than the Swedes.
 - 7 Swedes always start work early in the morning.
 - 8 Country cottages in Sweden are usually very luxurious.
 - 9 All houses have a sauna.
 - 10 The whole family like to sit in the sauna together.
- 2 **T 6.7** You are going to listen to Jane Bland talking to her friend, Fran, about her life in Sweden. Jane comes from London, but three years ago she married a Swede and went to live and work in Stockholm. Listen and check your answers to exercise 1.
- 3 Compare your country with what you learned about Sweden.
In my country it gets dark at five o'clock in winter, and it's much warmer.

PRACTICE

Discussing grammar

1 Choose the correct verb form.

- 1 *Have you ever been / Did you ever go* to a rock concert?
- 2 I *saw / have seen* The Flash last week.
- 3 I love rock and roll. I *like / have liked* it all my life.
- 4 The Flash's concert *was / has been* fantastic.
- 5 I *have bought / bought* all their records since then.
- 6 The Flash *have been / are* together for over fifteen years.

Find someone who . . .

2 Your teacher will give you a card which begins *Find someone who . . .*

Find someone who has been to China.

Decide on the question, beginning *Have you ever . . . ?* Stand up, and ask everyone in the class.

Ask questions to find out more.

What did you do in China?

What were the people like?

Where did you go?

Did you enjoy it?

How long were you there?

3 Report back to the class.

No one has been to China.

Pierre and Sophie have been to China.

2 Put the verbs in the Present Perfect or Past Simple.

- 1 Anthony Trollope _____ (travel) to South Africa, Australia, Egypt, and the West Indies. Joanna Trollope _____ (travel) to many parts of the world.
- 2 She _____ (win) many awards, and several of her stories _____ (appear) on TV.
- 3 Her first book _____ (come) out in 1980. Since then, she _____ (sell) more than 5 million copies.
- 4 She _____ (go) to school in the south of England, and _____ (study) English at Oxford University, but she _____ (live) in the country for most of her life.
- 5 She writes her books by hand. She _____ (have) the same pen since 1995.

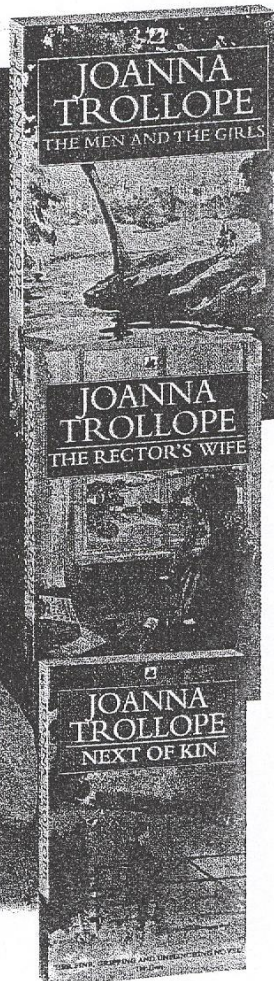
T7.2 Listen and check.

3 Here are the answers to some questions about Joanna. What are the questions?

- | | |
|------------------------------|---------------------------------------|
| 1 For forty years. | 5 In 1980. |
| 2 English. (... study ... ?) | 6 Twice. (How many times ... ?) |
| 3 More than twenty. | 7 Yes, two daughters. (... children?) |
| 4 Over five million. | 8 Since 1995. |

T7.3 Listen and check.

JOANNA TROLLOPE (1943-)



PRACTICE

Talking about you

1 Ask and answer questions with a partner.

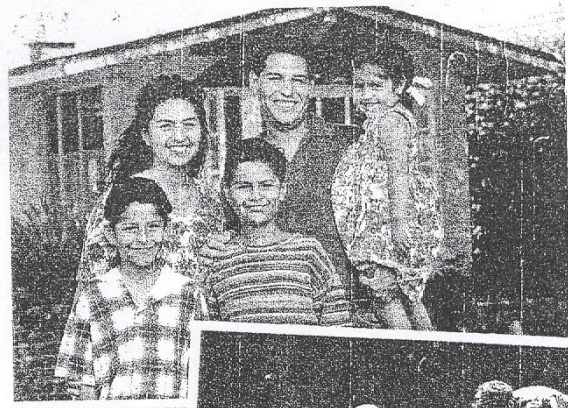
- Where ... live?
- ... have any brothers or sisters?
- What ... like doing at the weekend?
- Where ... go for your last holiday?

Make more questions. Use some of the question words in the Grammar Spot on p7. Ask your teacher some of the questions.

2 In groups, ask and answer the questions.

- Do you like listening to music?
- What sort of music do you like?
- What are you wearing?
- What is your teacher wearing?
- What did you do last night?
- What are you doing tonight?

3 Write a paragraph about you. Use the text about Maurizio to help you.



Getting information

4 Your teacher will give you some information about Joy Darling, a postwoman. You don't have the same information. Ask and answer questions.

Student A

Joy Darling started working as a postwoman ... (When?). She drives a van because she delivers letters to a lot of small villages.

When did she start working as a postwoman?

Because she delivers letters to a lot of small villages.

Student B

Joy Darling started working as a postwoman thirty years ago, when she was 22. She drives a van because ... (Why?).

Thirty years ago.

Why does she drive a van?



Check it

5 Choose the correct verb form.

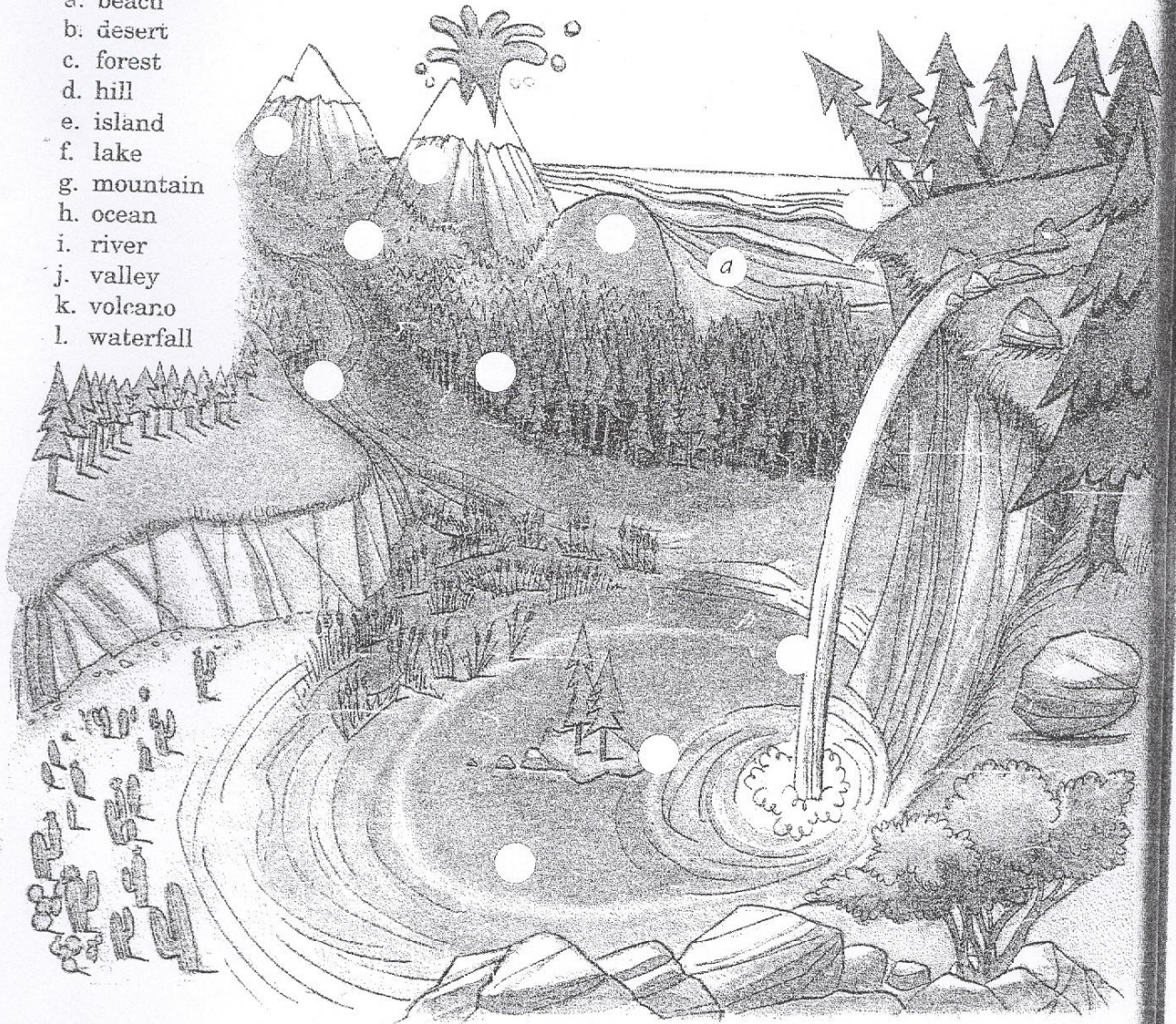
- 1 Maria *comes* / *is coming* from Chile.
- 2 She *speaks* / *is speaking* Spanish and English.
- 3 Today Tom *wears* / *is wearing* jeans and a T-shirt.
- 4 *Are you liking* / *Do you like* black coffee?
- 5 Last year she *went* / *goes on holiday* to Florida.
- 6 Next year she *studies* / *is going to study* at university.

14 The biggest and the best!

1 WORD POWER Geography

A Label the picture with words from the list. Then compare with a partner.

- a. beach
- b. desert
- c. forest
- d. hill
- e. island
- f. lake
- g. mountain
- h. ocean
- i. river
- j. valley
- k. volcano
- l. waterfall



B Pair work What other geography words can you think of? Do you see any of them in the picture above?

C Group work Try to think of famous examples for each item in part A.

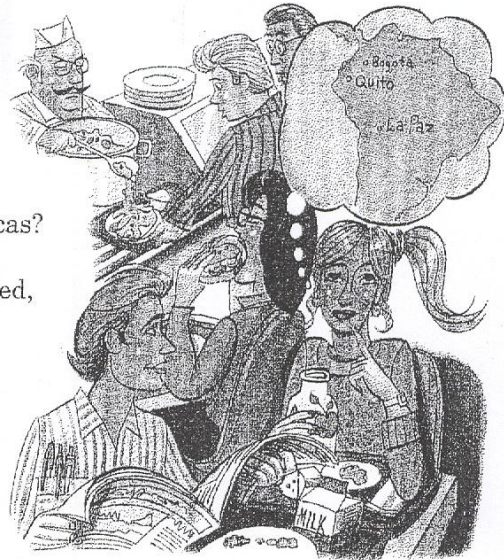
A: A famous beach is Waikiki in Hawaii.

B: And the Sahara is a famous . . .

2 CONVERSATION Which is larger?

A Listen and practice.

- Mike: Here's a geography quiz in the paper.
 Wendy: Oh, I love geography. Ask me the questions.
 Mike: Sure, first question. Which country is larger, China or Canada?
 Wendy: I know. Canada is larger than China.
 Mike: OK, next. What's the longest river in the Americas?
 Wendy: Hmm, I think it's the Mississippi.
 Mike: Here's a hard one. Which country is more crowded, Monaco or Singapore?
 Wendy: I'm not sure. I think Monaco is more crowded.
 Mike: OK, one more. Which South American capital city is the highest: La Paz, Quito, or Bogotá?
 Wendy: Oh, that's easy. Bogotá is the highest.



B Listen to the rest of the conversation. How many questions did Wendy get right?

3 GRAMMAR FOCUS

Comparisons with adjectives

Which country is **larger**, Canada or China?
 Canada is **larger than** China.

Which city has **the largest** population:
 Tokyo, Mexico City, or São Paulo?

Tokyo has **the largest** population of the three.

What is **the most beautiful** mountain in the world?
 I think Mount Fuji is **the most beautiful**.

Adjective	Comparative	Superlative
long	longer	the longest
dry	drier	the driest
big	bigger	the biggest
famous	more famous	the most famous
beautiful	more beautiful	the most beautiful
good	better	the best
bad	worse	the worst

For more information on comparatives and superlatives, see the appendix at the back of the book.

A Complete questions 1 to 4 with comparatives and questions 5 to 8 with superlatives. Then ask and answer the questions.

- Which country is , Monaco or Vatican City? (small)
- Which waterfall is , Niagara Falls or Angel Falls? (high)
- Which city is , Hong Kong or Cairo? (crowded)
- Which lake is , the Caspian Sea or Lake Superior? (large)
- Which is : Mount Aconcagua, Mount Everest, or Mount Fuji? (high)
- What is river in the world, the Nile or the Amazon? (long)
- Which city is : Tokyo, Moscow, or Hong Kong? (expensive)
- What is ocean in the world, the Pacific or the Atlantic? (deep)

B *Class activity* Write four questions like those in part A about your country or other countries. Then ask your questions around the class.

The biggest and the best! • 93

Units 9-10 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Ask about and describe people's appearance (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify people using modifiers with participles and prepositions (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer questions using the present perfect with <i>already</i> and <i>yet</i> (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand descriptions of past experiences and events (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions using the present perfect and simple past (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use <i>how long</i> , <i>for</i> , and <i>since</i> with the present perfect (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 ROLE PLAY Missing person

Student A: One of your classmates is lost. You are talking to a police officer. Answer the officer's questions and describe your classmate.

Student B: You are a police officer. Someone is describing a lost classmate. Ask questions to complete the form. Can you identify the classmate?

Change roles and try the role play again.

MISSING PERSON'S REPORT		
NAME: _____	# 78439122	
HEIGHT: _____	WEIGHT: _____	AGE: _____
EYE COLOR		HAIR COLOR
<input type="checkbox"/> BLUE	<input type="checkbox"/> BROWN	<input type="checkbox"/> BLONDE <input type="checkbox"/> BROWN
<input type="checkbox"/> GREEN	<input type="checkbox"/> HAZEL	<input type="checkbox"/> RED <input type="checkbox"/> BLACK
		<input type="checkbox"/> GRAY <input type="checkbox"/> BALD
CLOTHING: _____		
GLASSES, ETC: _____		

2 SPEAKING Which one is...?

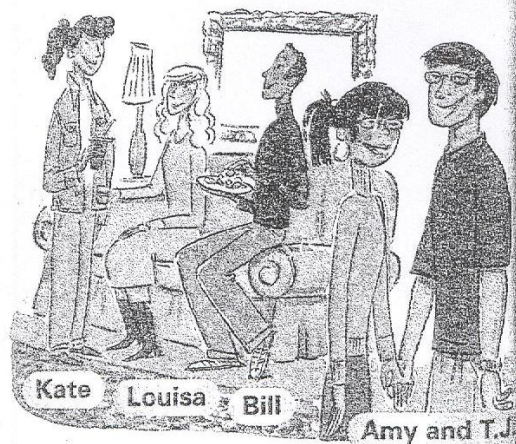
A Look at this picture. How many sentences can you write to identify the people?

<i>Amy and T.J. are the people in sunglasses.</i>
<i>They're the ones holding hands.</i>

B Pair work Close your books. Who do you remember? Take turns asking about the people.

A: Which one is Bill?

B: I think Bill is the guy sitting...



3 SPEAKING Reminders

A Imagine you are preparing for these situations. Make a list of four things you need to do for each situation.

- Your first day of school is in a week.
- You are moving to a new apartment.
- You are going to the beach.

To do list: first day of school
1. buy school supplies

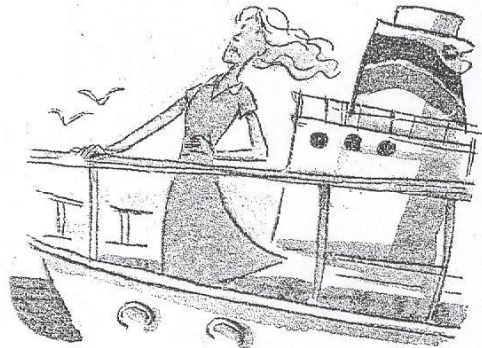
B Pair work Exchange lists. Take turns asking about what has been done. When answering, decide what you have or haven't done.

- A: Have you bought school supplies yet?
 B: Yes, I've already gotten them.

4 LISTENING What have you done?

A Jamie is on a cruise. Listen to her talk about things she has done. Check (✓) the correct things.

- | | |
|---|---|
| <input type="checkbox"/> won a contest | <input type="checkbox"/> gone windsurfing |
| <input type="checkbox"/> flown in a plane | <input type="checkbox"/> lost her wallet |
| <input type="checkbox"/> stayed in an expensive hotel | <input type="checkbox"/> been seasick |
| <input type="checkbox"/> met a famous person | <input type="checkbox"/> kept a diary |



B Group work Have you ever done the things in part A? Take turns asking about each thing.

5 SURVEY How long ... ?

A Write answers to these questions using *for* and *since*.

How long have you ... ?	My answers	Classmate's name
owned this book
studied English
known your best friend
lived in this town or city
been a student

B Class activity Go around the class. Find someone who has the same answers.

WHAT'S NEXT?

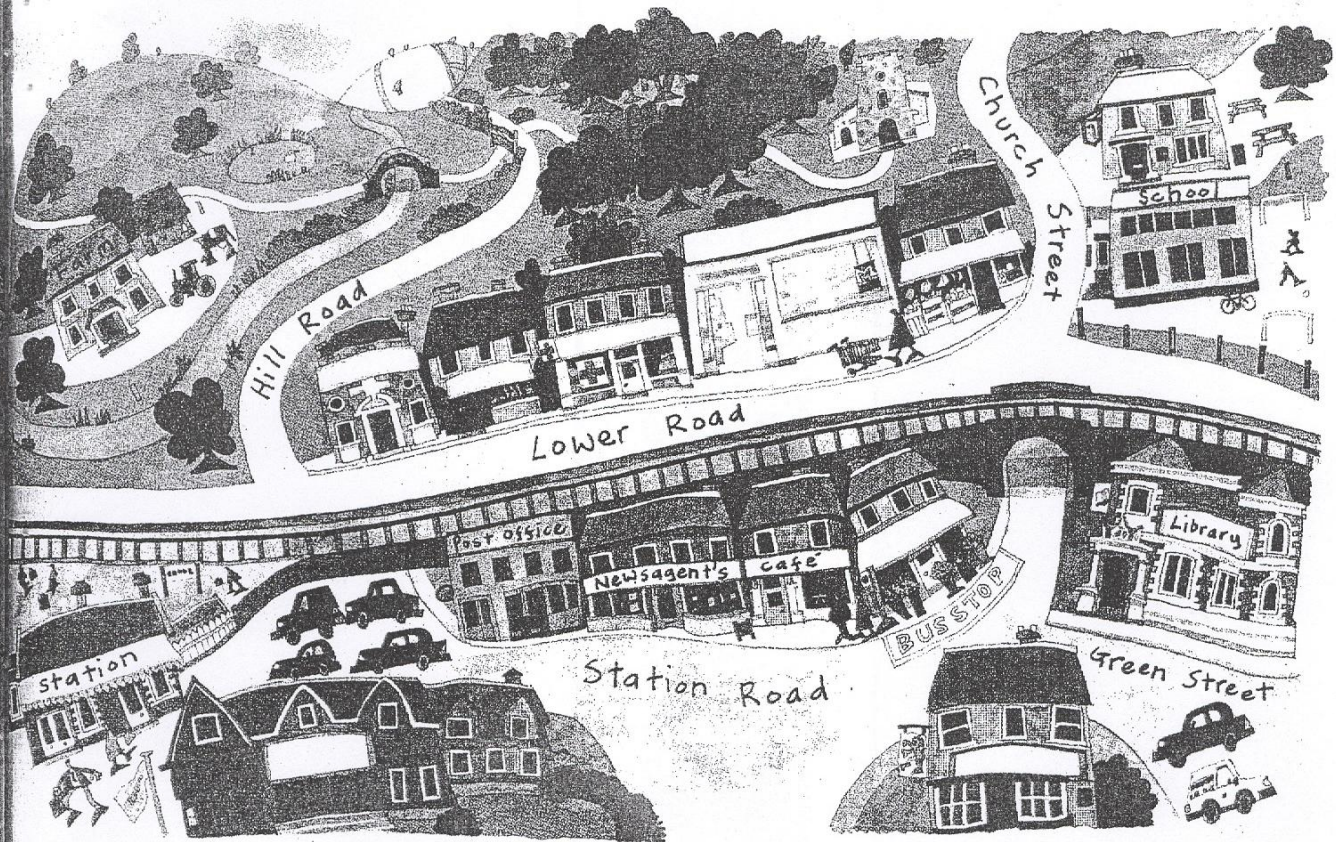
Look at your Self-assessment again. Do you need to review anything?

EVERYDAY ENGLISH

Directions

1 Look at the map of Chesswood and find these things:

- a farm • a wood • a pond • a path • a hill • a river • a bridge • a gate



2 Read these descriptions and add the places to the map.

- 1 The hotel is **opposite** the car park.
- 2 The bank is **on the corner of** Lower Road and Hill Road. It is **next to** the baker's.
- 3 The supermarket is **between** the chemist's and the greengrocer's.
- 4 There is a bus stop **in front of** the flower shop in Station Road.
- 5 There are two pubs. The Red Lion is in Station Road, **opposite** the flower shop **near** the railway bridge, and the Old Shepherd is in Church Street, **behind** the school.

3 Ask and answer questions about the places on the map. Use the prepositions from exercise 2.

Where's the library?

It's on the corner of Station Road and Green Street, opposite the flower shop.

4 Complete the directions from Chesswood farm to the church with the prepositions in the box. Look at the map to help you.

up down over past through out of (x2) in(to) across

You go _____ the path, _____ the pond, _____ the bridge, and _____ the gate. Then you go _____ the road and take the path _____ the wood. When you come _____ the wood you walk _____ the path and _____ the church. It takes five minutes.

T 6.10 Listen and check.

5 Give your partner directions to get to your house from your school.

Unit10

LISTENING AND SPEAKING

Neighbours

- Who are your ideal neighbours? Complete the questionnaire on the right, then discuss your answers with a partner.
- 'Good walls make good neighbours'. What does this mean? Do you agree?
- You will hear Mrs Snell and her new neighbour, Steve, talking about each other.

Work in two groups.

T.14 Group A Listen to Mrs Snell.

T.15 Group B Listen to Steve.

- Answer the questions.
 - When did Steve move into his new flat?
 - Is it a large flat?
 - What's his job? Is it a good job?
 - Does he work long hours?
 - What does he wear for work?
 - Who is staying with Steve at the moment?
 - What time did Steve's party end?
 - How many people came to the party?
 - What is Steve doing tonight?
 - Why doesn't Mrs Snell want to speak to Steve?

Compare your answers with a partner from the other group. What are the differences?

Roleplay

Work in groups of three.

Student A You are Steve.

Student B You are Mrs Snell.

Student C You are another neighbour. You have invited them to your flat for coffee.

Continue the conversation below. Talk about these things.

- Steve's job
- Steve's sister
- the party

Neighbour Do you two know each other?

Steve Well, we met a few days ago.

Mrs Snell But we didn't introduce ourselves. I'm Mrs Snell.

Steve Pleased to meet you.

Neighbour Steve works in advertising, you know ...

What do you think?

- What do you understand by the words 'generation gap'?
- Write down three things that young people think about older people and three things that older people think about young people. In groups, compare ideas.

QUESTIONNAIRE

My ideal neighbours are people who ...

	Yes	No
... say hello when I see them.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
... I never see.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
... have parties and invite me.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
... are very quiet.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
... often come round for a cup of coffee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
... come round to borrow things.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
... make themselves at home in my house.	<input type="checkbox"/>	<input checked="" type="checkbox"/>



VERYDAY ENGLISH

Social expressions 1

We use certain expressions in different social situations.

I'm sorry I'm late!

Don't worry. Come and sit down.

Match the expressions and responses. When do we use these expressions?

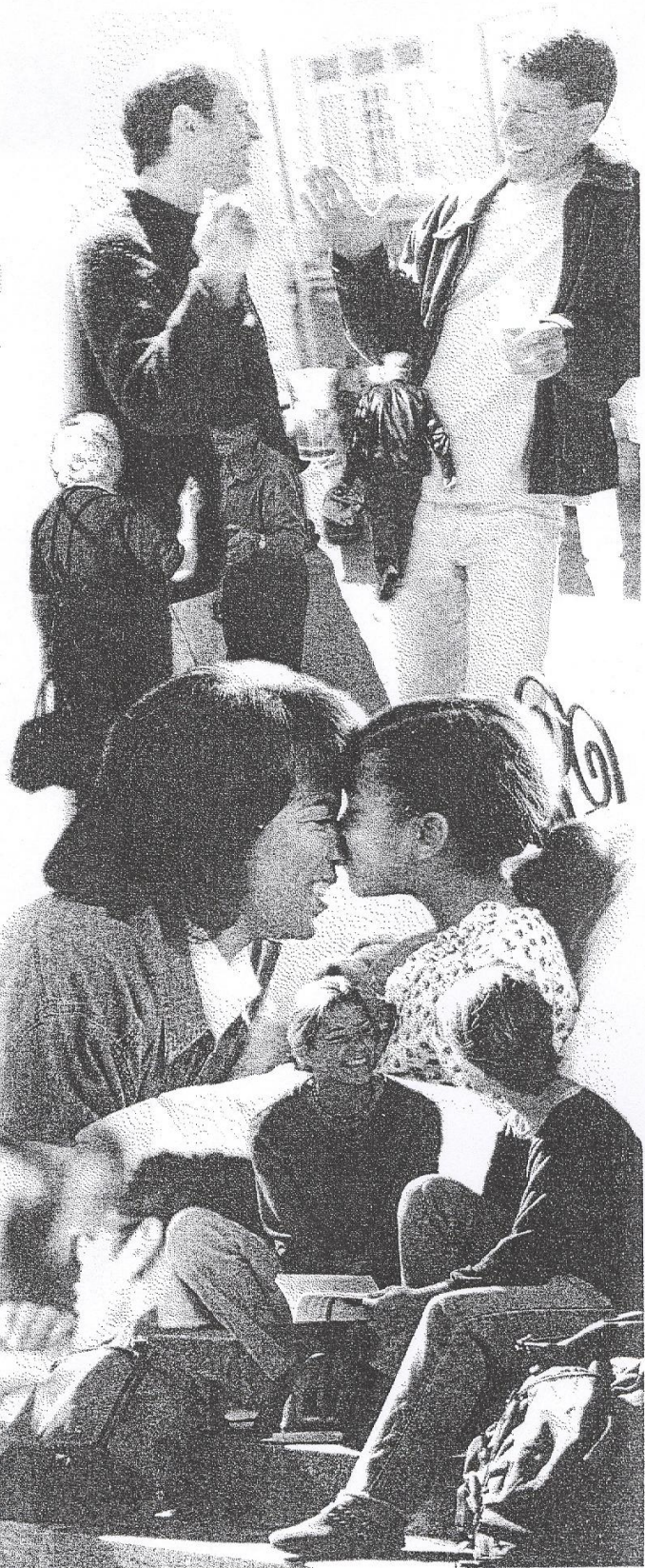
How are you?	Sleep well!
Hello, Jane!	Yes. Can I help you?
How do you do?	Good morning!
See you tomorrow!	Fine, thanks.
Good night!	Pleased to meet you, Ela.
Good morning!	Not at all. Don't mention it.
Hello, I'm Ela Paul.	Thanks.
Cheers!	Same to you!
Excuse me!	That's very kind. Thank you.
Bless you!	Bye!
Have a good weekend!	How do you do?
Thank you very much indeed.	Hi, Peter!
Make yourself at home.	Cheers!

T.I.C Listen and check. Practise saying them.

Test a partner. Say an expression. Can your partner give the correct response?

With your partner, write two short conversations that include some of the social expressions.

Read your conversations to the class.



Units 1–2 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can...	Very well	OK	A little
Introduce myself and another person using statements with <i>be</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions to check information (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exchange information using <i>Wh-</i> and <i>yes/no</i> questions with <i>be</i> (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about jobs using the simple present (Ex. 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand descriptions of work and school (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about daily schedules using time expressions (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 ROLE PLAY Introductions

A Pair work You are talking to someone at school. Have a conversation.

- A: Hi. How are you?
 B: ...
 A: By the way, my name is ...
 B: I'm sorry. What's your name again?
 A: ...
 B: I'm ... Are you a student here?
 A: ... And how about you?
 B: ...
 A: Oh, really? And where are you from?



B Group work Join another pair. Introduce your partner.

2 SPEAKING Interview

Write questions for these answers. Then use the questions to interview a classmate.

- | | | |
|------------------------|---|---------------------------------------|
| 1. <i>What's</i> | ? | My name is Keiko Kawakami. |
| 2. | ? | I'm from Osaka, Japan. |
| 3. | ? | Yes, my classes are very interesting. |
| 4. | ? | My favorite class is English. |
| 5. | ? | No, my teacher isn't American. |
| 6. | ? | My classmates are very nice. |
| 7. | ? | My best friend is Maria. |

3 SPEAKING What a job!

A What do you know about these jobs? List three things each person does.



receptionist

answers the phone



tour guide



carpenter



nurse

B Group work Compare your lists. Take turns asking about the jobs.

4 LISTENING Work and school

A Listen to James and Lindsey talk at a party. Complete the chart.

	James	Lindsey
What do you do?	website designer	student (dance)
Where do you work/study?	Centre Computer	at Newson
How do you like your job/classes?	ok	love - wonderful
What do you do after work/school?		part time - office - computer advice

B Pair work Practice the questions in part A. Ask additional questions.

5 SURVEY My perfect day

A Imagine your perfect day. Complete the chart with your own answers.

1. What time do you get up?
2. What do you do after you get up?
3. Where do you go?
4. What do you do in the evening?
5. When do you go to bed?



B Pair work Talk about your perfect day. Answer any questions.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

PRACTICE

Talking about you

1 Practise the forms of *have* and *have got* in the question, negative, and short answer.

Do you have a car? Yes, I do. No, I don't.

Have you got a car? Yes, I have. No, I haven't.

I don't have a computer. I haven't got a computer.

T 2.2 Listen and repeat.

2 Ask and answer about these things with a partner, using *have* or *have got*:

- a computer
- a credit card
- brothers and sisters
- a stereo
- a Walkman
- your parents/a holiday home
- a camera
- a mobile phone
- your sister/a car
- a bicycle
- a pet
- your brother/a motorbike

Getting information

3 Work with a partner.

Student A Look at this chart.

Student B Look at the chart from your teacher.

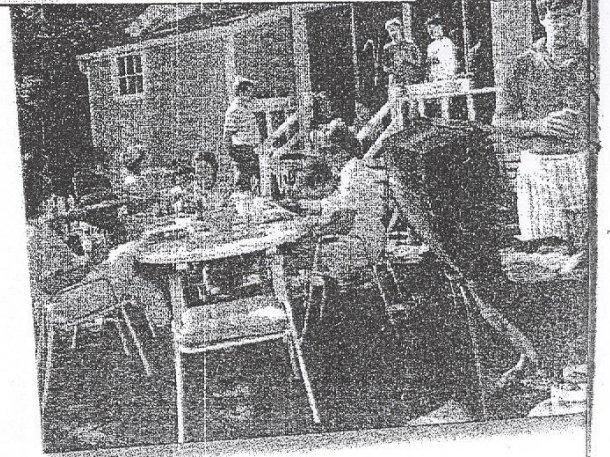
Name and age	Town and country	Family	Occupation	Free time/holiday	Present activity
Mike, 26					
Lucy, 38					
Nicole, 15	Texas, the United States	two brothers and a dog!	student at high school	<ul style="list-style-type: none"> • listens to music • Florida or Mexico 	getting ready to go out
Jeff, 54, and Wendy, 53	Melbourne, Australia	one daughter and three grandchildren	He ... office. She ... hairdresser.	<ul style="list-style-type: none"> • tennis, swimming • Bali every summer 	having a barbecue in the back yard

Write questions to find the information about the people in your chart.

- Town/country** • Where does he ... from?
- Family** • ... married? • Has he got ... ?
• Does she have ... ? • How many ... ?
- Occupation** • What ... do?
- Free time/holiday** • What does she ... in her free time?
• Where ... go on holiday?
- Present activity** • What ... doing at the moment?

T 2.3 Listen and compare.

4 Ask and answer questions with your partner to complete your chart.



VOCABULARY

Daily life

Think of questions to ask about free time and holiday activities.

- What do you do in your free time?
- What do ... at the weekend?
- ... any sports?
- Do you like ... ?
- Where ... holiday?
- Do ... winter holiday?

Stand up! Ask two or three students your questions. Use short answers when necessary. Find out who has the most hobbies and holidays.

Do you like skiing?

No, I don't.

Check it

Tick (✓) the correct sentence.

- Where you go on holiday?
 Where do you go on holiday?
- Do you have any children?
 Do you have got any children?
- I'm Hans. I'm coming from Germany.
 I'm Hans. I come from Germany.
- This is a great party! Everyone is dancing.
 This is a great party! Everyone dances.
- I don't have a mobile phone.
 I no have a mobile phone.
- Jack's a policeman, but he doesn't wear a uniform.
 Jack's a policeman, but he no wear a uniform.
- 'Where is José?' 'He's sitting by the window.'
 'Where is José?' 'He sits by the window.'
- I'm liking black coffee.
 I like black coffee.

1 Match the verbs and nouns.

have	a film on TV
wash	to my friends
watch	my hair
talk	breakfast

make	to music
listen	my homework
relax	a cup of tea
do	on the sofa

have	posters on the wall
clear up	the mess
do	a shower
have/put	the washing-up

cook	magazines
go	a meal
put on	make-up
read	to the toilet

T 2.4 Listen and check.

2 Match the activities from exercise 1 with the correct room.

Kitchen

Bathroom

Living room

Bedroom

3 Do you like where you live? Choose your favourite room. What do you do in that room?



I like my bedroom a lot because I've got lots of posters on the walls. I listen to music and do my homework ...

I like my living room. The walls are white, and I love the big, comfortable sofa ...

4 Describe your favourite room to a partner. Don't say which room it is. Can your partner guess?

LISTENING AND SPEAKING

You drive me mad (but I love you)!

- 1 Complete these sentences about the people in your life. Tell a partner.
- My mother/father drives me mad when she/he ...
 - I don't like people who ...
 - I hate it when my boyfriend/girlfriend ...
 - It really annoys me when friends ...

- 2 Choose one person in your life. What annoying habits does he/she have?

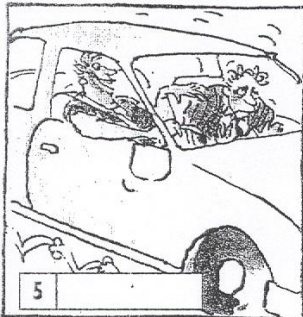
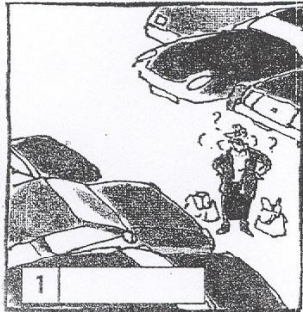
- | | |
|-----------------------------|-----------------------|
| Does he/she ... ? | Is he/she ... ? |
| • always arrive late | • untidy |
| • talk too loudly | • always on the phone |
| • leave things on the floor | • never on time |

What annoying habits do *you* have? Discuss with your partner.

- 3 You are going to listen to a radio programme called *Home Truths*. Two couples, Carol and Mike, and Dave and Alison, talk about their partner's annoying habits. Look at the pictures below. What are their annoying habits?



T 2.5 Listen and write the correct names under each picture below.



- 4 Are these sentences true (✓) or false (X)? Correct the false sentences.
- | | |
|--|-------------------------------------|
| 1 Carol and Mike never watch television. | 5 Dave never does any jobs at home. |
| 2 Mike doesn't listen when his wife speaks to him. | 6 Dave is bad at his job. |
| 3 Carol makes the decisions in their house. | 7 Alison tidies up Dave's mess. |
| 4 Mike shouts at his wife when she's driving. | 8 Alison is very organized. |

What do you think?

- 1 Do men or women typically complain about their partners doing these things?
- watching sport on TV
 - driving badly
 - taking a long time to get ready
 - not tidying things away
- 2 What do you think men are generally better at? What are women better at?

VERYDAY ENGLISH

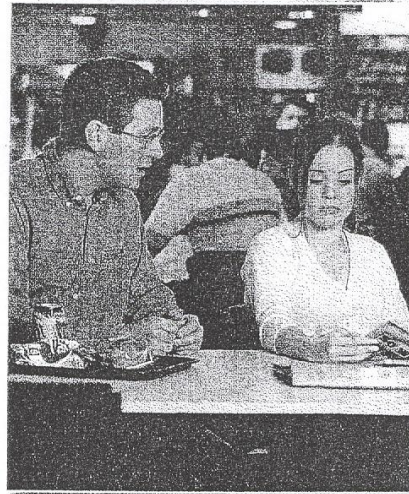
Making conversation

T 2.6 Listen to two conversations. Maria and Jean-Paul are foreign students in Britain. Their teachers are trying to be friendly. Which conversation is more successful? Why?

Obviously, it is impossible to tell someone how to have a conversation, but here are some things that help.

- Ask questions.
- Show that you're interested.
- Don't just answer *yes* or *no*.
- Try to add a comment of your own.
- Don't let the conversation stop.

Find examples of these in the tapescripts on p119.



Match a line in **A** with a reply in **B** and a further comment in **C**.

A	B	C
1 What a lovely day it is today!	I'm enjoying it.	Was it a good game?
2 It's very wet today.	Yes, no problems.	That's very kind of you.
3 How are you today?	I'm very well, thanks.	We had a pub lunch and went for a walk.
4 Did you have a nice weekend?	No, I missed it.	The plane was a bit late, but it didn't matter.
5 How are you finding living in London?	Thank you.	Makes you feel miserable, doesn't it?
6 Did you have a good journey?	Thank you very much.	I got it in Paris last year.
7 Did you watch the football yesterday?	Yes.	How about you?
8 What a lovely coat you're wearing!	Yes, it was lovely.	It was a bit strange at first, but I'm getting used to it.
9 If you have any problems, just ask me for help.	Mm. Horrible.	Beautiful, isn't it?

T 2.7 Listen and check. Practise the conversations with a partner.

Think of three questions to ask someone about each of these subjects.

- job • home • free time • last holiday

Invent a new name and background for yourself.

My name's James Bond. I'm a spy. I have homes in London, Moscow, and Beijing ...

Stand up! You're all at a party. Try to make some friends.



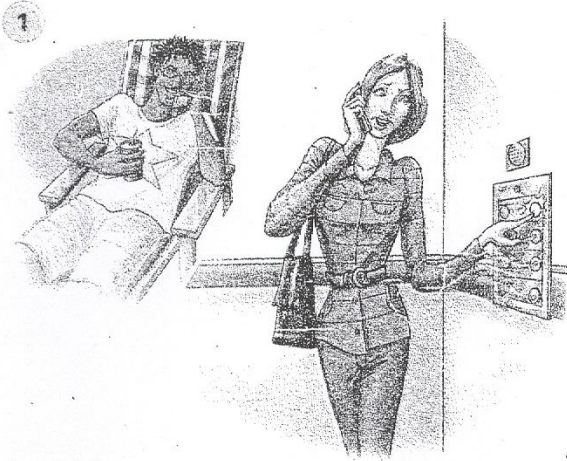
5 GRAMMAR FOCUS

Present continuous

Are you **living** at home now?
 Is your sister **working** for the government?
 Are Ed and Jill **going** to college this year?
 Where are you **working** now?
 What is your brother **doing** these days?
 Who are your parents **visiting** this week?

Yes, I **am**. No, I'm **not**.
 Yes, she **is**. No, she's **not**. / No, she **isn't**.
 Yes, they **are**. No, they're **not**. / No, they **aren't**.
 I'm **not working**. I need a job.
 He's **traveling** in the Amazon.
 They're **visiting** my grandmother.

A Complete these phone conversations using the present continuous.



1
 A: Hi, Stephanie. What you (do)?
 B: Hey, Mark. I (stand) in an elevator, and it's stuck!
 A: Oh, no! Are you OK?
 B: Yeah. I – wait! It (move) now. Thank goodness!



2
 A: Marci, how you and Justin (enjoy) your shopping trip?
 B: We (have) a lot of fun.
 A: your brother (spend) a lot of money?
 B: No, Mom. He (buy) only one or two things. That's all!

B *Pair work* Practice the phone conversations with a partner.

6 DISCUSSION Is anyone ... ?

Group work Ask your classmates about people in their family. What are they doing now? Ask follow-up questions to get more information.

A: Is anyone in your family traveling right now?
 B: Yes, my dad is. He's in Korea.
 C: What's he doing there?

Topics to ask about

traveling	going to high school or college
living abroad	moving to a new home
taking a class	studying a foreign language

7 INTERCHANGE 5 Family facts

Find out about your classmates' families. Go to Interchange 5.

8 SNAPSHOT

Typical Families



Facts about the United States

- 41% of homes have three or more televisions.
- 63% of families almost always eat dinner together.
- 55% of mothers with young children work.
- 78% of high school students have jobs.
- 74% of adults between the ages of 18–35 marry.
- 27% of adults between the ages of 18–34 live with their parents.

Facts about Your Country

- _____ % of homes have three or more televisions.
- _____ % of families almost always eat dinner together.
- _____ % of mothers with young children work.
- _____ % of high school students have jobs.
- _____ % of adults between the ages of 18–35 marry.
- _____ % of adults between the ages of 18–34 live with their parents.

Sources: Nielsen Media Research; Christian Science Monitor; Families and Work Institute; the U.S. Census Bureau

Which facts seem like positive things? Which seem negative?
 What are families like in your country? Write your guesses.
 Tell the class your guesses. Do they agree?

9 CONVERSATION I come from a big family.

A Listen and practice.

Marcos: How many brothers and sisters do you have, Mei-li?

Mei-li: Actually, I'm an only child.

Marcos: Really?

Mei-li: Yeah, most families in China have only one child nowadays.

Marcos: I didn't know that.

Mei-li: What about you, Marcos?

Marcos: I come from a big family. I have three brothers and two sisters.

Mei-li: Wow! Is that typical in Peru?

Marcos: Not really. A lot of families are smaller these days. But big families are great because you get lots of birthday presents!



B Listen to the rest of the conversation.
 What does Mei-li like about being an only child?

Tell me about your family. • 33

4 PRONUNCIATION *Stress in responses*

A Listen and practice. Notice how the last word of each response is stressed.

- | | | | |
|-------------|-----------|-----------------|----------------|
| I do, too. | So do I. | I don't either. | Neither do I. |
| I am, too. | So am I. | I'm not either. | Neither am I. |
| I can, too. | So can I. | I can't either. | Neither can I. |

B *Pair work* Take turns reading the statements you wrote in part C of Exercise 3. Pay attention to the stress in your responses.

5 WORD POWER *International dishes*

A Complete the chart. Then add one more word to each category.

- | | | |
|---------------|-----------------------|-----------------|
| beef curry | sweet and sour shrimp | mushroom omelet |
| tuna sushi | grilled salmon | stir-fried tofu |
| fried bananas | lamb kebabs | chicken burrito |

Meat	Seafood	Vegetarian
.....
.....
.....

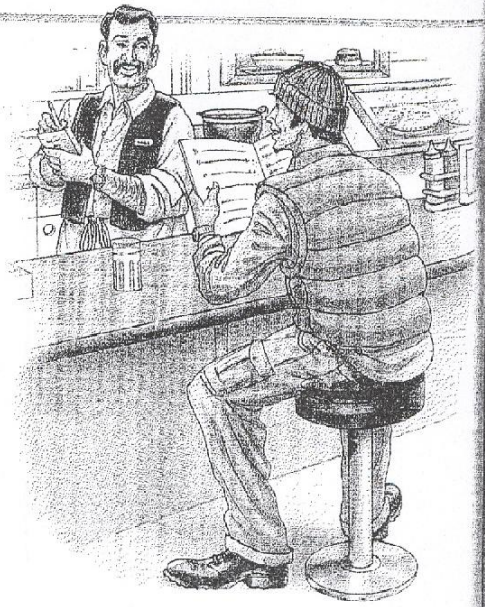
B *Group work* Which dishes have you tried? Which would you like to try?

6 CONVERSATION *Ordering a meal*

A Listen and practice.

- Waiter: May I take your order?
 Customer: Yes. I'd like the lamb kebabs.
 Waiter: All right. And would you like a salad?
 Customer: Yes, I'll have a mixed green salad.
 Waiter: OK. What kind of dressing would you like?
 We have blue cheese and vinaigrette.
 Customer: Blue cheese, please.
 Waiter: And would you like anything to drink?
 Customer: Yes, I'd like a large iced tea, please.

B Listen to the waiter talk to the next customer. What does the customer order?



7 GRAMMAR FOCUS

Modal verbs would and will for requests

What would you like?

I'd like the lamb kebabs.

Contractions

I'll have a small salad.

I'll = I will

What kind of dressing would you like?

I'd like blue cheese, please.

I'd = I would

I'll have vinaigrette.

What would you like to drink?

I'd like an iced tea.

I'll have coffee.

Would you like anything else?

Yes, please. I'd like some water.

No, thank you. That'll be all.

Complete this conversation. Then practice with a partner.

Waitress: What you like to order?

Customer: I have the fried chicken.

Waitress: you like rice or potatoes?

Customer: Potatoes, please.

Waitress: What kind of potatoes would you ?

Mashed, baked, or french fries?

Customer: I like mashed potatoes.

Waitress: OK. And you like anything to drink?

Customer: I guess I have a cup of coffee.

Waitress: Would you anything else?

Customer: No, that be all for now, thanks.

Later

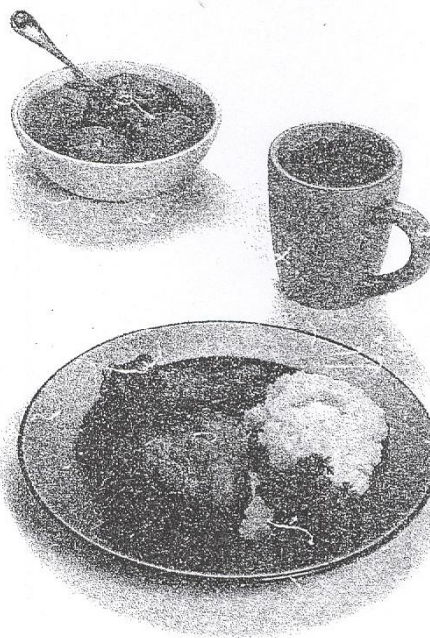
Waitress: Would you dessert?

Customer: Yes, I like ice cream.

Waitress: What flavor you like?

Customer: Hmm. I have chocolate, please.

Waitress: OK. I'll bring it right away.



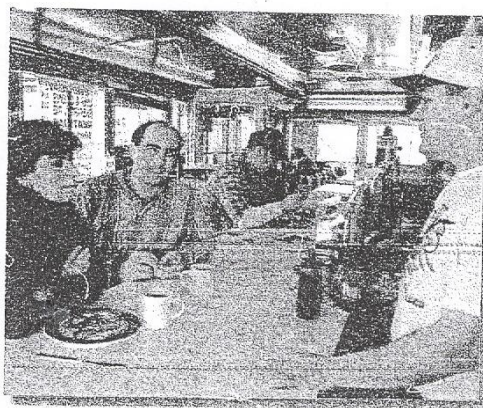
8 ROLE PLAY In a coffee shop

Student A: You are a customer in a coffee shop.
This is what you want to order for lunch:

spaghetti and meatballs
a tomato and cucumber salad
an iced tea with lemon
a slice of cheesecake

Student B: You are the waiter or waitress.
Take your customer's order.

Change roles and try the role play again.
Use your own ideas.



May I take your order? • 89

Units 5-6 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Listen to, understand, and describe people's actions (Ex. 1, 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions using the present continuous (Ex. 2, 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe family life using determiners (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe routines using adverbs of frequency (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about abilities using <i>how</i> questions (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 LISTENING What are they doing?

A Listen to people do different things. What are they doing? Complete the chart.

B *Pair work* Compare your answers.

A: In number one, someone is shaving.
B: I don't think so. I think someone is . . .

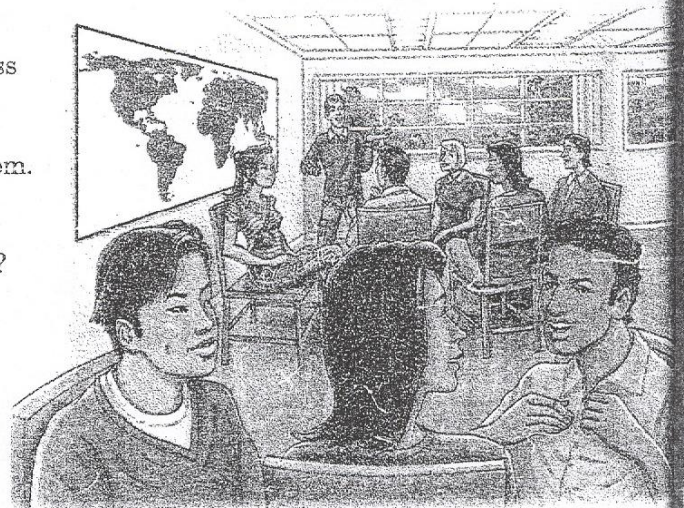
What are they doing?
1.
2.
3.
4.

2 GAME Memory test

Group work Choose a person in the room, but don't say who! Other students take turns asking yes/no questions to guess the person.

A: I'm thinking of someone in the classroom.
B: Is it a woman?
A: Yes, it is.
C: Is she sitting in the front of the room?
A: No, she isn't.
D: Is she sitting in the back?
A: Yes, she is.
E: Is she wearing jeans?
A: No, she isn't.
B: Is it . . . ?

The student with the correct guess has the next turn.



3

SURVEY Family life

A Group work Add two more yes/no questions about family life to the chart. Then ask and answer the questions in groups. Write down the number of "yes" and "no" answers. (Remember to include yourself.)

	Number of yes answers	Number of no answers
1. Are you living with your family?
2. Do your parents both work?
3. Do you eat dinner with your family?
4. Are you working these days?
5. Are you married?
6. Do you have any children?
7.
8.

B Group work Write up the results of the survey. Then tell the class.

1. In my group, most people are living with their family.
2. A few of their parents both work.

4

DISCUSSION Routines and abilities

Group work Choose three questions. Then ask your questions in groups.

Do you ever ... ?

- | | | |
|--|--|---|
| <input type="checkbox"/> play computer games | <input type="checkbox"/> do weight training | <input type="checkbox"/> cook for friends |
| <input type="checkbox"/> listen to English songs | <input type="checkbox"/> travel to other countries | <input type="checkbox"/> go swimming |
| <input type="checkbox"/> chat online | <input type="checkbox"/> sing karaoke | <input type="checkbox"/> watch old movies |

When someone answers "yes," think of other questions you can ask.

- A: **Do you ever** play computer games?
 B: Yes, I sometimes play them.
 C: **What's your favorite** game?
 B: I like Star Blaster.
 D: **How well** do you play it?
 B: Not very well. But I'm getting better.
 A: **When** do you play it?
 B: I usually play it before bed.
 C: **How often** do you play it?
 B: Almost every night.



WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Units 5-6 Progress check • 43

Appendix (D)

**A permission from ministry of education to implement the
research in Abu thar Algefary secondary school**



الإدارة العامة للتخطيط التربوي
الرقم: وت غ / مذكرة داخلية (٢٨)
التاريخ: 2011/03/29م
التاريخ: 24 ربيع آخر / 1432

السيد / مدير التربية والتعليم - غرب غزة
حفظه الله

تحية طيبة وبعد،،،

الموضوع / تسهيل مهمة

نهديكم أطيب التحيات، وبالإشارة إلى الموضوع أعلاه نرجو منكم تسهيل مهمة الباحث " محمد عبد الرحمن الهباش "، والذي يجري بحثًا بعنوان " فعالية المناقشة الصفية والمناقشة عبر الانترنت لتحسين مستوى طلاب الصف الثاني عشر في مهارة المعادثة في غزة "، في تطبيق أدوات الدراسة على عينة من طلاب الصف الثاني عشر، وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام والتقدير،،،

د. زياد محمد ثابت

الوكيل المساعد للشؤون التعليمية



أ. محمود مطر
ن.م.م.م. التخطيط التربوي

نسخة لـ
✓ السيد / وزير التربية والتعليم العالي.
✓ السيد / وكيل الوزارة المساعد لشؤون التعليم العالي.