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*The Role of Dialogue in language Teaching of
the 7th grade learners of English in Ramallah
Governorate*

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The Role of Dialogue in language Teaching of the
7th grade learners of English in Ramallah
Governorate

دور الحوار في تعليم اللغة الانجليزية للصف السابع في محافظة رام الله

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Dedication

To my parents who always strive to see me at the top.

and

To my family which is the root of my success

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Abstract

This study aimed at investigating the role of dialogue in language teaching. A proposed method for teaching dialogue was put forth and was compared with the method introduced in the Teacher's Guide for Seventh Grade pupils to see which method yields good results and affects students' achievement.

This study also aimed at finding out factors that inhibit students' participation.

The population of this study consisted of 4896 for Seventh Grade students at the district of Ramallah in both public and United Nations Relief and work Agency for Palestinian Refugees (UNRWA) schools.

The sample was classified according to gender, school authority and design.

This study used three data collection tools including an achievement test classroom observation and interview with students.

In light of the study results, the researcher recommended to decreasing the number of classes per week to prepare enrichment material and providing sufficient workshops for teachers to help upgrade their performance in teaching the foreign language.

ملخص الدراسة

دور الحوار في التعليم

يواجه الطلاب في فلسطين مشاكل جمة في تعلم اللغة الانجليزية، ولعل ابرز هذه المشاكل وأهمها يكمن في عدم مقدرة الطلبة على استخدام اللغة في التعبير عما يجول في خواطرهم. ولا شك في أن ذلك يعود لعوامل يصعب حصرها. وأهمها الطرق المتبناة في تدريس الحوار، ولذلك ارتأت الباحثة لطرح طريقة بديلة لتدريس الحوار التي من شأنها تفعيل دور المتعلم كأساس في العملية التعليمية.

هدفت هذه الدراسة إلى طرح طريقة جديدة لتدريس الحوار وإجراء مقارنة بين طريقة التدريس المبينة في الدليل والطريقة المقترحة لتبيان أيهما أكثر فاعلية لتدريس الحوار. كما هدفت الدراسة إلى التعرف على العوامل التي تحول دون مشاركة الطلاب الصفية.

تكوّن مجتمع الدراسة من ٤٨٩٦ طالباً وطالبة من مدارس الحكومة والوكالة، وتم تصنيف العينة حسب الجنس، وطريقة التدريس، والسلطة المشرفة. وللإجابة على أسئلة الدراسة استخدمت الباحثة مجموعة من الأدوات منها الامتحان التحصيلي والملاحظة الصفية بالإضافة إلى إجراء مقابلات مع عدد من الطلاب.

وبناءً على النتائج المتوخاة من الدراسة، تم التوصل إلى مجموعة من التوصيات من ضمنها: تقليل نصاب المعلم من الحصص الأسبوعية وذلك لتمكينه من تحضير مواد اثرائية إضافية للنهوض بمستوى الطلاب، بالإضافة إلى عقد ورشات عمل متتالية للمعلمين لاطلاعهم على أساليب التدريس الحديثة للنهوض بالمستوى الأكاديمي.

Introduction

English has become an international language at the present time. It is the language that is spoken by about one fourth of the world population; it is the language of the internet where all-important hot issues are available in English and above all; it is a way through which information can be transferred to individuals to help them keep abreast of new technology in various aspects of life. In Palestinian schools, English is taught at the fifth grade in both public and UNRWA schools whereas in private schools, English is taught at the kindergarten. Students only learn English in classes. Much emphasis is placed on structure, with no opportunity to use the language to question the information received. If students try to ask, they fail to express their ideas well enough to convey a message (Wajih 1981).

Although there is much discussion that may take place during classes, only little discussion would be specified as dialogue between teachers and students (Annemaire 1986). In most of the classes, teachers monopolize class talk and students listen (Kordalewski, 1999).Very rarely are students provided with opportunities to practice the language in classes to express their thoughts appropriately. (Morini et al 1995). Sinclair and Brazil (1982) point out,

“The pupils have a very restricted range of verbal functions to perform. They rarely initiate and never follow up. Most of their verbal activity is response and normally confined strictly to the terms of the initiation.” (cited in Gisela Ernst 1994 :294). In short, students are “information consumers” waiting for their teachers to “spoon-feed” them and if they face an obstacle, they give up (Richard 1998 cited in Barbara:9).

To shed light on some of the problems that Palestinian students may encounter in learning a foreign language at schools, several studies have been conducted. Al Ghunaimi (2002-2003), in her review of previous studies in language learning concerning the Egyptian curriculum that is used by Palestinian students in Gaza indicates that Palestinian students do not have opportunities to practice the language and the dominant role of the teacher in class deprives students of practicing the spoken language. Students engage in activities and perform what they are asked to do without knowing the purpose of the activities. As Richard et al (1995) indicates that students only use the skill when they are told to do so; hence, most students find it difficult to transfer the knowledge from one context to another. The process appeared to be learnt by heart and easily forgotten rather than

understood and this is what Paul Freire (1970) terms “banking” education, where teachers “deposit” knowledge into students' heads without realizing the logic of such information” (cited in Kordalewski 1999 :3).In fact, this is not surprising because students are used to receive information and give it back in exams, they don't think to examine this information and above all, they aren't encouraged to use the language to express themselves well. Al Ghunaimi (2002-2003) also points out that the textbook and chalkboard were the main teaching materials, and students were evaluated through written exams. The Egyptian curriculum that is used by Palestinian students in Gaza didn't meet students' needs, weren't culturally suitable to the students, the over all use of the textbooks didn't develop the communicative competence of the students, the activities that accompany the curriculum emphasize memory of facts, and the class environment wasn't conducive to learning to take place. Wright (1987) points out that “One commonly held view is that the teaching of the materials is the primary goal; hence the attitude that the materials should cover the syllabus.” (cited in Bolitho 1990:24) .

To enable students to think properly and solve their own problems, teachers need not transfer knowledge from curriculum to students, but they need to teach them to find a way to solve real life problems. (Robert Fisher 1998:8). Teachers also need to provide them with knowledge that they can benefit from and use later and to teach them not to accept things as they are. Instead, teachers need to provide them with opportunities with sufficient time to comprehend the relevance and significance of facts so as not to be forgotten (Paul 1995). In general, teaching the material is worth nothing if students don't have the capacity to think critically (Ennis 1996 cited in Nicholas 1999:48). Critical thinking enables students to find relations between pieces of information, distinguish relevant from irrelevant information and helps them evaluate the quality of the information given. (Barry, 1990).

McPeck (1990 cited in Curry 1999:12) states, "We all want to produce autonomous thinkers who are not taken in by faulty argument, weak evidence, or 'trendy' opinions, and can face life's problems as people capable of making their own rational decisions".

To conclude, teachers need to create an environment conducive to teaching thinking and engage students in tasks that require them to

analyze, synthesize and evaluate the strengths and weaknesses of an argument rather than accept blindly. Teachers should provide students with opportunities to use the language to encourage students to think and ask thoughtful questions. In response, students should listen to weigh and grasp others' suggestions and analyze the strengths and weaknesses of the subject under discussion. The only technique for developing the speaking skill and practicing thinking abilities is dialogue (Barry, 1990).

The word "dialogue" derives from the Greek word dialogos. Logos can be explained as "meaning of the word" and dia means "through". Dialogue can be among any number of people not just two. It is a stream of meaning flowing among us and through us and between us, in the whole group, out of which may emerge some new form of understanding or shared meaning."(Bohm, 2002:1).

The concept of dialogue has occupied a primary place in Western views of education. Some of these views have highlighted the role of the teacher as a facilitator and as a participant of inquiry; others have emphasized the role of speech as the cornerstone of the learning process (Burbule n.d).

Dialogue aids students to learn to carefully listen to the controversial issues and increases the possibility of making some inquiries about the subject under discussion. Students feel free to express their ideas and misconceptions, clarify meanings, assess their understanding and test their decisions by comparing their solutions to those of others. Most importantly, dialogue encourages students to be active listeners (Dorfman, 2000).

“Dialogue is a process of genuine interaction through which human beings listen to each other to be changed by what they learn. Each makes a serious effort to take others’ concerns into his or her own picture even when disagreement persists.”(Saunders, 2002:2)

Engaging students in discussion increases their exploration and reflection to learning, enables teachers to examine the level of students, enhances learning abilities and helps students incorporate into the learning process. (Kordalewski, 1999)

David Bridges (1988) points out that through dialogue students learn more and stretch their minds to all sides of the argument, increases their inquiry by asking questions and helps them develop and organize their discussions through listening to each other(cited in Nicholas, 1993 :9).

Theoretical background

Earlier approaches to language teaching laid emphasis on language use and did not deal with language usage properly. Students learn large number of sentences and words without knowing how to use them in communication, that could be enhanced by adopting a good communicative series (Swan 1985). Traditional curriculum from kindergarten through high school expects students to master "knowledge" in school and does not expect students to use the knowledge until they leave school. If students tried to use the language, they did the task ineffectively (Fennimore ,T,f et. al, 1990). For me, the Jordanian curriculum Petra emphasizes on structure at the expense of meaning, and the activities fail to develop students' communicative competence.

One of the many approaches which is of particular importance and value is the Communicative Approach. This approach views language as a means of communication rather than a curriculum subject with discrete skills. For communication to be successful, each participant must take others' views into account through purposeful interaction which requires exposure as well as opportunities to practice the language the best way possible. It also takes students' previous

linguistic experience into consideration, that is, what and how they can communicate in their native language as well as what and how they are presently able to communicate. In such a way, students will be able to share their ideas with others in a conducive environment in which the focus is on language function rather than form (Scott and Mary1985).

Hyme in Scarcella, R. (1992) was the first to talk about the importance of the Communicative competence in language development. He emphasized that the ability to use the language effectively requires more than knowing the grammar of a language but it requires the ability to use the language effectively in social communication.

Talking about the importance of communication does not mean that grammar is not important. In this regard, Canale and Swain in Sandra (1993) point out the importance of grammar in communication. For communication to work successfully, we need to integrate both forms along with students' enthusiasm to participate in the discussion. However, there are some grammatical points that are tough and need to be elaborated before using the language functionally (Swan 1985).

Statement of the problem

It is clear that the use of oral language is notably absent in most of Palestinian English classes and most students seem to be incompetent to use the language to communicate. The problem in this case could be finding ways to help students take part in class discussion and practice what they have learned. Having reviewed literature on dialogue, it has been found that it is an effective technique which helps students convey a meaningful message, respond to the situations with which they confront and transfer their responses from one situation to another.

Significance of the study

- 1- It is hoped that the present study will furnish the curriculum planners with a clear insight about the importance of the spoken language that is neglected to provide activities accordingly.
- 2- It might be useful to English language teachers who might make use of the proposed method to alter their traditional methods of teaching.
- 3- To the best of my knowledge, this is the first study conducted in Palestine and it is crucial to work on this issue.

Purpose of the Study

The researcher's review of literature showed that no research has been carried out in Palestine to investigate the role of dialogue in language teaching. This led the researcher to carry out this study. The present study is intended to pursue two objectives:

- First, it proposes an appropriate method for presenting dialogue and this proposed method will be compared to the method introduced in the Teacher's Guide for the seventh grade to see which method yields good results and affects students' achievement.
- Second, it is intended to find out the factors that inhibit students' participation.

The Research Questions

- 1- To what extent does the method proposed for teaching dialogue enhance the quality and the quantity of students' talk as compared to Petra's Course methodology for basic elementary level?
- 2- What factors affect students' participation?

Hypotheses

In view of the above questions, the researcher examined the following null hypotheses:

- 1- There is no statistically significant difference in gain score at $\alpha=0.05$ due to the method of teaching.
- 2- There is no statistically significant difference in gain score at $\alpha=0.05$ due to gender.
- 3- There is no statistically significant difference in gain score at $\alpha=0.05$ due to school authority.

Limitations of the study

The researcher acknowledges the following limitations of the study

- 1- The present study restricts itself to the method of teaching dialogue stated in the Petra Course for the 7th grade in West Bank schools (public and UNRWA schools) in Ramallah for the scholastic year 2003-2004.
- 2- The study restricts itself to the 7th grade students in UNRWA and public schools in Ramallah ,therefore; the results of this study can be generalized upon all UNRWA and public schools in the Ramallah district.

- 3- Another limitation relates to the variables of the study only gender, school authority and achievement variables would be used in this study. Private schools will not be included because they use different syllabuses.
- 4- A further limitation relates to the period of implementation. The study will be implemented in the second semester of the scholastic year 2003-2004 within a two week period.
- 5- This study consists of two units extracted from the Petra Course for 7th grades.

Definition of the Terms

The following terms will appear throughout the present study.

Traditional Method: The method that is stated in the manual and prescribed for teachers to use.

Petra: Jordanian curriculum that is taught from fifth to tenth grade in both Public and UNRWA schools in Palestine.

Gain score: Post test minus pre test.

Review of literature

This chapter includes the following sections

- Studies relating to the importance of dialogue in language teaching.
- Studies relating to the role of teachers.
- Studies relating to students' lack of participation.
- Studies relating to the importance of questions in enhancing thinking.
- Studies relating to the role of dialogue in enhancing critical thinking.

Studies relating to the importance of dialogue in language teaching

Sahab in her study (1983) "The teaching of dialogue with reference to the New English Course for Iraq" aimed to achieve three purposes: **First**, it aimed to investigate the method of teaching dialogue. **Second**, it put forth an alternative method for teaching dialogues to compare it with the one in the manual to decide which method is better for dialogue teaching. **Third**, it aimed to indicate the areas of difficulties that students face in dialogues found in written tests. The researcher chose four secondary schools for both sexes in Basrah

center. Basrah Secondary school for girls, Basrah Secondary school for boys, Ashshar secondary school for girls and Markaziah secondary school for boys. In each school, two sections were chosen and taught by the same teacher. One section was taught using the procedure prescribed for teachers in the manual and the other section was taught using the method proposed by the researcher. Two months later, the same pupils were tested again. Students' responses were recorded and the results of the two tests were calculated. Concerning the first aim, the results showed that pupils in the experimental group performed better than control group. Concerning the second aim of the experiment, the results showed that the proposed method seems to be more efficient in teaching dialogue than that of the guide. As for the third aim, the results showed that in the pretest, the control groups got higher percentage in both dialogue linguistic competence and dialogue communicative competence than that of the experimental groups, but concerning the element of dialogue component, results showed that there is no significant difference between the experimental and control groups in the pretest. Unlike the posttest, the experimental groups showed higher performance in the elements of linguistic competence,

communicative competence and dialogue components than that of the control groups.

Boyd (1984) indicates that dialogue helps promote free conversation, which involves more than the memorization and acceptance of others' thoughts.

Mcknight (1986) points out that discussion is an approach that focuses on two-way spoken communication between teacher and students and among students themselves, providing a teacher feedback about students' learning, promotes higher order thinking skills, helping students develop interest, values and changes attitudes, and allowing students to be active. Disadvantages include: difficulties in gaining participation on the part of the students and in covering the material.

Hauser (1987) emphasizes that developing discussion in the classroom opens new avenues of thoughts and stimulates divergent thinking. To help teachers develop discussion in the classroom: teachers need to reflect on what the students have said, help them elaborate their views, encourage questions and allow for appropriate "wait-time".

Heyam Attiyeh (1989) investigates the effect of dialogue method on female students' achievement and retention of the Islamic concepts stated in the Islamic education curriculum. The sample consisted of 136 female students of the first secondary grade at Al-Hussein New Secondary School in Jabal al –Hussein area in Jordan. The sample was divided into experimental and control groups. A unit from the Islamic education curriculum was developed to be taught using the dialogue method, while the control group was taught by the traditional method. Two weeks later, the same test was given to measure the students' retention ability of the two groups. The results indicated that there is a statistically significant difference at $\alpha = 0.05$ between the immediate and the delayed achievement level of the students due to the dialogue method, but there's no statistically significant difference due to the interaction of the method and the three achievement levels (high, medium, low). In light of the results, the researcher recommended that the dialogue method should be used in Islamic education teaching.

Barry (1990) indicates that the ability to justify one's perspective enables students to distinguish relevant from irrelevant issues and provokes students' thinking. Justification manifests itself through discussions, in which various thinking skills are exercised such as

analyzing, synthesizing, evaluating and producing arguments that are the essence of critical thinking. For Paul cited in Barry(1990:58) one of the major processes learners exercise their critical thinking abilities is through dialogue. He defines dialogue as “an interchange among two or more individuals or points of views on a given topic, claim or subject in an effort to ascertain the truth. Such an interchange involves giving and analyzing evidence, reasoning dialogically, identifying assumptions, looking at consequences and representing different points of view.”

Nicholas (1993) points out the importance of dialogue in language teaching as a means of expressing ideas and delivering information, helps create opportunities for students to share ideas and thoughts, learn from others, negotiate meaning, and helps students verify and check their understandings.

O'Neill (1994) states that teaching oral communication from a critical thinking perspective requires certain instructional strategies. When students engage in a dialogue, they think critically and analyze the information given. Therefore; teachers should acknowledge the importance of this process and remodel a course to encourage

extended research on a subject relevant to the topic under discussion. Then, they should design a course that helps students achieve mastery in the written as well as in the spoken word. Finally, teachers are required to ask thoughtful questions to nurture class discussion.

(Magrath 1995) also emphasizes that the use of dialogue helps nurture and enhance students' speaking and listening skills. Students become familiar with patterns of discourse in the English language and the skills necessary to process the information without relying on translation.

Robert Fisher (1998) indicates that classroom discussion enables students to develop their understanding. Through dialogue, students sort out misunderstandings, find solutions to their problems easily than they would do alone, share their ideas in group and seek meaning by asking for reasons and explanations or clarification of ideas.

Dorfman (2000) demonstrates that students benefit a lot from engaging in dialogue. Students learn, listen, speak, express their viewpoints and clarify their own thinking. Some present their ideas and their points of view to prove their points, others listen. In most cases, listening does not necessarily ensure agreement with the

dialogists, but it can be as a kind of respect to ascertain what others are talking about worth the attention and may change one's perspective.

Discussion is not only an exchange of words, but it also affects thoughts and is capable of persuading others to modify certain viewpoints. For Brown (1995 cited in Dorfman:11), dialogue enhances thinking, enables students to listen deeply for the sake of understanding, increases their inquiry by asking questions, allows for thoughts that are fresh and alive, allows learners to see the hidden meanings in the discussion and above all helps build a common understanding.

Bohm (1991) indicates that dialogue is a powerful vehicle of understanding how thoughts function. In dialogue, participants are provided with opportunities to explore and examine their ideas, thoughts and opinions. As a result, learners feel that they are involved in a discussion in which a common understanding is reached.

Studies relating to the role of teachers

Hauser (1992) states that teachers in high schools and colleges need communication skills besides lecturing, to acquaint students with knowledge and skills needed, to help them cope with the rapid advancement in life. Therefore; teachers need to ask thoughtful questions to promote students' thinking, to help them express their thoughts freely and to engage them in dialogue which is infrequent in our classes, due to teachers' beliefs that the material is too new or advanced, or students are not ready or there is not enough time, or they find it difficult to grade discourse. A failure to develop class dialogue is a failure of a teacher's vision.

Teachers need to promote interaction among students, ask thoughtful questions and allocate sufficient time for students to reflect on the questions posed. Engaging in an interactive environment helps develop one's understanding of concepts and exposes them to several ways of dealing with the problem under discussion in an environment that encourages a spirit of discovery. Potts, Bonnie (1994).

C.F.Green et al (1997) indicates that discussion skills are often underdeveloped and absent in most classes. The absence is due to teachers' claim that large class size, students' level of proficiency and time constraints form an obstacle in developing these skills. As a result, many teachers avoid using discussions in their classes because of their negative experiences where there is little involvement in the discussion process.

Denis (1998) points out that teacher usually monopolize classroom talk and students listen passively. Such talk does not mean that students are listening and if they are listening, are they understanding. Students feel frightened to say that they do not understand the material so as not to be ridiculed. To encourage students to interact, teachers need to motivate them to talk with each other and to create an

environment in which students' responses will be accepted and valued without causing them embarrassment; rarely did they have the opportunity to speak openly in the classroom because teachers think that the class is spent on managing discipline problems rather than teaching. Other teachers are concerned about having enough time to cover the material and the rest think that if they do not cover the material, they will not earn their money.

To help students acquire the critical thinking skills, teachers must provide them with opportunities to express their thoughts and ideas by creating an intellectual and emotional space for their questions. Other opportunities include helping them clarify their ideas, to think and give reasons, to think of examples and counterexamples and to make connections to promote critical thinking. Teachers need to listen and observe children's dialogue skillfully and ask thoughtful questions to build on each other's ideas. If students feel that they have a chance to express their points and their points are taken seriously, they value this opportunity and feel that they are cared for. They speak confidently feeling that they have a variety of opinions and ideas to share with others. (Haynes (2001) et al)

Holden's ET, al (2002) indicate that teachers must create opportunities for inquiry, provide challenging materials for students, facilitate teacher-student and student-student interactions so as to transform a class to a student- centered discussion. As a result, students tend to think deeply and talk unlike traditional classes in which few students inquire and pose questions and the rest are passively listening to the discussion. Students are not asked to answer immediately. Instead, they are given the time to think about their answers. Such a process increases their understanding and helps them come up with novel and interesting ideas. Asking students authentic questions supports participation, helps them think and above all encourages dialogue where people expect to explore, think, learn and argue. In this process, students learn not to monopolize time and give others the opportunity to take part in the discussion. The more students are willing to participate the more thoughtful they become about the text. As students argue to prove their points, they refer to texts to support their claims. In this case, there is no winner or loser but an open discussion where students examine their assumptions and reflect on others' situations and teachers can help students who feel

hesitant to speak by giving them chances to express their ideas well through listening to them in ways that nurture their own thinking.

Studies relating to students' lack of participation

Jeremy D. Finn (1991) describes the way a teacher assesses participation among elementary grade students in the United States. The student's participation questionnaire was tested with a large sample of grade four teachers and their students. Findings indicated that: female, pupils from homes with higher incomes and non-minority students generally participated in the classroom more than their peers.

Rahima (1994) conducts a study to understand what factors motivate teachers' education students to participate. Questionnaires were used and thirty students were interviewed. The results indicated that: the topic, the classroom environment and in-advance preparation influenced students' participation.

Black (1995) examines factors that impede students' participation. Definitions of student's participation are examined; personal styles of students' participation are discussed. Factors affecting students'

participation are then detailed. The experiment encouraging student participation is described and reflections on this experience are presented. It is concluded that the experiment brought an awareness of student's response type, increased self-confidence and forced examination of one's teaching style.

To encourage students' participation and to lessen the factors that may inhibit students' participation, an approach was put forth to address the students personally by their first name to answer thinking questions provided with sufficient time to formulate their answers. Students were allowed to refuse to answer questions. At the end of the semester, an evaluative questionnaire was distributed among the students about their opinions on students being called at random in a large lecture. Results indicated that: students preferred thoughtful questions to factual ones and that involuntary participation increased attentiveness and course preparation. However, the results also indicated that involuntary participation didn't lead to voluntary participation. (Martino 1996) .

Liu (1997) discusses two surveys conducted at the University of Hong Kong that measured students' willingness to participate in

second-language classes. Findings revealed that students favored schools that offer communicative work and preferred classes which permit students to initiate classroom talk.

Ares (2003) argues that interaction in classrooms provides a complete picture on how teachers and students interact and helps shape classroom interactions. Results indicated that: goals for participation, activity systems, and texts used and produced affect students' participation.

Studies relating to the importance of questions in enhancing thinking.

Thinking is driven by asking thoughtful questions that help identify problems, define tasks and enable participants to deal with complexity. Answers relate to an end to the thought process. That is why students who are asking questions are really thinking and learning. (Richard w. Paul, Linda Elder(1999)).

Although asking for information is essential in all forms of dialogue but it is not very successful .A survey of widely used textbooks showed that the technique most commonly employed failed to provide the learner with motives for asking questions. It inhibited

spontaneity in their asking and provided no instructions for following up inquiries (Gerry 1980).

Asking and answering questions is a way that dialogue can be directed and critically evaluated. Not all questions are thoughtful or call for critical thinking. Some imply a recall of information. Critical thinking questions require the ability to reason and evaluate reasoning, to clarify statements and judge the relevance, accuracy and nature of statements. Engaging students in dialogue provided with thoughtful questions helps students understand a particular topic and confirms the validity of others' ideas. (Paul 1987 cited in Barry 1990).

Williams (1991) indicates that teachers usually ask lower ordered questions in classroom interaction, which require recall of information by students, believing that students need to master facts before dealing with higher levels of thought. School curriculum emphasizes more on facts and teachers lack the skills needed to formulate higher order questions. The study recommended teachers to use wait time, ask open-ended questions, involve all students in a discussion, encourage conversation among students and encourage students to clarify their views.

In fact, teachers often ask factual questions. Studies confirm that “ Teachers produce more than 95% of the utterances in classrooms, that only 3% of the students' utterances are questions (most of which are procedure questions) while about one-third of the teacher's utterances are questions (information or assessment questions). In addition, teachers spend about one-third of the time evaluating students' responses and another third of their time giving directives and managing" (Staton and Shuy 1988 cited in Morini 1995 :68).

Most teachers acknowledge the importance of questions the students ask. However, researchers have found that such questions are absent in most classes and nothing was known about classes where teachers use students' questions effectively. The purpose of the study was to determine how an experienced fourth grade teacher was able to reduce the obstacles that discourage students' questions. Data collection consisted of classroom observations that revealed how the teacher used students' questions in her instruction and planning. Interviews were done with the teacher in order to explore what she was considering as she responded to the students. The teacher viewed her students and their questions as learners who ask questions to deepen their understanding about the topic and she responded to their

questions based on how they might promote the understanding of her students (Beck, 1998).

Successful class discussion requires thoughtful questions to guide and provoke students' thinking. Questions such as these help students build understanding effectively, by assuring that each task given is properly accomplished. Class discussion helps deepen students' understanding and improve their skills. When discussion is effective, students deal with texts effectively, probe questions and negotiate meanings.

Asking questions in classes helps facilitate the discussion, catches students' attention, helps direct and control the learning process, reflects one's interest and involvement and promotes interaction. Although, factual questions help teachers revisit the material, enhance students' comprehension and knowledge and provide a basis if a subject is difficult or unfamiliar. On the other hand, thinking questions are more effective, therefore; teachers should help students practice all levels of questions (Holden, 2002).

Studies relating to the role of dialogue in enhancing critical thinking

Annemaire (1986) emphasizes the role of dialogue in providing scaffolded instructions with reference to the present status of dialogue in classroom. Participatory teachers were given instructions in the use of scaffolded instruction and dialogue. Transcripts of the dialogue occurring in these classes are presented to distinguish scaffolded instruction from non- scaffolded instruction. Scaffolding has been described as a “process that enables a child to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts.”(Wood, et al 1976 in Annemaire :74).It was found out that when children engage in dialogue, they ask questions, respond to questions, work with a more expert individual and participate in active learning. The relation between students and their teachers differs from what happens in traditional classes. Teachers care about learners' interests and needs and the skill to be learned, support students' participation in the dialogue and provide them with sufficient feedback to modify their thinking.

Julie's study (1996) indicates that classroom dialogue helps nurture critical thinking skills. Students express their thoughts and converse with others to persuade and clarify different perspectives. This encourages students to participate, helps assess their comprehension and understanding, enables students to modify their speech and helps them value others' opinions to make their decisions.

Julie's study aims to propose a two-step dialogue approach in a college level critical thinking course to help teachers use dialogue to enable their students to think critically and solve their problems. Students were randomly assigned to groups of four to five to work on critical thinking exercises and group projects throughout the semester inside and outside the classroom.

The first step consisted of short written dialogues with brief interactions between two students, each one presenting a different viewpoint and each group had a different dialogue to evaluate and different viewpoints and each had to decide which of these two perspectives in the dialogue was most reasonable. Each group acted-out the dialogue and presented its analyses to the rest of the class. Meanwhile, the rest of the class had the opportunity to analyze the dialogue, to prepare them for the following step which required

students to create a dialogue. Step two which is called “The spontaneous group dialogue” emphasized mainly on students’ analyses of the patterns that occurred in group dialogues.

At last, students managed to formulate a dialogue that helped them integrate material previously presented. Students felt that this approach helped them express their thoughts and reactions clearly and prompted them to think critically; it proved to be an effective strategy for applying the critical thinking skills. The step-by-step approach enabled students to practice analyses in a conducive environment. It provided them with the opportunity to sharpen their critical thinking skills and increased their involvement in the dialogue they created.

For Marvin (2002) engaging students in a discussion enables them to gain a complete picture about a situation under discussion. Each side tries to prove his point and considers alternative perspectives. This takes place in a group in which dialogue plays a role in decision making and is nurtured by asking and answering questions about alternative possibilities. Dialogue considers reasoning as a social process that requires two roles: a proponent and an opponent in which they join together in a process of challenge and response to achieve its goals. Dialogue improves one's understanding through justifications

and increases the coherence of beliefs within a team. The aim of dialogue is determined by the goal and there is no limit to the number of responses. For example, the same dialogue may finish when there is limited time or a clear justification to the problem, but it might be insufficient to justify an answer when more information and time is available.

Dialogue is an effective way that teachers can use to teach students to think critically, make decisions, analyze information and generate new ideas. It provides scaffolding for students to understand and interpret complex issues, helps students see an issue from different perspectives, helps them analyze critically and challenge other's positions (Johnson and Smith 2000 cited in Hanizah:3). Students engage in discussion to reach a reasonable conclusion, negotiate meaning and express their ideas freely. For a dialogue to be successful, Johnson (1995 cited in Hanizah:3) states that students should be open-minded and willing to listen to different perspectives. Controversy should not lead participants to attack each other. Instead, each participant should listen carefully to be able to synthesize, evaluate and understand different viewpoints to modify their ideas accordingly. Dialogue helps nurture many skills such as, searching for

information to solve a problem, organizing information, and synthesizing an issue based on the analysis of all positions. (Hanizah (n.d).

Summary

All studies confirm that dialogue is a powerful tool of understanding how thoughts function; it helps nurture critical thinking skills, allows students to express their ideas and to clarify different points, helps assess their comprehension and understanding, and above all, helps students evaluate others' opinions to make their decisions. The process is nurtured by asking authentic questions about alternative possibilities to help them think.

In teaching, dialogue helps nurture many skills, makes the language come alive; therefore, teachers need to promote interaction among students, ask thoughtful questions to develop one's understanding. Moreover, they must create opportunities for inquiry since, most students face difficulties in using and understanding the teacher's spoken English and this affects students' participation. Teachers also need to provide challenging materials for students and facilitate student-teacher interaction to transform the class from a teacher-centered to a student-centered classroom.

Methodology

This study aimed at finding out which method is more effective in dialogue teaching. The method prescribed for teachers to use in the Teacher's Guide, or the one that is proposed by the researcher and its effect on students' achievement. It also aimed to find out the factors that inhibit students' participation. This chapter includes a description of the design, variables, population, sample, and instrumentation of the study. It also presents the alternative procedure proposed by the researcher accompanied by an explanation of the test given in addition to the texts chosen for the study.

Design

The researcher proposed an alternative approach to adjust the way of presenting a dialogue in the English curriculum Petra which contains short texts of dialogue that are insufficient to provoke discussion. The study aimed to achieve two objectives.

First, it aimed to examine the efficiency of the procedure prescribed for teachers to teach dialogue as in the manual compared to the one that has been proposed by the researcher to find out which method affects students' achievement and yields better results.

An achievement test was prepared by the researcher to investigate the effect of the proposed method on the students' achievement.

Second, it aimed to diagnose students' lack of participation, whereby, few classes were observed, and then some students were interviewed. The instructional materials were selected from Petra 7 and included two units: Unit 21 entitled "Trees" and Unit 22 entitled "A fire in the forest."

Population

The population of this study consisted of all English Language learners from the 7th grade students, males and females in the district of Ramallah, who learn in United Nations Relief and Works Agency Schools and public schools and use the Jordanian English Language curriculum during the scholastic year 2003- 2004. The population is 4896 and classified according to gender, school authority, and design. (see table 1).

Table 1: Distribution of the population of the study according to design, school authority and gender.

	Male	Female	Total
UNRWA Schools	1564	888	1452
Sections	15	24	39
Public Schools	1765	1679	3444
Sections	57	51	108

Sample

The sample was chosen from the 7th grade students in Betunia Basic Girls' School, Betunia Basic Boys' School, Al-Amare Basic Boys' School and Ramallah Basic Girls' School. The sample consisted of (281) students (119) males and (162) females of 7th graders for the academic year 2003/2004 and was then classified into two equal groups in four schools according to their results in the first semester. In each school, we chose one class with two sections taught by the same teacher. Each class in each school was divided randomly into two sections. The first section was called the experimental which was taught using the method proposed by the researcher and the second one was called the control which was taught using the method

prescribed in the manual. After the pretest, each teacher was asked to teach one of the two sections according to teacher's guide and the other according to the proposed method provided with the model lessons for that purpose.(see table 2 below)

Table 2: Distribution of the sample according to gender, design and school authority.

Authority			Male	Female	Total
Public Schools	Design	Control	32	45	77
		Experimental	30	44	74
	Total		62	89	151
UNRWA Schools	Design	Control	30	36	66
		Experimental	27	37	64
	Total		57	73	130
Total					281

Variables

- The dependent variable: Achievement test.
- The independent variables are: Design, school authority and gender.

Instrumentation

To test the effect of the proposed method put forward by the researcher, the following tools were implemented:

1- The proposed method for teaching dialogue:

A: Sample lessons

2- The traditional method for teaching dialogue as in the manual:

A: Sample lessons

3- An Achievement test

4- Classroom observation

5- An Interview

The proposed Method

The procedure was formulated based on the essence of the Communicative Approach which considers language as a vehicle for communication and focuses on the learner communicative needs. Hence, the method tends to help students interact with each other. It also provides opportunities for students to engage in meaningful communication.

Introduction: Warm up (opener)

- Could be any subject (a game, a song etc) to motivate students to think, talk in English and to diagnose problems before anything is being introduced.
- Revise previous or prerequisite learning related to the topic.
- Identify and present the lesson objectives of each activity.
- Introduce some new vocabulary items using a variety of aids such as realia, illustrations, visuals, pictures on the topic. (Teacher leaves some words for the pupils to guess).
- Stimulate student's previous knowledge about the topic by brainstorming, asking questions, introducing pictures on the topic or writing the title of the dialogue. This helps students predict the subject before listening takes place.
- Before listening, provide students with a list of questions to help them focus on listening. Questions are in two parts.
- Encourage students to ask each other questions about the topic.
- Divide the subject material into parts. Every part is a subject of discussion. Students will listen to the dialogue up to three times.

- a) The teacher asks students to listen to the dialogue for the first time to familiarize them with the topic by doing overall listening with books closed.
 - b) The teacher asks them to listen to the whole dialogue on tape to get the gist of the passage.
 - c) Students now check their answers by listening again to the text.
- Teacher encourages students to express themselves freely; any reasonable answer is expected.
 - Teacher encourages them to compare their answers with the text by working in groups. Students might ask questions to check their answers.
 - Ask students to close their books, listen to the first part of the dialogue and to answer the first part of the questions.
 - Then play the tape to... allow students to discuss their answers in groups provided with sufficient waiting time to enable each group to discuss their answers with one another. Various reasonable answers are expected.
 - Students listen to the second part of the dialogue and given enough time to answer the second part of the questions, discuss answers in groups and agree on appropriate answers.

- Teacher replays the cassette once or twice. Students listen and check their agreed- upon answers.
- Teacher encourages them to present their work to each other orally before giving an oral presentation.
- Teacher elicits answers from groups and writes the appropriate answers on the board.
- Teacher asks the class to open their books. Teacher replays the cassette. Students repeat after pauses.
- Have students take turns reading the dialogue.
- Teacher asks students to guess the meaning of some words from the context.
- Teacher asks the class general questions about the text and provides immediate feedback.
- As for practice, teacher may put students in a situation similar to the original dialogue and encourage them to create a new theme.

Reliability and Validity

The tool and the sample lessons were given to several specialists in the field of education including supervisors of English at the Ministry of Education in addition to experienced teachers of English to evaluate the tool. They agreed that this new way of teaching dialogue seems theoretically interesting and worthy of consideration and no modifications were suggested.

Pilot Sample

Before implementing the test upon the groups, a group of 7th grade students consisting of thirty-three students outside the study from Al Amare Basic Boys' School were given the test twice as pre-test and post-test to check the ease and difficulty of the questions to adjust the questions accordingly. It was felt that the time allocated for students was insufficient, so the researcher decided to specify enough time for the test to help students perform the task efficiently. The computed R-value is .650.

Achievement Test

The test was designed to measure the effect of the proposed method on students' achievement. The test consisted of two parts. The first was the listening test, which was followed by 10 multiple-choice questions. The second part consisted of divergent questions to encourage students to express themselves freely, others put the students in situations and asked them to think and respond to these questions. The text was extracted from the English Language Book called "Get Set Go" for the elementary level. The text consisted of a short conversation accompanied by pictures appropriate to the students' level.

To test the validity of the test, the material was given to several educators and they were asked to evaluate the test and to give their opinions. Most of them agreed that the test was suitable and related to the purpose of the research and the participants.(See Annex 2)

Classroom Observations

After taking the permission from the Ministry of Education, school principals and teachers to enter classes to conduct the study, few classes were observed during the experiment. The aim was to observe

teacher–student interaction during the class period to identify each participant role based on such interaction, to identify the type of questions teachers ask and the type of feedback students receive. It also aimed to diagnose students' lack of participation so as to identify the source of students' weaknesses. In general, it aimed to describe what the students and the teachers were doing and saying and how the class was conducted.(See Annex 3)

The interview

An interview was conducted in an attempt to identify the factors that impede students' participation in class discussion, their attitudes toward language learning to help diagnose students' difficulties and low achievement. Consequently, students were interviewed and their responses were transcribed. The interview took place in Arabic and students were interviewed immediately after the test. Each interview was translated into English and direct quotes from the interviews were included:

- 1- Why do you not participate in class discussion?
- 2- Do you pay attention to your teacher in class?
- 3- Do you face difficulties in using the language? (See Annex 4)

Procedures

To accomplish the task, a form was sent from the head of the Education Department to the Ministry of Education asking them to list the number of schools containing two sections of the seventh grade and the same letter was sent to the head of UNRWA schools in Ramallah. Another letter was sent to the Ministry of Education and to the head of UNRWA schools asking for their permission to enter those classes to conduct the study. Both of them sent letters of approval to the head of the Education Department at Birzeit University allowing the researcher to enter the schools chosen to conduct the study. After that, teachers were trained on how to use the material. In each school, the researcher chose one class with two sections taught by the same teacher in most cases. Each class in each school was divided randomly into two sections. The first section was called the experimental which was taught using the method proposed by the researcher and the second one was called the control which was taught using the method stated in the manual and prescribed for teachers to use. After the pre-test, each teacher was asked to teach one of the two sections according to the proposed method, provided with the model lessons for that purpose.

Distribution of the test

Teachers engaged in the experiment were all given instructions on how to conduct the test. The Pre-test was distributed among the teachers to implement the pre-test first to the experimental and control groups before presenting the material. After that, each teacher was given the instructions on how to introduce the material to both sections provided with the proposed method and model lesson plans for each text chosen, that are designed for the experimental groups. Whereas, the control groups were taught using the method proposed in the teacher's guide. After they had finished teaching the experimental and control groups, the post-test was distributed to the schools.

Results of the study

This chapter introduces the results of the study the researcher came to by the interview, the classroom observations and the achievement test. The research questions that guided the study were discussed based on the results of the study.

Analyses of the data gathered by the achievement test.

To answer the first question of the study, descriptive statistics (means and standard deviations) were calculated.

The first question was stated as follows

1- To What extent does the method proposed for teaching dialogue enhance the quality and the quantity of students' talk as compared to Petra's Course methodology for elementary level?

To answer this question an achievement test was prepared by the researcher. The test served as pre-test and post-test to measure students' abilities in expressing their thoughts well. Table 3 shows that the gain score of the subjects who were taught using the proposed method in the experimental group is 3.9 and the standard deviation is 5.1; whereas the gain score of the subjects who were taught using the

instructions in the guide in the control group is 4.8 and the standard deviation is 6.2. Table (3) shows that the gain score of the male is 5.4 and the standard deviation is 7.4 which is significantly higher than the gain score of the female that is estimated to be 3.6 and the standard deviation is 3.9. Concerning the effect of the method of teaching in relation to the school authority variable, the results showed that there is a statistically significant difference between both public and UNRWA schools in favor to UNRWA schools. The gain score of the public school is 3.5 and the standard deviation is 5.0 whereas the gain score of the UNRWA schools is 5.3 and the standard deviation is 6.3

Table 3: The Gain Score, Mean and the Standard deviation of the students' general achievement based on the design, school authority and gender.

Variable		Number	Gain core	Standard Deviation
Gender	Male	107	5.4	7.4
	Female	157	3.6	3.9
Design	Control	126	4.8	6.2
	Experimental	138	3.9	5.1
School authority	Public Schools	145	3.5	5.0
	UNRWA Schools	119	5.3	6.3

Results of t-test

To present the results of the first question. The following null hypotheses were examined using the t-test.

Hypothesis 1: There is no statistically significant difference in gain score between the experimental and control groups at $\alpha = 0.05$ due to the method of teaching.

The results of the t-test showed that there is a significant difference between students who were taught using the proposed method and between those who were taught using the method in the manual. The results showed that there is much improvement in the performance of the pupils in the control section, whereas there is a decrease in the students' performance in the experimental groups $t = (1) = 4.8$, $P = .029$) in favor of the subject of the control group as it is shown in table 4. The gain score of the proposed method is 3.9 and for the traditional method is 4.8.

Hypothesis 2: There is no statistically significant difference in gain score at $\alpha = .05$ due to gender.

The results of the t-test showed that there is a statistically significant difference between male and female students in favor of male $t(1) = 8.9, P = .003$. The gain score of male is 5.4 and for female is 3.6.

Hypothesis 3: There is no statistically significant difference in gain score at $\alpha = 0.05$ due to school authority.

The results showed that there is a statistically significant difference between public and UNRWA schools $t(1) = 9.3, P = .002$ in favor of UNRWA schools. The gain score of public schools is 3.5 and the standard deviation is 5.0 whereas the gain score of UNRWA schools is 5.3 and the standard deviation is 6.3.

Table 4: Results of t-test according to sex, design and school authority

Source	Sum of squares	Df	T	Sig
Gender	261.072	1	8.9	.003
Authority	272.487	1	9.3	.002
Design	140.156	1	4.8	.029

To answer the second question of the study **What factors affect students' participation? The following tools were used.**

1-Classroom observations. 2-Interview with students.

Classroom Observations.

A-Presentation of the Lesson.

Classroom observations which were made were followed by an interview. In each school, each teacher presented the same lesson in a different way. Teacher A presented his lesson as follows:

T: What is today?

S: Today is Tuesday

T: What is tomorrow?

S: Tomorrow is Wednesday

T: What was Yesterday?

S: Yesterday was Monday.

T: What month is it?

S: May.

T: What date is it today?

S: 10th of June 2004

T: 10th of May 2004

T: I am going to ask you questions about Unit 21. What Unit is it?

S: Unit 21

T: What lesson is it?

S: Lesson one. (See Annex 3).

B-Teaching Vocabulary

In most of the classes observed it was noticed that too many words were being taught at one time, they were not taught effectively and interestingly, most of the words were studied and practiced in some context by the teachers. In most cases when the words were taught, students were not given the chance to use the words in situations. For example:

Teacher "A" presented the vocabulary as follows

T: Look. This is a branch of what kind of trees?

S: A fig tree.

T: You are very good

T: Look here. Listen fig

T: fig tree (T: repeated three times)

Ss repeated three times.

T: What do fig trees give us?

T: They give us figs.

T: Can you eat figs?

S: Yes

T: fig tree: A kind of tree with soft and sweet fruit

T: What does it mean in Arabic? (See Annex 3)

C- Asking questions

It is clear that most of the questions teachers asked revolved around what was being taught in class. Students were not encouraged to ask questions. When interviewed, students assured that "If teachers feel that we know the answer, they encourage us otherwise; they move to someone else to get the correct answer". In some classes observed

teachers asked their questions and asked achievers to answer them. If students did not answer, teachers answered the questions themselves. More than one question was being asked and students felt bored for not being able to handle the questions well. Teachers asked, and they did not wait students to formulate their own answers. Sometimes they did not know nor understand questions raised by their teachers and if they tried to answer, they were unable to express themselves in English. They felt hesitant to talk and uncertain about whether their answers were correct or not. Most of them agreed that teachers' questions are in general difficult. Students usually find difficulties in responding to the questions given. Some of them said that if they do not know the answer, they wait until one of their classmates answer it. The majority agreed that most teachers usually listen to students' responses; others often overlook their students' answers by looking at their books instead of paying attention to them.

D- Student Involvement

During the discussion most of the students felt hesitant to participate. When interviewed, students maintained that if they try to answer, they fear that their answers are wrong and in this case, their

peers may criticize them. In addition, feeling uncertain about their answers makes them hesitant to speak. Others fear from commentary assuming that the teacher may ask them for elaboration. The majority pointed out that their inability to speak makes them hesitant to talk. They do not know enough vocabulary to form sentences, that's why they keep asking for help because they do not know the meaning of the question besides, they aren't even allowed to say their opinions in Arabic as one of them stated that "English is unlike our mother tongue Arabic. If we try to answer certain question, the teacher asks others to answer, if they feel we are hesitant and uncertain of our answers, but if we are certain of our answers, we answer fluently and confidently". Some of them said that when they speak they feel hesitant to utter long sentences fearing criticism and are afraid that their answers are wrong; therefore, they consult with classmates before answering the teacher's question. In fact, most of them assured that teachers ask questions that are difficult to answer. If the answer is stated in the book it is easy otherwise, they cannot. Most of them indicated "Not knowing a lot about the English language and our inability to use it form obstacles in understanding and comprehending the material well." Others find difficulties in pronouncing certain words in English

and this forms an obstacle in expressing their ideas well. Others said that they live in an Arab country, all people speak Arabic and they do not use English, so how can they be fluent in English. Some said that they do not understand the lesson during classes and outside classes there is no one to help them and this makes them feel that there is no need to pay attention to the class discussion, they only understand if teachers translate every single item in Arabic. Sometimes, some difficult words impede their understanding and comprehension of the lesson.

During the observation, it was also noticed that the students find difficulties in understanding the teacher's language. In the interview students stated that there are some difficult words that inhibit their understanding and comprehension; therefore, not understanding their teachers' explanations prevent them from answering. Others claimed that teachers speak quickly most of the time and this impedes their comprehension of the text well. "Our teachers don't make lessons interesting sometimes they are unwilling to teach or explain a lesson and this in a sense creates chaos and lack of concentration on the part of the students. Some teachers are nervous and difficult to deal with, consequently, we get bored and start asking each other about the time

and this leads us to hold negative views about them and the material they teach”. In two of the schools observed, students assured that their teachers speak slowly and tend to translate every single item that is why they feel at ease with this process.

It was also noticed that students were not ever involved in authentic communication in English during classes. In the interview, their responses varied. Some said that they are unable to neither speak nor use the language because they are weak in English; therefore, they tend to use Arabic. Others said that they do not know enough vocabulary to use English; therefore, they use Arabic for elaboration. Sometimes some difficult words in questions impede them from answering the questions. Others expressed their hatred towards their teachers; they do not want to answer their questions using their language. “We hate what they like.” Some said that it is difficult to choose a suitable word to form a sentence and teachers rarely help us.” One of them said that if I use English my parents usually criticize me saying that I am “Pampered.” Imagine how it is if a person tells you “Peace upon you “and you say “Hello” they will criticize you; therefore, I tend to use Arabic following my parents’ advice. In addition, my teacher uses Arabic most of the time. Others get bored

and are unable to concentrate if they have tests at that time. Consequently, they do not care about what's going on during a class period, their main concern is on how to prepare for the exam and if they achieve well in certain subject, they feel happy and prefer not to pay attention during classes. Others attributed this to their lack of understanding because the material is difficult and they cannot understand it. Some of them cannot read nor use the language, therefore; they find it difficult to deal with the language at all. Some attributed this to their preparation –that is- if they prepare their lessons, there is no need to neither listen nor pay attention to their teachers, assuming that they know everything and prefer to spend their time talking with their peers until the end of the class. Few have tutors at home and they do not have to worry about their teachers' explanations.

E-Pace

It was noticed that in few classes teachers speed up without taking into consideration students' needs. During their explanations, some of them talked a lot with no transmission between the flows of speech to check students' understanding; they speed up without considering

individual differences, without sensing that they were affecting the class especially slow learners who find it difficult to follow.

Teacher “C” In his review of the lesson entitled “A fire in the Forest” presented his lesson as follows.

T: What is the danger to forests?

S: Fire

T: Fire is the most important danger to forests.

T: When do you think it is very dangerous?

T: In which term?

T: In Summer.

T: Why?

T: Because it is very hot, the leaves and branches are very dry

T: Dry is the opposite of wet.

T: Fire is dangerous to forests .Where does the great danger come from?

T: From people. Careless people start fire carelessly. Careful people do not start fire near trees because trees catch fire quickly. Careless people throw litter on the ground, paper plates and bottles that help start fire in the forests.

T: What must we do to keep our forests safe from fire?

T: We must leave the wood clean.

T: We must take the litter back home.

F-Use of learning aids

All the teachers observed were teaching from the book. The material contains simple texts that do not help initiate any kind of discussion. In the interview students indicated that the topics are somehow interesting and appropriate to their level. They are not difficult or easy accompanied with some factual exercises that do not promote one's thinking. Most of their explanations were based on the material prescribed for them to use and follow. Teachers spent too much time on asking factual questions and answering them.

The ending of the lesson was planned, most of the teachers reviewed what had been studied during the class hour and students were happy that the period was over. When they were asked how they feel when the lesson is over. The majority asserted that they feel happy waiting for the bell to ring and for the time to pass because they admit that they are weak in English, not smart enough and hate the English language.

Others said that it depends on the task. Few said that their feelings towards their teachers determine this. If the teacher is patient and able to handle the material well, there is no need to worry about anything and students will not complain about the English Language difficulties and misunderstandings.

Discussion of the Results and Recommendations

The study aimed at examining the efficiency of the proposed method for teaching dialogue compared to the one prescribed for teachers to use in the teacher's guide of the 7th grade learners of English. The sample consisted of 281 students distributed on eight sections in four schools two for males and two for females. Each group was divided randomly into two sections. The first section was the experimental and was taught using the proposed method while the second group was the control group and was taught using the traditional method. The study also aimed to find out the factors that inhibit students' participation and for the sake of this, classroom observations and an interview were done.

The findings of the study showed that there is a statistically significant difference in gain score between the two methods of teaching. The gain score of the subjects who were taught using the proposed method in the experimental group is 3.9 whereas, the gain score of the subjects who were taught using the instructions in the guide in the control group is 4.8. As it can be noted that there is a statistically significant difference between the two groups in favor of the control groups. Meanwhile the findings indicated that there is a

significant difference between students attributable to gender in favor of males.

Table 3 shows that the gain score of the male is 5.4 while the gain score of the female is 3.6. This indicates that the level of the males is better than that of the female students and this shows the effect of the method of teaching on gender as it is shown in table 3. Concerning school authority, the results showed that the gain score of the students in public schools is 3.5. Whereas, the gain score of the students in UNRWA schools is 5.3. This indicates that there is a significant difference between both types of schools in favor of UNRWA schools.

Discussion of the Results

In this section, the results of the study will be discussed in light of the hypotheses and the recommendations will be extracted from these results.

Hypothesis 1

There is no statistically significant difference in gain score at $\alpha=0.05$ between the experimental and control groups due to the method of dialogue teaching.

The finding of this hypothesis shows that there is a significant difference between the experimental and the control groups. The gain score of the control groups is 4.8 whereas the gain score of the experimental group is 3.9. As it can be noted, there is a significant difference between the performances of both groups. Students' performance in the control group is higher than the experimental group. According to the researcher, these findings could be attributed to several reasons.

The first and the most important reason is due to the fact that in two of the schools chosen, the same teacher taught the two sections using different teaching methods. These teachers may be the source of intertwinement of information and may have transmitted the information to both sections equally. The reason that lead to the reduction of the differences between the two ways of teaching (The proposed method and the one in use); therefore, it is illogical to say

that the traditional method is more efficient than the alternative method.

Second, the low level of discussions inside most of the classes observed helps provide a complete picture about the state of interaction between students and teachers. The type of questions teachers ask and the type of feedback students receive. Such interaction does not promote understanding nor support the higher thinking skills, which does not lead to higher achievement in the higher cognitive levels.

Third, the alternative method is new to them and most of them are used to a certain learning style taking into consideration that each individual within the same class has his own way of acquiring things, therefore; the period of implementation is not enough to make a change under the traditional curriculum and methodologies for teaching and learning. A close look at the results of the studies previewed by Islah (2002-2003) related to the teaching of English in Palestine assured the low level of Palestinian students in both the listening and speaking skills that are quite absent in most of the classes. This absence is due to teacher's belief that these skills need time and effort. Moreover, the students lack the opportunities to use

the language that is why they feel incapable of producing one sentence without making mistakes and this impedes their communicative competence.

Fourth, teacher's prior knowledge hinders the success of any novel method since most of them are not highly qualified to deal with such tasks and show negative attitudes towards their work. Teachers teach from the book and avoid using instructional aids or enrichment materials. Although the current syllabus is based on the communicative approach, teachers still adopt the traditional methods of teaching. In addition to the reasons mentioned, there may be other hidden unnoticeable factors that may negatively affect the implementation of the alternative method successfully. The results of this study are consistent with others' findings. Black (1995) indicates that students' attention in class, willingness to participate and students' previous experience affect their attitudes toward learning. The method a teacher may be using, the length of class, students' level of competency, students' level of understanding, how a teacher plans a lesson, reacts to students' responses and behaves in class affect their participation.

The results are consistent with Skidmore (1999) who proves that Teachers-students argument is a monological form which inhibits interaction. Teachers talk most of the time and students are rarely provided with chances to use the language, and their attempts are being discouraged or ignored. There is little interaction inside these classes between teachers and students. Students responses are short, the aim is to give the agreed upon answer and they are rarely provided with thoughtful questions to widen their discussion and to help them think.

Denis (1998) also points out that teachers monopolize class talk and if students have questions, they feel afraid to ask. Others may have experienced an authoritarian discourse or may lack the opportunities to speak. Teachers also feel frightened to extend class talk, thinking that time is spent on controlling rather than on teaching. Others are concerned about having enough time to cover the material and the rest think that if they do not do so, they will not earn their money.

Hauser (1992) indicates that dialogue is absent in our classes due to the belief that the material is too advanced or students are not ready or their is not enough time, or they find it difficult to grade discourse and

the failure to advance class dialogue is a failure of teachers' vision toward this issue.

Williams (1991) indicates that teachers usually ask lower order questions in class interaction, believing that students need to master facts before dealing with higher levels of thought and school curriculum emphasizes more on facts and teachers lack the skills needed to formulate higher order questions. Wood (2001) indicates that in most classes the emphasis is on convergent questions, which require lower cognitive level such as memorization and knowledge.

McKnight 1986 also states that teachers avoid discussions worrying about the time-involved, the difficulty in covering the content and the need for thoughtful questions compared to traditional classes.

C.F. Green(1997) indicates that discussion skills are absent in classes due to their claim that large class size, students' level of proficiency and time constraints form an obstacle in developing these skills and teachers avoid discussion in their classes as the result of their negative experiences where there is little involvement in the discussion process.

Hypothesis 2

There is no statistically significant difference in gain score at $\alpha=0.05$ due to gender.

The results of the study showed that there is a statistically significant difference at $\alpha=0.05$ between male and female students in their performance. The gain score of males is 5.9 which is significantly higher than the gain score of female that is estimated to be 3.6. This indicates that the level of male is better than that of the females. The result may be attributed to the fact that learners all benefit from a variety of learning experiences, however, certain ways of acquiring a skill may work better for one person than for another if this preferred way of learning is given (Patsy 1993). In this case, Males benefit a lot from this approach because most of the questions require students to think and respond to the situations given; therefore, they did better than females who are known for their abilities to memorize and find difficulties in analyzing and interpreting difficult cases, they only do better if they are confronted with questions that require recall of information. In the interview, most of the females assured that their parents do not want them to continue their education; they study secretly away from their parents' eyes that is

why they find difficulties in comprehending the material by themselves. Moreover, males appeared to be more competitive than their female counterparts. Females appeared to be preoccupied with adolescent issues.

Hypothesis 3

There is no statistically significant difference in gain score at $\alpha=0.05$ due to school authority.

A close examination of the results revealed that there is a statistically significant difference at $\alpha=0.05$ between public and UNRWA schools. The gain score of public schools is 3.5 whereas the gain score for the latter is 5.3 which is significantly higher than public schools. The findings could be attributed to the fact that students in UNRWA schools have been well taught by qualified teachers who are equipped with current methodologies of teaching English and hold intense interest towards their work. The classroom observations showed that there are differences in teaching practices among teachers and the interview data do provide some evidence about the attitudes teachers have towards their work. Although they are obliged to cover the syllabus, but each has his or her own way of presenting the

material in a way that helps their students develop a proper understanding of concepts.

Recommendations

In light of the results of the study, the following pedagogical points can be suggested.

- 1- Applying the method proposed to examine its efficiency compared to the one stated in the manual and it would be better to carry the study out over a long period of time.
- 2- Decreasing the number of classes per week to enable teachers prepare material appropriate to students' level.
- 3- Providing students with opportunities to take part in oral communication to communicate effectively.
- 4- Encouraging students to make a ten- minute presentation on any topic of their interests at least three times a week to help them develop and use the language the best way possible.
- 5- Listening to the English language to get at ease in understanding the spoken language.
- 6- Inviting native speakers of English to Palestinian schools to talk at least once a week about various issues.
- 7- Asking thought provoking questions with specific purposes in mind to create open discussion.

- 8- Varying the pace to help students concentrate and follow the discussion.
- 9- Providing students with immediate practice after presenting certain language items to help them use and remember these items.
- 10- Allowing appropriate wait time to prepare the responses before presenting the case.
- 11- Encouraging students to ask questions and to inquire about any single item in the text.
- 12- Providing sufficient workshops for teachers to help upgrade teacher's performance in teaching the foreign language.
- 13- limiting the number of students per class session to help teachers work effectively with each member.
- 14- Evaluating the student's performance in the four language skills.

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Appendix 1

Sample lesson1

Unit 21 Lesson 1 Topic: Trees 7th grade

Good morning pupils. How are you?

T: Last time we talked about how humans participate in destroying the environment and we have already talked about Ahmad who participated in destroying the beauty of nature. Does anybody remember what Ahmad did? Students volunteer to answer the question. Teachers then ask the following questions.

1- Why did Ahmad cut the tree?

2- Do you think that he is right? Why?

3- If you were in his place what would you do?

4- Do you think that people still use wood to make fire? Explain?

- If no one volunteers, teachers need to ask leading questions or they may ask them to open their books etc.)
- Give each student a picture and ask students to illustrate and analyze the main points in each picture they have received.
- Students illustrate, analyze and discuss the pictures given due to the following questions which will be written on the board.
 - a- What is happening? b- Does it harm plants? etc

- Each may present orally one or three sentences commenting on the pictures.
- Teacher elicits the main points from the discussion and writes them on the board
- **Note. Teacher may add to the list.**
- Before listening to the dialogue on tape write the following questions on the board and ask students to write them down on their copybooks.
 - 1- How many people are talking? Who are they?
 - 2- What are they talking about?
 - 3- Why are trees important to people?
- After listening to the first part of the dialogue, students work together to answer the questions with their books closed. The teacher replays the tape another time; allow the students ample time to discuss answers in groups and agree on appropriate answers.
- The teacher asks students to listen to the second part of the dialogue. Teacher allocates sufficient time to answer the second part of the questions, discuss answers in groups and agree on appropriate answers.

- 1- Trees are the future of Jordan". What does this mean? Explain?
- 2- What is the National Tree Day? When do people celebrate this day?
- 3- Why should schools in particular celebrate the National Tree Day?

- Teacher elicits answers from groups and writes the appropriate answers on the board.
- Students correct their errors.
- Students now open their books and listen to the dialogue again.
- Students repeat after pauses.
- Students take turns reading the dialogue.
- Teacher asks them to guess the meanings of some words from the text.

Ask questions such as

- 1- What is the purpose of the passage?
- 2- Why are trees important?
- 3- How can we help to make our environment clean and beautiful?

Sample Lesson 2

Unit "22" Lesson1

The teacher may begin the lesson by writing an example such as the following on the board

“People participate in destroying the beauty of nature.” Do you agree, why yes .Why not?

- Teacher encourages students to give examples and discusses their responses (e.g. picking up litter from the ground, making posters to remind people not to throw trash on the ground)
- Teacher writes students’ responses on the board and discusses them with students.

T: Last time we talked about the importance of trees and how people participated in destroying the beauty of the nature by throwing trash or cutting down trees etc. Does anybody remember what happened in Salma’s School during the National Tree Day?

Students volunteer to answer the question. Later the teacher asks general questions about the text.

1- What is the importance of trees?

2- What can we do to keep the environment clean and beautiful?

3- You are sitting in a forest under trees .You saw young children making fire. What can you do to stop them from doing this?

- After placing the students in groups ask them to discuss with each other the questions given above.
- Teacher elicits some points from the students. Teachers may add to the list (How to keep the environment clean and how careless people participate in destroying the beauty of nature e.g. by cutting down trees, throwing trash etc).
- Before listening to the dialogue on tape, write the following questions on the board and ask students to write them down on their copybooks. These questions are fact questions: The answer is there and clear
 - a- Where were the family sitting?
 - b- What time of the year was it?
 - c- Why did they go there?
 - d- What is the name of the National Park? Where is it?
 - e- What was the father doing?
 - f- What were Jamil, his sister and his parents doing?
- After listening to the first part of the dialogue, students work together to answer the questions with their books closed. The

teacher then replays the tape another time –if they wish- to allow the students to discuss the problems together.

- The teacher asks the students to listen to the rest of the dialogue and allocates sufficient time for them to answer the rest of the questions given.

a- What happened in the forest?

b- How did Jamil's father manage to put out the fire?

c- Who came at last? What is his job?

- Replay the dialogue once or twice to help them listen to the whole part of the dialogue to check their agreed-upon answers.
- Teacher writes the agreed upon answers on the board.
- Students may change their opinions based on the discussion and adjust their answers accordingly.
- Ask students to open their books and listen to the dialogue.
- Students repeat after pauses.
- Students take turns reading the dialogue.
- Teacher asks them to guess the meaning of some words from the context.
- Teacher asks general questions about the text to assess their comprehension of the text.

- As for practice, the teacher may prepare a situation and ask them to construct their own dialogue.

"Imagine that you are the principal of a school and you have specific law against each one who throws trash on the ground pays five shequels. What do you think of this law? Mention two advantages and two disadvantages? Would you like to have such a law in your school ?Why yes ?Why not? Think of alternatives?"

The traditional method of teaching dialogue stated in the manual

- 1- Introduce the topic of the dialogue.
- 2- Tell students to open their books to cover the words of the dialogue and look at the pictures.
- 3- Get students to tell you about the pictures.
- 4- Use the pictures to present the key words.
- 5- Play the cassette of the dialogue; students listen and look at the pictures.
- 6- Set students a general question about the dialogue.
- 7- Play the cassette again. Get students to answer the general questions.

- 8- Tell students to uncover the words. Let students look through the words silently.
- 9- Play the cassette again and ask detailed questions.
- 10- Play the cassette again. Stop after each picture. Students listen and repeat sentence by sentence.
- 11- Teach the remaining new words in the dialogue. Use context and explanations appropriate.
- 12- Play the cassette again. Students read the speech of each character from the Student's Book.
- 13- Play the cassette again. Students listen; follow the dialogue in words and picture.

Lesson Plan for Unit 21 as in the Manual

Lesson 1 Title: Trees

1-3 Ask students to tell us what Salma's school play was about? Why are trees important? Tell students to read the title and look at the pictures

4 Use the pictures and the flashcards to teach the names of the trees

6 Ask: Where are the boys planting trees? Why?

9 Ask: Where did King Hussein plant trees? What did he say? What kind of trees did the boys plant? Which trees give fruit?

Lesson plan for Unit 22

Lesson 1 Title: A fire in the Forest.

1 Ask if anyone heard of Dib bin National Park (Translate the title) Where is it? Has anyone visited it? (If so, get them to say a few words about their visit)

4 Use the pictures to teach the words: Wood, Kebabs, smoke, on fire, flame, put out, guard. Translate "suddenly" and "at last". Students should be able to guess, "smell".

5 Ask: What put out the fire?

6 Ask: When do people go to Dib bin? What was Jamil's sister doing?
What did Jamil smell? How did they put the fire out? Was the guard
pleased with Jamil? What did the guard say to Jamil?

Appendix 2**In the Name of Allah**

Achievement Test

Name:

Date: 22/4/2004

Q.1 Listen to the conversation carefully, after you hear a conversation read the answers carefully and choose the best answer to the question you will hear.

- 1- The dialogue is between
 - a- two men .
 - b- a man and a woman.
 - c- two women.

- 2- Who is the man?
 - a- A doctor.
 - b- A policeman.
 - c- Bill.

- 3- Who is the man speaking to?
 - a- A policeman.
 - b- A teacher.
 - c- Mrs. Green.

4- What are the people doing?

a- Speaking.

b- Dancing.

c- Reading.

5- What are they talking about?

a- A film on T.V.

b- An English Lesson.

c- Others.

6- Where are the people talking?

a- At a shop.

b- At a restaurant.

c- At school.

7- The woman has got a

a- headache .

b- Toothache.

c- headache and backache.

8- The man opened

- a- Mr. Green's shop.
- b- Mr. John's library.
- c- Mrs. Green's door.

9- The woman felt

- a- Happy.
- b- Sad.
- c- Angry.

10- Minnie put the ----into Mrs Green's bag.

- a- apples.
- b- oranges.
- c-nuts.

Q.2 Look at the pictures and write the number of the picture it tells about. You can add what you can see in the picture.

1- Dottie covered up the seeds with soil.

2- Next, she watered the seeds.

3- After a few days the seeds grew,

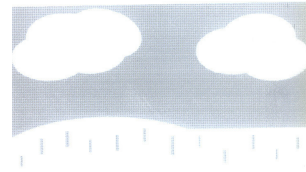
4- The seeds grew and grew.

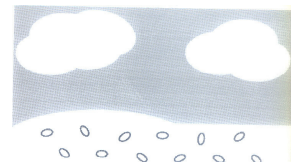
5- The sun shone down on the seeds.

6- She dug up the soil and put the seeds on top.

7- Dottie found some flower seeds.

8- The seeds grew into beautiful flowers.



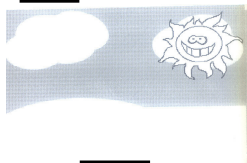


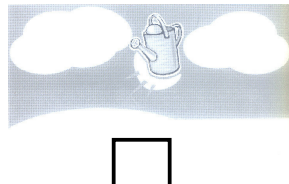












Q.3.A:

The picture below shows something you can do to help save the environment. Think of three more things. Write them down on lines from the most important to the least important?

For example:

- 1- You mustn't throw dirt on the ground
- 2- You need to water the plants.
- 3- You don't have to cut down trees.
- 4- You have to plant trees every year to keep the place green.
- 5- You have to make posters to tell others not to throw anything on the ground.
- 6- You should put litters in the garbage to keep the place clean
- 7- Don't kill animals.
- 8- Don't smoke in public places.



1-----

2-----

3-----

B

What is the thing you like to do most? Write a sentence to say why?

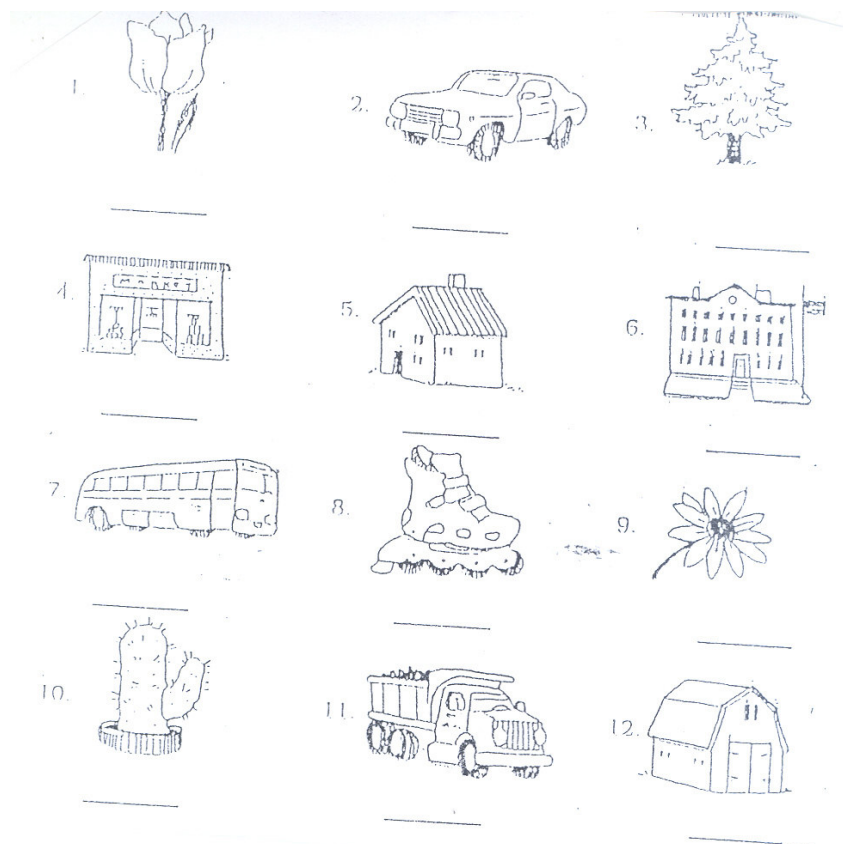
Q.4.A

1- Before you answer the questions, study the pictures carefully.

a- Write A under the plant pictures.

b- Write B under the building pictures.

c- Write C under the pictures of things that move.



4.B

2-Think of one more thing for each group.

Plant pictures -----

Building pictures-----

Pictures of things that move -----

Q.5.A

Read the sentences carefully and try to infer a word's meaning through the use of context clues for each underlined word.

1- April is the time to plant Plant means

- a- Machine
- b- To put plants (seeds) into the ground to grow
- c- A living thing that has leaves and roots and grows in earth.

2- All plants need water and light. Plants mean

- a- A living thing that has leaves and roots and grows in earth.
- b- Machine.
- c- To put plants (seeds) into the ground to grow.

3- His height enables him to participate in the game. Height means

- a-Tall
- b-Short c-Not tall

4- During the floods the river water rose to the height of the main road

beside it. Height means

a - At the same level

b- Above the level.

c- Below the level.

5- The road was so crowded that the car could not pass through. Pass

means

a- To reach and move beyond the place

b- To go forward

c- To give by hand

6- Please pass me the salt. Pass means

a-To go forward.

b-To give by hand

c-To reach and move beyond the place

7- Most doors are made of wood. Wood means

a- Material

b- A place where trees grow/small forest.

c- A man who works in woods and forests.

8- Let's have a walk in the woods. Woods mean

- a – A place where trees grow/small forest.
- b- Material
- c- A man who works in woods and forests¹.

Q. 5.B

1- Complete

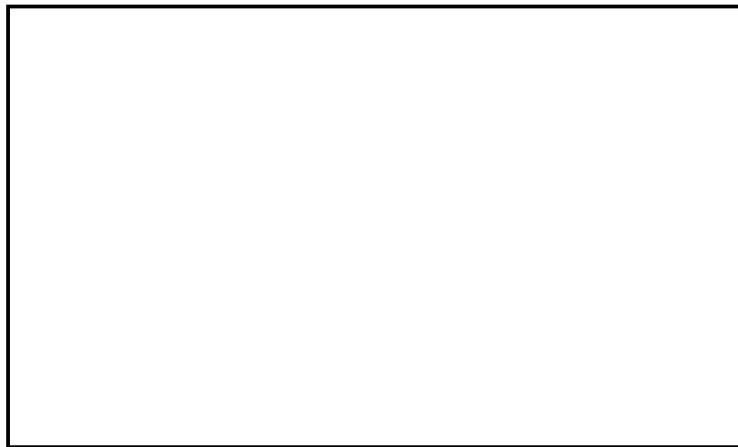
a- If I were a tree, I would be(fig tree, Olive tree, Pine tree,.....etc)

Because.....

.....

5.C.

Draw a picture to show how you would look?



¹ All the words were taken from Long man dictionary of American English (1983)

Q.6

Write a sentence under each picture







Q.7

Read the questions carefully and answer 4 of the following questions.

1- If keeping your surroundings clean is something important. What do people need to do to keep the place clean and beautiful?

2- People usually get rid of trash by burning it? Do you think that it is a good way? What alternatives do you suggest?

a- _____

b- _____

3- Imagine that you are going to arrange for a journey; put a plan to keep the place clean?

a- _____

b- _____

c- _____

4- What is the aim of keeping the place clean?

a- _____

b- _____

5- “Imagine that you are the principal of a school and you have specific law against ...?”

.E.g. each one throws trash on the ground pays 5 shequels. What do you think of this law? Mention 2 advantages? 2 disadvantages? Would you like to have such a law in your school? Why yes? Why not? Think of alternatives.

6- “People participate in destroying the beauty of the nature”. “Do you agree, why yes, why not?”

With my best wishes

Appendix 3

Observation Checklist

A- Presentation of the lesson

- 1- Did the teacher review related, previously learned material before introducing new material?
- 2- Was the presentation clear?
- 3- Did any students participate in the presentation ?
- 4- Did the teacher talk too much during the presentation?
- 5- Were the students given the opportunity to talk?
- 6- Were any instructional aids used in the presentation?

B- Teaching Vocabulary

- 1- Were all the new words being taught at one time?
- 2- Were the meanings discussed efficiently and interestingly?
- 3- Were words practiced in some context?
- 4- Were the words reviewed during the lesson?
- 5- Were the students given the chance to practice using the words?

C-Asking questions

- 1- Did the teacher ask different kinds of questions?
- 2- Were the students encouraged to ask questions?
- 3- Were the questions designed to encourage students to think in different ways?
- 4- Did the teacher ask questions using vocabulary that the students did not understand?
- 5- Did the teacher listen to students' responses?
- 6- Did he respond to students' answers?

D- Student Involvement.

- 1- Were the students ever involved in authentic communication during the class?

E -Pace

- 1- Was the pace appropriate to the learning activity?
- 2- Did the teacher vary the pace so that the slow learner would not become frustrated and the fast ones bored²?

² Practice- teaching and Observation Guide. Class Handout. Department of Education and psychology, Birzeit University.

Classroom Observations:**A-Presentation of the lesson**

Teacher A presented his lesson as follows:

T: What is today?

S: Today is Tuesday

T: What is tomorrow?

S: Tomorrow is Wednesday

T: What was Yesterday?

S: Yesterday was Monday.

T: What month is it?

S: May.

T: What date is it today?

S: 10th of June, 2004

T: 10th of May 2004

T: I'm going to ask you questions about Unit 21. What Unit is it?

S: Unit 21

T: What lesson is it?

S: Lesson one.

T: Open your books p 83. What was the play about?

S: About Trees.

T: Thank you

T: We need trees.

T: The title is trees

T: Is this title a verb or a noun?

S: Noun.

T: What's the singular and the plural of the word " tree"?

S: Tree.

T: What about the plural?

S: Trees.

Teacher B presented her lesson as follows.

T: Why are trees important?

S: They give us Fruit and wood.

T: What else?

S: Shade

T: Do you like to plant trees?

S1: Yes

S2: No, I do not like to plant trees.

T: What kind of trees do you like to plant?

S1: Lemon trees.

S2: Orange trees.

S3: Fig trees.

S4: Olive trees.

T: Now listen to the cassette.

Teacher C presented his lesson with some kind of warm up activities before he began.

T: Are trees important?

S: Yes they are.

T: Are there many trees here surrounding your school?

S: Yes, there are pine trees.

T: Are there any olive trees?

S: Yes, they planted them last month.

T: Trees are important. Why are they important?

S: Because they give us shade and fruit.

T: Do fig trees give us shade in Winter?

S: No

T: Why?

S: They do not have leaves.

T: Because the leaves of trees fall in Autumn.

T: Now trees give us shade and fruit .What fruit do trees give us?

S: Fruit, Olives, Oranges.

T: Every tree has three parts. Roots, Trunks, Crown. (T asked students to repeat them)

T: Are roots over the ground or under the ground?

S: Under the ground.

T: Which part of the tree is under the ground ?

S: roots

T: What is the most important part of trees?

S1: roots.

T: Why are roots important for trees?

T: Because they stop trees from falling down in winter where there are lots of wind.

T: What is the crown made of?

S: It is made of leaves and branches.

T: How can we look after trees?

S1: Don't cut them.

S2: Plant trees every year.

S3: Not to start fire between trees.

T: Trees are important; they give us fruit, shade, bring rain and give oxygen. When a tree is old we cut it and use its wood and plant a new one.

The presentation of the last participant is somehow different. Some students went to the front of the class to present their work. Students were all involved and the teacher was guiding the discussion.

The lesson began as follows.

T: Good morning students.

Ss: Good morning teacher .

T: What's Today?

S: Saturday.

T: What's the date today?

S: 15th of May 2004

T: Show and tell (Each student presented her work related to the new lesson).Who would like to start?

S1: (Stood in front of the class, she sang a song related to the topic about the importance of trees)

“Apple tree.

I'm apple tree

I give you fruit

Please do not cut me and be my friend etc.

T: Who wrote the poem?

S1: me

T: Good (Students ask the presenter questions)

S: What is your favorite tree, Amal?

S1: Apple Tree.

S2: Where does it grow?

S1: It grows on mountains.

S3: It has very nice color and fruit, hasn't it?

S1: Yes, it has.

S4: Do they have flowers?

S1: Yes. They have white flowers.

S5: Do they need water to grow?

S1: Yes.

S1: Do you have trees at home?

S: Yes, but not apples.

T: If you do not have trees at home, which tree would you have?

S: Berry

S: A Strawberry is a beautiful tree. It has a delicious fruit.

S: I like fig trees because it has delicious fruit.

S: Which tree do you like to have at your home?

S: I do not like trees.

T: Why? Do you agree with her? Trees are very important, aren't they?

S: Yes, they are.

S: There are many trees in my garden.

S: I would like to have an Olive tree because it is delicious and it's written in our holy Qur'an.

T: Who else would like to present her work?

S: Hello, my name is Salma. I'm in 7th grade .Many things are made of wood for e.g. Chairs, desks, cupboards. I like trees very much and many things are made of wood .Do you like trees?

T: Now ask her questions

S1: Everything we use is made of wood where do they come from?

S1: From trees

S2: Is it good to cut down trees? What should we do?

S1: We need to plant lots of trees.

T: If you plant a tree this year next year it will be small.What other things can we use? T: Plastic, glass, iron.

B-Teaching Vocabulary

Teacher "A" presented the vocabulary as follows

T: Look. This is a branch of what kind of trees?

S: A fig tree

T: You are very good

T: Look here. Listen fig

T: fig tree (T: repeated three times)

Ss repeated three times.

T: What do fig trees give us?

T: They give us figs.

T: Can you eat figs?

S: Yes

T: Fig tree: a kind of tree with soft and sweet fruit.

T: What does it mean in Arabic?

T: Fig tree: شجرة تين

T: We planted them in our gardens.

T: Look at the second picture (The teacher showed them a card to teach the other word "protect")

T: Protect

T: Protect

Ss: protect

T: protect: يحمي

T: Protect means: to keep from danger.

T: who can read the word and the meaning? Students read the word and the meaning.

T: For e.g, Ali wore his hat on his head to protect him from the sun.

The word “Protect” means to keep from danger in Arabic: يحمي

T: Look at the third card.

T: Shade

T: repeat “shade”

Ss: shade

T: Again shade

Ss repeated the word "shade" three times

T: Trees give us shade

T: shade means: Shelter

T: what does the word “shade” mean in Arabic?

T: Shade means what?

T: It means ظل

T: all over

T: For example. English is spoken all over the world.

T: all over

T: all over means: everywhere/ in all directions.

T: round

T: I put my belt round my waist

T: The teacher read the words once and asked them to repeat after
him.

T: The teacher asked one of the students to read the list of the
vocabulary again.

Appendix 4

Interview Questionnaire

1- Why do you not participate in class discussion?

Few students attributed their lack of participation to several reasons such as illnesses, difficulty in understanding questions raised by their teachers and lack of ability to use the language to express themselves in English. They feel uncertain whether their answers are correct or not and they only participate if they receive help from their parents otherwise, they find difficulties in trying to understand what's going on inside classrooms .

The majority of students hold negative views towards the English language. They are unwilling to use it and get bored because they can't follow their teachers' explanations .Others said that the English Language is difficult and most teachers are unqualified to handle the material well and without understanding they face difficulties in responding to questions given .In addition, the material is culturally unrelated to them and they associate it with the language of colonialism and that there's no need to use it at all .Students feel that there is a distance between them and their teachers. Teachers are sometimes nervous and students find it difficult to discuss any

problem with them. Others are afraid that their friends may criticize them; therefore, they prefer not to speak nor participate. Some of them feel that they are unable to concentrate mainly if they have tests at that time and consequently they do not care about what is going on during a class period. Their main concern is on how to prepare for the exam and if they achieve well in certain subject, they feel happy and prefer not to pay attention during English class. Some of them pointed that if they don't know the answer to a certain question ,they wait until one of their classmates answer it.

2- Do you pay attention to your English teacher in class?

Their responses to this question varied. Some attributed this to their preparation –that is- if they prepare their lessons, there is no need to listen nor pay attention to their teachers assuming that they know everything and prefer to spend their time talking with their peers until the end of class. Others have tutors at home and they do not have to worry about their teachers' explanations. They said that that their teachers do not give them chances to neither participate nor use the language. Some teachers insult them verbally in front of their peers, embarrass them by asking them to explain things in class without

giving them a chance to prepare their answers. Others said that they do not understand the lesson during classes and outside classes there is no one to help them. Consequently, they feel that there is no need to pay attention to class discussion. They only understand if teachers translate every single item into Arabic.

3-Do you face difficulties in using the language?

Their responses varied. Some of them feel that they lack the vocabulary to express their ideas in English; they also find difficulties in understanding teachers' questions and keep asking for help. Besides, they are not even allowed to say their opinions in Arabic. As one of them stated, "English is unlike our mother tongue Arabic and if we try to answer a question, the teacher asks others to answer if we are hesitant and uncertain of our answers, but if we are certain of our answers we answer fluently and confidently". Some of them said that when they speak they feel hesitant to utter long sentences fearing criticism and are afraid that their answers are wrong; therefore, they consult with classmates before answering the teachers' questions. In fact, most of them assured that teachers ask questions that are difficult to solve, but if the answer is stated in the book, it is easy for them to

answer. Otherwise, they cannot. Besides, smart students usually volunteer to answer these questions at the expense of other students' time. When interviewed most of them indicated that "not knowing a lot about the language and our inability to use it form obstacles in understanding and comprehending the material well."

Some said that they are unable to neither speak nor use the language because they are weak in English; therefore, they tend to use Arabic. Others said that they do not know enough vocabulary to use English therefore, they use Arabic for elaboration. Sometimes, some difficult words in questions impede them from answering the questions awaiting teachers' help. Few expressed their hatred to their teachers, they do not want to answer their questions using their language. "We hate what they like". Some said that it is difficult to choose a suitable word to form a sentence and teachers rarely help us". One of them said that if I use English my parents usually criticize me saying that I'm "Pampered" .Imagine how is it if a person tells you "Peace upon you "and you say "Hello" they will criticize you ;therefore, I tend to use Arabic following my parents' advice .In Addition, my teacher uses Arabic most of the time.

4- What makes you hesitant to talk in class?

Most of the students agreed that their teachers work mainly with achievers who are allowed to answer most of the questions, depriving the rest from taking part in class discussion. In addition, feeling uncertain about their answers makes them hesitant to speak as they may be criticized by their teachers and their peers.

The majority pointed out that what makes them hesitant to talk is their inability to speak, they do not know enough words to form sentences and they cannot understand the question; therefore, they prefer not to answer nor take part in class discussion. "We usually speak, but it ends up that we are talking about something unrelated to what we are going to say. We usually raise our hands, but the teacher chooses good students and we feel depressed". Others have terrible conditions at home that make them feel depressed all the time?

5- Are you interested in learning the foreign Language?

The majority agreed that English is difficult, odd despite their parents' help; they prefer Arabic to English because the latter contains difficult words and questions. Although, they are able to read and write, they are unable to speak fluently. Few of them face difficulties in answering questions and these difficulties in their opinion due to

their lack of practice in using the language. In addition, most of them are not equipped with sufficient vocabulary to initiate talk. Students sometimes know the answer, but they face difficulties in translating their thoughts and ideas into English. The majority assured that there is no need to listen to teachers during classes because they do not like the language. For them lessons are boring and they are bored. Their boredom is due to difficulties in understanding the teachers' explanations. Sometimes they are unwilling to answer and they tend to talk with their friends. "Our teachers don't make lessons interesting. Sometimes, they are unwilling to teach, or explain a lesson and this in a sense creates chaos in class and lack of concentration on the part of the students". Some of the teachers are nervous and difficult to deal with consequently; we get bored and start asking each other about the time. Others said that they run long distances to reach their schools feeling tired and unable to concentrate. They sit in class just to have rest and pass time thinking about going back home. Others attributed this to their lack of understanding because the material is difficult and they cannot understand it. Some of them cannot read nor use the language; therefore, they find it difficult to deal with the language at all.

6- Do you think the time allotted for each lesson is appropriate?

The majority agreed that the time of an English class affects their understanding to the topic discussed. Few of them said that they never mind whether it is early or late assuming that if one class finished another similar boring one will follow and so on until the end of the day.

7- Do you find difficulties in understanding the teachers' spoken English?

Most of them find difficulties in understanding their teachers' explanations in English. There are some difficult words that inhibit their understanding and comprehension of the text; therefore, not understanding their explanations prevents them from answering or solving the problems given. Sometimes they feel that they know the answer to a question but find difficulties in translating their thoughts into English. Others claimed that teachers speak quickly most of the time and this impedes their comprehension of the text well. Others speak slowly and tend to translate every single item and students feel at ease with this process. Some said that they live in an Arab country, all people speak Arabic and they do not use English so how is it to be

fluent in English. Few complained that teachers' questions are sometimes difficult, students cannot understand them and prefer not to ask them questions. The teachers' motto as one of them indicated is "Please wait until the end of the class; we will answer your questions." Consequently, students forget what they are going to inquire about and prefer to consult their friends or their parents instead.

8-How do you feel when the lesson is over?

The majority felt happy, waiting for the bell to ring and for the time to pass because they admitted that they are weak in English not smart enough and hate the English Language. Others said that it depends on the task. For example, if the lesson is interesting and we are taking part, we feel that we are active. Few said that their feelings towards their teachers determines this .If the teacher is patient and efficient enough to handle the material well, there's no need to worry about anything and students will no longer complain about difficulties and misunderstandings. Others said that if the lesson has finished consequently; another class will take place and so boredom will continue.

9- Do you feel that teachers encourage their students to present their ideas and respond to their answers in class?

Most of them agreed that teachers give chances for students to participate. “If teachers feel that we know the answer, they encourage us and listen until we have finished otherwise, they overlook our responses and ask others to answer”. Others said that their teachers encourage them to speak, but if they feel that they are hesitant and unable to continue, they ignore them .In general, they encourage weak students but concentrate mainly on achievers. They do not allocate sufficient time for others to express themselves well. Few of them agreed that when they try to answer a question, their teachers usually look at their books instead of paying attention to them and they are rarely provided with feedback on errors.

10- Is your teacher patient with students who are having difficulties in understanding the lesson?

Most of them agreed that teachers offer to help them, listen to their responses not often depending on their teachers’ psyche. When they are nervous, they deal with them in a different way. Overall, most of them are helpful and seek to help their students.

11- Does the teacher try his/her best to explain the difficult lesson?

The majority agreed that their teachers are willing to help them but most of them find difficulties in explaining the material more than once. If they help, they help them figure out ambiguous things they find in comprehending a lesson, but they get bored if they are asked to repeat the whole issue. They also pointed out that teachers repeat the material in case there are difficulties in comprehending the lesson. When interviewed students said, "Teachers spend time on explaining a lesson how is it to repeat the whole issue again". In this case, teachers feel depressed and get angry if this happens because they are unwilling to repeat the lesson.

12- Does the teacher respect students' opinions?

Some of them said that their teachers listen to them and respect their opinions. Others ignore their students if their answers differ from the agreed upon answers. Few said that they do not understand anything to say their opinions freely.

13- Why do you not sit in the front row?

All of them feel comfortable sitting at the back thinking that it's interesting, good for cheating, faraway from teachers' eyes so that they couldn't be noticed by anyone. It is, according to them, a good place to sleep when they feel that they are bored, tired and a suitable place to talk with peers so that teachers will not look at them. Unlike the front rows, they also eat, play with each other, hide under desks and make noises.

14- What topic would you like to talk about in class?

They agreed that they like to take part in lessons /activities that meet their needs, interesting, appropriate to them and have background knowledge about. Few of them feel hesitant to initiate talk so as not to be the first to answer a question or to solve a problem raised. Some of them like to read a text, fill in the blanks , give meanings to certain words, answer questions that require short answers (true or false questions) .They hate to deal with (detailed questions) because such questions require the ability to formulate complete sentences that they most often lack.

15- Do you prepare for the next day English lesson?

One of the students pointed out that there is no need to prepare because his teacher explains everything and he feels that he understands and comprehends during a class session. Some of them prepare, but unwilling to participate either because questions are difficult or because they get bored. Others feel that they have enough time to prepare, but they do not like the material. They are moody. Sometimes they feel that they like to participate, but questions are still a big problem that impede their comprehension. Two of them said that exams prevent them from preparation and they prefer to study for the exam rather than preparing. Some of them work after school, others are taking courses. Few of them have troubles at home and are equipped with the idea that English is difficult and boring. Low achiever students assured that, "If teachers do not explain lessons to us, how is it to ask us to prepare something we don't know anything about. Teachers know that we are weak and face difficulties in understanding and comprehending the material by ourselves". Some of them admitted that if they do not prepare, they wait anxiously until the end of the class fearing that teachers may embarrass them by asking questions. Most of the females assured that their parents do not

want them to continue their education; they study secretly and find difficulties in comprehending the material by themselves.

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And

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