

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.