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إقــــــــــــرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

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The Effectiveness of Using Webinar on Improving Speaking Skills for the Rafah
UNRWA Seventh Graders and their Anxiety in Speaking

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فعالية استخدام برنامج الوبينار على تنمية مهارات التحدث لدى طالبات الصف السابع بمدارس وكالة
الغوث وتشغيل اللاجئين في رفح وقلقهن اتجاه مهارة التحدث

أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد،
وإن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو بحثي لدى أي مؤسسة
تعليمية أو بحثية أخرى.

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DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's
own work, and has not been submitted elsewhere for any other degree or
qualification

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The Islamic University- Gaza

Deanary of Postgraduate Studies

 Faculty of Education

 Curricula & Teaching   Methods Department

The Effectiveness of Using Webinar on Improving Speaking Skills for
the Rafah UNRWA Seventh Graders and their Anxiety in Speaking

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A Thesis Submitted to the Curricula & Teaching Methods Department,
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الجامعة الإسلامية – غزة
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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ **مها ابراهيم عودة زعرب** لنيل درجة الماجستير في كلية *التربية/ قسم مناهج وطرق تدريس* وموضوعها:

The Effectiveness of Using Webinar on Improving Speaking Skills for the Rafah UNRWA Seventh Graders and their Anxiety in Speaking

وبعد المناقشة العلنية التي تمت اليوم الاثنين 04 شعبان 1435هـ، الموافق 2014/06/02م الساعة الحادية عشرة صباحاً بمبنى اللحيدان، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

أ.د. عوض سليمان قشطة	مشرفاً ورئيسًا	....
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د. باسل سليم سكيك	مناقشاً خارجيًا	....

وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية *التربية* /قسم **مناهج وطرق تدريس**.

واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي والدراسات العليا

أ.د. فؤاد علي العاجز

بسم الله الرحمن الرحيم

(لَا أُقْسِمُ بِهَذَا الْبَلَدِ ﴿1﴾ وَأَنتَ حِلٌّ بِهَذَا الْبَلَدِ ﴿2﴾ وَوَالِدٍ وَمَا وَلَدَ ﴿3﴾ لَقَدْ خَلَقْنَا الْإِنسَانَ فِي كَبَدٍ ﴿4﴾ أَيَحْسَبُ أَن لَّن يَقْدِرَ عَلَيْهِ أَحَدٌ ﴿5﴾ يَقُولُ أَهْلَكْتُ مَالًا لُّبَدًا ﴿6﴾ أَيَحْسَبُ أَن لَّمْ يَرَهُ أَحَدٌ ﴿7﴾ أَلَمْ نَجْعَل لَّهُ عَيْنَيْنِ ﴿8﴾ وَلِسَانًا وَشَفَتَيْنِ ﴿9﴾ وَهَدَيْنَاهُ النَّجْدَيْنِ ﴿10﴾)

سورة البلد: الآية (1-10)

No, I swear by this country (Mecca), and you are a lodger in this country. And by the giver of birth, and whom he fathered, We created the human in fatigue. Does he think that none has power over him! He will say: 'I have destroyed a vast wealth.' Does he think that none has observed him? Have We not given him two eyes, a tongue, and two lips, and guided him on the two paths (of good and evil)?

DEDICATION

To my parents

You taught me oh so much

I can't begin to describe all the ways, that's my life

you profoundly touched. You taught me morals and values, you helped me reach my goals and all the things I learned from you will still till I'm old.

I want to thank you deeply, for being there for me; and for being absolutely, without a doubt, the best parents one could be and have.

ACKNOWLEDGMENT

Abstract

The Effectiveness of Using Webinar on Improving Speaking Skills for the Rafah UNRWA Seventh Graders and their Anxiety in Speaking

This study aimed at investigating the effectiveness of using Webinar on improving speaking skills for the Rafah UNRWA seventh graders and their anxiety in speaking. The speaking sub-skills which were the study's focus were fluency, accuracy and comprehensibility. For achieving this aim, the researcher adopted the experimental approach. The sample of the study consisted of (48) female students equally divided into (24) students for the experimental group and (24) students for the control one. It was randomly chosen from Rafah Prep (B) Girls' School. The researcher designed three tools; the achievement test to measure the students' speaking achievement, the observation card to observe the students' speaking development, and the anxiety scale to measure the students' anxiety level when speaking occurred due to the implementation of the experiment. The researcher also used the Web based seminar for implementation and the content analysis as helping tools. The experiment was applied during the first term of 2013-2014 scholastic year and used speaking functions in Grade Seven, *English for Palestine*, Students' book. The experiment lasted for 8 lessons given online through using webinar. The data were analyzed statistically by using Mann Whitney to measure the differences between the performance of the experimental and control group in the pre and the post test. The effectiveness of using Webinar on developing speaking skills was also measured by using Mann Whitney. The results of the study revealed that the webinar has affected positively students' English language speaking skills. It has also reduced students' speaking anxiety. In the light of those findings, the researcher suggested some recommendations that are hoped to help syllabus designers, supervisors and English language teachers in developing teaching speaking skills. The researcher recommends that the Palestinian teachers should update the latest technology tools to get benefit from their advantages.

ملخص الدراسة

فعالية استخدام برنامج الوبينار على تنمية مهارات التحدث لدى طالبات الصف السابع بمدارس وكالة الغوث وتشغيل اللاجئين في رفح وقلقهن اتجاه مهارة التحدث

هدفت هذه الدراسة للتحقق من فعالية استخدام برنامج الوبينار في تنمية مهارات التحدث لدى طالبات الصف السابع بمدارس وكالة الغوث وتشغيل اللاجئين في رفح وقلقهن اتجاه مهارة التحدث. واشتملت هذه الدراسة على ثلاث مهارات فرعية للتحدث هي الدقة والطلاقة والفهم. وقد استخدمت الباحثة المنهج التجريبي وتكونت عينة الدراسة من (48) طالبة موزعة بالتساوي على كل من العينة التجريبية والعينة الضابطة ـ (24) طالبة لكل مجموعة. صممت الباحثة ثلاث أدوات للدراسة هي (ا) اختبار تحصيلي لقياس مدى تقدم الطلبة في مهارة التحدث باللغة الإنجليزية، (2) بطاقة ملاحظة لتدعيم نتائج الاختبار التحصيلي الكتابي حيث أن مهارات التحدث لا يمكن قياسها كتابياً و (3) مقياس القلق اتجاه مهارة التحدث لقياس مستوى القلق عند التحدث. كما استخدمت الباحثة الوبينار واستعانت بتحليل المحتوى لبناء الاختبار التحصيلي. طبقت هذه الدراسة خلال الفصل الأول من العام الدراسي 2013 -2014 واستخدمت وظائف اللغة المتضمنة في كتاب اللغة الانجليزية المقرر للصف السابع. كما بلغ عدد الدروس المعطاة عبر برنامج الوبينار 8 دروس. تم تحليل نتائج الدراسة احصائيا باستخدام اختبار مان وتني لقياس الفروق بين أداء المجموعة التجريبية والضابطة في الاختبار القبلي والبعدي. وقد تم أيضاً قياس فاعلية البرنامج باستخدام اختبار مان وتني. وقد أظهرت نتائج الدراسة أن استخدام الوبينار له أثر ايجابي على تنمية مهارات التحدث لدى طالبات الصف السابع وتقليل قلق التحدث لديهم. وفي ضوء نتائج الدراسة فإن الباحثة اقترحت بعض التوصيات التي تأمل أن تساعد مصممي المناهج والمشرفين ومعلمي اللغة الانجليزية على تطوير مهارات التحدث. كما وأوصت الباحثة بضرورة أن يقوم المعلمون الفلسطينيون بمواكبة آخر التطورات التكنولوجية للاستفادة من مزاياها .

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Background of the Study

1.1 Introduction

Language is a means of control as well as of communication. People can transfer information or messages and express their ideas and emotions with language. Language is also used to express everyone's hopes, ambitions, and thoughts. Moreover, language can serve the human needs in their communication in all sectors, such as industry, military, business, tourism, transportation, sports, international relations, technology and education.

Learning languages is very important today. Foreign languages are socially demanded, especially at the present time, when the progress in science and technology has led to an explosion of knowledge and has contributed to an overflow of information. Foreign languages are needed as the main and most efficient means of information exchange of the people of our planet. Learning English can be learned inside and outside classrooms. Learners can spend their time in learning through using computers and internet to learn and search how to speak English and to communicate with native speakers or with other people who speak English but their mother tongue is not English.

In education, English has become the primary language of communication. It is spoken by millions of people all over the world. Genc (2007: 6) says that "when we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills".

Like any language, English consists of those four skills. Speaking is one of the basic skills that requires communicative competence, pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, comprehension and gesture improving, in order to build a good communication. These elements are needed to measure the capability of the students in speaking using appropriate technique. Brown (1994: 103) states that speaking is a skill in producing oral language. It is not only an utterance but also a tool of communication. It occurs when two or more people interact with each other aiming at maintaining social relationship between them. According to

Widdowson (1994), speaking is the active production skill and use of oral production. It is the capability of someone to communicate orally with others. Thus, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. By speaking with others, we are able to know what kinds of situations are there in the world. Speaking as a language skill used for communication is recommended in the Holy Qur'an (O mankind ! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted) (with all things). (Hujurat,13, p. 517).

English education in the Gaza Strip can be categorized as a true foreign language learning context rather than as an English as a second language situation. That is, outside the classroom, English is rarely used and the classroom instruction is most likely the only input for language learning. Learners, therefore, receive limited target language input and have limited language learning time, unlike the second language learning situations where the target language is used outside the classroom.

In recent years, methodologists and linguists have begun to argue that the spoken language should be the principal objective in language teaching. In order to develop speaking skill, it should be identified, practiced, and improved by the use of various activities and tasks. Unfortunately, throughout the researcher's notice, speaking skill is mostly neglected or in the best cases, not taught the right way. According to the researcher experience, this came as a result of the teachers' misunderstanding of how to teach speaking and their ignorance of its importance. Besides, teachers themselves are not good users of English, and those who cannot speak English fluently are unlikely to be able to teach speaking. One of the main problems in teaching English is to prepare the learners to be capable of using it orally with confidence at least inside the classroom.

Students learn English for twelve years, and they can not speak it satisfactorily. This comes as a result of the teacher's dominance of the class where the learner is only a silent listener. Communicative teaching of speaking through using webinar breaks this barrier. The teacher has to secure a safe environment for the learner to talk, providing him

with the social context required for this situation. So traditional lecture-based teaching is problematic in many ways (Isaacs, 1994 & Rosenthal, 1995). Problems associated with this type of teaching include ineffectiveness, passiveness, and alienation of students. In the context of technology and related sciences, some revisions have been suggested to improve lecturing as a teaching method by activating students using, for example, co-operative learning in small groups and essay-writing assignments about technical topics (Isaacs, 1994). From this perspective, lecturing is not without potential if the previously mentioned problems can be corrected, but other learning methods must also be considered like applying technology tools in the learning process.

Learning technology is an area with many names but few definitions. It can encompass educational multimedia, web-based learning, computer-assisted learning, and a whole host of other related topics, and is usually understood to be synonymous with Educational Technology (Oliver & Bradley, 1999). Irrespective of the terminology, all of these terms focus on the use of technology to support innovations in teaching and learning. Integrating technology with classroom practice can be a great way to strengthen engagement by linking students to a global audience, turning them into creators of digital media, and helping them practice collaboration skills that will prepare them for the future.

Technology is everywhere (ubiquitous), touching almost every part of our lives, our communities, our homes. Yet most schools lag far behind when it comes to integrating technology into classroom learning. Many are just beginning to explore the true potential tech offers for teaching and learning. Properly used, technology will help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy. Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Effective tech integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals (Edutopia Staff , 2008).

The myriad resources of the online world also provide each classroom with more interesting, diverse, and current learning materials. The Web connects students to experts

in the real world and provides numerous opportunities for expressing understanding through images, sound, and text.

New tech tools for visualizing and modeling, especially in the sciences, offer students ways to experiment and observe phenomenon and to view results in graphic ways that aid in understanding. And, as an added benefit, with technology tools and a project-learning approach, students are more likely to stay engaged and on task, thereby reducing behavioral problems in the classroom.

Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun (Edutopia Staff , 2008). Effective technology integration is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Technology offers all students opportunities for learning never before imagined. Factors encouraging—or discouraging—technology use can range from the level of teacher enthusiasm and expertise to principal and parental support to quality software and hardware availability and its selection (Burgess & Trinidad, 1997:16).

Computers and language teaching have walked hand in hand for a long time and contributed as teaching tools in the language and second language classroom but computers and technology are still a source of fears and insecurity for many teachers everywhere in the world despite the latest advances applicable to language teaching such as specialized websites, blogs, wikis, language teaching methodology, journals, and so on. Although many countries have done institutional efforts to modernize their equipment, spent large amounts in technology, proved the positive effects of integrating computers in language learning (Tsou, Wang & Tzeng, 2006) and so, many teachers still miss the appropriate interest, strong will to learn and a challenging attitude towards teaching with computers. Most times the reasons are the lack of time for out-of school training in

combination with the natural difficulty in incorporating new working schemata within their own classrooms. Besides, institutional organizations, district and national educational boards, and even publishers are doing important institutional efforts to strengthen the presence and evolution of distance and online education. As a consequence, computers should no longer be a little more than a way to typewrite (as they are sometimes today), send messages and, when lucky, to browse out for information on the net (Johnson & Eisenberg, 2006). Therefore, one major concern that is commonly shown by both teachers and education boards is how to motivate and instruct teachers to integrate computers and ICT into their classes.

Technological advances have greatly expanded the options that individuals and groups have available to share information. One application of available technology is to provide training in a format that can reach a large number of participants in diverse locations. Providing training using today's technology is a form of distance education-any training or information sharing delivered to a geographically disbursed audience. Computer-mediated communication (CMC) systems (Kerr & Hiltz, 1982, : 2) have been an important support to online learning. The forms of CMC are usually defined in two categories: asynchronous (delayed time) communication and synchronous (real-time) communication (Romiszowski & Mason, 2004). Synchronous communication technologies include voice-over-internet protocol (VoIP), instant messaging, and video conferencing, whereas asynchronous-communication technologies rely mainly on e-mails, bulletin boards, and blogs.

Many CMC tools combine more than two of the above technologies: for example, the courseware management system Blackboard and WebCT. The webinar (web seminar) tool is one of the most advanced CMC systems. Most CMC-system research focuses on asynchronous CMC networks (Jeong & Joung, 2007; Knowlton, 2005; Pena-Shaff, Altman, & Stephenson, 2005); therefore, educators need more research on the implementation of synchronous CMS systems (Chou, 2001).

Because of the numerous advantages of technology, the researcher decides to use one of the latest technology tools to prove its impact on education, Webinar.

Webinars are a form of distance education that utilize the Internet to provide training in a seminar format. Providing training via Webinars has advantages, including the ability to reach a large number of people, the relative ease of distributing documents, and the ability to archive presentations (Martin,2010:2).

A webinar is a seminar on the web – any meeting, conference, recording, demonstration, training, or event that is designed to disseminate information either one-way or interactively. Most often, webinars are performed by inviting participants to dial into a toll-free phone number and simultaneously log onto a website so that they can see and hear what is going on. A webinar can also be recorded and referenced at a later time. This enables new participants to review the webinar as if they are actually in attendance (Readytalk,2014).

Some research papers, which were conducted by Hsu & Wang, (2008); Makkonen, (2007); Groves & Donoghue, (2009); Lalli & Feger , (2005); Felix, (2005), concluded that Webinar tool has positive results on the students' performance , interaction and motivation.

1.2 Need for the study:

Though the researcher noticed that most of the students hesitate and feel uncomfortable when they are being asked for presenting their own topics or speaking briefly about them in front of their classmates in school.

They stutter when speaking and feel they are losing information they have in their mind, although they are trying hard to retrieve it. They are incapable of producing and presenting their ideas and thoughts.

As a result webinar is expected to help students to speak free and interact with each other comfortably. Student can also chat online and write their comments and notes in English as webinar has the advantage of speaking and writing in the same time.

1.3 Statement of the Problem:

The researcher believes that the problem of the present study springs from students' high hesitation and apprehension in speaking skills as part of English language. Also, youngsters lack the strategies/skills to cope with speaking skills. They perform poorly and are unable to speak free. So the researcher applies Webinar tool to help students interact comfortably and improve their speaking skills and reduce speaking anxiety.

1.4 Research Questions:

- **The main question of the study:**

This study problem can be formulated in the following major question:

What is the effectiveness of using Webinar on improving speaking skills for the Rafah UNRWA seventh graders and their speaking anxiety?

- **The sub questions:**

The study is guided by a number of questions seeking answers related to the main question:

1. What is the effectiveness of using Webinar on improving the Rafah UNRWA 7th graders' speaking skills?

2. What is the effectiveness of using Webinar on the Rafah UNRWA 7th grade high achievers' speaking skills?

3. What is the effectiveness of using Webinar on the Rafah UNRWA 7th grade low achievers' speaking skills?

4. What is the effectiveness of using Webinar on the Rafah UNRWA 7th graders' speaking anxiety?

5. What is the effectiveness of using Webinar on the Rafah UNRWA 7th grade high achievers' speaking anxiety?

6. What is the effectiveness of using Webinar on the Rafah UNRWA 7th grade low achievers' speaking anxiety?

1.5 Hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total average score of 7th graders in the post speaking skills test between the experimental group and the control group.

2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total average of the 7th grade high achievers' in the post speaking skills test between the experimental group and the control group.

3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total average of the 7th grade low achievers' in the post speaking skills test between the experimental group and the control group.

4. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total average score of speaking anxiety in the post application between the experimental group and the control group.

5. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total average of the 7th grade high achievers' speaking anxiety in the post application between the experimental group and the control group.

6. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total average of the 7th grade low achievers' speaking anxiety in the post application between the experimental group and the control group.

1.6 Purposes of the Study:

This study aims at:

1. Investigating the effectiveness of Webinar on improving speaking skills for the UNRWA seventh graders in Rafah area.
2. Exploring the effectiveness of Webinar on reducing students' speaking anxiety in Rafah area.
3. Developing female students' ability to communicate free through speaking.
4. Improving female students recognition and comprehension of speaking topics.

1.7 Significance of the Study:

The study is significant for the following:

- It assumes its importance due to the absence of previous studies which deal with the use of Webinar on improving speaking skills in Palestine.

- The study is one of few studies in the region that investigates webinar impact on students' speaking skills, anxiety and achievement. Moreover, to the best knowledge of the researcher, there is no Arabic study conducted on this topic.

1.7.1 Ministry of Education and UNRWA – Education Department

- They may organize workshops for language experts to study how to implement webinar in teaching English Language speaking skills.

- It can help stakeholders conduct their workshops and presentations without need to travel abroad and encourage decision makers to provide schools with the needed language labs, materials and other facilities that facilitate speaking.

1.7.2 Language specialists

- They may plan effective workshops, demonstration lessons, micro teaching sessions, action research projects to implement webinar in teaching English speaking skills.

1.7.3 Language education centers

- They may develop their teaching strategies to include online sessions, interviews, quizzes, meetings and discussions with English language experts and teachers all over the world.

1.7.4 Teachers

- They will benefit from the tool to help students overcome the problems of anxiety, shyness, weakness, hesitation and low achievement. They may also benefit from the strategy to develop their own ICT skills, train other teachers in other areas and exchange ideas, experiences, success stories with other teachers all over the world.
- It also gives language teachers an opportunity to begin thinking about the new ways of teaching and learning a foreign language in an attempt to persuade them to explore modern methods and techniques.

- It can help teachers of English give lectures and periods out classroom to their students especially if they lack time to introduce their periods in classroom.

- It helps students to interact and communicate freely and to improve their ability to speak.

1.7.5 Other researchers

- They might study implementing videoconferencing in teaching other language skills; listening, reading and writing.

1.7.6 Students

- It can be used to increase the students' achievement in English language and improve their speaking skills.

- Students who missed the online seminars will be able to view them again at anytime as webinar records all seminars.

- Students may also find new ways to contact pen-pals and to use webinar to discuss topics, negotiate, debate and learn new cultural aspects. This also will help them to build up their own language and exchange cultural lifestyles and accept diversity.

1.8 Limitations of the Study:

The limitations of the study are confined to the following points:

- The population of the study consisted of the seventh graders enrolled at Rafah Prep (B) Girls' School which is run by UNRWA in Rafah area. It is conducted only on females not males.
- The study aimed at developing speaking skills as reflected in the text book for the seventh graders (female) at Rafah Prep (B) Girls' School by adopting the implementation of Webinar.
- The study was conducted in the first semester in the scholastic year 2013-2014.
- The study was limited to teaching English language textbook " English for Palestine 7 " every speaking lessons in Unit (1 – 2 – 3 – 5 – 6 - 7 – 8). The revision units (4 – 9) are excluded.

- The study was limited to these speaking skills (accuracy – fluency- comprehensibility) and excluded other skills such as appropriacy .
- The study is restricted to the following used tools i.e. webinar, speaking, pre/post achievement test, speaking anxiety scale, and the observation card.

1.9 Operational Definitions of Terms:

- **Effectiveness:**

" Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression" (Wikipedia, 2013). Based on the researcher's experience; Effectiveness is the degree of improvement in the students' achievement level in English language as a result of using Webinar. It is statistically measured by using Eta square of the effect size.

- **Webinar:**

Short for **Web**-based sem**inar**, a presentation, lecture, workshop or seminar that is transmitted over the Web. "Webinars are also interactive seminars conducted over the World Wide Web. Webinars are also referred to as online workshops or online seminars. The uses of Webinars are many, they can be used for building a brand, generating sales leads, training groups of people, press conferences, corporate announcements and focus groups." (Webopedia,2013). The researcher defines Webinar as a tool where a variety of features is provided to learners like the ability to give, receive and discuss information, in addition to face-to-face contact.

- **Speaking skills:**

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

Andryani (2012: 2) also delineates speaking skill as the ability to speak target language to communicate with others that consists of accuracy, fluency, grammar, vocabulary, pronunciation and comprehensibility. Speaking skills in this research is the learner's ability to speak, to practice a real discussion for a fluent English with a minimum of correct grammar and a range of useful vocabulary which helps others to communicate with them. Speaking skill is also the ability to speak target language to communicate with others that consists of accuracy, fluency and comprehensibility. Mackey & Gass (2005:9).

The researcher defines speaking as the productive skill in which students utter words and sentences for specific purposes to convey certain messages using the appropriate grammatical rules , vocabulary and score of formality with the atmosphere of confidence and comfort. Speaking skills are measured here by speaking test specially designed for this study and by SOLOM observation card.

- **Speaking sub skills:**
1. **Accuracy**

Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation (Spratt, Pulverness & Williams, 2005:34). Speakers express themselves with the correct sociolinguistic competence by producing utterances appropriate to the social situation in which they are spoken. (Ano,2001).

2. **Fluency**

Nation (1991) defines fluency as the ability to get across communicative intent without too much hesitation and too many pauses or cause barriers or a breakdown in communication. In agreement with this definition, (Baker & Westrup, 2003: 90) define fluency as speaking with ease and without thinking about possible errors.

The researcher designed an achievement test and an observation card to measure students' improvement in fluency mainly, number of words per specific period of time, correct grammar, paces and correct pronunciation.

3. Comprehension

Landa (1990, 1995, 1998 and 2001) sees speech production and comprehension as a neurophysiologally perceptual phenomenon: Meaning meant initially comes to a speaker's awareness as a sequence of speech percepts and culminates as meaning comprehended in an interlocutor's awareness as another series of speech percepts. Comprehensibility denotes the ability of understanding the speakers' intension and general meaning (Heaton, 1991). It means that if a person can answer or express well and correctly, it shows that he/she comprehends or understand well.

- **English Language Speaking functions in *English for Palestine* Grade 7**

English for Palestine Grade 7 refers to the English curriculum for the 7th graders published by the Palestinian Ministry of Education and Higher Education in August 2013. It includes general guidelines for the authors of the syllabus, general objectives, the methods and the teaching procedures as well as the various ways of evaluating the students' achievement.

The grade 7 English Curriculum has 18 units.(*English for Palestine* 7, Students' Book, 2013)

The study focuses on the following language functions:

- using greetings and talking about personal communication
- discussing world languages and international communication
- talking about animals and animal communication
- making and responding to telephone calls
- saying telephone numbers
- talking about football and other sports
- talking about crafts and a school crafts show

- talking about a hike

- giving instructions and advice

- **Rafah Seventh Graders:**

Those who enrolled to UNRWA, governmental and private schools 7 years ago. They have been taught English since they were in their first grade classes. The students aged between (11-12). In this study, they are the female students who study *English for Palestine 7* at UNRWA Schools in Rafah Governor.

- **Anxiety:**

It is the fear experienced by a person when delivering (or preparing to deliver) a speech to an audience. Speaking anxiety is commonly known as *stage fright*.(About.com,2013). The researcher defines it as a form of situation which generally refers to a person's tendency to be anxious, and which is experienced at a particular moment in time, for example, having to speak in English language in front of classmates. It is measured here by the anxiety speaking scale specially designed for this study.

1.10 List of Abbreviation:

- CA = Communicative approach

- CALL = Computer assisted language learning

- CLT = Communicative language teaching

-CMC = Computer-mediated communication

- ESL **=** English as a second language

- EFL = English as a foreign language

- ICT = Information communication technology

-SPSS = Statistical Package for Social Sciences

- Webinar = Web – based seminar

- VoIP = Voice-over-internet protocol

1.11 Summary

This chapter viewed the background of the study by viewing an introduction, statement of the problem of the study, purpose of the study, questions of the study, hypotheses of the study, significance of the study, limitations of the study, definition of terms and list of abbreviation.

Chapter II
Literature Review

Literature Review

This chapter provides a roadmap for the related literature and previous studies. It is divided into two parts. The first is the theoretical background and the second part is mainly concerned with previous studies.

The first part is concerned with issues related to three sections:

1- Section One discusses the concept of language and communication in foreign language.

2- Section Two focuses on the notion of speaking skills and speaking anxiety.

3- Section Three concentrates on online learning, video conferencing, webcast and webinar.

Introduction

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, study abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world.

2.1 Section One- Language and communication in foreign language.

2.1.1 Language

language is a system of arbitrary vocal symbols, which permit all people in a given culture, or other people who have learnt the system of that culture, communicate or to interact. By speaking, we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth. This skill is also neglected in our classrooms. Students do not get any chance either in the classroom or outside to speak English. Speaking is not a part of our examinations. Learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue just by listening and repeating. The teacher can adopt the same natural way. He can give them certain structures and ask them to repeat. This will remove their shyness. He can give those drills in the basic patterns of language. Asking short questions and the use of short dialogues in the classroom can also develop this skill**.**

- **What is Language?**

Language is a formal system of signs governed by grammatical rules of combination to communicate meaning. This definition stresses the fact that human languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings (Bloomfield, 1914). Language is basically speech. Its written form developed later on. It is universal among human beings who use it for carrying out various activities of life. It is such a common phenomenon that we always take it for granted. Definition of language is not difficult to find. Almost all well-known linguists have tried to define language in their own way. John Lyon (2002), in his famous book "Language and Linguistics" has discussed five famous definitions of Language:

i. According to Sapir (1921:8): "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols".

ii. Bloch and Trager (1942:5) write: "A language is a system of arbitrary vocal symbols by means of which a social group co-operates".

iii. Hall (1968:158) tells us that language is "the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols".

iv. According to Chomsky (1969: 13) a language is "a set of sentences, each finite in length and constructed out of a finite set of elements".

Most of them have taken the view that languages are systems of symbols designed for the purpose of communication.

- **Communicative Language Teaching**

2.1.2 The Notion and Purpose of Communicative Language Teaching

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. On the other hand, communicative language teaching (CLT) aims to promote the ability to use the language for effective communication. The development of speaking skills has been awarded particular importance in CLT. Communicative language teaching has been designed "to provide learners with opportunities for communicating in the second language" (Ellis, 2003 :91). In relation to communicative language teaching, Revell (1991:5) reminds that 'theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate'. Thus, "it stresses the development of the learners' communicative competence and performance" (Pattison, 1989 :19). As Brown (1994 :226) describes, it has been the philosophy of communicative language teaching (CLT) for many years to teach foreign languages through communicative approach which focuses 'on speaking

and listening skills, on writing for specific communicative purposes, and on authentic reading texts'. Moreover, Harmer (2001 :47) says that communication is the central feature in teaching and learning language. It is between students, it creates opportunities for them to participate in the negotiation of meaning to perform a range of language functions, and to attend to both language forms and functions. Hence, the very starting point for the CA described by Wilkins (1976) as quoted in (Yalden, 1996 : 67) was how, when, and where the learner can express himself; not "what the student communicates through languages". This means that a great deal of emphasis is placed on "the communicative purpose(s) of a speech act" (Finocchiaro & Brumfit, 1983: 13). More specifically, the interest shifted from form to meaning. Thus, the CLT came to have characteristics which are explained through the following points.

2.1.3 Characteristics of the Communicative Approach

The following characteristics are outlined by Brown as follows:

1) Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learners to accomplish those purposes.
3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4) In the communicative classroom, students ultimately have to use the language, productively and receptively in unrehearsed context (Brown 1994 : 245).

In addition, Harmer (2001 :84-85) suggests that features of CLT imply 'the language learning that takes care of itself', and agrees with Brown that the accuracy of the language is less important than successful achievement of the communicative task.

As pointed out, the researcher found out that the characteristics of the communicative language teaching focused on the students' ability to communicate in the target language including not just linguistic structures, but also semantic notions and social functions. Moreover, students work in groups or in pairs to transfer and negotiate meaning in situations (real-life situations) where one person has information that the other lacks. It is clear that the teacher's role is primarily to facilitate communication and as (Klippel, 1999:8) assures that teachers should be careful not to correct students' errors too frequently because it makes the students hesitant and insecure in their speech. For developing speaking activities, there are many aspects that should be taken into consideration when organizing activities that aim at developing speaking skills. The speaking process includes activities that occur prior to, during, and after the real speaking practice (Richards, 2012). For example, before the real speaking activity happens, the speaker should realize the actual content of the message, how it should be presented, and what kind of listener will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. By the end of the speaking activity, speakers may comment, answer questions, explain concepts, assess the process, summarize, give feedback on the speaking topic.

2.1.4 Communication

Communication is the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas (MTD Training, 2010:10)**.**

Communication is the transfer of messages or thoughts from one agent to another; it is one use of language among many. Language is also used to clarify one's own thoughts, to express one's emotions, to rehearse one's ideas before giving a speech or a lecture (Martinich, 1984: 10).

2.1.5 What are communication skills?

Communication skills are the tools that we use to remove the barriers to effective communication. Barriers could be things like different cultures, different expectations, different experiences, different perspectives or different communication styles.

One might experience only one of these barriers at a time, or might find them all. Getting your message to the other person requires that you recognize these barriers between you, and that you then apply the proper tools, or communication skill, to remove these barriers preventing your message from getting through (MTD Training, 2010:10).

2.1.6 The communication Process

According to (MTD Training, 2010:10) the communication process is composed of several stages and multiple parts, each of which offers potential barriers to successful communication as shown in Figure 1. These are:

- Source
- Message
- Encoding
- Channel
- Decoding
- Receiver
- Feedback
- Context
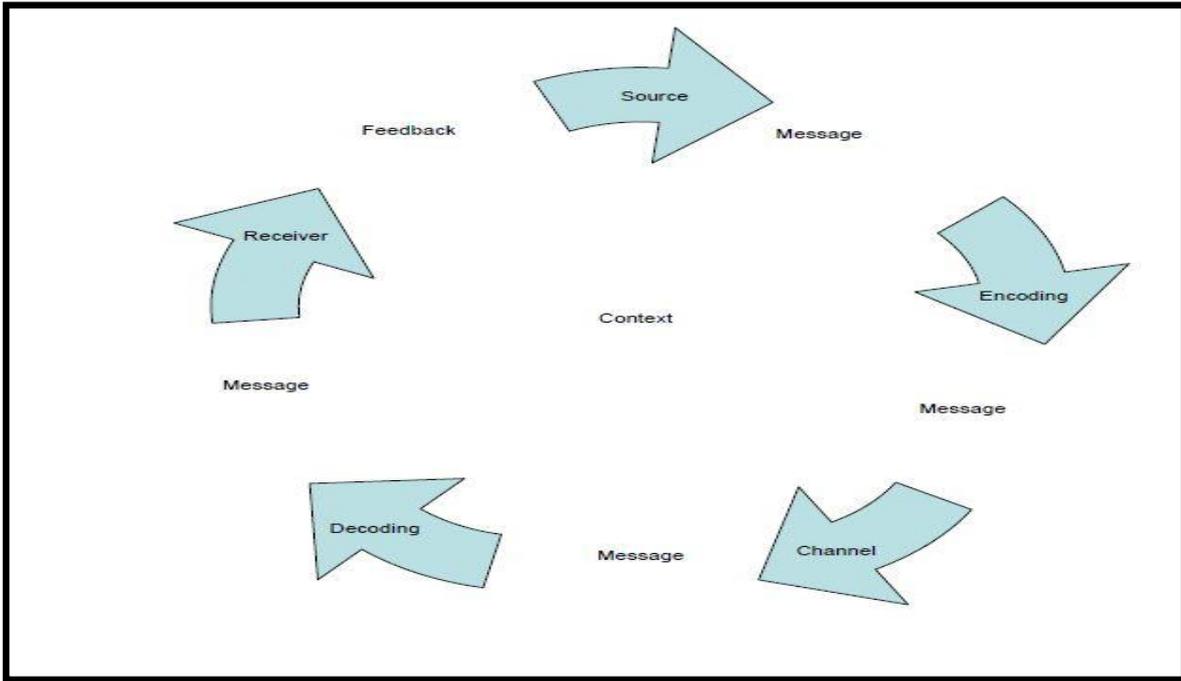
Figure 1: The Communication Process

1. The source:

The source of the message is the sender. The sender must know why the communication is necessary and what result is needed.

2. Message:

The message is simply the information that the sender wants to communicate. Without a message there is no cause for communicating.

3. Encoding:

Encoding is the process of taking your message and transferring it into the proper format for sharing it with your audience. It requires knowing your audience and ensuring that your message provides all of the information that they need.

4. Channel:

The channel is the method of communication that you choose such as face- to – face, by telephone, or via email.

5. Decoding:

Decoding is the process of receiving the message accurately and requires that your audience has the means to understand the information you are sharing.

6. Receiver:

You have expectation for a response from a receiver when you send a message. You can increase the chances of getting this result by addressing your audience's concerns or addressing specific benefits as part of your communication.

7. Feedback:

Feedback lets you gauge how successfully you were at communicating. It also offers a chance to adjust your communication process for the future.

8. Context:

Context is the situation in which you are communicating. It evolves things such as your relationship with your audience, the culture of your organization and your general environment.

2.1.7 Elements of communication:

The balance of the message, and in fact, the largest part of the message that we are sending to others is made up of non-verbal information. It is composed of our body language and our tone of voice. Figure 2 below demonstrates this fact (MTD Training, 2010:25).
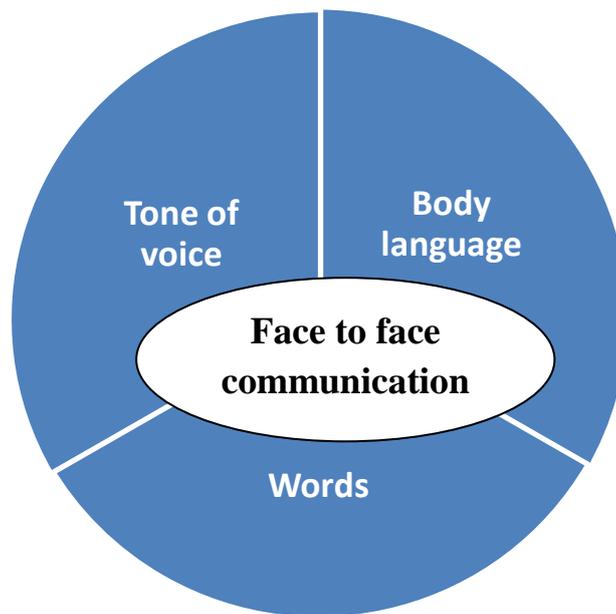
Figure 2: Face to Face Communication

1. Face to Face Communication:

Albert Mehrabian's work on verbal and non-verbal communication in the 1960's and early 1970's is still considered a valid model today. He posed that the non-verbal aspects of communication such as tone of voice and non-verbal gestures communicate a great deal more than the words that are spoken. He also found that people are more likely to believe your non-verbal communication than your verbal communication if the two are contradictory. In other words, you are most believable and most effectively communicating when all three elements of face-to-face communication are aligned with each other. Over half of the information we send to others is through non-verbal methods.

2. Tone of Voice:

According to Mehrabian, the tone of voice we use is responsible for about 35-40 percent of the message we are sending. Tone involves the volume you use, the level and type of emotion that you communicate and the emphasis that you place on the words that

you choose. The example below demonstrates the emphasis each time on the word in bold.

I didn't say he borrowed my book.

I **didn't** say he borrowed my book.

I didn't **say** he borrowed my book.

I didn't say **he** borrowed my book.

I didn't say he **borrowed** my book.

I didn't say he borrowed **my** book.

I didn't say he borrowed my **book**.

The same sentence can have multiple meaning depending on which word is emphasized. The emphasis on a particular words implies additional information than what the words say.

Notice that the meaning of the sentence changes each time, even though the words are the same. The emphasis you place on the word draws the listener's attention, indicating that the word is important somehow. In this case, the emphasis indicates that the word is an error. So in the first example, **"I** didn't say he borrowed my book", the emphasis includes the massage that someone else said it. The implied information continues to change in each sentence, despite the words meaning the same each time.

3. Body Language:

Over half of the message we are sending to others is non-verbal, according to Mehrabian. This means that we receive more than half of what a person is communicating through the subconscious message they are sending with body language.

Examples of body language includes:

- **Facial expressions**

They are one or more motions or positions of the muscles beneath the skin of the face. These movements convey the emotional state of an individual to observers. Facial expressions are a form of nonverbal communication. They are a primary means of conveying social information between humans, but they also occur in most other mammals and some other animal species (Wikipedia,2014). Facial expressions typically classified as universal are joy, surprise, anger, sadness, disgust and fear (Darwin, 1872; Ekman and Friesen, 1976).

- **The way they are standing or sitting**

Legs are interesting in the field of non-verbal body language as they may say a lot without us really realizing. In particular when people are trying to control their body language, they typically concentrate on the upper body. The legs may thus tell what they are thinking. If the legs and upper body are in conflict, then there is a possible of deliberate control (Changing minds, 2013).

- **Any swaying or other movement**

We sway backwards and forwards on our feet when we are in a situation of conflict.

- **Gestures with their arms or hands**

It has apparently been established that crossing one's arms is sometimes a defensive gesture, a sign that one does not accept the point of view of another person, or a lack of security. Hands have a very important role to play in communications. Their movement is closely associated with the emotions. When a person wants to emphasize or stress his words, he makes his hand movements bigger and more deliberate.

- **Eye contact (or lack thereof)**

Of all the parts of the human body used to transmit information, the eyes are the most capable of reflecting very fine nuances. The first contact we make with a person is usually through the eyes; and one look is often enough to start or end a relationship, to choose or reject a person.

- **Breathing rate- swallowing or coughing**

We usually breath through the nose, but when we need more oxygen we use the mouth to gulp in greater amounts of air. A person who is frightened or angry by the fight-or-flight reaction may well open their mouth to get more oxygen in preparation for combat or running away. This may also involve breathing faster (panting) (changing minds, 2013).

- **Blushing**

Blushing is one of the clearest sings in the non-verbal communication. It is caused by the arousal of the sympathetic nerve, which governs the "fight or flight" response. In direct human communication the causes of a rosy face might be connected with embarrassment, timidity or anger (eWritings, 2014). In a tense situation, people tend to fidget, for instance, move restlessly in their chairs and continue to do so till they feel comfortable. There are several reasons for people fidgeting in their chairs: they

are tired; they are not stimulated by the speaker; their bodies are programmed to follow a certain rhythm so they are telling them it is time for a break. Lewis (2012).

4. Verbal Communication:

The third communication element is verbal communication. It is actually the least impactful element in face-to-face communication. The old adage is true- it is not what you say, it is how you say it that counts.

Of course, this is a bit simplified. We do want to use verbal communications, the words we choose, to our best advantages. You would definitely make a different impression if you curse during your presentation than if you don't. choosing our words carefully is a way to enhance our message, but we should remember that it is not the most important part of the message. We should not neglect to pay attention to other non-verbal elements. Verbal communication alone can be challenging in creating effective communication (MTD Training, 2010:29).

5. Physical Communication:

There is one last element of communication that all of us use on a regular basis – physical communication. At work a teacher might use it some- to pay someone on the back or to give them a slight tap on the shoulder to get their attention. When it is used, it is more effective than verbal communication.

2.1.8 Why do we communicate?

Kotzman & Kotzman (2008:11) state that we communicate for two reasons:

☐ to exchange information
☐ to establish, maintain or modify relationships

2.1.9 Communication—A two-way process

Communication with other people involves two main, complementary, often simultaneous processes:

☐ Speaking and expressing oneself.
☐ Listening and responding to the other person.

Speaking involves *sending* a message. For example, an assertive message says to the other person: 'I am telling you about me, how I feel, what I need, or what I want, think or believe.' Listening involves both *receiving* messages from others and *responding* to them. Regardless of how you listen, you *send* some sort of message back to the speaker. Effective listening and responding generate and convey our understanding (or sometimes our misunderstanding) of the speaker's message. An effective listener's message is: 'I'm interested in learning about you, how you feel, what you need and what you want, think or believe, and this is what I understood you to have said.' The separation of speaking and listening is a somewhat arbitrary one, made to facilitate the learning of two sets of skills. In real life, communication involves both the speaker and the listener expressing themselves, listening to the other, responding, and responding to responses. Therefore, listening and speaking are really part of an ongoing, complex, reciprocal and interactive process (Kotzman & Kotzman, 2008).

2.1.10 Internal and external communication processes

Welch & Jackson (2007) defined internal communication as following: "The communications transactions between individuals and/or groups at various levels and in different areas of specialization that are intended to design and redesign organizations to implement designs, and to co-ordinate day-to-day activities".

Internal processes are important in determining what and how we send and receive messages, and how our own 'internal stuff' is, to some degree, under our control. Key points include:

- Thoughts, feelings and actions are interdependent. Consciously modifying any one of these will have an effect on the others.
- When we respond, we are sending messages (both verbal and non-verbal).
- Sometimes we may not deliver the message we intended to send.
- Our sensory and mental processes filter incoming messages—so what one person intends, says or does, may not be what the other person hears, sees or understands.

Learning new communication skills is about enhancing choices; it is not about dictating how anyone *should* communicate (Kotzman & Kotzman, 2008).

While external communication is different. You cannot assume that everyone is on your side. You are dealing with people whose legitimate interests differ from yours, notably the customer (Silk 1995). Figure 3 is adapted from (Kotzman & Kotzman, 2008: p 13).
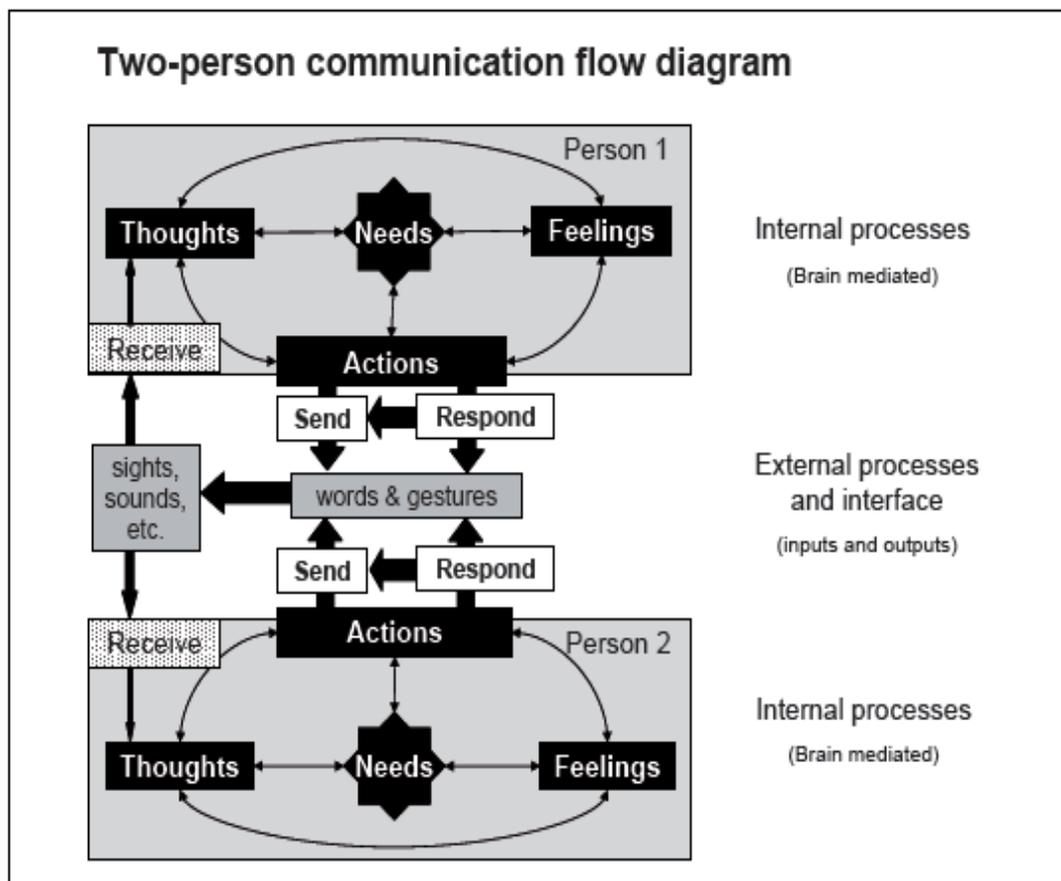
Figure 3: Two- person communication flow diagram

2.1.11 What to communicate:

Figuring out *what* you really want to communicate is not as simple as it sounds. It requires having a clear idea of who you are and what you really need or want, what you are trying to achieve—your real intentions. Before you can interact effectively with other people, you need to be in touch with yourself.

Part of this connection with our 'self' comes from an almost constant internal conversation through which we describe our experiences, make judgments, generate emotions, consider options, assign meaning, create generalisations, and so on—in essence, narrating our lives. Because our brains mediate all our perceptions and experiences, in this sense our lives are 'all in the mind'.

Regardless of whether or not we are conscious of it, this 'self talk' is ongoing. Learning to 'tune in' on this process—self-awareness or mindfulness—provides us with an opportunity to choose how we live our lives, rather than blundering along mindlessly, living life as a series of knee-jerk reactions, sometimes feeling powerless or out-of-control. From a state of heightened self-awareness, we are equipped to know what it is that we are trying to communicate, what our intentions really are. Knowing who we are and what we want provides important foundations for effective

communication (Kotzman & Kotzman, 2008).

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative language teaching sets as its goal the teaching of *communicative competence.* (Richards, 2006:2)

Communicative competence includes the following aspects of language knowledge:

- ☐ Knowing how to use language for a range of different purposes and functions

☐ Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

☐ Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

☐ Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as (Richards, 2006:3-4):

☐ Interaction between the learner and users of the language

☐ Collaborative creation of meaning

☐ Creating meaningful and purposeful interaction through language

☐ Negotiation of meaning as the learner and his or her interlocutor arrive at understanding

☐ Learning through attending to the feedback learners get when they use the language

☐ Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence

☐ Trying out and experimenting with different ways of saying things.

2.1.12 The Roles of Teachers and Learners in the Classroom

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants (Nunan, 2005 :79).

Richard and Rodgers (1986) devote considerable attention to learners and teacher roles. They suggest learner roles are closely related to the function and the status of the teacher. The roles of teachers and learners are, in many ways, complementary, giving the

learners a different role (such as greater initiative in the classroom) requires the teacher to adopt a different role.

Richards (2006) states that the type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning. And teachers now have to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher has to develop a different view of learners' errors and of her/his own role in facilitating language learning.

2.1.13 Accuracy Versus Fluency Activities

One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows (Richards,2006:14):

Activities focusing on fluency

- ☐ Reflect natural use of language
- ☐ Focus on achieving communication

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- [ ] Require meaningful use of language
- [ ] Require the use of communication strategies
- [ ] Produce language that may not be predictable
- [ ] Seek to link language use to context

Activities focusing on accuracy

- [ ] Reflect classroom use of language
- [ ] Focus on the formation of correct examples of language
- [ ] Practice language out of context
- [ ] Practice small samples of language
- [ ] Do not require meaningful communication
- [ ] Control choice of language

2.2 Section Two- Speaking skills and speaking anxiety

2.2.1 What speaking is

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to occur in certain discourse situations (e.g., declining an invitation or requesting time off from work) can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks, "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand **when**, **why**, and in **what** ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and

conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. These speech acts like seeking information, asking for help, ordering people to do things, complimenting, complaining, apologizing, inviting, refusing, warning, and so on.

2.2.2 Why Speaking Skills?

Since the teacher dominates the class talk all the time, the learners have little opportunity to make their contributions. Speaking skill is neglected or, in other words,

not given its right during the class time. Al Mashharawi (2006:4) noted that "Speaking is fundamental to human communication. If the goal of language course is truly to communicate in English, then speaking skill should be taught and practiced in the language classroom. It can be a lot of fun raising general learner motivation and making the classroom a dynamic and effective environment". So the speaking skills should be chosen carefully and accurately to make the learning process more effective and dynamic.

The communicative approach calls for increasing the students' talking time (STT) and decreasing the teacher's talking time (TTT). This comes as a result of providing the learners with opportunities to speak through cooperative independent activities.

To know a language certainly differs from being able to speak it. When someone says *'I know English'* this does not mean that he can speak English. Scott (2005:28) adheres to this saying "It is this lack of genuine speaking opportunities which accounts for many students feeling that, however much grammar and vocabulary they *'know'*, they are insufficiently prepared for speaking in the world beyond the classroom."

Al Mashharawi (2006:4) echoes Scott and saying "Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Students know how native speakers use language in real situations. Diversity in interaction involves not

only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation."

Martine Bygate (1995:3) confirms that "One of the basic problems in foreign language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends very much on how we as teachers understand our aims." Johnson & Morrow (1981:71) clarify the role of the learner noting that the focus changes from the accurate production of isolated utterances to the fluent selection of appropriate utterances in communication. The learner is now concerned with using language, not English usage. In order to do this, learners take on roles and interact with other learners who also have roles. They add clarifying the role of the teacher "The role of the teacher changes, too. Instead of being the person who provides prompts that trigger utterances of a certain structure from the students, the teacher now sets up the conditions for communication to take place. Hence, the teacher will actually assume roles to model the language for the learners, or act as someone for the learners to communicate with". The researcher performs different roles to model the speaking activities to suit the seventh graders' level.

2.2.3 Teaching Speaking

Rebecca Hughes makes an interesting methodological point that as far as teaching speaking skills is concerned one needs to distinguish between "teaching the spoken form of a language" and "teaching a language through speaking". She also stresses the fact that unfortunately, when compared to writing, the spoken form is under researched and that this may be one of the reasons why teachers may feel more confident when using "stable written forms and genres" in their lessons (Hughes 2011). To explain, Šolcová (2011) has observed that teaching the spoken form of a language is not very useful if it is not practised through speaking. By analogy, it can be argued that teaching speaking if the data used comes from written genres cannot bring much of a result in terms of progress in spoken fluency either. Therefore, teaching the spoken form of a language by using samples of spoken texts should be part of teaching speaking.

Chaney's (1998) definition describes speaking in a similar way saying that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Consistent with this view, is Nunan's description of what teaching speaking involves. According to him, to teach speaking means to teach language learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

(Nunan 2003)

2.2.4 Strategies for Developing Speaking Skills

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself. In

a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. The National Capital Language Resource Center (2003) states that effective instructors teach students speaking strategies - using minimal responses, recognizing scripts, and using language to talk about language - which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

I. Using Minimal Responses

Minimal responses, in American English, are forms such as mmhmm, yeah, uh-huh, and right which are uttered by a listener during a speech event to signal a certain level of engagement with the speaker (Feliegy, 1995:186). Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

II. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges - a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability

by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

III. Using Language to Talk About Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

2.2.5 What a good speaker does?

A speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997). Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting (Burns & Joyce, 1997). Other skills and knowledge that instruction might address include the following:

- producing the sounds, stress patterns, rhythmic structures, and intonations of the language;
- using grammar structures accurately;

☐ assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives;

☐ selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;

☐ applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension;

☐ using gestures or body language; and

☐ paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Brown, 1994).

Teachers should monitor learners' speech production to determine what skills and knowledge they already have and what areas need development. Bailey and Savage's New Ways in Teaching Speaking (1994), and Lewis's New Ways in Teaching Adults (1997) offer suggestions for activities that can address different skills such as conversation talking zone, do not drop the ball, circle conversation, etc.

2.2.6 Teaching speaking cooperatively

A good English conversation class involves more than sitting around chatting. To teach English conversation well, you'll need to carefully plan and direct the class, yet make sure the conversation stays spontaneous and uninhibited. (Sion, 2001:57)

The question of crowded classroom and the big number of students created a critical challenge on the part of the teachers especially in speaking activities. It badly affected the teacher's performance in communicative activities. (Johnes, 2000:14)

Richards & Lockort (1996:142) state that "pair and group work can greatly increase the amount of active speaking and listening undertaken by all students in the class."

In group work, learners perform a learning task through small group interaction. It is a form of learner activation that is of particular value in the practice of oral fluency.

Al Mashharawi (2006:44) states that "Learners in a class that is divided into five groups get five times as many opportunities to talk as in full –class organization."

Pair work allows teachers time to work with one or two pairs while the other students continue working. Harmer (2001:116) states that "Students can practice language together in pair work, study a text, or take part in information gap activities. They can write dialogues, predict the content of reading texts or compare notes on what they have listened to or seen. The researcher thinks that pair work is suitable for activities such as mini-dialogues.

2.2.7 The teacher's roles in CLT of speaking

If we look at foreign language learning as it occurs in the natural environment, it becomes clear that the processes of learning the language can work without any teacher at all, so long as the environment provides the necessary stimuli and experience. The most essential of these seem to be that the learner should need to use the foreign language for communicative purposes (Littlewood, 1995:92). Learners communicate to inform, to persuade (or influence), to facilitate relationships, to transmit information to others, to express emotions and to provide expertise.

This does not mean that teachers are not necessary, because the classroom is not the natural environment; unless the language classroom is intentionally structured, it will not provide learners either with adequate exposure to the foreign language or with adequate motivation to communicate through it. (ibid: 92)

In his study, Liao (1997:3) asserts that "The teacher should only act as facilitator, advisor and monitor, co-communicator, motivator, good language model and evaluator while students should act as communicator."

The concept of the teacher as 'instructor' is thus inadequate to describe his overall function. In a broad sense, he is a 'facilitator of learning', and may need to perform in a variety of specific roles separately or simultaneously. (ibid:3)

With a safe classroom atmosphere, learners will contribute more, so the language teachers should make it possible for anxious students to maximize their language learning by building a non-threatening and positive learning environment. A comfortable classroom atmosphere facilitates language learning. The more comfortable the learners feel, the better they learn (Gardner& Miller,1999).

Communicative approach takes its primary purpose as the development of students' ability to do things with language. It is both student-centered and task-based. In the class where students are provided with plenty of opportunities to be engaged in real-life communication in the target language, the teacher is more a patient listener than a talkative speaker. Instead of the teacher talking all the time, students take the initiative in class and actively indulge themselves in carrying out meaningful tasks with their partners or group members (Allwright & Bailey, 1991:95).

So, Littlewood (1995:92) assigns the teacher the role of "a general overseer of his students' learning, he must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability."

Learners feel frustrated and unsafe to speak under the pressure of overcorrection. In communicative classes, error correction is almost absent or infrequent. Littlewood (1995:94) asserts that "learners should not be constantly corrected. Errors are regarded with greater tolerance, as a completely normal phenomenon in the development of communicative skills. He adds that "The teacher will not intervene after initiating the proceedings, but will let learning take place through independent activity. Instead of the teacher's correction of errors, learners may evaluate each other with the guidance of the teacher. This emerges in group and pair work. Allwright & Bailey (1991:63) note that with a cooperative rather than an individual approach to language learning, learners feel safer and less stressed since a good group atmosphere relaxes them and releases their tension. In addition, it is easier and more comfortable for them because they are speaking

in a familiar and private environment, knowing that the communication and interaction are genuine."Cooperative learning brings learners together in adult like setting which, when carefully planned and executed, can provide appropriate models of social behavior."

Stevens & Slavin (1995) quoted in (Gary 2004:332). Gary adds quoting (Abruscato, 1994, Zehm & Kottler, 1993:145) "As a teacher, one of your most important roles will be to promote and model positive social interactions and relationships within your classroom. Sometimes, the teacher may have to participate as a member of a group or take role in a play as one of the students. As Littlewood (1995:94) notes "He will sometimes wish to participate in an activity as 'co-communicator' with the learners. In this role, he can stimulate and present new language. This places him on an equal basis with the learners. This helps to break down tension and barriers between them."

More important than theory is practice. The question is, "Do teachers know their roles in communicative classrooms? Do they apply these roles practically?" In his study, Choi (1999:3) investigates the Korean teachers' beliefs about the communicative approach, and their performance in light of CLT approach. He found that:

"Korean EFL teachers had positive beliefs about the concepts of communicative language teaching, but it was reported that there were some discrepancies between their beliefs about CLT and their performance and practice of CLT in classroom instruction. The results showed that Korean English teachers supported the concepts of CLT, However, they reported that their teaching practices in classroom instruction were still largely teacher-centered, teacher-dominated and drill-driven rather than learner-centered."

2.2.8 Definition of Speaking Skills

The researcher has found several resources that explain and clarify speaking as follows: Speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages (Oxford Advanced Dictionary, 1995: 13).

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Channey (1998:13) states that "speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of contexts".

Bryne (1986: 8) also says that, "oral communication is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding". In the same respect, Nunan (2003: 48) agrees with Bryne that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning.

According to Chastain (1998: 330-358), speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions.

Based on the previous definitions, the researcher concludes that speaking is the process of sharing with other persons, one's knowledge, interests, attitudes, opinions or ideas. These are important aspects of the process of speaking which the speaker's ideas become real to him and his listener. In general, speaking skill is the ability to say, to address, to make known, to use or be able to use a given language in the actual communication. So, in the light of these highlighted definitions, the researcher can compose a definition of speaking skill in this study as "Speaking is a skill of comprehending, pronouncing, and being fluent and accurate in using grammar and vocabulary". Theses sub skills are found in the observation card used by the researcher.

2.2.9   The Functions of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule (1991), "The functions of speaking are classified into three; they are talk as interaction, talk as transaction, and talk as performance. Below are the clarifications of these functions:

A. Talk as Interaction

The ability to speak in a natural way is required in order to create good communication. That is why some students sometimes avoid this kind of situation because they often lose words and feel difficulty in presenting a good image of themselves. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner- learner interaction as the key to teaching language for communication. Since "communication derives essentially from interaction" (Rivers, 2000 : 543).

Consequently, the giving and taking exchanges of information will enable them to create a discourse that conveys their intentions in real- life communication.

B. Talk as Transaction

This type of speaking refers to situations where the focus is on what is said or done. Burns (1998) distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participations focus primarily on what is said or achieved. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning. So it is very important for students to obtain those two kinds of talks to master speaking ability, as Donald (2005) suggests, students need to be competent at both 'message-oriented' or transactional language and interactional language, language for maintaining social relationships.

C. Talk as Performance

This refers to public speaking. It is the talk which transmits information before an audience such as morning talk, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue such as giving a class report about a school trip, conducting a class debate, and giving a lecture. So, talk as

performance needs to be prepared in the form of a written text (Richards, 2007 :6). Consequently, it is very important when teachers teach English they take care in applying these functions.

2.2.10 Elements of Speaking

In learning speaking, it is very important for students to acquire the ability to express their thoughts and opinions. Consequently, this competency should be mastered by the students of language. Following are the elements of speaking ability as Thordores (2001:.23-26) named it language features:

a-The connected speech:

The effective speakers of English need to be able not only to produce individual phonemes of English, but also to use fluent connected speech. So, the teachers should involve students in oral activities designed specifically to improve their connected speech.

b-An expressive devise:

Is the alteration of speech, volume, and stress of utterances to show the feeling. The use of this devise contributes the ability to convey meaning. Students should be able to organize at least some of such supra- segmental features and devices in the same way if they want to be fully effective communicators such as stressed words and syllables, pausing, and intonation.

c-The lexis and grammar:

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Therefore, it is necessary for the teacher to give supply of certain words and language function, such as agreeing and disagreeing, surprise, and so forth.

d-Negotiation language:

It is a way of getting students to practice the language by giving pairs of students different cards, which each has one of these phrases written on them. Students then have to use the language forms written on their cards to interrupt and ask some questions. Therefore, those elements are completely significant for mastering a speaking ability and giving students opportunities to be good communicators.

Furthermore, Harmer (2001:104) states that the other element for the speaking is mental/social processing except the language skill for the speaker, but the rapid processing skill is necessary for effective speakers, such as language processing, interaction, and information processing.

1- The language processing:

It is important for the speakers to convey their intention to someone else and they process the words or phrases from memory to communicate with people. It helps the students to develop habits of rapid language processing.

2- Interaction:

Most speaking involves interaction with one or more participant. This means the effective oral communication also involves a good deal of listening, and understanding of how the other participants are feeling and a knowledge of how they take turns.

3- Information Processing:

It is related to the perception of someone else concerning the responses to others' feelings in using the language. Students also need to be able to process the information. Both Thordores and Harmer agree that for a speaker, in order to be able to wage a successful fluent oral production, it is necessary to possess knowledge of the language and skill in using this knowledge.

Thordores (2001) makes a distinction between knowledge of language features (skills). While Harmer (2001) distinguishes between the ability to possess information and language on the spot via mental/social processing. Thus, Thordores (2001) includes under the term language features connected speech, expressive devices, knowledge of lexis and grammar, and negotiation of language. So, the learners are involved in actual interaction in the classroom. This interaction must be meaningful and involve an authentic use of language.

2.2.11 The Notion of Teaching Speaking

Speaking skill should be taught and practiced in the language classroom. Because the language course truly enables the students to communicate in English, so speaking skill needs the special treatment. In reality, in daily life most of time people speak more than write; yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Based on the statement above, there should be a good balance to practice in classroom. Therefore, some researchers and experts have tried to assign the notion of teaching speaking like Nunan (2003 :48) who has clarified it as to teach English language learners to

- use the language quickly and confidently.
- organize their thoughts in a meaningful and logical sequence;
- use language as a means of expressing values and judgments;
- select appropriate words and sentences according to the proper social settings, situation and subject matter;
- use words and sentence stress, intonation patterns and the rhythm of the second language and,
- produce the English speech sounds and sound patterns;

Teaching speaking, in the researcher's opinion, is the way for students to express their emotions, communicative needs, interact with other people in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech and also encourage the potential of the

learners to develop their speaking skill naturally by playing games that encourage social skills, using simple sentences and instructions, using pictures/symbols to aid understanding , supporting speech with visual prompts, signs or gestures and encouraging regular, constant reinforcement of skills introduced at speech and language sessions.

. Overall, teaching speaking skill emphasizes on the activities to make the students active and creative.

2.2.12 Goals of Teaching Speaking

Despite the importance of speaking, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should be improved students' communicative skills. Because only in that way, can students express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstances. Nunan (1998: 39) sees "mastering the art of speaking" as the most important aspect of learning a language. While, Ur (1996: 56) says that the most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation. According to Harmer (1990) the aim of teaching speaking is to train students for communication. Mabrouk supports (2003: 23) that by saying, "students should be able to make themselves understood, using their current proficiency to the fullest". Furthermore, Lawtie (2004: 35) asserts that "the success of learning language is measured in terms of the ability to carry out a conversation in the target language".

Abu Sharbain (2009: 23) adds that "the communicative approach calls for increasing the students' talking time (STT) and decreasing the teacher's talking time (TTT). This comes as a result of providing the learners with opportunities to speak through cooperative independent activities".

Based on the previous explanations, the researcher concludes that the goal of teaching speaking skill is a communicative efficiency i.e. students should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary, to avoid offending communication partners (due to socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns.

2.2.13 Principles of Teaching Speaking

To achieve the previous goals, teachers should follow certain principles for teaching speaking, which may help them in designing the classroom activities and management. Nunan (2003:54-56) and Kayi (2006:2) suggest some principles that help in teaching speaking:

1. Teachers should be aware of the difference between second and foreign language.
2. Teachers should give students chance to practice with fluency and accuracy.
3. Teachers should provide opportunity for students to talk by using group-work and pair work and limit the teachers' talk.
4. Teachers should plan speaking task to involve negotiation of meaning.
5. Teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.
6. Teachers should ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
7. Teachers should provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."
8. Teachers should not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
9. Teachers should involve speaking activities not only in class but also out of class; contact parents and other people who can help.
10. Teachers should circulate around classroom to ensure that students are on the right track and see whether they need a help while they work in groups or pairs.
11. Teachers should reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

In the light of the principles of teaching speaking as mentioned above, it could be concluded that English teachers, when teaching young learners, have constantly to keep in mind the fact that they deal with a mixed class with varied abilities, expectations, motivation levels, knowledge and, last but not least, different learning styles. Moreover, English teachers should create a classroom environment where students have real life communication, diagnose problems faced by students who have difficulties in expressing themselves in the target language. Therefore, the teachers need to vary their approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to expand and grow. Teachers should develop remedial plans for students and investigate the reasons that prevent them to speak.

2.2.14 Characteristics of English as a foreign language young learners

Teachers should pay attention to the characteristics of English as a foreign language young learners. Farwaniya Young Learners (2009) states that EFL young learners have the following characteristics:

- They have short attention span. So teachers should vary their techniques to break the boredom. they should give varied activities as songs , games etc.
- They are very active. So teachers should try to ask them to play games , role play dialogues and involve them in competitions.
- They respond well to praising. Teachers should always encourage them and praise their work.
- They differ in their experience of language. Teachers should treat them as a unit and should not favour those who know some English at the expense of those who do not know.
- They are less shy than older learners. Teachers should ask them to repeat utterances , resort to mechanical drills.
- They are imaginative. Teachers should use realia or pictures to teach new vocabulary related to concrete meanings.
- They enjoy learning through playing. young learners learn best when they learn through games. So games should be an essential part of your teaching.
- They are less shy than older learners.

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- They enjoy imitating and skillful in listening accurately and mimicking what they have heard.
- They respond well to rewards from the teacher.
- They are imaginative but may have some difficulties distinguishing between imagination and real world.

2.2.15 Different Factors Affecting Students' Speaking Ability

In learning speaking, there are a lot of factors that highly influence the processing of speech and that can affect negatively on acquiring speaking ability and obstructing students to speak fluently. Ritchards and Reynanda (2005:205) mention four factors that affect students' oral communication ability such as:

a- Age or Maturational Constraints

Several experts like Scarsella, Anderson and Krashen (1990 :284) argue that those who begin learning a foreign language in early childhood through natural exposure achieve higher proficiency than those beginning as adults. This fact shows that the aging process itself may affect or limit the adult learners' ability to pronounce the target language fluently.

b- Aural Medium

listening plays an extremely important role in the development of speaking abilities. Speaking feeds listening which precedes it. So, speaking is closely related to listening which is the basic mechanism through which the rules of language internalize.

c- Socio- cultural Factors

language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange and meaning is thus socially regulated. Thus to speak a language, one must know how language is used in a social context.

d- Affective Factors

The affective side of a learner is probably one of the most important influences on language learning success or failure. The affective factors relating to foreign language learning are: emotion, self-esteem, empathy, anxiety, attitudes, and motivation. These six factors play an important role in determining the success and the failure of student in learning speaking. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Therefore, factors affecting EFL adult learners oral communication skills need to be taken into consideration by EFL teachers in order to provide guidance in developing competent speakers of English. If the teachers are aware of these things, they will teach in a more appropriate way and it will help them to develop students' speaking skills.

2.2.16 Challenges of Teaching Speaking in Palestine

Palestinian learners like others face difficulties in communicating orally in English. Several researchers and methodologists say that in Palestine, many students are good at reading, and writing, but not at speaking. Some of these difficulties are summarized by:

- Obeidat (2002 :35) say that "Palestinian students face certain difficulties or (problems) related to pronunciation, however, most of these difficulties can be attributed to the differences between English and Arabic".

- Al Wahibee (2004 :2) assures that many students are competent in all of the different English skills except speaking.

- Abu Sharbain (2009 :22) claims that "since the teacher dominates the class talk all the time, learners have little opportunity to make their contributions. Speaking skill is neglected during the class time.

- El- Majdalawi (2005 :45) supports that by saying, "there is little opportunity to learn English through natural interaction in the target language. Also students suffer from language anxiety because of weak oral communication competence and teacher's correction".

- Rabab'ah (2003 :45) notes that students find difficulties in using English for communication, when engaged in authentic communicative situations. They often lack some of the vocabulary or language items they need to get their meaning across, and students' limited ability to speak and understand English. They aren't only unable to speak English fluently, but also get low marks and experience failure in their structurally final exams.

- In addition, EL-Khuli (2000 :23) maintains that one of the common difficulties to communicate freely in the target language may be due to the methods of language teaching and the learning environment, which may be said to be unsuitable for learning a foreign language. It puts more emphasis on the other skills than speaking, so little speaking is practiced.

- Moreover, some teachers think this situation is caused by exams because, in Palestine, evaluation of learning relies on pencil-and-paper tests, which is not helpful to the development of students' oral communicative competence. Some teachers complain that large classes tend to prevent students' talking and lead to teacher-centered interaction. In addition, they lead to noisy classrooms and problems for class management.

- In general, Bygate (1995 :3) asserts that "One of the basic problems in foreign language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is depends very much on how we as teachers understand our aims."

- In the same respect, West (1968) as quoted in Fauziati (2002 :145) states that to increase students' speaking mastery the teacher must be concerned with the student –to – student – interaction. The great part of time in the process of learning speaking is dominated by students. Afterwards, it is dominated by the instructor. This maximizes the students'

competence in speaking. The students learn what they are going to say with others in front of the class and try to develop their creativity orally.

The researcher believes that in order to help students learn English effectively, teachers should change their methods and approaches in teaching, create some strategies which can explore the student's speaking capability, and give students more opportunity to talk and express themselves. The researcher asserts that developing students' speaking skills is one of the most important goals in language teaching in Palestine. Now more than ever before, speaking skills are essential for interactive survival in a global setting.

2.2.17 Developing Speaking Activities

Several methodologists and teaching specialists suggest and describe the organization of activities focused on the development of speaking skills with different names and numbers of stages. Three elementary stages have been suggested: pre-activity stage, during-activity stage, and conclusion stage. For the purpose of this thesis, the researcher adopts these three stages. Primarily, the lessons plan in the current study will be based on Harmer's (2001) theoretical inputs related to organizing pair work and group work, which originally and as suggested, each stage includes certain areas of focus, for which didactic principles have been collected as a synthesis of several sources.

- **Pre-Activity Stage**

The first stage, pre-activity stage, includes two focus areas- 'engage-instruct-initiate sequence' and 'grouping students'.

☐ **Engage-Instruct-Initiate Sequence**

Firstly, engagement, according to Harmer (2001 :59) means "making it clear that something 'new' is going to happen".

As regards giving instructions, this involves a number of aspects that need to be considered for achieving the maximal affectivity of activities:

Firstly, Ur (1991) and Byrne (1991) assert that explaining instructions in mother tongue is acceptable especially with classes whose knowledge of the target language is not on a sufficient level yet.

Secondly, there is a length of instructions. Optimal choice, according to Scrivener (1994 :.98) that is based on sequencing instructions in a sensible order, using short sentences and avoiding or separating instructions clearly from 'the other chit-chat, telling off, joking, etc. Furthermore, Gower, Phillips & Walters (1995 :41) propose that instructions should be supported with visual clues such: real objects, pictures, gestures and mime or instructions written on the cards.

Thirdly, as a part of initiation, it is most appropriate to tell students how much time they have got and exactly when the students should start the activity (Harmer, 2001: 59).

To sum it up, for the 'engage-instruct-initiate sequence', the researcher says that it is necessary to activate students by phrases offering a rationale for the activity together with paying a careful attention to providing instructions with a final time allocation.

☐ Grouping Students

There are different ways of grouping learners, it means dividing them into pairs or groups. Harmer (2001:120-122) suggests four basic ways: friendship, streaming, chance, and changing groups.

- **During-Activity Stage**

During-activity stage, the focus is on 'the roles of the teacher that he or she can take on during activities'. Another focus area concentrates on 'providing feedback during activities'; and, finally, 'the mother tongue use'.

☐ **The Role of the Teacher**

Byrne (1991: 13) divides the roles of the teacher according to the type of interaction activity distinguishing between fluency and accuracy activities. During fluency activities the teacher most frequently adopts the roles of stimulator, manager and consultant. On the other hand, the roles that the teacher carries out during accuracy activities will primarily include the roles of conductor, organizer and monitor.

☐ **Providing Feedback**

According to Richards and Lockhart (1996: 188), feedback on students' spoken language can be either positive or negative and may serve not only to let students know how well they have performed but also increase motivation and build a supportive climate.

☐ **The Use of Mother Tongue**

Nunan and Lamb (1996: 98-100) note down that it is almost impossible to know how, when, and how frequently to use students' first language; however, they agree that the first language use to give brief explanations of grammar and lexis, as well as for explaining procedures and routines, can greatly facilitate the management of learning.

To sum it up, students' use of the first language often presents a difficult obstacle for many teachers; however, not in all cases, e.g. giving instructions or providing explanations, the mother tongue use may play an important role for a better

communication between students and the teacher; on the other hand, where the language is the target point of learning, the mother tongue use should be avoided.

- ## **Conclusion Stage**

This stage will include two focus areas that several methodologists, e.g. Ur (1991), Harmer (2001), and Gower et al. (1995) comment on when describing the ending phase of an activity: stopping the activity, and providing feedback after the activity.

☐ **Stopping the Activity**

Before the actual process of bringing the activity to the end, however, some pairs or groups may finish earlier than others. Such extra work may include, for example, a further elaboration of the task, getting students to read their books, or asking students to get on with their homework (Ur, 1996 : 22).

The researcher agrees with Ur's advice, in relation to extra activities, that it is very important to have them ready at hand in order to make students busy not disturbing others, though, especially for the novice teachers this might be sometimes rather time consuming.

☐ **Feedback After the Activity**

It is necessary to provide a positive feedback that is likely to motivate students and bring about some kind of improvement, along with pointing out what went wrong during the activity. Furthermore, it is not important to concentrate on who made the mistakes but rather focus on the mistakes that have been frequent among the students (Harmer, 2001:123).

The researcher asserts that, a language teacher should take into consideration these three important stages when organizing speaking activities for improving his/her student's speaking ability.

2.2.18 Characteristics of Successful Speaking Activities

Sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). This statement is supported by Munjayanah (2004: 16) who says that when people want to speak fluently, sometimes they get difficulties to do it. In order to carry out the successful speaking, they have to fulfill some characteristics of a successful speaking activity. Ur (1996: 120) lists some characteristics of a successful speaking activity which can be used to assess the teaching / learning as follows:

1) **Learners talk a lot:** As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

2) **Participation is even:** Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak and contributions are fairly evenly distributed.

3) **Motivation is high:** Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

4) **Language is of an acceptable level:** Learners express themselves in utterances that are relevant, easily comprehensible to teach other and of acceptable level of language accuracy.

2.2.19 The Evaluation Grading Scale of Speaking Skills

Those who are against oral tests claim that testing speaking is the most complex task to assess with precision; it is difficult to judge utterances the test answers in real time, while recording is expensive and time-consuming. Many teachers often feel uncomfortable when handling speaking test since it is often difficult to be objective and consistent when testing a large number of students. According to Wijarwadi (2008: 18), speaking is a complex skill requiring the simultaneous use of different abilities which often develop at different rates. However, it does not mean that speaking test can't be measured in a correct way.

Several resources explain the way to assess a speaking test and its technique. Rabab'ah (2003,a: 67-68) thinks that the ability to speak is tested through an overall impression in most cases, this way seems more practical as the teachers do not need to designate a special day or time for oral fluency exams. By observing students' interaction and participation in class activities he can judge their oral ability.

In sum, though oral tests are difficult to design and judge, they are important in teaching practices. Based on appropriate criteria, test results describe levels of performance and provide useful information to teachers, students, parents, and others interested in understanding both the quality of a performance and how, in the future, that performance might be improved (New York State Education Department, 2000).

Hughes (2003: 53-55) lists three general formats for testing speaking ability. Those are interview, interaction with peers and responses to tape recording. Interview and interaction with peers are the techniques used by the researcher to assess speaking ability. In the interaction with peers, two or more students may be asked to discuss a topic. The problem with this format is that the performance of one student may be affected by that of others. One student might dominate the conversation.

Therefore, it is important to make pair students with similar level of language proficiency. So, the teachers can create conditions for positive testing practices by following the suggestions provided by Hughes (2003):

- Test the abilities whose development you want to encourage.
- Ensure the test is known and understood by students and teachers.
- Base achievement tests on objectives.
- Sample widely and unpredictably.
- Make testing criterion-referenced.
- Use direct testing.

Generally, Syakur (1987) mentions at least five components of speaking skill recognized in analyses of speech process that are pronunciation, grammar, vocabulary, fluency (the ease and speed of the flow of the speech) and comprehension (an

understanding of what both the tester and the tested are talking about or the ability to respond to speech as well as to initiate it. Brown (1994: 4) defines the five components of testing speaking skills as follows:

a. Comprehension: oral communication certainly requires a subject to respond to speech as well as to initiate it.

b. Grammar: it is needed for students to arrange a correct sentence in conversation, or the student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary: one cannot communicate effectively or express their ideas both oral

and written form if they do not have sufficient vocabulary. So, vocabulary means the

appropriate diction which is used in communication.

d. Pronunciation: pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determines how sounds vary and pattern in a language.

e. Fluency: fluency can be defined as the ability to speak fluently and accurately.

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

To conclude, as regards speaking, providing students with as many opportunities to practice the language orally as possible is an essential aspect of teaching this productive skill. The classroom should be learners' centered. Teacher's role is to facilitate

students' communication. When providing speaking practice in the classroom, teachers need to ensure that students have motivation to speak and some information or ideas to exchange. The researcher also asserts that it is important to avoid purely grammatical lessons and follow the principles that communicative language teaching offers, with the primary focus on activities that aim at overcoming an information gap and developing the social meanings of the language. Therefore, designing speaking activities and creating or exploiting information gap can provide reasons to speak or to interact. What maximize students' opportunity to speak is one of the central tasks for language teachers. All of these will lead to a better communication of students' 'thoughts and feelings more clearly and fully as well as being confident in their own ability to verbally tackle new situations and challenges'.

2.2.20 What is Anxiety?

Anxiety is generally defined as " a state of apprehension, a vague fear" (Scovel, 1978: 134), and it seems difficult to describe in a simple and exhaustive manner, as it arises from many kinds of sources often associated with particular contexts or situations that individuals perceive threatening according to their unique frame of reference (Eharman, 1996). Previous anxiety research suggests that there are roughly two types that can be experienced at different psychological levels (Spielberger, 1983; Levitt, 1980; Schwarzer, 1986). At a global level, anxiety is viewed as a permanent trait, as some people are predisposed to be anxious. At a more local or situational level, anxiety can be experienced in response to a particular situation or act (Brown, 1994). However, the question of how these constructs relate to second language learning contexts is still under debate, although several interpretations of language anxiety are offered in terms of situational nature of anxiety (MacIntyre and Gardner, 1991a).

According to Tobias (1979, 1980, 1986) anxiety may work as a mental block to cognitive performance at all three cognitive stages: Input, Processing, and Output. In other words, anxiety arousal, which is typically associated with self-deprecating thoughts, fear of failure, or worry over performance procedures, may compete for cognitive resources that normal cognitive processing will demand (Mohammad & Wahid, 2012).

2.2.21 Anxiety in Speaking

Speaking anxiety is very common among both university students and also school students. It is a feeling of panic associated with physical sensations that are all too painfully familiar to those affected such as increased heart and breathing rates, increased adrenaline, over-rapid reactions, and a tension in the shoulder and neck area.

Almost 20% of university students face the problem of speaking anxiety (McCroskey, 1977). He also defines anxiety in broad-based as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons". The apprehension of speaking before a group of individuals remains a problem in the twenty-first century. According to Krannich (2004), the fear of delivering a speech or a presentation ranks as the number one fear among most people, including students as well as adults from many diverse backgrounds. Ayres, Hopf and Peterson (2000) refer to communication anxiety as related with the delivering of speech or the fear or anxiety associated with anticipating the delivery of a speech.

According to Phillips (1991: 233), "it is clear that fear of speaking in public is different from anxiety about social contact". True communication apprehension means that the sufferers see more value in keeping quiet in all circumstances (even in conversation) than they do from talking. Speech anxiety is a much targeted fear. "Our sense of public speaking anxiety is closer to what psychologists and psychiatrists refer to as a phobia rather than a free-floating anxiety" (Ayres & Hopf, 1993: 9). It is an anxiety-based response not unlike the wide range of phobias that can be found in the areas of psychology and psychiatry.

2.2.22 Causes of Anxiety

There are various causes of anxiety. There are ten top causes for anxiety in speaking. The first one is lack of preparation. The second cause of anxiety is the feeling that the students have either too many points to cover in the allotted time period. The third cause is worrying that the audience will be overly critical. Fear about not entertaining or

arousing the interest of people and they will walk out is the fourth causes of speaking anxiety. Speakers who compare their perceptions to audience expectations and speaking anxiety are revealed when audiences' expectations are perceived greater than the speaker's ability (Ayres, 1986). Perceived audience expectations influence a speaker's level of anxiety as audiences play a role in speaking anxiety. The fifth cause is students' intent to emulate other speakers rather than being themselves. Other possible causes of anxiety can be the fear of potential negative outcomes and stuttering or difficulty of finding words. The next cause is where students spend too much time over-preparing instead of developing confidence and trust in their own natural ability to succeed. The last two causes are dislike in being the centre of attention and also low self-confidence. Ayres, Schliesman and Sonandre (1998), in their research, found that students who feel they have skill deficiencies in speaking apprehension often experience anxiety. While, in the context of speaking English as a second language, Young (1991) lists six potential causes of language anxiety which include both personal and interpersonal factors, learners' beliefs about language learning, instructors' beliefs about language teaching, instructor-learner interactions, classroom procedures and language tests. However, to date, findings by Horwitz, Horwitz & Cope (1986) have been the most influential. They identified three causes of language anxiety, that is, communication apprehension, test anxiety and fear of negative evaluation. Based on these three components they also designed a Foreign Language Classroom Anxiety Scale (FLCAS) comprising thirty-three items. This scale was later used widely by researchers to measure foreign language learners' anxiety and examine the effect of anxiety on learning in different contexts.

From the above mentioned, the researcher concludes that the 7th graders anxiety is associated with many factors such as: the learners sense of "self" and language classrooms environment, the learners self perceptions, the social environment and the limited exposure to English language, cultural differences between the learners and English language, the social status and self identity, and ,finally, the fear of making mistakes and apprehension about others' evaluation.

2.2.23 Anxiety and language learning

As oral communication competence is given salience in language learning, numerous studies have been conducted to investigate the relationship between anxiety and oral communication competence especially among students. MacIntyre (1999: 24) says that anxiety influences "both language learning and communication processes". Horwitz et al. (1991), conducted a research examining the relationship between anxiety and foreign language learning in a classroom situation. They labeled anxiety experienced during foreign language learning in the classroom as Foreign Language Classroom Anxiety (FLCA). In addition, they stated FLCA as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 31). Their study is deemed very important since it initiated many other studies in language anxiety.

Horwitz (2010) proposes that foreign language anxiety is related to communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension arises out of having a feeling of fear or anxiety when communicating with other people in different situations. Apprehension could eventually lead to frustration resulting in debilitating anxiety. Communication apprehension is not peculiar to individuals with a low level of language proficiency; it could happen to anyone. Extending from apprehension is test anxiety or test apprehension which is a common phenomenon that is experienced among individuals before taking a test. Individuals could be put in a state of mental and physical discomfort due to the worry of being evaluated in a test. This is a manifestation of debilitating anxiety which can affect test performance in a negative manner. On the other hand, positive anxiety could arise when students are able to overcome the negative anxiety and turn it into a motivating force to encourage themselves to perform better. Zeidner (1998) and Brown (2000) also mentions that test anxiety could either be facilitative or debilitative.

According to Horwitz et al. (1986), foreign language anxiety should be considered as situation-specific anxiety, and not just a form of general classroom anxiety. The study also showed that learners felt extremely anxious during formal second language learning. Noticeably, they cited that they were afraid of being asked to perform orally in front of

the class or to give their own opinions. Young (1992) also found that students' performance during formal classroom learning was affected by excessive amount of anxiety. It could be said that anxiety caused by second language learning is unique and distinctive from other academic anxieties (Tran 2012). However, it is found that language learners who perform poorly in language learning as a result of language anxiety can perform better in other subjects. The interactive nature of language classrooms and the demands of communicating well in language arouses anxiety more in the language learning classroom compared to other academic classrooms.

In the learning of the language skills, speaking appears to be a main source of anxiety (Tsiplakides, Keramida 2009). Young (1992) supports this notion too. Students with a high level of language anxiety mostly perform poorly during their oral performance. Initially, they would feel nervous and may become uncomfortable when they experience language anxiety, which would eventually lead them to hesitate and stumble during their speech.

Many studies as (Cizek & Burg 2006; Huberty 2009) have revealed that anxiety can inhibit the oral performance of many students, and interest regarding this matter has been increasing. Linguists and other researchers have taken initiatives to go deeper into the issue of anxiety and one direction is to examine the relationship between oral language testing and anxiety. There is agreement that students with test anxiety will experience high levels of stress, nervousness, and apprehension during testing and evaluative situations and this will significantly interfere with students' performance, emotional and behavioral well-being, and attitudes toward school.

Aside from test anxiety asserting an influence on an oral test, Gardner, Tremblay, Masgoret (1997) also state that anxiety could affect the learning of other language skills as well, such as listening comprehension, learning process of new vocabulary, and word production. In addition, some research investigated the link between anxiety and language proficiency level. Second language learners at beginner's level may have a lower proficiency level which can cause them to experience a high level of anxiety. However, their high anxiety level declines as their proficiency level increases (Gardner & MacIntyre 1993).

Additionally, gender appears to be another issue in language anxiety. studies have revealed that females experienced a higher level of test anxiety compared to males (Phillips, Martin& Meyers 1972). In other words, male learners seem to be able to cope with test anxiety better than female learners because female students tend to think about their friends who are much better than them in English, thus experiencing lower self-confidence. Also because they feel fear that their lecturer would correct their mistake directly in class, thus embarrassing them in front of their friends (Mohammad & Wahid, 2012).

In addition, Couch, Garber & Turner. (1983) in their study found that there is a relationship between types of test anxiety (debilitating or facilitating) with gender. They found that male students experienced more facilitating test anxiety.

2.2.24 Anxiety and Foreign Language Learners

At school, the development of foreign language learners' communicative abilities is often put aside. The main concern of teachers is helping students to pass the general exam. As a result, school students lack competency in speaking, and most have difficulties with pronunciation. This makes them unwilling to communicate in the target language. Shuying (1999) pointed out that since most teaching in China still focuses on national tests; and foreign is treated as a knowledge subject; analyzed, explained, and practiced in the same way as other subjects. The communicative skills, which require learners to practice in real situations, are totally ignored. The oral part is taught mostly in reading and reciting activities.

In Palestine, the situation is not far from the Chinese example. Although the aim of teaching English in Palestine is to enable students communicate with English speakers of English who use oral and written skills. However, such students fail to express themselves properly in speaking, despite the fact that they have a good repertoire of vocabulary. Teachers still use traditional methods of teaching and give more emphasis to reading and writing, while listening and speaking are almost neglected. Therefore, anxiety is a real phenomenon which has always had a major negative impact on Palestinian schools' students.

It is observed when foreign language students are unsure of themselves and what they are saying, they may feel that they are not able to make the proper social impression, and they may feel incapable of making the proper social impression.

Other factors that may contribute to the learners" anxiety in learning a foreign language are: difficulty in coping with mainstream, English classroom environment, lack of teacher engagement (Verplaetse, 1998), limited cognitive skills in English (Cummins, 1984), learner beliefs about language learning, instructor beliefs about language learning, and instructor-learner interactions, (Young, 1991). (Bailey, 1983; Hilleson, 1996; Jackson, 2002; Price, 1991; Tsui, 1996), found that a multitude of variables contributed to student anxiety such as low English proficiency, lack of practice, competition, and task difficulty, which might vary from context to context.

Over the last decades, and as a result to this phenomenon, second and foreign language researchers have been investigating the anxiety that students experience in their foreign language learning. Sato (2003) outlines some basic reasons behind such anxiety experienced by Japanese students. These reasons also seem to apply to the Palestinian context. The first reason is the use of the traditional teaching method which focuses primarily on grammatical accuracy in the written form of the language. The second is large class sizes, which limits student speaking time and devotes the teacher-centered environment. The third reason for students' anxiety when speaking out in foreign language is their typical unwilling nature to stick out. Most of them prefer to blend in with their peers and to remain silent in a lecture-style class. Minority of them ask questions and more numbers prefer to ask their teachers individually after the class.

A fourth reason for the tendency to keep silent is the feeling of insecurity. Japanese students, and probably countless others like them, tend to be afraid that their chosen utterances may not make sense or simply may not be correct. Another reason advanced by Von Wörde (2003) is the inability of many foreign language learners to comprehend what is being said in the classroom. So the better policy for them is to be silent. Krashen (1982) hypothesizes that anxiety contributed negatively to an "affective filter", which made an individual less responsive to language input.

More research articles have touched upon the issue which invariably finds that foreign language anxiety is more associated with public speaking and mainly functions as an inhibitor in language learning (Bailey, 1983; Gregersen & Horwitz, 2002; Horwitz, 1995; MacIntyre & Gardner, 1989).

More researchers have become interested in exploring causes for student anxiety in second/foreign language classrooms through qualitative data (Bailey, 1983; Hilleson, 1996; Jackson, 2002; Price, 1991; Tsui, 1996). They found that several variables contributed to student anxiety, such as low English proficiency, lack of practice, competition, and task difficulty, which might vary from context to context.

To summarize, all the previous researchers reveals that foreign language anxiety is a phenomenal issue and mainly a negative factor in language learning. The differences in foreign language learning situations and variance in underlying causes for foreign language classroom anxiety require more research to be done to examine students' anxiety levels, causes for and consequences of anxiety, and their relationships with language proficiency in various second/foreign language learning contexts.

2.2.25 Test Anxiety

Test anxiety, usually associated with a person's experience of testing, is a set anxiety responses (Sieber, 1980). MacIntyre and Garander (1991b) interpret test anxiety as "apprehension over academic evaluation" (p.42). it is closely related foreign language anxiety because the students are constantly evaluated by the school and the teacher due to the academic requirements of proficiency evaluation in the foreign language classes. Students with test anxiety have an unpractical expectation of their language performance. Horwitz et al. (1986) also points out that, among all the academic forms of evaluation, oral test is the type that is potentially-provoking since it arouses both test-anxiety and communication apprehension of the test-anxious students at the same time.

Since performance evaluation is ongoing feature of most foreign language classes, tests evaluations are nearly unavoidable and have come to serve as measures of ability. Therefore, foreign language anxiety frequently shows up in testing situation. Additionally,

MacIntyre and Garander (1991b) point out that oral test is more complicated in a foreign language context because it likely provokes test anxiety and communication apprehension.

2.3 Section Three- Webinar, Video conferencing, Webcast and Online learning.

Web based Seminar (Webinar):

2.3.1 What is Webinars?

Webinar is a word that is made up of web and seminar. It is a seminar or conference that takes place over the internet and allows one to be at a point of convenience and reduces the location conundrum as well as getting ideas from all over the world.

A webinar (web-based seminar) is a seminar that is presented over the internet. Webinar is also known as internet meeting, web conference or online seminar. Usually, a webinar refers to a presentation that is made to a reasonably large audience, all of whom have some way of interrelating with the presenter.

A webinar is a seminar that is usually carried out over the internet. This allows participants from different geographical locations to engage constructively without the hustle for logistical support. Webinars are growing rapidly, especially in the corporate world. See http://www.ask.com/question/what-are-webinars

A webinar is a way for people to conference or train together over the Internet. A meeting host is able to broadcast a presentation to the attendees through a live feed. There is also an audio component that is available either over the phone or over the Internet. Webinars are a step towards being able to use video conference to its full extent.

Webinar, short for web-based seminar, is a presentation, lecture, workshop or seminar that is transmitted over the Web. Questions can be submitted and answered either by telephone or by submitting them on screen.

See www.worldtracer.aero/WT109_WTW_Webinar.pdf

Function

o   A webinar can have different purposes. One of the main uses is for training, where the meeting host would educate the attendees on a subject. Another use is simply as a conference for the attendees, which would be more of a situation to share ideas. Webinars can also be used to market and sell products.

Benefits

o   Webinars are beneficial in that they are both a visual and audio presentation. Webinars evolved from conference calling and online chatting where everything was either audio or visual, but not both. Webinars allow for the clear presentation of ideas, concepts or even products because the attendees can see exactly what you're talking about.

Components

o   A Webinar consists of the meeting host's presentation, and audio component which could either be over the phone or over the Internet. Often, there is also a chat box where attendees can ask questions or quickly message the host. The presentation is most often slideshow presentation, though sometimes it could be a video feed or a live recording of the host's desktop. The audio is presented through a dedicated phone line or Internet line. Audio through the Internet is achieved via Voice over IP (VOIP). There are other options possible, though not required, such as the ability to raise one's hand virtually to let the host know there is a question or comment.

Considerations

o   Hosting a webinar requires both a computer and Internet bandwidth that can handle streaming of video and audio. There are often technical glitches with VOIP where the calls will get dropped or there will be interference on the line. This is because VOIP requires a large Internet bandwidth. The video portions also require a large bandwidth, though less so if it is not a live video feed. This affects the host more than the attendees, because hosting the webinar requires a computer that will not slow down.

Significance

o   Webinars are a step forward to full video conferencing, which although possible, still has many glitches. Webinars are especially useful in business settings because employees can now make presentations and hold meetings from all over the world without inducing large long distance phone costs. Also, webinars allow marketers and entrepreneurs to present products in a more personal manner, expanding their abilities to reach a larger audience.

See http://www.ehow.com/about_5035053_webinars.html#ixzz2oduv1V7a

2.3.2 The benefits of webinars in general

(Kaput,2014) states that webinar has many advantages as:

Advantage 1: Price

o   Running a meeting or seminar in person is expensive. Not only do participants need to physically travel to the seminar location, but an array of other costs, including lodging if the seminar is over several days, end up in the budget. With a webinar, anyone with an Internet connection can attend and, given the high costs of a physical seminar, any software needed for the webinar is relatively inexpensive.

Many webinars also charge a small fee to participate. Not only does this fee help defray some of the costs of running a webinar, it is typically far cheaper than a typical physical seminar or convention fee.

Advantage 2: Increased Participation

o   A physical seminar allows participants to ask questions and make comments, but these are usually relegated to a special question-and-answer period at the end of a meeting or talk. Only one person may talk at a time, and if everyone comments at once, the voice of the presenter is lost in the background noise. Webinars, using messaging tools, allow a continuous conversation between users and webinar leaders during the talk itself, without interrupting the flow of the presentation. Anyone can participate at any time without impacting the experience of other attendees.

Advantage 3: Archives and Review

o   While in a physical seminar attendees rely on notes -- and, in some cases, tape recorders -- to remember information, a webinar typically provides audio and video files, documents and transcriptions online during or after the talk. These resources can be easily accessed online well after the webinar, allowing attendees to retain more information, build on that information and use that information in other webinars.

2.3.3 Who should choose a webinar?

Unlike regular online meetings, that can accommodate usually up to 30 participants, webinars are used to reach larger audiences, usually with hundreds of attendees. So they are the perfect tool for professors who teach online, for example (Warren,2014).

2.3.4 The essential features that every webinar tool should have

The most essential feature of all, is the ability to listen to the webinar through VoIP, which means that all the instructor needs to participate is an Internet connection. Another essential feature is screen sharing, so participants can see instructor presentation without needing to download it before the webinar. These two features are offered by all webinar tools. Additionally, it is useful to have the ability to change between presenters, so they do not all have to be in the same room (and using the same computer) during the webinar, which can be cumbersome. Instructor will be able to better determine which additional features are essential to him/ her when he/she knows the purpose and the desired results of webinar (Warren,2014).

2.3.5 Equipment needed to conduct a webinar

Reynolds (2014) determines the equipment needed to conduct a webinar:

1. **Internet Connectivity**

- Computer must be connected to high-speed Internet service to ensure that participants don't experience any lag as they watch your webinar. Teachers have cable Internet, DSL service or a faster connection. Download a new version of Web browser, if necessary. Most webinar services are compatible with Internet Explorer 7.0, Mozilla Firefox 3.0, Safari 3.0 or Google Chrome 5.0 or their newer counterparts.

2. **Headset or Phone**

- A telephone or a headset so attendees can hear what the teacher is saying as they watch webinar. A phone can work, but a USB headset connected to computer is the best option.

3. Webinar Service

- A webinar service provider, such as AnyMeeting or GoToWebinar, can host meeting online, support a large audience and guarantee high quality. The service allows teacher to schedule his/her webinar, invite participants, send reminders and make a calendar for future meetings. Teachers also can record their webinar with most of these service providers, so guests who could not attend can watch it later. If teachers choose to record webinar, they must make sure they have enough space on their hard drive (1 GB is recommended) and any additional software.

4. Presentation Software

- Teachers must install any additional software that might de needed to hold webinar. Microsoft PowerPoint and Apple Keynote are helpful for constructing slides for meeting and load and prepare any programs that might take a while to start up so attendees do not have to wait.

2.3.6 The benefits of a webinar for students' learning

Webinar boosts students' learning because of the following reasons (Brooks, 2014):

1. Learn Online Conveniently

- Webinar delivery via the Internet enables students to participate at home or some other nearby location, such as an Internet cafe. This promotes relaxed learning in a comfortable environment with facilities and supplemental materials close at hand. Minimal travel saves time, reducing expense, eliminating the stress of driving and allowing more time for preparation. Thanks to recording, viewing webinar material can often be scheduled around work, family and other demands.

2. Enjoy Low-Cost Learning

- Many companies subsidize free webinars as a marketing tool for building an audience of potential customers. Others have low-cost subscription options for their ongoing webinar series. Students can get the most value from a technical webinar by reviewing it several times, along with other cost-cutting strategies, such as participating in webinars as a group to share materials and insights.

3. Interactive Learning with Webinar Conferencing Tools

- Take advantage of live webinars and interact with the instructor using the presentation software's text chat or audio functions to ask questions, offer comments and share with other webinar attendees. New online micro-blogging technologies, such as Twitter and Tumblr, are being used in conjunction with live webinars as an external real-time communications channel, adding immediacy and community to webinars.

4. Multimedia Enriches Online Educational Webinars

- New conferencing technology gives webinar participants a rich learning environment. In addition to the traditional audio presentation with telephone or computer sound, slide sharing, video streaming, whiteboarding and screencasting are often used to enhance webinar visual presentations. Virtual world platforms have recently been introduced to create a totally immersive webinar learning experience, featuring a lobby, an auditorium, exhibits, conference rooms, a resource center and much more.

5. Earn a Certificate or Degree Using Webinars

- Attending webinars for a certificate or degree program puts students in the front row for every class. Take advantage of "knowledge marketing" webinars offered by increasing numbers of companies. Gain specialized skills, as well as

certification, in such areas as software, marketing, computer technology and music. Certification webinars are also given by trade organizations, licensing agencies and professional standards groups. Increasingly, colleges and universities are using webinars as part of distance education for graduate and post-graduate degree programs costing far less than attending classes on campus. Some offer financial assistance and other aids for attending their webinar educational programs.

6. Network Using Webinars

- Interaction with Webinar attendees offers opportunities for social networking through the online educational experience shared by the participants. Some webinars have a community portal or a post-webinar member group supported by the presenters. Combine these with LinkedIn, Facebook and other Web social networking channels to establish mutually beneficial relationships with fellow webinar attendees.

2.3.7 The benefits of webinar in teaching speaking skills

Web based seminar (webinar) offers several tools (like chat, audio, and webcam) that vary in the amount and type of information learners can share with each other and the teacher. It also offers more opportunities for synchronous communication resembling face-to-face situations. For instance, web based seminar tools facilitate real-time communication through audio, video, chat. A particular feature of web based seminar is that users can actively determine and decide whether to use audio, voice, chat, and video tools (Garcia, Uria, Granda & Suarez, 2007), which is substantially different from earlier tools like discussion forums, where users were restricted to a single (text-based) functionality.

Using synchronous communication in e-learning, especially with more advanced tools such as webinars, may help to limit delays in monitoring activity and may positively affect the sense of competency (e.g. by providing timely content related feedback by both students and tutors), the sense of relatedness (e.g. by making contact moments and

feedback more direct and personal), and the sense of autonomy (i.e. by providing timely process related feedback).

A number of writers have outlined the numerous advantages of using the asynchronous online seminar within higher education teaching and have suggested ways in which this type of technology supported learning (TSL) might help to improve the student learning experience. For example, Maier and Warren (2000) have argued that the online seminar can actually provide a better quality of discussion, when compared to a traditional face-to-face seminar. Williams (2002) concurs, suggesting that an asynchronous seminar enables students to consider and construct more thoughtful comments before sharing them with the class. The suggestion that an online discussion equalizes the opportunity to contribute is also of note (Maier and Warren, 2000). Many students like to think before they speak or may speak English as a second language, while others may be quiet, shy, and easily "talked over" (Williams, 2002: 266). In a face-to-face seminar, these individuals may be disadvantaged but would be more able to contribute in an online debate (Maier & Warren, 2000). Similarly, during an online discussion, contributions are less likely to be judged as a result of race, gender, or disability (Maier & Warren, 2000), and so the learning experience of a wider range of students can be enhanced.

(CMC) tools continue to provide an incentive for people to learn and use a foreign language by creating an urge to share and know about others, thus providing a genuine reason for language learning. The advancement in these tools has also provided an opportunity for developing the productive skills of writing and speaking via the computer, as well as the receptive skills of reading and listening. Focusing specifically on speaking, CMC is reasonably promising because of its interactive and social nature. "Speaking is a social skill" (Valette, 1977, p. 119), and CMC is a tool for social interaction and is "a way to negotiate meaning and to establish social relations with others" (Guti´errez Guti´errez, 2005, p. 84). Although individual practice is possible in honing receptive skills, speaking requires an audience; practicing speaking on one's own differs from actual interactive talk. G´anem Guti´errez (2003) reiterates Swain's (1997) argument that language production helps learners to improve their language in three ways by providing opportunity: (a) to compare their own production to the target language use, (b) to test

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how the language works, and (c) to reflect and talk about the language. Thus, webinar offers a test environment in which learners can try out, evaluate, and reflect on their own performance through real interaction and authentic feedback. Chapelle (2004) reviewed a number of studies that employed CMC for language learning purposes and concluded that (a) learners may benefit from the practice in other contexts as well; (b) negotiation of meaning and focus on form occur in online communication; (c) syntactic, pragmatic, and intercultural competence could be developed; and (d) online communication "is potentially a transformative tool that each learner, depending on his or her own knowledge and agency, can use to construct an identity as a user of the L2 beyond the classroom" (p. 13). All these features are supported by webinar.

2.3.8 The Difference Between Web Conferencing, Webinars and Webcasting

Though online meeting terms like web conferencing, webinars, webcasting and web meeting are often used interchangeably, they are distinctly different online tools. Understanding their capabilities allows one to make the most of these powerful methods for reaching an audience. (Davis, 2011) clarifies the difference among the three terms as follows:

- **Web Conferencing**

Web conferencing is an interactive method that replicates face-to-face meetings. All attendees of web conferences participate and have an opportunity to speak, offer visual presentations and respond throughout the meeting.

- **Webinars**

A webinar is an interactive online seminar held by a presenter and attended by an audience. Webinars usually follow an agenda and provide auditory and visual access to the information being shared. Typically, the voices of those attending the webinar are

muted during the presentation so that the presenter's message comes across clearly, and then he or she may invite live questions at the end.

- **Webcasting**

Webcasts are essentially one-way Internet broadcasts that involve no interaction on the part of the presenters and viewers. Such presentations are often pre-recorded and put up on the Internet for people to view at their convenience.

While they may be somewhat time-sensitive, webcasts often don't require that those who watch them sign on at a specific time. They can be kept up on the Internet as long as a webcaster deems necessary.

Businesses use webcasts for a wide variety of reasons, including CEO "State-of-the-Union" addresses, earnings announcements, training and educational materials and marketing promotions. Television and radio stations webcast extensively to impart news and information on the Internet, sometimes streaming live content.

2.3.9 How is a webinar different from a virtual event?

Singh (2012) states that live meetings **o**ffered by such services as Microsoft Live Meeting, Cisco WebEx and GoToMeeting, these "live meeting" options offer many of the same features as webinars, but they have more of an emphasis on voice and video chat, enabling people to communicate and collaborate from remote locations. The difference between live meetings and Webinars is that live meetings tend to be more interactive with more "two-way communication" and video conferencing. In a live meeting, all participants are more likely to be expected to participate via audio and video than in a webinar where often the only person speaking is the host/facilitator of the seminar. If a webinar is more like a college lecture hall, then a live meeting is more like a typical corporate meeting or brainstorming session, but the attendees do not have to be present in the same room at the same location.

2.3.10 What makes virtual events different from webinars and live meetings?

Singh (2012) also adds that virtual events are the next level of evolution in online interaction, building on some of the same types of features and tools that became popular with webinars and live meetings. The main difference is that virtual events are seeking to re-create many of the real-life effects and atmosphere of a large conference or trade show. Attendees can create their own detailed profiles and avatars, socialize and network online at virtual "exhibit halls" and online communities, and integrate their activities at the virtual event with their existing online networks via social media like Facebook, LinkedIn and Twitter.

Virtual events also give the hosts/organizers a much more detailed and insightful array of metrics and instant polling (like the Social27 Mood-o-meter) to track attendees' interests, responses and emotional reactions to the virtual event content at every stage.

Another difference is that while webinars and live meetings tend to be created out of "one size fits all" software packages with certain set offerings of features, virtual events can be customized using virtual event platforms like Social27. Teacher can choose as few or as many "bells and whistles" as teacher need for his/her event, and virtual event platform provider can help teacher along the way to design, plan and market his/her virtual event for maximum impact.

The good news is that, in many cases, the investment that the teacher has made in previous webinars does not have to be thrown away. Instead, by bringing content into a richer virtual event environment teacher can extend the dialogue over time and give customers more ways to interact with each other (Ibid).

Shepherd (2009) compares between web meetings, webinars and virtual classrooms as the following table (1) shows that.

Table 1: Comparison between web meetings, webinars and virtual classrooms.

	Web meetings	Webinars	Virtual classrooms
Primary purpose	To solve problems and make decisions	To share ideas and experiences	To facilitate learning
Secondary purposes	To provide updates	To promote the speaker or organiser	None
Face-to-face equivalent	A short business meeting	A session at a seminar or conference	A classroom session
Who's in charge?	The chair of the meeting	The host and/or presenter	The teacher / trainer
Typical activities	Presentation of situation updates and proposals; discussion of proposals; decision-making; action planning	Presentation of ideas and experiences; demonstrations; polling of audience opinion; Q&A; discussion; participant-to-participant text chat (back channel)	Ice breakers; presentation of formal content; software demos (for IT training); group exercises and activities; discussion; formative and summative assessment
Visual focus	Participant webcams; shared documents; slides	Slides; presenter webcam; text chat; polls; website tours	Slides; electronic whiteboard; questions/polls; shared applications; website tours; text chat
Auditory focus	Participants' vocal contributions	Host / presenters' voices; possibly also participants' vocal contributions	Teacher/trainer's voice and participants' vocal contributions
Most frequently used interactive devices	Voice; text chat	Voice; text chat; polls	Voice; text chat; electronic whiteboard; questions/polls; application sharing; break-out rooms
Tangible outputs	Agreed actions / minutes	Recordings; participant feedback	Recordings; participant feedback; assessment scores

From the table above, it obvious that webinar differs from other tools in many features such as: the purpose, the person who controls the tool, the activities, the visual and auditory focus, the devices and the tangible outputs. All these features make webinar a special tool to be used

Table 2: Comparison between Online Seminar/ Web presentation, Web conferencing, Webinar and Webcast. See https://www.blinn.edu/personnel/training/comparison_chart.pdf

	Online Seminar/ Web Presentation	Web conferencing	Webinar	Webcast
		Live/Real Time	Live/Real Time Attendee Interaction Archiveable	Live or Prerecorded Attendee Interaction Archiveable
Definition	A presentation, conference or workshop that is delivered entirely over the Internet using Web conferencing technology. The term online event can refer to either a webinar or webcast which can include interaction or not.	used to conduct live meetings or presentations over the Internet. Web conferencing is used to: • Conduct remote meetings • Conduct remote training • Demonstrate software • Deliver a Webinar	Short for web-based seminar • a specific type of web conference. • an interactive presentation or seminar that is transmitted over the Web. A webinar is different than a webcast which is one way and does not allow for interaction between the presenter and the audience	A Webcast is analogous to a TV broadcast, in which a live or prerecorded program is sent from a central location out to viewers – in this case, streamed over the Internet. While the term "Webcast" is often used to mean "Web conference," it is actually a different approach to holding a meeting via the Internet.

| Key Features | | allows a presenter to share presentations, documents, software applications or an entire desktop to remote individuals via a Web-browser.
• requires the use of a physical phone line or conference call bridge.
• Web conferencing is ideal for small, collaborative meetings of up to 20 people or so
• communicating via a phone line or live chat; again, ideal for smaller online meetings when delays and background noise is not an issue.
• similar to a face to face meeting or seminar, with multiple degrees of presentation, interaction, and collaboration among many computer users.
• everyone can participate, talk, and share presentations | participant interactivity and application sharing
• Ability to give, receive and discuss the presentation in real-time
• Easily archived for later review or presentation to others
• It is typically one-way, from the speaker to the audience with limited audience interaction, such as in a webcast. However, it can be collaborative and include polling and question & answer sessions to allow full participation between the audience and the presenter.
• In some cases, the presenter may speak over a standard telephone line, pointing out information being presented on screen and the audience can respond over their own telephones, preferably a speaker phone.
• may (depending upon the provider) provide anonymity, enabling participants to be unaware of other participants in the same meeting.

A webinar typically has moderated interaction, with a moderator helping the presenter by organizing questions from the audience. You can present PowerPoint slides, webcams, and software demonstrations. | webcasting is optimized for medium to larger audiences, with the ability to scale to hundreds and thousands
• one-to-many communication with audience members. Interaction with the presenter(s) happens via email Q&A, polling, and surveys.
• webcast viewers see and hear the actual speaker, event PowerPoint presentation and videos, without having to use a telephone.
 A webcast is usually a one-way presentation. Streaming video is commonly used, delivering TV-quality video to your audience |

How it works	Attendees view the presentation online via a standard web-browser.	In a web conference, each participant sits at his or her own computer and is connected to other participants via the internet. This can be either a downloaded application on each of the attendees computers or a web-based application where the attendees will simply enter a URL (website address) to enter the conference.	Just like conference based seminars, participants view the presentation through their web-browser and listen to the audio through their telephone	The Webcast is typically viewed using Microsoft© Windows Media Player or RealPlayer.
Differences		In the early years of the Internet, the terms "web conferencing" was often used to describe a group discussion in a message board and therefore not live. The term has evolved to refer specifically to live or "synchronous" meetings	Has a single presenter, or at least one at a time	Has a single presenter, or at least one at a time.

The table above compares between online seminar/ web presentation, web conferencing, webinar and webcast in many aspects such as: the definition, the key features, the way of work, and the differences.

2.3.11 E- Learning

E-learning comes at a time of great transformation in how individuals and organizations learn and how they transfer learning into performance-in the classroom and online-remains as important as ever.

The American Society for Training & Development defines e-learning as "anything delivered, enabled, or mediated by electronic technology for the explicit purpose of learning" (Hicks, 2001: 75). E-learning is principally any education and training received by computer; whether by compact disk read-only memory (CD-ROM), or via the Internet or Intranet (Thomas, 2001). Simply put, any learning, whether facilitated as part of or separate from traditional classroom training, via use of a computer

can be considered e-learning. It is important to recognize that although e-learning utilizes passive technology, e-learning is not a passive form of training.

Poe & Martha (2002: 5) claim that the term *online learning* (or, as it is sometimes called, *distance learning*) includes a number of computer-assisted instruction methods and they defined it as "faculty-delivered instruction via the Internet. Online instruction includes real-time (synchronous) and anytime, anywhere (asynchronous) interactions." Two parallel processes take place in an online environment:

1- Students become more active, reflective learners.
2- Students and teachers engage in learning through the use of technology and become more familiar with technology by using it.

Online learning is most effective when delivered by teachers experienced in their subject matter. The best way to maintain the connection between online education and the values of traditional education is through ensuring that online learning is "delivered" by teachers, fully qualified and interested in teaching online in a web-based environment (Feenberg 1998).

2.3.12 Comparing traditional Learning and eLearning

When comparing learning an identical course in a traditional framework to a computer mediated learning framework, students have expressed higher satisfaction from the computer mediated learning, and rated the learning as more effective than in the traditional framework such as the studies of Schutte (1997) & (Bilbao, Bravo, Garcia, Varela, Rodriguez, Valdenebro 2008).

In other studies, too, it was argued that computer mediated or online learning is more effective and interactive (Can, Saglam, Eristi, Kurum 2007). Findings of research conducted in the seventies and eighties, comparing the use of computers as a learning environment, also indicated a slight improvement in the student's achievements following use of a computer (Rashty,2000). ELearning includes many components that are familiar from traditional learning, such as: presentation of ideas by the students, group discussions, arguments and many other forms of conveying information and accumulating knowledge. The contents of the course's curriculum might be organized according to subjects and in a serial manner. ELearning also includes advantages which are not found in traditional

learning, such as: time for digesting the information and responding, enhanced communication among the learners, both as regards quality and as regards urgency, knowledge being acquired and transferred among the learners themselves, the ability to conduct an open discussion, where each learner gets more of an equal standing than in a face-to-face discussion, access to information and to discussion ability, responses may be made around the clock with no restrictions, a higher motivation and involvement in the process on the part of the learners (Tutunea, Rus, Toader 2008). The following table (1) summarizes several opinions regarding the comparison between traditional learning and eLearning (Rashty, 2000):

Table 3: comparison between traditional learning and eLearning

	Traditional Learning	**E-Learning**
Classroom Discussion	The teacher usually talks more than the student	The student talks at least as much as or more than the teacher
Learning Process	The learning is conducted with the whole class participating: There is almost no group or individual study	Most of the learning process takes place in groups or by the individual student
Subject Matter	The teacher conducts the lesson according to the study program and the existing curriculum.	The student participates in determining the subject matter: learning is based on various sources of information, including Web data banks and net-experts located by the student.
Emphases in the Learning Process	The student learn "what" and now "how"; the students and the teachers are busy completing the required subject matter quota; the students are not involved in inquiry-based education and in solving problems, but rather in tasks set by the teacher.	The students learn "how" and less "what"; the learning includes research study which combines searching for and collecting information from the Web data banks and authorities in the communications network; the learning is better connected to the real world, the subject matter is richer and includes material in different formats.
Motivation	The students' motivation is low, and the subject matter is "distant" from them.	The students' motivation is high due to the involvement in matters that are closer to them and the use of

		technology.
Teacher's Role	The teacher is the authority.	The teacher directs the student to the information.
Location of Learning	The learning takes place within the classroom and the school.	The learning takes place with no fixed location.
Lesson Structure	The teacher dictates the structure of the lesson and the division of time.	The structure of the lesson is affected by the group dynamics. Group dynamics is the social process by which people interact and behave in a group environment. It involves the influence of personality, power, and behaviour on the group process. In some education groups, if the members are not interested in the topic and if the leader does not plan well or is not energetic, the group will, more than likely, not go well.

2.3.13 Advantages of Learning Online

Online learning offers a variety of educational opportunities:

- **Student-centered learning**

The variety of online tools draw on individual learning styles and help students become more versatile learners.

- **Collaborative learning**

Online group work allows students to become more active participants in the learning process. Contributing input requires that students comprehend what is being discussed, organize their thinking coherently, and express that thinking with carefully constructed language.

- **Easy access to global resources**

Students can easily access online databases and subject experts in the online classroom.

- **Experiential learning through multimedia presentations**

New technologies can be used to engage and motivate students. Technology can also be used to support students in their learning activities.

- **Accessible for non-traditional students**

Online delivery of programs and courses makes participation possible for students who experience geographic and time barriers in gaining access to higher education.

- **Draws on student interest in online learning**

Many students are interested in online learning. In a recent survey conducted by the Office of Academic Planning and Assessment at UMass Amherst, more than 50% of students surveyed said that they were "very interested" or "somewhat interested" in taking an online course (Poe & Martha, 2002:7).

2.3.14 Advantages of Teaching Online

According to Poe & Martha, (2002:7) teaching online courses can:

- **Offer the opportunity to think about teaching in new ways**

Online teaching can allow you to experiment with techniques only available in online environments, such as threaded discussions and webliographies.

- **Provide ideas and techniques to implement in traditional courses**

Online email discussions, a frequently-used practice in online learning, can be incorporated into traditional courses to facilitate group work. Other techniques, such as web-based course calendars and sample papers posted on the Internet (with student permission) can easily be incorporated into a traditional course.

- **Expand the reach of the curriculum**

Online teaching can expand existing curriculum to students on a regional, national, and international level.

- **Professional satisfaction**

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

- **Instructor convenience**

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

2.3.15 Challenges of Teaching Online

According to a recent American Federation of Teachers report on distance learning, faculty must be prepared to meet the special requirements of teaching at a distance. Some of the challenges for instructors of teaching online include:

- Familiarity with the online environment

- Capacity to use the medium to its advantage

- Being available to students on an extended basis electronically

- Providing quick responses and feedback to students

Yet, the proponents of online learning argue that these obstacles can be overcome by employing such techniques as the following (Massy , 2002):

- **Become familiar with the technology used in your online course**

Teachers should be long before their course starts, become familiar with the technology used in their online course, including hardware and software, and spend some time exploring their options. An online course requires a high level of computing power and reliable telecommunications infrastructure. Make sure you have access to both. UNRWA school can provide such things.

- **Use the online medium to your advantage**

The online environment is essentially a space for written communication. This is both a limitation and a potential of online learning. Written communication can be more time consuming, but "the ability to sit and think as one composes a question or comment also can raise the quality of discussion." Additionally, shy students who have trouble participating in a classroom discussion often feel more comfortable in an online classroom. Online classrooms can be developed with this fact in mind to take advantage of these considerations.

- **Keep connected with students**

Use the technology of the online environment to help you keep in touch with students. Communicate frequently with students, both individually and as a group. While keeping

connected with students can be a challenge, the online environment offers a number of interesting pedagogical opportunities which are:

- Effectively structuring online courses
- Creating community in virtual classrooms
- Facilitating and encouraging online discussions

2.3.16 Summary:

In section 1 of this chapter, the researcher defines language, mentions the notion and purpose of communicative language teaching, and characteristics of the communicative approach. She also defines communication and talks about communication process , elements of communication, the roles of teachers and learners in the classroom, and accuracy versus fluency activities.

In section 2 of this chapter, the researcher defines speaking and speaking skills. In more details, the researcher talks about speaking, importance of speaking skill, teaching speaking, strategies for developing speaking skills, and characteristics of a good speaker.

In addition, she discusses teaching speaking cooperatively, teacher's roles in CLT of speaking, functions of speaking, elements of speaking, notion of teaching speaking, goals of teaching speaking, and principles of teaching speaking. She also talks about characteristics of English as a foreign language young learners, different factors affecting students' speaking ability, challenges of teaching speaking in Palestine, developing speaking activities, and characteristics of successful speaking activities. She also defines anxiety and talks about anxiety in speaking, causes of anxiety, anxiety and language learning, anxiety and foreign language learners, and test anxiety.

In section 2 of this chapter, the researcher defines webinar, talks about its functions, benefits, components, and significance. She also discusses benefits of webinars in general, who should choose a webinar, essential features that every webinar tool, equipment needed to conduct a webinar, benefits of a webinar for students' learning, and

benefits of webinar in teaching speaking skills. The researcher also compares webinar with web conferencing, and webcasting. She also mentions how webinar is different from virtual events and live meetings. She also defines E- Learning, compares between traditional learning and eLearning, discusses advantages of learning online and of teaching online, and challenges of teaching online.

Chapter II
The Previous Studies

Previous studies

Introduction

Conveying of language and literature has always involved technology, as far back in time as music, masks, and performance materials that supplemented oral storytelling and early drama. Of course, the printing press, books, and libraries are technologies of enormous impact that we now accept as givens for teaching English. More recently, film, television, radio, and media production was the focus "technology and teaching" courses. In the last two or three years, dramatic advances in computers, in digital memory, in internet resources, in audio and visual transmission, in virtual imaging, and in wireless communication have created intriguing new possibilities for the use of technology in the teaching of English. Web publishing, digital archives, digital video, electronic conferencing, blogging, wikis, podcasting, real simple syndication feeds, on-line gaming, virtual reality worlds - these are the potential new tools to be used for teaching and learning English.

Many previous studies investigated the effect of implementing technology in instruction, teaching languages, teaching English language skills and teaching speaking. On the other hand, many other studies investigated the effect of implementing webinar in improving English speaking skills.

This chapter includes three sections that aim at reviewing previous studies related to the current study. The first one explores the studies related to using technology in teaching speaking skills. The second section presents studies related to implementing technology in teaching English language skills. The third section investigates the studies related to implementing Webinar in teaching English language speaking skill.

2.4 First Section: Studies Related to using technology in teaching Speaking Skills:

2.4.1: Baniabdelrahman (2013)

This quasi-experimental study aimed to examine the effect of using shared online oral diaries on the EFL Saudi First year university students' speaking proficiency. It used one male and one female EFL Saudi First year university students classroom sections to represent the experimental group and one male and one female classroom sections to represent the control group. The participants of the study consisted of two male and two female first year university students' classroom sections (20 students in each) in Riyadh city in Saudi Arabia .An equivalent speaking proficiency test, developed by the researcher, was applied on the control and the experimental groups before the study started to ensure their equivalence; and was also used as a post-test. The results of the post-test revealed significant differences between the mean scores of the experimental group and the mean scores of the control group in favor of the experimental group, which indicates that the shared diary method had positive and higher effect on the students' speaking skill than what the traditional method had.

2.4.2: Ibrahim & Yusoff (2012).

This study examined students' use of wiki for the Public Speaking course and investigated students' perception of the use of a blended learning environment in teaching public speaking skills. This paper reported results from an analysis of data collected from students at a Malaysian university. An end-of-semester, a survey was completed by 40 students taking a Public Speaking course. The survey was conducted to understand students' reactions towards the use of wiki in a blended learning environment. The survey data were being used to inform decisions on the course delivery structure and about adoption of new digital technologies for learning and teaching. Findings from the study indicated that the students found that using wiki facilitated their speech preparation process specifically in receiving feedback and improving speech delivery. Although some had reservations about publishing their speeches publicly on wiki, they understood that it

was to their benefit. Therefore using wiki in a blended learning environment was found to be advantageous to the Public Speaking course.

2.4.3: Shen & Suwanthep (2011)

This study aimed at investigating the implementation of e-learning constructive role plays on Chinese EFL learners' speaking in college English classes. To achieve this, the study addressed the following research questions:

1) Does constructive role play have any positive effects on improving the speaking performance of students with different levels of proficiency?

2) What are second-year non-English major students' opinions of the e-learning constructive role plays in their college English speaking classes?

Three hundred second-year non-English major undergraduate students enrolled in college English advanced classes were chosen to be the sample in the study. The students were classified into three groups in terms of language proficiency level – high, medium, and low – based on the z scores from their previous English final examinations and the speaking pretests. After the pretest, 39 participants were excluded from the data collection because their two z scores fell in different proficiency levels. In addition, there was one student who missed one of the two speaking tests, and the data from this student was also excluded from the analysis. All in all, 260 students were randomly assigned into an experimental group of 130 students and a control group of 130 students. The instruments used in this study were: speaking pretests and post-tests, student role play recording analysis, student questionnaires, and student interviews. The study findings showed that there was a statistically significant difference between the two speaking tests scores, significant at $p = 0.000$ in the experimental group. However, in the control group, there was no statistically significant difference between the two speaking tests scores because the p value is higher than 0.05 ($p = 0.842 > 0.05$).

2.4.4: Sleesongsom & Suppasetseree (2011)

This study aimed to investigate if the online chatting used by forty EFL students improved speaking skills and to answer the following questions:

(1) Can online chatting improve the English speaking skills of SUT students? (2) Can online chatting increase the number of sentences produced by SUT students while chatting? (3) Can online chatting increase the number of correct sentences produced by SUT students while chatting? (4) Do SUT students have positive opinions of using online chatting to improve speaking skills?

The participants were forty students at Suranaree University of Technology (SUT), Thailand, who were studying English 1 during the first trimester. They were randomly separated into small chat groups and each group had four members. Their language abilities were mixed. Before and after chatting, the students took pre- and post speaking tests. Then, they were assigned to chat in a group for two and three times on each topic for ten weeks. The results showed that the mean of the post-speaking test scores was higher than the mean of the pre-speaking test scores. The mean of the post-test scores, the number of sentences and the number of correct sentences produced by students increased in ten weeks respectively. From the questionnaires, it appeared that the students thought that their language skills and typing skills had improved. They had more fun learning and their self-confidence in using English had increased. Based on the results, online chatting can be a technological tool for motivating students to produce and practice language in real-time. It provides a chance to use and practice the language outside the classroom with non native or native speakers in real-life.

2.4.5: Shih (2010)

This study aimed to establish a blended teaching and learning model combining online and face-to-face instructional blogging for an English for specific purposes (ESP) course named English Public Speaking. The research methodology combined qualitative and quantitative approaches and included peer and instructor feedback, interviews, self-

reflection, and a learning satisfaction survey. A total of 44 college seniors majoring in English participated in the study. The results of the study showed that this model could contribute to learning effectiveness and student satisfaction if the blended model is implemented with sufficiently supportive equipment and course plans. Most importantly, peer and instructor's feedback and the blog characteristics like free access, ease of revision, and interesting material for learning were major factors that enhanced students' learning satisfaction by motivating them to learn effectively.

2.5 Second Section: Studies Related to implementing technology in teaching English language skills:

2.5.1: Al-Masry (2012)

This study investigated the effectiveness of using electronic blended learning in teaching a unit in English course at the cognitive levels (recognition , comprehension, and application) by second year secondary female students in Makkah. The quasi-experimental approach was used. The study population was all (56) female students in the second secondary school in Makkah. The study sample was (56) students, divided into two groups: an experimental group of (31) students, and a control of (25) students. An achievement test prepared by the researcher was used to collect data. The results concluded there were statistically significant differences at (0.05) level between the average test scores of the group of students who learned by using the electronic blended learning, and the control group of students who learned by using the traditional method in post-application of the achievement test at the " recognition ", "comprehension" and "application" level in favor of the experimental group.

2.5.2: Sayed (2012)

In her attempt to investigate the effect of the electronic portfolio on developing the English language writing skills for second grade preparatory school students, Sayed carried out the study on (60 students) selected from Nader El-Riyadh Preparatory School. They were divided into two groups: control (30 students) and experimental (30 students).

The students of the experimental group practiced writing on a website under the teacher's guidance and feedback. A post writing test was administered to collect data. The results showed there was a statistically significant difference between the mean scores of the experimental group and the control group at the (0.0 1) level in favor of the experimental group's mean score. It was concluded that the electronic portfolio had a large effect on the writing skills of second year preparatory school students.

2.5.3: Shih (2011)

In Taiwan, Shih's study investigated the effect of integrating "Facebook" and peer assessment with college English writing class instruction through a blended teaching approach. The subjects were 23 first-year students majoring in English at a technological university in Taiwan participating in an 18 week English writing class. Both quantitative and qualitative approaches were employed in the study. Research instruments included pre-test and post-test of English writing skills, a self-developed survey questionnaire, and in-depth student interviews. The findings suggested that incorporating peer assessment using "Facebook" in learning English writing can be interesting and effective for college-level English writing classes. Students can improve their English writing skills and knowledge not only from the in-class instruction but also from cooperative learning. In addition, this "Face book" integrated instruction can significantly enhance students' interest and motivation.

2.5.4: Al-Haq and Al-Sobh (2010)

Another study was conducted to examine the effectiveness of a web-based writing instructional EFL program (WbWIP) on Jordanian secondary students' performance. The experiment was carried out on (122) seventeen-year old students in the eleventh scientific grade studying in four secondary comprehensive schools, two male schools and two female ones that belong to Irbid Second Directorate of Education. The researchers used a pre-post achievement test. The experiment lasted for two months (16 normal classes).The results of the study revealed statistically significant differences at (α = 0.05) in the students" mean scores of the overall English writing achievement post-test in favor of the experimental group. The results also revealed that there were statistically significant

differences at (α =0.05) due to gender in favor of the female students compared with males.

2.5.5: Kilickaya & Sefroglu (2010)

This study investigates the impact of CALL training on in-service language teachers' use of CALL-based activities in their classrooms. The participants included 35 pre-service English as a Foreign Language (EFL) teachers who took an undergraduate-level elective CALL course (FLE318) offered during the 2008-2009 academic year in the Department of Foreign Language Education at Middle East Technical University and 25 of these participants who started teaching English during the Fall semester in the academic year 2009-2010 at several private and state institutions. The journals kept by the participants during and after the training, the lesson plans of micro and macro teaching, the questionnaires given to the participants to determine their perceived computer knowledge, the interview sessions held with the participants on their practices showed that the training provided to the participants helped them infuse a variety of CALL-based materials and tools into their classroom practices. The journals and the interviews indicated that their integration of CALL-based materials particularly helped their students improve their listening and the use of grammatical structures, leading to better writing abilities. The journals and the interviews also revealed that compared to the past, the participants had the opportunity to make the best of the freely available materials such as audio and video files on the Internet.

2.5.6: Mostafa (2009)

The purpose of this experimental study was to investigate the effectiveness of integrating internet resources into EFL curricula, using the WebQuest model, to enhance graduate students' reading and writing skills for research purposes in the Faculty of Education. The study attempted to exploit both the constructivist and cooperative approaches through the use of project-based teams. It adopted an eclectic

approach to enhance reading and writing for research purposes through training graduate students to design EFL instructional materials for teaching English at different levels and reflect upon this experience. The instruments used were: A) A pre and post-test to measure students' research reading and writing skills; B) A rubric to evaluate the appropriateness of the tasks used in the pre- and posttest; C) Teacher logs to evaluate the different activities of the program and D) A teacher's observations . The program was applied on post-graduate students, English majors, in the Faculty of Education. The group comprised forty-five male and female students. The findings indicated that integrating web resources into EFL curricula, using the WebQuest model, was effective in enhancing students' reading and writing skills for research purposes and provided a positive learning experience. It was thus recommended that EFL teaching practitioners adopt the WebQuest model in making use of web resources for their instruction.

2.5.7: Siko (2008)

The purpose of this experimental study was to examine the effects that WebQuests had on students and students learning, especially in the English Classroom. The results represented only the ninth grade English students enrolled at a public high school in the Southeastern United States. This research used both qualitative and quantitative data to answer research questions focused on student learning and WebQuests. The study raised the following research questions: a) Do learners learn using WebQuests in the English classroom? b) How do learners learn with WebQuests in the English classroom? c) What do learners think about their experience with WebQuests in the English classroom. For this study, a WebQuest was used in nine ninth grade English classrooms and data was collected from students in order to determine if they thought learning occured during the completion of the WebQuest. Additionally, data was collected that examined how the students learned the material presented in the WebQuest. Two hundred and twenty five students completed both the pre/post tests and the WebQuest over three day period during the fall 2007 semester. While each class completed the WebQuest and the pre- and posttests, the researcher observed several of the classes. Field notes were taken during the observations and then typed up following the data collection. Three groups of students, a total of (12) students were then interviewed to determine if and how they learned about poetry through the completion of the WebQuest. The results of this study indicated that

WebQuests affected student learning, and increased their understanding of the contents, also the interviews and the observations showed that the WebQuest increased the students' motivation toward the material.

2.5.8: Noytim (2006)

This case study investigated the potential of the internet to support students' English language development, in particular the capacity of the internet to support students' English reading development at Thai Rajabhat University. Data were collected through using photographs , video recordings, questionnaires, diaries and interviews. The study was conducted in two stages. Stage one was an ethnographic investigation of students' current internet practices both in and out of Thai University and the participants of this stage were 35 third years students majoring in English education. The program was implemented and evaluated in stage two and the participants of this stage were 15 volunteers who were first English major students. Outcomes from stage one revealed that the University students had low overall levels of internet use, low levels of computer and internet skills, but generally high levels of interest and enthusiasm and a belief that the internet could play a positive role in supporting English language learning. Outcomes of stage two confirmed that the internet was potentially a powerful resource for teaching English. Therefore a qualitative approach was perused in this study to capture the contextual nature of internet practices and learning in both internet and classroom contexts. The research approach narrowed to that of a case study, which the researcher intervened in the teaching / learning process.

2.6 Third section: Studies related to implementing Webinar in teaching English language speaking skill:

2.6.1: Hasan (2013)

This 4-week interpretive study explored the impact of online teacher's corrective feedback (OTCF) on L2 students' English language awareness during teacher-student synchronous text-based chats so as to improve the students' communicative skills. The

sample consisted of the researcher as a teacher and three intermediate English learners majoring in business at a university in Bahrain. The data collection method used was the saved electronic chats between the researcher and the students on the MSN messenger. Interpretation of the data employed aspects of discourse analysis to describe and analyze the OTCF's impact on the students' communication. The analysis revealed that the OTCF helped the learners to notice and correct their written grammatical and lexical errors in an unthreatening and welcoming environment. However, based on the evidence that the research provided, the CMC did not necessarily support the development of the students' oral skill.

2.6.2: Agnes (2012)

A graduate level Flex Mode course "Introduction to Computers in Education" using online learning concept, which includes the discourse environment and the webinars, was investigated in the current study. Twenty one students enrolled in the course in fall 2010. Since the design of this course was new and in its experimental stage, this study explored how webinar participation predicted students' behaviours, oral communication and engagement in online learning, and the experiences and perspectives of students who took this course. In order to answer research question 1 (How well does webinar participation predict students' behaviours, oral communication and engagement in online learning?), quantitative data about students' webinar participation and behaviours and engagement in online learning data (online duration in minutes, number of notes written, read and recorded, and the quality of the notes) were retrieved from the course database. To answer research question 2 (What are the experiences and perspectives of students who take a Flex Mode course that includes a webinar component?), satisfaction questionnaire and interviews were used for examining students' experiences and perspectives about the course. Data retrieved from the course database showed that webinar participation correlated significantly with the engagement construct (about speaking, reading and writing online). Results from the questionnaire suggested that students were satisfied with both the webinar and online discussion components of the course. Interview findings indicated that students credited the webinar as it helped them feel more connected to their classmates.

2.6.3: Blake & Scanlon (2012)

This paper dealt with collaborative, networked learning in a graduate distance learning course. The researchers were interested in understanding how learning was affected by the quality of collaborative processes and the patterns of interaction in collaborative online discussion environments. For the purposes of this paper, they were focusing on the interactions, communication and collaborative processes occurring in an asynchronous online seminar which was about the design of teaching/learning software in the context of a science education course. The participants in the study, a total of nine students were mainly science teachers and they took part in this online seminar over a two week period to discuss the design of some selected pieces of software used for teaching and learning of science at various levels of schooling. In analysis, the researchers used a classification system validated in their earlier work and extended their approach for the purposes of this study using a rating scheme developed for assessing the quality of computer supported collaboration processes by other researchers. Content analysis of the contributions to the online seminar showed that the two categories, namely 'acknowledging a fellow student by replying and or referring to their contribution' and 'motivation of students (indicated by a mention of their individual commitment to group task)' were the biggest categories. The frequency of 'joint knowledge building category' in this analysis indicated that students were committed to the task. During the activity they presented reports on their analyses with an aim to critically review the issues and themes arising from these analyses. When the researchers compared this online seminar to a comparable one in the previous year, they noticed that both acknowledgment and motivational categories were much smaller. In addition to content analysis, the researchers carried out an interaction analysis of the first online seminar to identify the patterns of relationship between students and visualise the relationship by using the connections between members. This study indicated the importance of communication motivation/individual commitment of students during a collaborative task.

2.6.4: Campbell & Larson (2012)

This study was to determine whether or not students had a different level of anxiety between giving a speech to a group of people in a traditional face-to-face

classroom setting to a speech given to an audience (visible on a projected screen) into a camera using distance or web based technology. The study included approximately 70 students. Participants were placed in groups (Group A and Group B). All students gave the same speech two times. Group A began by giving their speech to an audience face-to-face. Their second speech was delivered to a remote audience through web-based technology. The members of Group B delivered the speech twice, but in reverse order of Group A. Two instruments were used to collect the data. One tool for gathering the data was a 16- question survey comparing the experiences that was completed after giving both speeches. A variety of different questions were asked to determine any perceived differences, with particular interest related to comparing their anxiety level between the two speeches. For many of the questions, participants were given three options; web-based delivery, face-to-face delivery, or uncertain. The other instrument used for collecting the data was a heart rate monitor that each student wore during both speeches. The data collected provided the researchers with the opportunity to compare the average and maximum heart rates for each student for the face-to face and web-based speeches. Based on results using both instruments, there were no significant differences in the amount of anxiety between delivering a traditional face-to-face speech and a speech given using web-conferencing technology. The researchers concluded that there was an interesting, albeit somewhat slight, difference between the anxiety recorded through the heart rate data and the students' response to the to the question "Did you feel more anxiety during your face-to-face speech or the web-based speech?"

2.6.5: Taylor (2012)

Research confirmed that designing effective online learning environments positively affected students understanding, motivation, retention and oral communication. This paper analyzed the design and facilitation of an online seminar created for a graduate level university course that was held for ten days. It highlighted current research on effective social constructive pedagogies and frameworks used to design online learning environments. It examined effective facilitation and discussion techniques that served as vehicles for collaborative and motivational learning. The seminar participants were graduate level university students. PedTech Island's design was grounded in social constructive pedagogies and online instructional design frameworks. Facilitation of the

seminar occurred over a ten day period and involved participants developing a social online presence, interacting with other attendees, collaborating, and capturing cognitive challenges through learner-centered dialogue. This paper concluded that educators could ensure that online learning communities enabled learning through effective construction, design and facilitation of online environments.

2.6.6: Kirlakldis (2011)

A graduate online university in northern United States of America implemented a policy on online seminars for each online course to help students increase their proficiency levels in course content via mandatory communication with faculty and peers. No research had been conducted at the research site to examine the effects of the online seminars policy on communication between faculty and students.

The research problem at the study site was the lack of empirical evidence that the

online seminars policy on communication between faculty and students was effective as measured by the frequency of postings posted by faculty members and their students during the online seminars. This study was grounded in the social learning theory of Vygotsky. The research question that guided this study was "What are the effects of the online seminars policy on communication between faculty and students as measured by the frequency of their postings." Archived data were collected for two cohorts of 175 graduate students and 12 faculty members from before and after the implementation of the online seminars policy. Content analysis procedures were used on the computer- mediated transcripts of the discussions between faculty and students within several graduate courses in education offered entirely online. An independent sample t- test was utilized to analyze the data and the researcher found a significant difference between the means of the two cohorts of faculty and student postings. The empirical evidence was that the online seminars policy on communication between faculty and students was effective.

2.6.7: Groves & O'Donoghue (2009)

This paper reported on research that had been carried out into the use, process, and effectiveness of an asynchronous online seminar within an undergraduate sports studies degree programme. Contemporary sources were used to justify the use of technology supported learning (TSL) in higher education and to inform a reflective and critical account of the planning and delivery of an asynchronous online seminar. Through student feedback gained from qualitative questionnaires, the researchers concluded that the online seminar made a positive contribution to the learning experience of the majority of participating students. However, encouraging widespread participation was problematical. It was also clear that some participants only took part because of the extrinsic rewards on offer and that this might have had some impact on the quality of their learning experience. Despite the benefits of the online seminar, researchers would also suggest that where student numbers were manageable, the benefits of a "blended" approach, delivering online seminars in conjunction with more traditional face-to-face seminars, should be considered.

2.6.8: Hsu & Wang (2008)

This qualitative study investigated the perceptions of student-trainers who used webinar tools. The results showed that student-trainers were satisfied with their webinar-facilitated delivery of conceptual knowledge. The study answered the following questions: (1) What are the perceptions that student-trainers have regarding their use of webinar tools for the development and the implementation of an instructional session? (2) What are the issues that characterize the development and the implementation of a webinar-based course? (3) What strategies effectively support webinar-based learning? (4) Which learning domains are appropriate for webinar-tool use?

Webinar provided a nearly face-to-face environment that increased participants' social presence and facilitated multi-level interaction. This paper presented suggestions regarding webinar-session implementation strategies. That was qualitative research in which four chief techniques were used: observation, open-ended survey, focus group, and recorded Elluminate training sessions. Four participants were part time students who

differed from one another in terms of their training experience and their areas of specialization. They excelled at MS Office skills and had above-average skills in training related technologies such as video conferencing, audio conferencing, and multimedia presentation. Two participants (Maggie and Abbi) had experience with use of videoconferencing tools for the delivery of training materials, and only one participant (D) had used webinar tools before. Participant Melisa hosted no webinar session but completed the survey and the focus group interview. The instructor evaluated participants' skills on the basis of observation and assignment completion. Pseudonyms were used to protect participants' privacy.

2.6.9: O¨ zdener & Satar (2008)

This article reported on a study investigating the use of 2 synchronous computer-mediated communication tools: text and voice chat. The experimental design employed 3 groups (text, voice, and control), each consisting of 30 novice-level secondary school learners of English as a foreign language. Over a 4-week period, the participants in the experimental groups engaged in 40–45-minute-long chat sessions in dyads, guided by a total of 8 tasks. The data were collected through pre anxiety and post anxiety scales and speaking tests, and the participants' perspectives were investigated through the use of closed and open-ended questionnaires. The results showed that the speaking proficiency of both experimental groups increased, whereas

there was a decrease in the anxiety levels only for the text chat group. The results were then interpreted by taking into consideration the data from the questionnaires, and a protocol was proposed for the selection of tools for different learner groups.

2.6.10: Makkonen (2007)

This paper described the use of the web as a complementary addition to conventional lectures in the learning of the basic concepts of communication, information management and information systems development. Forty-five students, 14 females and 31 males, whose mean age was 24 years (range 18-39 years), participated in the

experimental group including the web-based seminar. The researcher utilized conventional lecture material, search engines on the web, and the Optima learning environment. The data for this study was collected by administering a questionnaire both at the beginning and the end of the course. The solution enables a web-based seminar supporting learning in various ways. First, in their approach the students composed a coursework report focusing on the main concepts of the subject area. This occurred by using lecture handouts and search engines on the web. Second, in the web-based seminar students can familiarize themselves with the coursework reports of other students. The researcher claimed that in this way learning can be promoted in the spirit of both cognitive and social constructivism. During the coursework and while in the seminar the students worked in small groups of two to four students or they completed the coursework as an individual task. In the web-based seminar the students had a workspace in the Optima environment for publishing their coursework presentations. At the final phase of the course the students were expected to familiarize themselves with the presentations of other groups. In this paper the researcher analyzed the benefit of WWW-based seminar based on the goals of the course. At the beginning and end of the course the students were expected to analyze their own knowledge of the themes of the course. These themes were: (1) administrative view to information resources management and communication, (2) technological view to information resources management, (3) building information systems, and (4) organizational applications. In addition, the students were expected to analyze how they experienced the coursework. The study found out that the WWW-supported coursework and seminar had a neutral effect on learning different themes of the course in most cases. However, the students of IT faculty benefited more from the web-based coursework in the learning of topics 1 and 3. They also found that the Optima-based coursework suited a little bit better for younger students, males and the students of information technology and it may be more effective as an individual task.

2.6.11: Lalli & Feger (2005)

A key characteristic of both high-quality professional development and successful online learning communities is peer-to-peer interaction. This paper described the results of a study in which they examined the quality of peer-to-peer interaction among diverse groups of geographically dispersed educators in an online professional development

project called Investigations Online. Using mixed methods, the study examined data from online seminars designed for mathematics coaches to support implementation of the standards-based, elementary school curriculum, Investigations in Number, Data, and Space. In this paper, the researchers described key elements for assessing the quality of the peer-to-peer interaction in online seminars as a function of three factors (interaction patterns, word quantity, and discussion levels). Analyses of these three factors provided a systematic way to compare interaction across a series of seminars. They reported on design changes to the seminars and their impact on peer-to-peer interaction. A total of 57 educators from 26 states, the District of Columbia, and two foreign countries participated in the first three coaching seminars. For the purposes of this research study, the researchers developed a process methodology that provided a systematic way to compare the "quality of interaction" across seminars based on a set of measurable factors that were appropriate for this project. These factors were quantitative and qualitative indicators for three dimensions of interaction: (1) interaction patterns (participant discussion directed to peers or to the facilitator); (2) word quantity (number of words per participant message); and (3) discussion levels (low, progressive, high). In particular, results showed the effectiveness of the change in seminar format and discussion strategy to rotating responsibility for peer- led discussions on seminar topics.

2.6.12: Müzeyyen (2005)

This study explored teacher and student attitudes towards use of computer mediated communication (CMC) in support of teaching speaking skills. Data were collected through the questionnaires distributed to 20 Tourism students and 60 English instructors at Mugla University and through interviews conducted with 12 CMC-experienced international EFL instructors. The questionnaire for students investigated students' feelings about the four L2 skills generally, their computer use and their opinions about use of voice-text chat for developing speaking skills. The questionnaire for Mugla English instructors aimed to discover their personal background, computer background, attitudes about use of communication technology for teaching L2 and potential problems that they foresaw in using voice & text chat in their EFL instruction. The interviews with CMC-experienced international EFL teachers aimed to explore international English instructors' perceptions about teaching speaking skills, use of voice chat as an

instructional source for speaking instruction, and instructional advantages and disadvantages of voice chat. Findings gathered from students' questionnaires revealed that students perceived speaking as the most important skill but had problems with both speaking itself and classes in speaking. Both sets of EFL teachers and students were positive in support of use of CMC in support of speaking instruction, although teacher responses indicated anticipation of some problems – fit to the curriculum, computer access, finding appropriate international partners – in implementing classroom CMC. All respondents indicated the need for appropriate training and administrative support to make the implementation of voice and text chat successful in the Tourism Department at Mugla University.

2.6.13: Poza (2005)

This study investigated the influence of a computer voice conferencing environment (Wimba) on learners' anxiety when speaking in a foreign language. The participants of the present study were 48 students enrolled in two sections of a college-level Intermediate Spanish course. Several instruments were used for data collection: A demographic survey, the Computer Anxiety Index (CAIN), the Foreign Language Classroom Anxiety Scale (FLCAS), the Wimba Anxiety Scale, student interviews, and a rubric developed for the evaluation of risk-taking. Results indicate that there is a strong potential for the reduction of anxiety associated with the Wimba environment. This was due to the elimination of the time pressure of the classroom and opportunity to edit student contributions. Increased risk-taking, in terms of the quantity and quality of the output produced by students, and reduced fear of negative evaluation were also found in the electronic environment. The conditions of the facility where the Wimba environment was accessed, i.e. a language laboratory, were found to hinder Wimba's anxiety-reducing potential.

2.6.14: Gao (2001)

This study investigated the effects of learning materials with different interaction levels on achievement and motivational perceptions of college students in a web-based learning environment with a posttest only experimental design. There were three groups

in this study: control group, reactive interaction group, and proactive interaction group. The control group received a treatment with hyperlinks to link all the learning content together; the reactive interaction group received a treatment that was implemented with elaborated immediate feedback strategy; the proactive interaction group received a treatment that was implemented with generative activity strategy. Three instruments were used to evaluate the effects of different treatments: achievement test, instructional material motivation survey and interview. Ninety-five students were randomly assigned to different groups to receive corresponding treatments, which were implemented through WebCT, a Web Course Tool. Students took the achievement test and motivation survey right after they finished the learning materials. The subjects in the study were students in various education majors. The results indicated that students in both the reactive and proactive interaction groups outperformed those in the control group in the achievement test. The students in the reactive interaction group demonstrated significantly higher motivation than those in the control group. The qualitative data also supported the above results.

2.7 Comment on the previous studies

- Having reviewed the previous studies, the researcher familiarized herself and enriched with the background especially on revealing the technology effects on developing students' educational and speaking skills.
- All the previous studies mentioned in section one proved that technology had positive role on students' speaking skills like: Baniabdelrahman's (2013) and Shih's (2010) studies which dealt with online oral diaries and a blended teaching and learning, respectively.

- All the above mentioned studies in section two confirmed the impact of using technology on teaching English language skills.

- Technologies include online oral diaries, wiki, e-learning, online chatting, a blended teaching and learning, electronic portfolio, Facebook, web-based writing instructional EFL program (WbWIP), CALL, WebQuest, internet, blogs and webinar reduced students' speaking anxiety in learning English as a foreign

language and affected their performance and achievement in English, especially in speaking skills.

- Most previous studies followed the experimental methodology to investigate the effect of technology on students' language learning improvement except Noytim's (2006) study which was a case study and Shih's (2011) which used both quantitative and qualitative approaches.

- The mentioned previous studies helped the researcher to build and design the research tools (speaking test- anxiety scale) for both the experimental and control group according to the similarities and differences between the previous studies.

- The previous studies in section three showed that a webinar positively affected students' behaviours, oral communication and engagement in online learning as Agnes' (2012). Blake & Scanlon's (2012) added that webinar affected students' interactions, communication and collaborative processes. While Taylor's (2012) study proved its effectiveness on their understanding, motivation, retention and oral communication. It also increased their proficiency levels in a course as Kirlakldis' (2011) study proved. In Hsu & Wang's (2008) and Lalli & Feger's (2005) studies, results confirmed that webinar increased participants' social presence and facilitated multi-level interaction and peer-to-peer interaction.

- Groves & O'Donoghue's (2009) study revealed that using webinar as a technology made a positive contribution to learning experience, while Gao's (2001) study proved that webinar enhanced students' achievement and motivational perceptions.

- Different tools were used in the different previous studies. The numbers of tools varied from one study to another. Some studies used one tool as Baniabdelrahman's (2013), used speaking tests. Al-Masry's (2012) and Al-Haq & Al-Sobh's (2010) used an achievement test but Sayed's (2012) used a post writing test. Ibrahim & Yusoff's (2012) used a survey, while Groves & O'Donoghue's (2009) and Makkonen's (2007) used a questionnaire. Blake & Scanlon's (2012) used classification system, and Kirlakldis' (2011) used content analysis.

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- Other studies used more than one tool as speaking tests student, role play recording analysis, student questionnaires, and student interviews in Shen & Suwanthep's (2011), pre- and post speaking tests, questionnaires in Sleesongsom & Suppasetseree's (2011), peer and instructor feedback, interviews, self-reflection, and a learning satisfaction survey in Shih's (2010), pre-test and post-test of English writing skills, a self-developed survey questionnaire in Shih's (2011), journals, the lesson plans of micro and macro teaching, the questionnaires in Kilickaya & Sefroglu's (2010), a pre and post-test to measure students' research reading and writing skills, rubric to evaluate the appropriateness of the tasks used in the pre- and posttest, teacher logs to evaluate the different activities of the program and a teacher's observations in Mostafa's (2009), pre/post tests, observations, interview in Siko's (2009), photographs , videos recording, questionnaire, diaries and interviews in Noytim's (2006), satisfaction questionnaire and interviews were used for examining students' experiences and perspectives about the course in Agnes' (2012).

- These studies helped the researcher build the speaking test, record the observation card and decide designing her own scale to investigate students' speaking anxiety after implementing the webinar tool.

- Observation cards were used specially to measure the improvement level of the students especially the ones related to the speaking fluency as Siko's (2009) and Noytim's (2006) studies. This also helped the researcher put in consideration the difficulty to observe students' speaking fluency in a written test. So the researcher recorded the students while speaking by an observation card to be analyzed later.

- Sleesongsom & Suppasetseree's (2011) study proved students had fun learning and their self-confidence in using English had increased.

- In addition to the fun atmosphere, speaking anxiety reduced as Campbell & Larson's (2012), Ozdener & Satar's (2008) and Poza's (2005) studies revealed.

- Müzeyyen's (2005) study added that teachers found problems in implementing CMC to teach speaking as fit to the curriculum, computer access, finding appropriate international partners. The researcher avoided these problems by good planning, preparing the supportive tools, and training students how to use webinar.

- Most of the studies implemented the experiment on students' university except Sayed's (2012), Al-Haq and Al-Sobh's (2010) on school students.

This study may differ from the other studies in a number of points:

- The researcher made speaking lessons preparation notes for the teachers about Webinar appendix number (13).
- The place: This study adopts learning by webinar tool and its effect on student's speaking skills in EFL in Arab countries in general and in Gaza refugees' schools in particular.
- The target group: administering the experiment of the seventh graders' has its

  significance. That means the research's results can be generalized on other stages.

- The literature review has paved the way for the researcher, facilitated her work and provided her with instruments used for collecting and analyzing data to carry out this study.

2.8 Conclusion

From the previous studies, the researcher concluded the following:

1) All the previous studies dealt with the webinar as independent variable in

   general in different materials and in the English language in particular.

2) All the previous studies did not deal with the effectiveness of using webinar on the English Language in the Arab countries.

3) None of the previous studies dealt with the questions and the hypotheses of this

   current study. This indicates the importance of this study in dealing with new

   questions and test new hypotheses.

4) Results of many previous studies revealed the existence of a general weakness in speaking in all levels which support the need for this study.

5) All the previous studies indicate that there is a strong relationship between the

   webinar and its positive effect on the students' anxiety toward speaking.

6) The recommendations of the previous studies highlighted the importance of

   considering the webinar tool in improving the students' achievement.

2.9 Summary

This chapter reviews some previous related studies to using technology in teaching speaking skills, related studies to implementing technology in teaching English language skills and related studies to implementing webinar in teaching English language speaking skills. It also shows how the researcher benefits of those studies and how the present study is different from those studies.

Chapter III
Methodology

Chapter III
Methodology

3.1 Introduction:

This chapter includes the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, instrumentation, the pilot study, a description of the Webinar tool used in the study and the research design. Moreover, it introduces the statistical treatment for the study findings.

3.2 Types of Research Design:

The researcher followed in her study:

a) The Descriptive Analytical Approach:

The researcher analyzed the speaking lessons of nine units from unit (1-9) in order to investigate the availability of the target skills (accuracy, fluency, comprehensibility) in the text book. Moreover, the researcher agreed with the referees on the result of the analysis.

b) The Experimental Approach:

The researcher adopted the experimental approach of the research. Such an adoption was due to the nature of the research which aimed at finding:" The Effectiveness of Using Webinar on the Palestinian Seventh Graders' English Speaking Skills".

The design depends on choosing two groups, the first is the experimental group and the second is the control one. For the purpose of conducting this research, a pre-test / post-test was used. The experimental group in this research was taught speaking according to Webinar tool , and the control group was taught speaking through the traditional method.

3.3 The Sample of the Study:

The representative sample of the study consisted of (48) students distributed into two groups. One of the groups represented the control group of (24) students ; and the other represented the experimental one of (24) students. The groups were randomly chosen from a sample from Rafah Prep (B) Girls' School where the researcher administered the experiment.

Table (4) shows the distribution of the sample. All the students' parents agreed to allow their children to share in the sample of the study.

Table (4)
The distribution of the sample according to the groups

Group	Experimental	Control
No. of sample	24	24

Since the sample was chosen from UNRWA school, the two groups were equivalent in their English language achievement in accordance with the statistical treatment of their results in the second term of the school year (2012-2013). Age variable of the sample was also controlled before experimentation.

The number of the sample was limited because of the experiment conditions; the UNRWA school's lab has only 24 computers. All of them were used by the researcher when implementing the webinar on the experimental group.

3.4 The variables of the Study:

The study included the following variables:

3.4.1 Independent Variables

The independent variable in this study is the teaching methods:

1. The webinar tool

2. The traditional method

3.4.2 Dependent Variables

The dependant variables are represented in the performance of speaking skills; accuracy, fluency, comprehensibility and the students' speaking anxiety English.

3.5 Designing the Webinar Lessons:

The instructional design for developing the speaking skill webinar tool was based on the steps of the ADDIE instructional model in designing the webinar lessons by using the webinar tool.

- **ADDIE Instructional Design:**

This study was designed using the ADDIE Instructional Design Process, which was already created 3 decades ago but still used and is updated from time to time. The ADDIE model is a framework that lists generic process that instructional designers and training developers use (Morrison, 2010). It represents a guideline for building effective training and performance support tools in five phases; analysis, design, development, implementation and evaluation.

It is being applied here for intentional learning environments. The application of ADDIE to instructional system design facilitates the complexities of intentional learning environment by responding to multiple situations, interaction within context, and interactions between contexts (Branch, 2009).

Instructional design (ID) is a systematic iterative methodology for designing instruction and instructional materials. With a firm foundation in research from the

listening sciences, instructional design is also informed by research information and media design, users interface design, and graphic design.

As practiced today by instructional designers in higher education, the ADDIE (Analysis, Design, Development, Implementation and Evaluation) model is used as an easy to remember heuristic that is an iterative not a linear process. Ideally each phase of the process is informed by rapid prototyping where feedback from students, instructions, and other targeted users inform the next stage.

According to this standard the design steps are:

a. Analysis stage.

b. Design stage.

c. Development stage.

d. Implementation stage.

e. Evaluation stage.

See http://www.nwlink.com/~donclark/history_isd/acronym.html
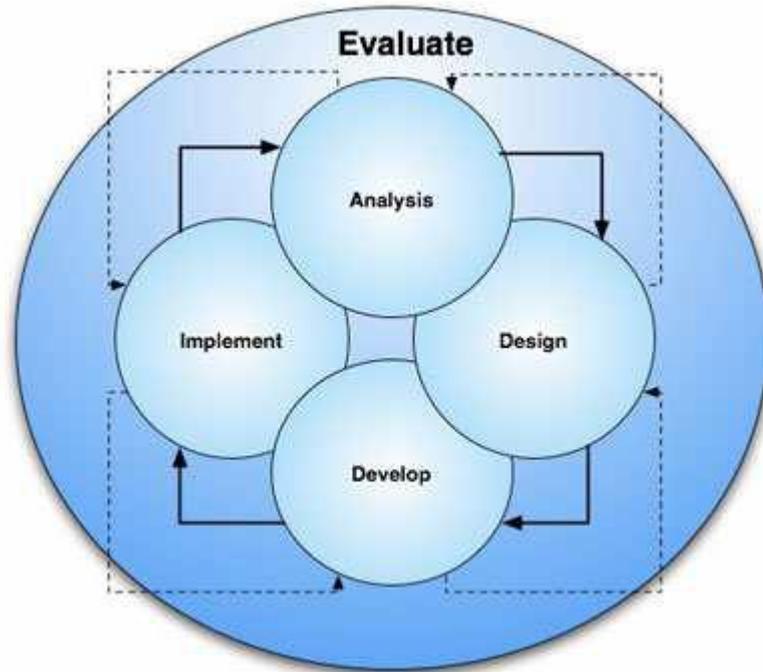
Figure 4: ADDIE Model

The researcher incorporated the ADDIE model with the webinar lessons design process. Following the ADDIE phrases, as well, developed the instructional design and the development of the content and learning objectives. Then the researcher divided each stage to many secondary stages as following:

3.5.1- Analysis stage:

These steps can be followed for any level of instruction (lesson, course, curriculum) or for the design of any kind of instructional material (web page, simulation, handout, PowerPoint slide).

The analysis phase involves gathering information to inform decisions about instructional strategies, media and technology, and evaluation of the success of the design. The analysis phase includes:

a. Analyzing the instructional Goals:

It is expected by the end of using of webinar tool on 7th graders speaking skills that students will be able to:

1. Speak about the specific topics fluently.
2. Speak about the specific topics accurately.
3. Speak about the specific topics comprehensibly.

b. Analyzing the content:

The researcher analyzed the speaking lessons of seven units from unit (1,2,3,5,6,7,8) in order to investigate the availability of the target skills (accuracy, fluency, comprehensibility) in the text book. The researcher excluded units 4 and 9 as they're revision units.

c. The learners' needs and characteristics:

- The number of the experimental group subjects is (24) female students from grade seven.
- All the participants were female students from UNRWA schools- Rafah area.
- The participants were all between 11-12 years old.
- Most of the students know how to use computer and to use the social media for education and prestigious purposes.
- The researcher made sure that all the students had the basic skills in dealing with computer and the Internet before implementing the experiment of the study by asking the technology teacher at their school and by training them before experimentation.
- However, the researcher had to meet the students before the implementation, talk with their parents, get their approval for their daughters in enrollment in the lessons which would take place after school time, discuss, negotiate, respond to the parents' questions and give details to the school principal in order to be ready to answer any question that any parent might raise.
- The researcher also had to meet the students before the implementation again to train the students to connect the sets; microphone, webcam, amplifiers and connect the laptop with the internet connection switch, operate the LCD TV and other needed technologies.

d. Learning outcomes:

By the end of the tool implementation, the researcher expected that the learners would be able to speak fluently, accurately, and comprehensibly in the target functions. It was also expected that the implementation of the tool would reduce the students' anxiety in English speaking skills.

e. The Potential of the learning environment:

The implementation of the Webinar depends on the potentials of the learning environment, and the researcher has tried to benefit from these potential as much as possible.

- The researcher used the computer lab at the school in which the researcher implemented the experiment of her study after obtaining the approval from the concerned authorities.
- The computer lab has (24) computer sets with high specification, the researcher used all of them.
- The researcher benefited from the Internet available in (UNRWA) schools by using it in the teaching/learning process.
- Employing the (LCD) and the microphone available in the computer lab.
- The researcher used photocopy machine, printer, pens and papers to facilitate the learning process.

f. The schedule:

The schedule below included all lessons presented by the researcher herself or the English teachers. Each lesson lasted for one hours.

Summative evaluation, observing students' progress with another observer, and feedback gathering purposes were also performed during the basic speaking lessons.

Table (5) Schedule of webinar meetings

No.	Day	Date	Topic
1	Wed	25/9/2013	Introductory meeting
2	Sun	29/9/2013	Training session for students to connect internet, webcam and microphone.
3	Mon	30/9/2013	Training session for students to use email and webinar tool.
4	Wed	2/10/2013	Using greetings and talking about personal communication
5	Sun	6/10/2013	Evaluation for Part 1: Gathering feedback.

6	Tue	8/10/2013	Discussing world languages and international communication
7	Sat	12/10/2013	Talking about animals communication
8	Tue	15/10/2013	Making and responding to telephone calls and saying telephone numbers.
9	Wed	30/10/2013	Evaluation for Part 2: Gathering feedback.
10	Sat	2/11/2013	Talking about football and other sports.
11	Wed	6/11/2013	Talking about crafts and school crafts show, giving advice, instructions and reporting.
12	Tue	12/11/2013	Talking about a hike.
13	Sat	16/11/2013	Evaluation for Part 3: Gathering feedback.

g. The Obstacles:

- Lack of the electronic sources that serve the subjects accurately and, that forced the researcher to buy some webcams to enable students to see the researcher and to see each other.

- The disruption or the weakness of the Internet, and the researcher has overcome this problem by implementing the Webinar in a lab outside school.

- Shortage of electricity during the implementation of some lessons.

- Not all the students have computers at home. The researcher managed this problem by pairing off students; the one who owned a computer helped the one who didn't own to work together.

- Absence of some students because the lessons were implemented after the official day at school from 12-2 o'clock p.m.

- Some parents didn't agree to let their daughters be enrolled in the experiment due to the fact that lessons would be given after school time.

h. Resources:

- *English for Palestine*, Grade 7, Student's Book, Term 1, Speaking skills are the source for the lessons.

- Some teaching videos also used for the same previous purposes especially for those lessons which needed more clarification and explanation.

3.5.2 Design stage:

According to ADDIE model in Figure (4), the Webinar Design Process is developed.
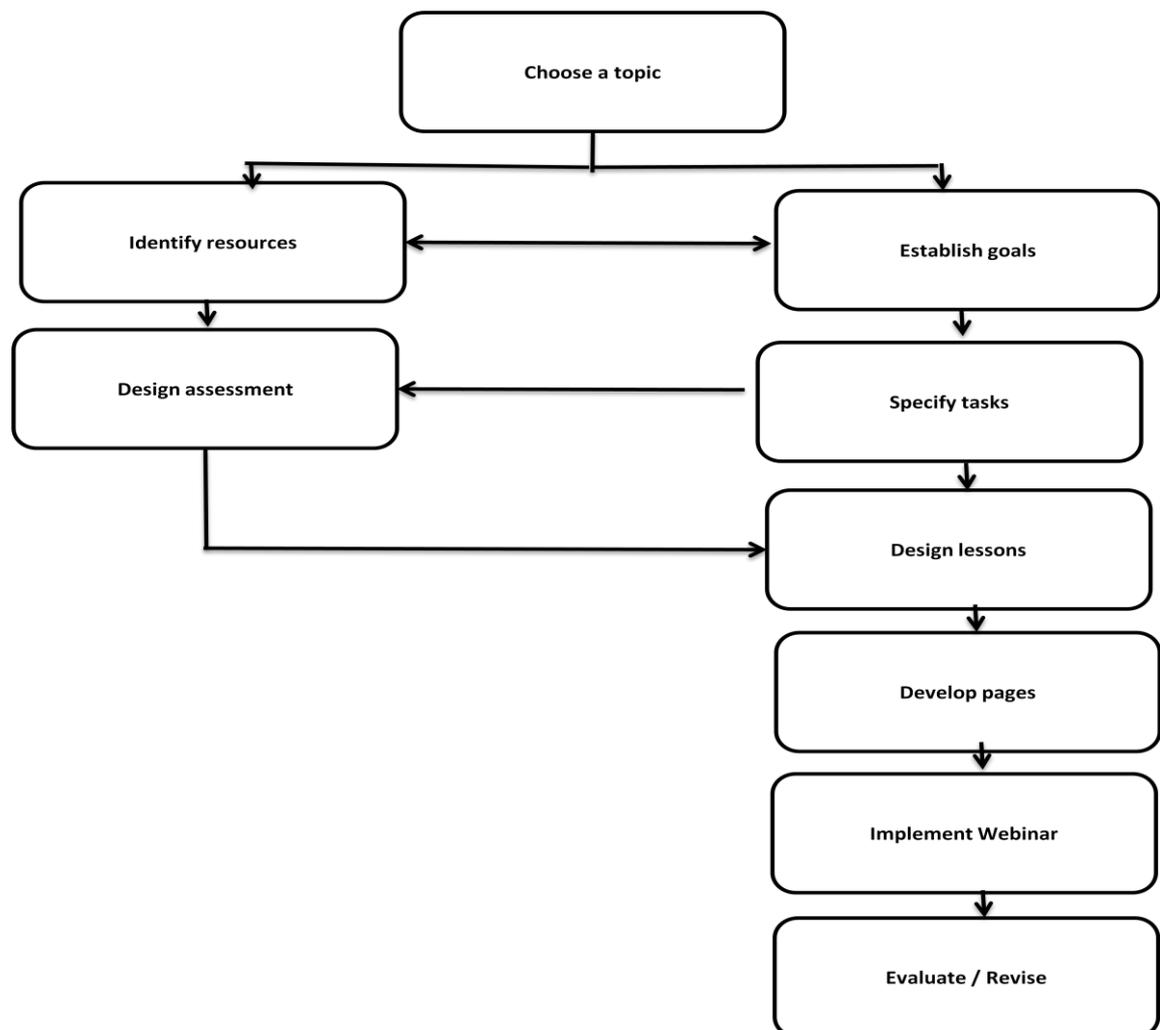
Figure (5)
A simplified flow chart of developing a webinar tool

The researcher developed a simplified flow (figure 5) to guide and incorporate the idea and structure of the speaking skills webinar instructional tool at this stage. The researcher reviewed the flow to ensure the sequences of the instructional sections were appropriate in order. The webinar tool evaluation was evaluated to determine if the tool matched the objectives and if any topics needed to be added, deleted, expanded, or revised.

- **Task design**

Listening comprehension: by which the audience see/hear the researcher speaking about herself to create their own speaking comprehension questions later on.

- Individually, the student works out the warming up puzzles, games, brainstorming.

- In private, pairs work out mini-dialogues.

- In public, pairs work out mini-dialogues.

- In group's work, students act out conversations.

- Individually, teacher gives feedback.

- **Information Design:**

The presentation focused on speaking skill activities with its three speaking sub-skills; accuracy, fluency, and comprehensibility. This included; grammatical rules presentation, vocabulary presentation, fluency (intonation, contractions, stress, tone, etc) presentation, and needed pace and score of formality and informality of a conversation.

Speaking topics establish the foundation for a sound speaking strategy. These topics, which evolved over time, supported the identification and pursuit of venues and opportunities. The *English for Palestine*, Grade 7, Term 1 speaking skills are:

- using greetings and talking about personal communication
- discussing world languages and international communication
- talking about animals and animal communication
- making and responding to telephone calls
- saying telephone numbers
- talking about football and other sports
- talking about crafts and a school crafts show
- talking about a hike
- giving instructions and advice

- **Audio-visual media**

This included, a scanned copy of *English for Palestine*, Students' Book, Term 1 textbook, suggested PowerPoint Presentations, videos, and activities sheets.

A preliminary design for the evaluation of the first implementation of instruction was also an important step during this phase. If planning for feedback and evaluation of the instruction and materials was not included throughout the ADDIE process, it could result in a poorly designed evaluation that did not adequately reflect the goals and objectives for the new or redesigned instruction and materials.

3.5.3 Development stage:

This phase involved the actual creation of any "deliverables" such as a Web page, handouts, PowerPoint slides, or online activities that were used with learners in the implementation.

The researcher used computer programs to develop her Webinar as follows:

Table (6): the programmes used in the implementation.

N.	The programme's name
1.	MS-word
2.	MS- PowerPoint
3.	Videos
4.	E- mail
5.	Webinar web page

The researcher inquired about the setting, time, internet connection, equipment, curriculum, parental approval of the children's participation in the experiment, and permits from the people in charge to conduct the study.

Setting: Rafah Girls' (B) Prep. School computer lab.

Time: 12:00-14:00, days (according to schedule).

Equipment: LCD TV, high quality web-cam, microphone, amplifiers, digital camera, chalk, photocopy machine, laptop, cards, ID cards for the students, video camera, refreshment for the students, prizes, stimuli, and goodbye gifts.

Curriculum: web-designed materials, PowerPoint presentations (ready-made, the researcher-made), analysis of the speaking lessons.

Parental approval: it included the name of the researcher and the study, the aim of the study, time of conducting the study, benefits to be reflected on the students' speaking skill, contact details, and location of the study (Appendix: 12).

Permits: from the UNRWA-Development Centre, AOE-South Area, and the School Principal (Appendix: 11)

- An introductory session for the experimental group to explain the strategy, aims of the study, answering questions, collecting the parents' approval for participation in the experiment.

- An anxiety scale was given to the students to measure their anxiety level when speaking.

- A pre-test for both the experimental and the control groups took place in August, 2013.

- A speaking session as a pre-experiment discussion to test the students' speaking ability. This session was recorded by a video-camera for later analysis.

- Students and parents were given the schedule of the experiment.

- Two sessions about oral communication took place before the launch of the experiment. (verbal and non-verbal), some guidance, instructions, answering questions.

- The researcher arranged the internet connection, camera, microphone, LCD, setting for implementing the webinar tool.

- 8 webinars were conducted by the researcher to students.

- A scale was given to the students to measure their anxiety level when speaking.

- Printed materials were distributed among students. More exercises were given as assignments.

- The researcher contacted the people in charge to get permit for executing the experiment.

- Camerawoman recorded some lessons for documentation and later analysis.

3.5.4 Implementation stage:

a. Training the students to use the Internet:

The researcher held a number of meetings for all the students to make sure that they had the necessary basic skills to use the internet.

b. Training the students on the mechanism of using the Webinar:

The researcher held two additional classes after the end of the school day to train the experimental group on the mechanism of dealing with the Webinar tool.

During the implementation, the researcher and another teacher observed the development and growth of the students' speaking skills and abilities recognition.

After each session, the researcher surveyed the students knowledge, benefits, feedback about the aims of the lessons and if they wanted anything to be modified.

3.5.5 Evaluation Stage:

The evaluation phase is the stage to examine how the webinar was supportive to students' speaking. To investigate whether the webinar has positive effect on the students' performance between the speaker and speaking materials, the scores on the prepost speaking achievement test, the scores of the anxiety scale and the scores on the observation cards were analyzed by using SPSS.

The researcher established a grading system to measure the students' speaking anxiety before the experiment and after the experiment as well.

The researcher constructed an achievement test to measure the students development in speaking skills and an observation card to observe students' speaking skills development.

3.6 The preparation of the speaking lessons preparation notes:

In order to teach the speaking lessons according the webinar tool, the researcher developed speaking lessons preparation notes to help the English teacher in the teaching process. It included the following:

• The aims of teaching the speaking skills lessons through the Webinar tool.

• Meeting schedule for implementing the lessons.

• The lesson plan which the researcher followed in teaching the speaking skills lessons and it included:

a. The overall aim, and the behavioral goals for every lesson.

b. The procedures and the tasks.

c. The evaluation.

d. The day and date of each lesson.

3.7 Instrumentation:

In order to collect data that help achieve the aims of the study, the researcher used the following tools:

1- Achievement speaking test (pre and post test).

2- An observation card to assess the students' performance in speaking skills during the webinar.

3- Scale to detect the students' speaking anxiety.

3.7.1 A achievement Speaking test (pre and post test):

A pre-post a achievement speaking test was prepared by the researcher to measure the speaking test achievement. It was used as a pre test applied before the experiment and as a post test applied after the experiment.(Appendix: 4)

3.7.1 .1 The general aims of the test:

The test aimed at measuring the achievement of the control group and that of the experimental one. Being used as a pretest, it aimed at proving that both groups were equivalent in terms of obtaining English speaking skills. Then being used as a post-test, it aimed at identifying any possible progress and difference in the achievement of both groups. The exam included the integrated sub-skills: accuracy, fluency, and comprehensibility.

3.7.1.2 The construction of the test:

The was built according to the criteria of the test specification. Three integrated sub-skills were assigned in the test to measure the students speaking skills; accuracy (grammar – vocabulary), fluency (responding to questions) and comprehensibility (understanding the speaking situations, arranging ideas and giving appropriate response according to the comprehension of discourse or situations).

Due to the fact that accuracy is very difficult if not impossible to be measured by the written test, the research used the observation card.

3.7.1.3 The items of the test:

The items of the test were designed to fulfill the requirements of each speaking sub-skill; fluency, accuracy and comprehensibility and because the speaking sub-skills are integrated and can't be measured in a written form the researcher used an observation card to support the written form of the test.

After the researcher divided the speaking test into three speaking sub skills: fluency, comprehensibility and accuracy, she found that the three sub skills are integrated. So the researcher couldn't decide which items belong to the suitable sub skill. That was confirmed by statistics which showed that dividing the test into three sub skills was not statistically significant. The test firstly consisted of 12 main questions related to the three speaking sub-skills. The main questions included 63 items in total when the test was first constructed and applied on the pilot study but after that, some items were deleted. So the test finally consisted of 11 main questions with 57 items.

3.7.1.4 The pilot study:

The test was applied on a random sample of (30) students , from Rafah Prep (B) Girls' School other than the experimental groups in summer semester. The results were recorded and statistically analyzed to measure its validity and reliability. The items of the test were modified in the light of the statistical results.

3.7.1.5 The validity of the test:

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

(A) The referee validity

The test was designed according to the general objectives and to the content analysis of the text book (Appendix:9).The first part of the seventh grade book consists of (9) units, the researcher analyzed speaking lessons in each unit and excluded the 2 revision units (4-9). The speaking lessons in the revision units were repeated in other units.

Then the test was introduced to a panel of specialists in English language and methodology in Gaza universities, experienced supervisors, teaching English language methodologies experts and teachers in (UNRWA) schools and Government schools. (Appendix:2). The items of the test were modified according to their recommendations. Some cartoon images were added upon their advice and some spelling mistakes were corrected relying on their checking.

• The referees' comments on the test:

1- The researcher has to use pictures. It helps students' general understanding of the context.
2- Some referees considered using grammar and structures is not preferable because grammar is not speaking. However, when the researcher explained that grammar is important for speaking accurately. They referees were convinced.
3- Some referees believed that some vocabulary items should be included within the grammar domain. So the researcher rebuilt her test upon their advice.
4- Most of the referees believed that a written test cannot be used to measure speaking skills. The researcher believed that using the observation card can solve this problem.

(B) The internal consistency validity

Al Agha (1996: 121) maintained that the internal consistency validity indicates the correlation of the score of each item with the total mean of the test . It also indicates

the correlation of the average of each scope with the total average. This validity was

calculated by using Pearson Formula.

According to the tables (7) the coefficient correlation of each item within its

scope is significant at levels (0.05). According to the following tables , it can be
concluded that the test is highly consistent and valid as a tool for the study.

Table (7)
Correlation coefficient of every item of the test with the total mean of the test

Question	Question Name	No. of Items	Pearson Correlation	Sig. Level
1	Match A to B: Part 1	1	0.889	0.00**
		2	0.937	0.00**
		3	0.718	0.00**
		4	0.889	0.00**
		5	0.933	0.00**
2	Match A to B: Part 2	6	0.937	0.00**
		7	0.812	0.00**
		8	0.937	0.00**
		9	0.812	0.00**
3	What would you say in the following situations	10	0.481	0.00**
		11	0.700	0.00**
		12	0.721	0.00**
		13	0.657	0.00**
		14	-	
		15	0.302	0.00**
		16	0.721	0.00**
		17	0.442	0.032*
4	Finish the following mini dialogue	18	0.352	0.041*
		19	0.352	0.041*
		20	0.750	0.00**
		21	-	
		22	0.464	0.00**
5	Number the sentences to form meaningful dialogue	23	0.303	0.041*
		24	0.687	0.01**
		25	0.632	0.00**
		26	0.756	0.00**
		27	0.756	0.00**
6	Finish the following	28	-	

	dialogue	29	1.0	
		30	-	
		31	-	
7	**Respond to your friend questions about your report**	32	0.475	0.002**
		33	0.571	0.000**
		34	0.283	0.032*
		35	0.508	0.001**
		36	0.419	0.002**
8	**Talking about places you have visited**	37	0.507	0.000**
		38	0.571	0.01**
		39	0.715	0.00**
		40	0.419	0.002**
		41	0.618	0.00**
9	**Discuss the following topics**	42	0.250	0.041*
		43	0.429	0.021*
		44	0.641	0.00**
		45	0.282	0.041*
		46	0.742	0.00**
		47	0.560	0.002**
10	**Choose and complete**	48	0.580	0.00**
		49	0.932	0.00**
		50	0.629	0.00**
		51	0.899	0.00**
		52	0.779	0.00**
		53	0.877	0.00**
		54	0.899	0.00**
11	**Choose the correct answer**	55	0.497	0.00**
		56	0.386	0.00**
		57	0.439	0.00**
		58	0.746	0.00**
		59	0.746	0.00**
		60	0.577	0.00**
		61	0.453	0.00**
12	**Do as shown between brackets**	62	0.806	0.00**
		63	0.616	0.00**

r table value at df (28) and sig. level (0.05) = 0.361
r table value at df (28) and sig. level (0.01) = 0.463

Depending on the previous tables, the researcher had to delete the following items:

Table (8) Test items to be omitted after finding the internal consistency

Question Name	Item Number
What would you say in the following situations	14
Finish the following mini dialogue	21
Finish the following dialogue	28,29,30,31

According to tables (7) and (8) of the coefficient correlation of items, items 14, 21, 28,29,30 and 31 were deleted. After the deletion of the 6 previous mentioned items, the 57 remaining items within their scope are significant at levels (0.01) and (0.05). Consequently, it can be said that the test is highly consistent and valid as a tool for the study.

The researcher also calculated the correlation for the questions with the total items to find out that all questions were significant at the level of 0.01 as below:

Table (9) Different correlation for the questions with the total items

Items	Pearson Correlation	Sig
1	0.515	0.00
2	0.467	0.00
3	0.321	0.021
4	0.594	0.00
5	0.603	0.00
6	0.539	0.00
7	0.640	0.00
8	0.620	0.00
9	0.517	0.00
10	0.431	0.002
11	0.653	0.00

**Correlation is significant at the 0.01 level
*Correlation is significant at the 0.05 level

3.7.1.6 Reliability of the test:

The test is regarded reliable when it gives similar results if it is administrated twice within similar conditions (Mackey and Gass: 128). The reliability of the test was measured by Kuder Richardson (K-R20).

(K-R20) depends on calculating the percentages of correct answers of the test items, and also on the variance of every item.

The formula for KR-20 for a test with K test items numbered $i=1$ to K is

$$ r = \frac{K}{K-1} \left[1 - \frac{\sum_{i=1}^{K} p_i q_i}{\sigma_X^2} \right] $$

where p_i is the proportion of correct responses to test item i, q_i is the proportion of incorrect responses to test item i (so that $p_i + q_i = 1$), and the variance for the denominator is σ_X^2

Table (10) KR-20 test reliability

The Test	Kuder – Richardson
1.	0.854
2.	0.821
3.	0.741
4.	0.668
5.	0.753
6.	0.754
7.	0.675
8.	0.694
9.	0.725

10.	0.761
11.	0.712
Total score	0.785

(K_R20) Coefficients for the Questions of the Test

TOTAL	(K_R20) coefficient
11 questions	**0.785**

O'dah (2002: 176) assures that if the results show that the reliability coefficients are above 0.70, they are acceptable. And as (K_R20) coefficient = 0.785; that means that the achievement speaking test is reliable to apply.

Table (10) shows that KR-20 test reliability is 0.785 which means that there is a high reliability for the items.

- **The experimentation of the test :**

In order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficients, the test was conducted (as a piloting test) on a randomly selected group of students (30) , who had similar characteristics to the control and experimental groups. These three groups studied at the same school and were from the same cultural and environmental background and who successfully finished their 6 grade class and would study in the scholastic year 2013-2014 in the 7th grade.

After the implementation of the piloting test, the researcher computed the test time.

Test time = $\dfrac{\text{The time needed for the 1st student to leave the room + the time needed for the last student to leave the room}}{2}$

Applying this equation, the researcher found that the time needed for the pretest to be applied was 60 minutes with much relaxation and comfort.

- **Difficulty Coefficient:**

That means the coefficient of total of students who answered the same items incorrectly/ total number of students. Test difficulty coefficient can be calculated using the following equation: (O'dah, 2002 :127).

$$Difficulty\ coefficient = \frac{Number\ of\ items\ which\ were\ answered\ wrongly}{Number\ of\ students\ who\ answered\ the\ items}$$

Table (11): Difficulty coefficient of the test items

No. of Items	Difficulty coefficient after deletion of some items
1	0.3
2	0.6
3	0.43
4	0.4
5	0.53
6	0.67
7	0.43
8	0.4
9	0.53
10	0.4
11	0.27
12	0.3
13	0.3
14	0.37
15	0.5
16	0.33
17	0.5
18	0.67
19	0.4
20	0.37
21	0.5
22	0.53
23	0.63
24	0.67
25	0.7
26	0.53
27	0.5
28	0.47
29	0.27
30	0.53
31	0.63
32	0.6
33	0.3

34	0.43
35	0.27
36	0.37
37	0.57
38	0.43
39	0.4
40	0.5
41	0.33
42	0.63
43	0.57
44	0.53
45	0.67
46	0.7
47	0.3
48	0.27
49	0.3
50	0.37
51	0.4
52	0.43
53	0.5
54	0.47
55	0.4
56	0.5
57	0.33
Total	**0.46**

Table (11) shows that the difficulty coefficient varied between $(26.67 - 70)$ with the total mean (0.46) after deleting the inappropriate items, which means each of the items is acceptable or in the normal limit of difficulty except question 6 which is dialogue where students were familiar with.

- **Discrimination coefficient:**

It means the test ability to discriminate between the high achievers and the low achievers. It can be calculated by ranking the scores that students obtained from high to low.

The scores were divided into four categories;

- Those who obtained the highest scores in the achievement test and they are only 23% of the students.

- Those who obtained the in-between moderate scores in the achievement test are only 54% of the students.

- Those who obtained the lowest scores in the achievement test are only 23% of the students.

When we want to calculate the discrimination coefficient we apply the following equation:

$$\text{Discrimination Coefficient} = \frac{\text{No. of the students who have the correct answer from the high achievers}}{\text{No. of high achievers}} - \frac{\text{No. of the students who have the correct answer from the low achievers}}{\text{No. of low achievers}}$$

Table (12) shows the discrimination coefficient for each item of the test:

Table (12)
Discrimination coefficient for each item of the test

No. of Items	Discrimination Coefficient after deletion
1	0.36
2	0.29
3	0.29
4	0.29
5	0.36
6	0.43
7	0.43
8	0.29
9	0.29
10	0.29
11	0.43
12	0.29
13	0.43
14	0.36
15	0.43
16	0.29

17	0.29
18	0.29
19	0.43
20	0.36
21	0.29
22	0.36
23	0.29
24	0.36
25	0.43
26	0.29
27	0.43
28	0.36
29	0.29
30	0.43
31	0.29
32	0.50
33	0.36
34	0.36
35	0.50
36	0.36
37	0.29
38	0.36
39	0.50
40	0.36
41	0.29
42	0.43
43	0.36
44	0.36
45	0.50
46	0.36
47	0.36
48	0.29
49	0.43
50	0.43
51	0.36
52	0.43
53	0.43
54	0.43
55	0.43
56	0.50
57	0.43
Total	**0.37**

Table (12) shows that the discrimination coefficient wobbles between (0.25 – 0.75) with total average (0.37), that means each items is acceptable or in the normal limit of discrimination according to assessment and evaluation specialists.

The discrimination coefficient of the items (14, 21, 28, 29,30,31) was less than 0.25, so these items were deleted. The discrimination coefficient of the items before deletion was (0.34) and after the deletion was (0.37).

3.7.2 The Observation Card:

In October 2013, the researcher examined the current research and resources available in the area of speaking and webinar. Through the first term of the school semester 2013/2014, the researcher gathered materials and reviewed literature concerning webinar and speaking.

Observation as a tool of research requires systematic and careful examination of the phenomena being studied. Specially, researchers who use observation must conduct their research in a way that results in accurate, unbiased, and richly detailed information. Observation Cards were used to record the students' development process in English Speaking skills simultaneously with the implementation of the experiment.

A) The aim of the observation card:

This observation card was prepared by the researcher to investigate the students' performance before and after webinar tool and also their performance in acquiring the speaking skills through the webinar to get data and information.

B) The source of the observation card:

The researcher read and searched in different sources such as the text book of *English for Palestine* –grade seven, teacher's guide , Ministry of Education document and internet to choose the suitable observation card that seeks to achieve the aim of this study. The researcher found that SOLOM Teacher Observation (Student Oral Language Observation Matrix) serves the aim of the study.

The card is a tool of speaking skills assessment where the oral test exercises' scores are filled in. Rating scales are to be filled according to the students' responses to the researcher's questions.

See www.cal.org/twi/evaltoolkit/appendix/solom.pdf

The observation card included five scales/skills; comprehension, fluency, vocabulary, pronunciation and grammar. These scales can be categorized into three integrated categories in correlation with the speaking sub-skills of the study; fluency, accuracy and comprehensibility. However, the researcher preferred to maintain the SOLOM scale without any modifications for reliability and validity purposes (Appendix: 6)

C) Description of the observation card:

The observation card consists of five major speaking sub skills: comprehension, fluency, vocabulary, pronunciation and grammar.

Determining the performance indicators that describe the levels of achievement, how they relate to expectations and what student speaking performance looks like at each level. The scope rate is from $1 - 5$. One is very low and five is very high.

D) Validity of the Observation Card

Referee validity:

This observation card is global and refereed by specialists. Although it's refereed, the researcher also displayed it to specialists in English language and methodology in Gaza universities, supervisors and experienced teachers.

Reliability of the observation card:

To prove the reliability of the observation card statistically, the researcher used the general agreement of the observers who are the researcher and her colleague calculating the reliability. Each of the observers worked independently, but used the same list of the observation card items. At the end of the total period assigned for the

observation, they were almost consistent in their observation results. The ratio of the agreement was calculated statistically by using Copper equation. According to Al Agha (1996:121) the formula as followed:

Coefficient of agreement= $\dfrac{\text{Numbers of agreement}}{\text{Numbers of agreement + Numbers of disagreement}}$

After the application of the mentioned equation, the ratio of the agreement between the observers is offered in the following table:

Table (13)
Percentage of agreement between the observers after the experiment to calculate the consistency of the observation cards:

Group	The number of agreement points	The number of disagreement points	The Total Points	Agreement Coefficient
Comprehension	42	6	48	0.875
Fluency	43	5	48	0.896
Vocabulary	40	8	48	0.833
Pronunciation	41	7	48	0.854
Grammar	42	6	48	0.876
Total	42	6	48	0.867

From the previous table, the researcher can conclude that the highest percentage of the agreement between the two observers is (0.896) and the lowest percentage was (0.833). Consequently, agreed coefficient is (0.867) which indicates high level of consistency of the observation cards as well as indicate the observation card is highly reliable.

- **Implementation of the observation card:**

1- The observation card was used twice for the experimental group, it was used before applying the experiment to determine the level of the experimental group before applying the treatment. It was also applied on the control group before and after the experimentation.

2- The experimental group development in speaking skill was the focus of the observation. The researcher and students' teacher at school watched recorded videos for the students and observed the students' progress in speaking skills before the implementation of the experiment and after the implementation to be compared.

3- The researcher prepared special cards for different speaking tasks. In these cards, the students read the questions and think of their responses.

4- Students' comment or answer of the questions were written on the special cards.

5- The researcher recorded their time for answering or commenting by a video camera.

6- The researcher with another teacher of English watched the video recording for each student.

7- Observer 1 and Observer 2 observed the students' speaking skills and wrote, evaluated the students' performance and ranked their performance from 1-5 in the five scopes written in the observation card.

8- This happened twice, one before the experiment and the other after the experiment.

9- The researcher then analyzed both observers' evaluation to find agreement and disagreement items and how much development students have achieved in their speaking skills' performance.

3.7.3 Anxiety Speaking Scale:

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

3.7.3.1 The Aim of the Scale:

The anxiety speaking scale aimed at measuring the effectiveness of using webinar on reducing students' anxiety while speaking for the seventh graders. The researcher prepared and constructed this scale via:

3.7.3.2 The Sources of Constructing the Scale :

The researcher depended on different sources to construct the scale; the researcher's experience, experts' opinions and previous studies. The researcher got a Personal Report of Public Speaking Anxiety (PRPSA) from McCroskey & Richmond (2013).

The scale was in English but the researcher translated it into Arabic to suit students' knowledge , age and level. Then, the researcher showed it to a panel of experts in Education and psychology.

The scale was not divided into domains at first so the researcher divided it into three domains according to the recommendations of the supervisor and experts.

At first, the scale consisted of 40 sentences distributed in three domains. Then, the scale sentences were presented to the referee committee in order to decide the suitability of the number of the items for seventh graders, the language used in the scale, the extent to which the items of scale represent the aims of it.

At last, the scale was refereed and revised well. It consists of (36) items distributed in three domains. The researcher carried out a pilot study for this scale on a group of (30) students to assess the scale's validity and reliability.

3.7.3.3 Description of the scale:

This study used a 36 item scale (Appendix: 8) . This tool is divided into three domains; domain one was about the students anxiety before speaking English and has (11) items , domain two was about the students' anxiety while speaking English and has (17) items, and finally, scope three was about the students anxiety after speaking English and has (8) items.

Respondents were asked to rate each item of each domain as follows: (5) = strongly agree , (4) = agree, (3) = neutral, (2) = disagree, (1) = strongly disagree.

3.7.3.4 Instructions of the scale (for students):

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

3.7.3.5 Pilot study:

The scale was applied on a random pilot sample of (30) seventh graders' from Rafah Prep. "B" Girls' School in order to assess validity and reliability of the scale.

The results were recorded and statistically analyzed to measure the scale validity and reliability.

3.7.3.6 The validity of the Scale :

The valid scale is the scale that measures what it is designed to measure. The study used the referee validity and the internal consistency validity.

(A) The referee validity

The scale was introduced to a group of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA schools. The items of the scale were modified according to their recommendations.

(B) The internal consistency validity

Al-Agha indicates that the internal consistency validity indicates the correlation of the score of each item with the total average of the scale . It also indicates the correlation of the average of each domain with the total average (Al-Agha, 1996: 118- 121). This validity was calculated by using Pearson Formula.

According to the tables the coefficient correlation of each item within its domain is significant at levels (0.01) and (0.05).

Table (19) shows the correlation coefficient of each domain with the whole scale.

According to the following tables, it can be concluded that the scale is highly consistent and valid as a tool for the study.

Table (14)
Pearson correlation coefficient for every item from the first domain (The students anxiety before speaking English) with the total degree of this domain.

Items	Pearson Correlation	Sig. level
1	0.649	0.00**
2	0.586	0.00**
3	0.496	0.00**
4	0.530	0.00**
5	0.581	0.00**
6	0.661	0.00**
7	0.581	0.00**
8	0.516	0.00**
9	0.803	0.00**
10	0.408	0.023**
11	0.754	0.00**
Total	**0.942**	**0.00****

** sig at 0.01 level.

Table (15)
Pearson correlation coefficient for every item from the second domain (The students anxiety while speaking English) with the total degree of this domain.

Items	Pearson Correlation	Sig. level
1	0.562	0.00**
2	0.585	0.00**
3	0.633	0.00**
4	0.556	0.00**
5	0.427	0.00**
6	0.514	0.00**
7	0.444	0.00**
8	0.746	0.00**
9	0.701	0.00**
10	0.474	0.00**
11	0.593	0.00**
12	0.578	0.00**
13	0.694	0.00**
14	0.632	0.00**
15	0.569	0.00**
16	0.567	0.00**
17	0.688	0.00**
Total	**0.972**	**0.00****

According to table (14) and (15), the coefficient correlation of each item within its domain is significant at levels (0.01) which meant that the anxiety scale is very strong coefficient correlation and is possible to be applied.

Table (16)
Pearson correlation coefficient for every item from the third domain (The students anxiety after speaking English) with the total degree of this domain.

Items	Pearson Correlation	Sig. level
1	0.756	0.00**
2	0.477	0.00**
3	0.520	0.00**
4	0.650	0.00**
5	0.353	0.01**
6	0.690	0.00**
7	0.630	0.00**
8	0.421	0.01**
Total	**0.932**	**0.00****

The results of tables show that the value of these items were suitable and highly consistent and valid for conducting this study.

The researcher also made sure of the correlation between the three domains with the total degree of the scale and each domain with the other domains as shown in table (17).

Table (17)
Pearson correlation coefficient for every scope from the scale with the total degree of the scale

Scope	Pearson correlation coefficient	(Sig.) level
Anxiety before speaking	0.942	0.00**
Anxiety while speaking	0.972	0.00**
Anxiety after speaking	0.932	0.00**

As shown in the table (17), there is a correlation between the scopes and the total degree. at sig. level (0.01) that shows a high internal consistency of the scale which reinforces the validity of the scale.

3.7.3.7 Reliability of the Scale:

The scale is reliable when it gives the same results if it is reapplied in the same conditions (Al Agha & Al Ostaz, 2004: 108). The researcher used the pilot study to calculate the reliability of the scale which was measured by Alpha Cronback.

Table (18)
Alpha Correlation Coefficient of the Scale Reliability

Domain	No. of items	Alpha Cronback
Student's anxiety before speaking English	11	0.753
Student's anxiety before speaking English	17	0.766
Student's anxiety before speaking English	8	0.741
Total	36	0.856

The results of table (18) show that the ranges of reliability of the three domains were above (0.856) that result indicates that the scale is suitable for conducting such study. The reliability of the scale was measured by Alpha Cronback and the split-half methods.

3.7.4 Controlling the intervening variables:

To assure the results' accuracy and to avoid any external interference, the researcher tried to control some variables before the study.

3.7.4.1 Age variable:

The researcher recorded the students' ages from their school files at the beginning of the school year (2013-2014). Mann-Whitney U test was used to measure any statistical differences. The mean of the age of the whole sample was (11.65) year.

Table (19)
Mann-Whitney test results of controlling age variable:

Scope	Group	N	Mean of rank	Sum of rank	U	Sig. value	sig. level

Age	Experimental	24	24.5	558	288.0	0.11	Not sig
	Control	24	24.5	558			

Results of the comparison indicate that both the experimental and the control groups are equivalent in the age variable and there are no statistically significant differences at (0.01) and (0.05) levels between the experimental and the control groups.

3.7.4.2 Variable of general achievement in English language:

Whitney U test was used to measure the statistical differences between the groups due to their general achievement. The students' results in the second term test of the school year (2013-2014) were recorded and analyzed.

Table (20)
Mann-Whiney test results of controlling English achievement variable

Scope	Group	N	Mean of rank	Sum of rank	U	Sig. value	sig. level
General Achievement in English language	Experimental	24	21.19	508.5	208.5	0.10	Not sig
	Control	24	27.81	667.5			

Table (17) indicates that there are no statistically significant differences at (0.01) and (0.05) levels between the experimental and the control group due to the general achievement in English language variable.

3.7.4.3 Pre- observation card

Table (21): Mann- Whitney test results of pre– observation card between the experimental and the control groups

Pre- observation card	Group	N	Sum of rank	Mean of rank	U. value	Z	Sig. level
Comprehension	**Experimental**	24	24.94	598.50	277.0	0.35	Not sig
	Control	24	24.06	577.50			
Fluency	**Experimental**	24	24.54	589.00	285.5	0.036	Not sig
	Control	24	24.46	587.00			
Vocabulary	**Experimental**	24	24.63	591.00	278.0	0.078	Not sig
	Control	24	24.38	585.00			

Pronunciation	**Experimental**	24	24.90	597.50	267.5	0.23	Not sig
	Control	24	24.10	578.50			
Grammar	**Experimental**	24	25.85	903.50	284.0	0.36	Not sig
	Control	24	25.15	572.50			
Total score	**Experimental**	24	26.42	634.00	242.5	1.01	Not sig
	Control	24	22.58	542.00			

Table (21) shows results of the pre- observation card for the experimental and the control groups. The total mean of rank in the experimental group is (26.42) and the total mean of rank in the control group is (22.58). U. test counted value is (242.5). It indicates that there are no statistically significant differences between the experimental and control groups at (0.01) and (0.05) levels due to the previous learning, which means that the two groups are equivalent.

3.7.4.4 Anxiety before the Experiment:

The researcher built an anxiety scale to measure the seventh grade students' speaking anxiety before and after implementing the webinar tool in teaching English speaking skill.

To make sure that the sample subjects are equivalent in their speaking anxiety, the researcher applied the pre-anxiety scale.

Table (22) shows the mean and the standard deviation of each group in speaking anxiety.

Table (22)
Mann Whitney results of controlling previous speaking anxiety scale

	Group	**N**	**Mean of rank**	**Sum of rank**	**U**	**Sig. value**	**sig. level**
Pre- speaking anxiety scale	Experimental	24	25.69	616.50	259.5	0.556	Not sig
	Control	24	23.31	559.50			

Table (22) indicates that the (U) computed value is less than the (U) table value in the total degree of the scale. This means that there are no statistically significant differences at (0.01) and (0.05) level between the experimental and the control groups concerning the speaking anxiety.

3.7.5 The Webinar Tool:

3.7.5.1 Aims of Webinar tool:

The general aim of the tool is to improve the students' speaking skills and to reduce their speaking anxiety.

3.7.5.2 Objectives of webinar tool:

It is expected by the end of using Webinar among 7th graders', they will be able to:

1- speak about the specified topics fluently.

2- speak about the specified topics accurately.

3- speak about the specified topics comprehensibly.

4- students acquire the appropriate vocabulary required for making speaking discourse.

5- speak English with low anxiety.

6- relate topics to their personal experience and opinions.

3.7.5.3 Supportive programs with webinar:

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

3.7.5.4 Speaking functions in *English for Palestine 7*:

The tool includes all the speaking lessons in *English for Palestine 7*, First Term from Unit 1 to Unit 9. The researcher found 7 functions are available; each unit included one or two functions.

The content analysis is mentioned in all *English for Palestine* books including Student's Book, Grade 7 books in page 3 (Appendix: 9).

Activities of English for Palestine, Grade 7, Student's book are categorized according to one English language skill or two or three integrated skills. These are:

A) Dialogue, vocabulary and language.

B) Reading, vocabulary and language.

C) Skills development and unit task.

Each unit has three main categories of activities. Speaking activities are included in one or two of these categories of activities.

After analyzing *English for Palestine*, Grade 7, Term 1, Student's Book, it was found that the available speaking functions are:

Table (23) list of functions available in English for Palestine, Grade 7, Student's Book, term 1

No.	All Units	Functions
1	Unit1	using greetings and talking about personal communication
2	Unit2	discussing world languages and international communication
3	Unit3	talking about animals and animal communication
4	Unit4	Repeated skills from units 1,2,3
5	Unit5	making and responding to telephone calls saying telephone numbers
6	Unit6	talking about football and other sports
7	Unit7	talking about crafts and a school crafts show
8	Unit8	talking about a hike giving instructions and advice

| 9 | Unit9 | Repeated skills from units 5,6,7,8 |

The content of the tool was chosen, organized and modified according to the difficulties that students face when speaking English.

Also, the opinions and suggestions of a group of specialists; including professors of teaching methodology, supervisors of English language in addition to highly qualified and experienced English and technology teachers.

The researcher benefited much from IT experts in the Islamic University/Gaza, mainly Dr. Majdi Aquil and Dr. Muhammed Abu Shuqaire in building ADDIE Model steps.

When conducting the lessons and choosing the language, the researcher took into account the abilities and level of the students.

3.7.5.5 Webinar implementation plan:

Three school periods every week were assigned for each speaking lesson. Each lesson needed 2 hours. The program was implemented in the first semester of the scholastic year 2013-2014 as from 25th September to 16st November, 2014 but applying the tools on students was to 26th November. The researcher did not teach any lesson until she made sure that students had the required skills for using webinar, email, internet and computer.

3.7.5.6 Tool evaluation:

Evaluation is defined as a systematic process of determining the extent to which instructional objectives are achieved by pupils.(Nunan 1995:184) In this study, it is an activity designed to judge the merits of the tool. It is an integral part of any educational tool. It is used to assess the effectiveness of the tool in terms of the benefits to the students. It is the process of collecting outcomes to determine if the tool was effective.

The researcher used two types of evaluation:

- **Formative Evaluation:**

Formative evaluation is a method of judging the worth of a program while the program activities are taking place. Formative evaluation focuses on the process. It helps the researcher to find out if the objectives were achieved in the formative stages of the experiment. It also helped the researcher to collect data to assess how to make the tool better. The researcher conducted some activities after every lesson in order to assess students' development in the speaking skills through the experiment.

- **Summative Evaluation:**

Summative evaluation is a method of judging the worth of a program at the end of the program activities. The focus is on the outcome. In this study, it was used at the end of the program. It aimed at examining the effectiveness of the webinar tool on the development of the students' speaking skills and reducing anxiety when speaking. The post-test, observation card and an anxiety scale were used for this purpose.

3.8 Study Procedures:

3.8.1 The study is progressing according to the following steps:

1- Reviewing literature and previous studies related to webinar tool and its effect on speaking skills. In addition, the researcher reviewed previous studies related to technology programs and their effect on students' speaking anxiety.

2- Deciding on the problematic speaking areas for Seventh graders by consulting specialists, including professors of teaching methodology, supervisors of English language and experienced teachers.

3- Deciding on the instruments of the study: Functions of speaking skills to decide the degree of suitability to seventh graders, an anxiety speaking scale to decide the degree of apprehension when speaking English before and after the experiment,

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an achievement test (Pre& post-test), observation card depending on the most important speaking skills, and a webinar tool for developing students' speaking skills.

4- Designing an anxiety speaking scale depending on the previous studies and then introducing this scale to specialists, including professors of teaching methodology, supervisors of English language and experienced teachers.

5- Applying the scale and the test for the pilot study and recording the results .

6- Choosing the appropriate videos, topics and pictures to develop the speaking skills through:

a- Identifying the objectives of the webinar tool.

b- Preparing the speaking lesson's preparation notes.

c- Preparing the computerized lessons using the Microsoft PowerPoint, the internet explorer, the Microsoft word and hotmail and related designed videos   for each speaking topic.

d- Deciding suitable strategies and activities of teaching speaking via webinar.

e- Managing time "lessons and activities ".

f- Evaluating the webinar tool.

7- Preparing the achievement test (pre and post-test) depending on the content analysis and the speaking functions.

8- Preparing the speaking anxiety scale (pre and post) after reviewing the literature and consulting specialists.

9- Preparing the observation card to support the results of the achievement speaking test and applying it to both groups before the experiment then computed the results.

10- Checking the validity and the reliability of the test and the scale through the following:

a- Consulting the specialists.

b- Applying the test and the scale on a pilot sample which have the same characteristics of the study sample and the results are recorded.

c- Finding out the internal consistency coefficients using "Pearson formula".

d- Estimating the reliability using Alpha "Cronback formula".

e- Identifying the difficulties and the discriminations of the test.

f- Assessing the effect size using Eta square.

11- Choosing the sample of the study that includes the experimental group and the control one.

12- Applying the pre-test and the pre-speaking anxiety scale on the sample of the study and computing the results.

13- Implementing the experiment using the webinar tool according to the teacher preparation notes on the experimental group while the control one was taught by the traditional method.

14- Applying the post-test and the post-anxiety scale on the sample of the study after 8 weeks of applying the experiment.

15- Applying the post observation card on both groups after the experiment and computed the result.

16- Analyzing and interpreting the results.

3.8.2 Statistical Analysis Procedures:

- **To achieve the aim of this study:**

The observation card responses, the scale responses and the pre and post treatment tests were collected, computed, and analyzed by using Statistical Package for Social Science (SPSS)'s. The significance level used was 0.05. The following statistical techniques were used:

1) Mann Whitney Test: to measure the statistical differences in means between the two groups due to the study variables.

2) Effect size level by using Z value, Eta square, and Cohen's d: to check the effect

size (extent) of the evident significant differences between the two groups and within the experimental group (Afana 2000).

3) Pearson correlation coefficient to measure the degree of correlation. It has been used to calculate the internal consistency and honesty of the test, anxiety scale and the observation card.

4) Alpha Cronback technique: to measure the reliability of the anxiety scale items.

5) Kuder-Richardson (K-R20): to test the reliability of the test items.

6) Percentages and frequencies: are used mainly for the purpose of knowing the variable repeat classes and how to take advantage of them in the description of the sample.

3.9 Summary:

This chapter shows the procedures of designing and applying the instruments, the sample of the study, the design of the experiment, a detailed description of the research tools-their validity and reliability, the statistical analysis procedures that the researcher adopted in analyzing the results.

Chapter IV
Results and Data Analysis

Chapter IV
Results and Data Analysis

Introduction:

The study aimed at investigating the effectiveness of using Webinar on improving speaking skills for the Rafah UNRWA seventh graders and their anxiety in speaking.

In this chapter, the researcher offers the results according to the statistical analysis of the collected data. The findings of the research were tackled with regard to the research hypotheses. Therefore, the researcher employed different statistic formulas such as means of frequencies, percentages and Mann Whitney test to show the final results of the collected data. Tables were also used to clarify and present these data with analysis and interpretation. In addition, effect size through ($\eta 2$) was also used to measure and obtain the extent to which the independent variable, the tool, had an effect on the dependent variable, the experimental group and students achievement.

(4) The results:

4.1-The first question is stated as follows:

What is the effectiveness of using Webinar on improving the Rafah UNRWA 7th graders' speaking skills?

To answer this question, the researcher tested the following null hypothesis:

The first hypothesis is:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the total average score of 7th graders in the post speaking skills test between the experimental group and the control group.

To test this hypothesis, mean scores of the experimental and control group results of the test were computed. Mann- Whitney Test was used to analyze the data statistically. The results are shown in table (24).

Table (24)
Mann- Whitney results of differences between the experimental and the control group in the post test.

	Groups	N	Mean of ranks	Sum of ranks	Mann Whitney U	Z	Sig	Sig level
Total Score Post	**Control**	24	15.60	374.50	74.5	4.408	0.000	sig
	Experimental	24	33.40	801.50				

"z" table value at (58) d f. at (0.05) sig. level equal 2.00
"z" table value at (58) d f. at (0.01) sig. level equal 2.66

The results in table (24) indicate that the (z) computed value is greater in the total score of the post test than the (z) table value in the post test. This means that there are significant differences at (α= 0.01) and (0.05) between the experimental group and the control one in the post test favouring the experimental group. There is also a significant difference between the mean of ranks of both groups in favour of the experimental group. Whereas the mean of ranks of the control group is (15.60) in relation to the total score of the test, the mean of the experimental group is (33.40).

This means that the Webinar is effective to improve the speaking skills.

To calculate the effect size, the researcher used Eta square "η2" by using the following equation (Afana, 2000: 42):

Also the researcher calculated "d" value by using the following equation:

Table (25)
The table references to determine the level of effect size (η 2) and (d)

Test	Effect size		
	Small	Medium	Large
η2	0.01	0.06	0.14
d	0.2	0.5	0.8

Normally, researchers used the table reference of three scales; small, medium and large. If (d) value is larger than 0.8, it can be said that the level of effect size is very large.

Table (26)
"z" value, eta square " η 2 " , and "d" of the total score of the post test.

	Z	**Z²**	**Z²+4**	**η^2**	**Effect size**
Total score.post test	4.408	19.43	23.43	0.83	Large

Table (26) shows that there is a large effect size on the total score of the post test. So the null hypothesis is rejected and the alternative hypothesis is accepted.

It is concluded that this finding agrees with those of many previous studies as: Hasan (2013), Agnes (2012), Blake & Scanlon (2012), which confirmed that the use of webinar develops students' speaking skills.

This result matches the observation card analysis results. The two observers recorded the experimental and control groups speaking sub-skills before and after the implementation of the experiments.

The researcher states that there is a significant difference between the experimental group and the control group in favour of the experimental group in the post application of the observation card.

Table (27)
Mann- Whitney results of differences between the experimental and the control group in the post application of the observation card.

Ranks						**Test**		
Post application	**Groups**	**N**	**Mean of ranks**	**Sum of ranks**	**Mann-Whitney U**	**Z**		**Sig**
	Control	24	13.92	334.00	34.0	2.6		0.000
	Experimental	24	35.08	842.00				

In table (27), the calculated sig value = 0.000 which means that there is a significance difference at the level (0.01) between the total scores of the experimental group and those of the control one in favour of the experimental group in the post application of the observation card. There are also significant differences between the

mean score of both groups in favour of the experimental group. The control group mean of ranks is (13.92) , whereas the experimental group mean of ranks is (35.08)

This result means that the webinar is effective in developing the Palestinian seventh graders' speaking skills as assessed by the observation card.

To calculate the effect size, the researcher used Eta square "η2" by using the following equation (Afana, 2000: 42):

Table (28):
"z" value, eta square " η 2 " , and "d" of the total score of the observation card.

	Z	**Z²**	**Z²+4**	**η^2**	**Effect size**
Total score.post observation card	2.6	6.76	10.76	0.62	Large

Table (28) shows that there is a large effect size on the total score of the post observation card. So the null hypothesis is rejected and the alternative hypothesis is accepted.

The researcher states that there is a significant difference between the experimental group and the control group in favour of the experimental group in the post application of the observation card.

4.2 The second question is stated as follows:

What is the effectiveness of using Webinar on the Rafah UNRWA 7th grade high achievers' speaking skills?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at (α≤0.05) in the total average of the 7th grade high achievers' in the post speaking skills test between the experimental group and the control group.

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

The researcher used Mann Whitney Test to measure the significance of the differences if there were any. To interpret this hypothesis, the researcher used Mann Whitney Test and *Z Value* results of the total mean score of the high-achievers' post-test between the experimental and the control group.

Table (29)

Mann- Whitney results of differences between the high achievers in the experimental and the control group in the post test.

	Groups	N	Mean of ranks	Sum of ranks	Mann-Whitney U	Z	Sig	Sig level
Total Score Post	**Control**	6	3.50	37.50	0.00	2.9	0.003	Sig
	Experimental	6	9.50	98.50				

The findings in table (29) show that the (Z) computed value (2.9) is greater than the (Z) table value (1.96) in the total score of the high-achievers' speaking post test. This means that there are statistically significant differences in the main scores of (0.01) between the high-achievers' speaking post-test between the experimental and the control group in relation to the total score of the test in favour of the experimental high-achievers.

The mean of ranks of the control group is (3.50) in relation to the total score of the test, whereas the mean of ranks of the experimental group is (9.50). That confirms the effectiveness of webinar on developing the speaking skills.

To calculate the effect size the researcher used Eta square "η2" and " Z" value by using the following formula:

Table (30)

"Z" value and Eta square " η 2 " for the total score of the test for the high achievers

High achievers	Z	Z^2	Z^2+4	η^2	Effect size
Total score-post test	2.9	8.41	12.41	0.68	Large

Table (30) shows that there is a large effect size on the total score of test. Thus, the second null hypothesis is rejected and the alternative hypothesis is accepted.

Table (31)
Mann- Whitney results of differences between the high achievers in both the experimental and the control group in the post application of the observation card.

	Ranks					Test	
	Groups	**N**	**Mean of ranks**	**Sum of ranks**	**Mann-Whitney U**	**z**	**Sig**
Total Score Post	**Control**	6	4.88	23.8	3.0	3.48	0.002
	Experimental	6	12.3	151.29			

In table (31), the calculated sig value = 0.002 which means that there is a significant difference at the level (0.01) between the total scores of the high-achievers of the experimental group and their counterparts of the control one in favour of the high-achievers of the experimental group in the post application of the observation card. There were also significant differences between mean scores of both groups in favour of the experimental group. The control group mean of ranks is (4.88), whereas the experimental group mean of ranks is (12.3).

This result means that webinar is effective in developing the Palestinian seventh graders' speaking skills.

To calculate the effect size the researcher used Eta square "η2" and " Z" value by using the following formula:

Table (32)
"Z" value and Eta square " η 2 " for the total score of the observation card for the high achievers

High achievers	**Z**	**Z²**	**Z²+4**	**η^2**	**Effect size**
Total score.post observation card	3.48	12.11	16.11	0.75	Large

Table (32) shows that there is a large effect size on the total score of the observation card. Thus, the second null hypothesis is rejected and the alternative hypothesis is accepted.

4.3 The third question is stated as follows:

What is the effectiveness of using Webinar on the Rafah UNRWA 7th grade low achievers' speaking skills?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the total average of the 7th grade low achievers' in the post speaking skills test between the experimental group and the control group.

To examine this hypothesis, mean of ranks and sum of ranks of the experimental and the control groups' results on the post-test of speaking skills were computed. The researcher used Mann Whitney Test to measure the significant differences. To interpret this hypothesis, the researcher used Mann Whitney Test and *Z Value* results of the total mean score of the low-achievers' post-test between the experimental and the control group.

Table (33)
Mann- Whitney results of differences between the low achievers in the experimental and the control group in the post test.

	Groups	N	Mean of ranks	Sum of ranks	Mann Whitney-U	Z	Sig	Sig level
Total Score Post	**Control**	6	5.14	36.00	8.0	1.87	1.00	Not sig
	Experimental	6	8.80	42.00				

The findings in table (33) show that the (Z) computed value (1.87) is smaller in the total score of the low-achievers' speaking post test than the (Z) table value (1.96) which means that there is a difference between the total scores of the low-achievers speaking post test of the experimental group and those of their counterparts in the control group, but this difference does not reach the level of significance.

The mean of ranks of the control group is only (5.14) in relation to the total score of the speaking post test, whereas the experimental group mean of ranks of the speaking post test is (8.80). That indicates that the webinar tool did not able to develop the speaking skills of low-achievers in both groups.

This results does not match the observation card analysis results. The two observers recorded the experimental and control groups' low-achievers' speaking sub-skills before and after the implementation of the experiments.

The researcher summed the mean scores of the two observers. Then she found out the mean of the means for both groups' low-achievers in the post-application for the observation card to find out that there is a significant difference between the low-achievers of the experimental group and the high-achievers of the control group in favour of the experimental group's low-achievers in the post application of the observation card.

The researcher believes that the concentration of the experiment helped students especially the low-achievers to be able to speak English with some correctness of grammar, pronunciation, comprehension, vocabulary and fluency. But still they need more time to be able to write what they can speak correctly.

Listening to authentic material, the researcher, and their peers during the implementation lessons helped them produce correct sentences with the appropriate formation and within their suitable contexts.

Table (34)
Mann- Whitney results of differences between the low achievers in both the experimental and the control group in the post application of the observation card.

| | Ranks | | | | | Test | |
	Groups	N	Mean of ranks	Sum of ranks	Mann-Whitney U	Z	Sig
Total Score Post	**Control**	6	4.64	25.53	4.5	3.05	0.026
	Experimental	6	9.10	82.81			

In table (34), the calculated sig value = 0.026 which means that there is a significance difference at the level (0.01) between the total scores of the low-achievers of the experimental group and their counterparts of the control one in favour of the low-

achievers of the experimental group in the post application of the observation card. There are also significant differences between the mean scores of both groups in favour of the experimental group. The control group mean of ranks is (4.64), whereas the experimental group mean of ranks is (9.10).

This result means that webinar is effective in developing the Palestinian seventh graders' speaking skills.

To calculate the effect size the researcher used Eta square "η2" and " Z" value by using the following formula:

Table (35)
"Z" value and Eta square " η 2 " for the total score of the observation card for the low achievers

Low achievers	Z	Z²	Z²+4	η²	Effect size
Total score.post observation card	3.05	9.3	13.3	0.69	Large

Table (35) shows that there is a large effect size on the total score of the observation card.

4.4 The fourth question is stated as follows:

What is the effectiveness of using Webinar on the Rafah UNRWA 7th graders' speaking anxiety?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the total average score of speaking anxiety in the post application between the experimental group and the control group.

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

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

Table (36)
Mann Whitney results of differences between post scale for experimental and control group for all the domains with the total degree of the scale.

Post Scale	Groups	N	Mean of rank	Sum of ranks	Mann-Whitney U	Z	Sig
Domain One: Before speaking	Control	24	22.25	514.50	7.8	2.52	0.041
	Experimental	24	28.71	669.50			
Domain Two: While speaking	Control	24	21.69	496.50	9.1	3.12	0.004
	Experimental	24	29.32	679.50			
Domain Three: After speaking	Control	24	23.88	549.00	7.8	2.89	0.038
	Experimental	24	28.14	629.00			
Total	Control	24	25.12	508.50	6.1	2.66	0.034
	Experimental	24	29.92	676.50			

The findings in table (36) show that the (z) computed value is larger in all domains and in the total score of the anxiety scale than the (z) table value in the post anxiety scale. This means that there are no statistically significant differences between the experimental group and the control one.

The mean of ranks of the control group is (25.12) in relation to the total score of the scale, whereas the mean of ranks of the experimental group is (29.92).

Table (37)

"Z" value and Eta square " $\eta 2$ " for each domain and the total score of the scale.

Domain	Z	Z^2	Z^2+4		Effect size
Domain One: Before speaking	2.52	6.35	10.35	0.61	Large
Domain Two: While speaking	3.12	9.73	13.73	0.71	Large
Domain Three: After speaking	2.89	8.35	12.35	0.68	Large
Total	2.66	7.08	11.08	0.64	Large

Table (37) shows that there is a large effect size for each domain and the total score of the domains. Obviously, the effect size of the anxiety scale in each domain and in the total score of the scale is large. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

4.5 The fifth question is stated as follows:

What is the effectiveness of using Webinar on the Rafah UNRWA 7th grade high achievers' speaking anxiety?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the total average of the 7th grade high achievers' speaking anxiety in the post application between the experimental group and the control group.

To examine this hypothesis, mean of ranks and sum of ranks of the experimental and the control groups' results of the high-achievers' post-speaking anxiety scale are computed. The researcher used Mann Whitney Test to measure the significant differences.

To interpret this hypothesis, the researcher used Mann Whitney Test and Z Value results of the total mean score of the high-achievers' post-anxiety scale between the experimental and the control group.

Table (38)
U and Z value to examine the differences between the high-achievers' speaking anxiety between the experimental group and the control group.

Post Scale	Groups	N	Mean of ranks	Sum of Ranks	Mann-Whitney U	Z	Sig	Sig level
Domain One: Before speaking	Control	6	5.75	46.0	7.5	2.56	0.01	sig
	Experimental	6	11.25	90.0				
Domain Two: While speaking	Control	6	6.24	42.0	18.5	2.26	0.024	sig
	Experimental	6	12.22	85.0				
Domain Three: After speaking	Control	6	5.47	50.0	17.2	2.24	0.021	sig
	Experimental	6	10.25	83.0				
Total	Control	6	6.22	49.0	12.4	2.15	0.030	sig
	Experimental	6	12.11	87.0				

The results in table (38) show that the (Z) computed value (2.15) is greater in the total score of the high-achievers' post anxiety scale than the (Z) table value (1.96). This means that there are statistically significant differences at level (0.01) between the high-achievers' post anxiety scale scores of the experimental and those of their counterparts of the control group in favour of the high-achievers of the experimental group.

In addition, there is a significant difference between the mean of ranks of the high-achievers in the control group and the experimental group in favour of the high-achievers of the experimental group.

The mean of ranks of the control group is (6.22) in relation to the total score of the speaking anxiety scale. However, the mean of ranks of the experimental group is (12.11). This means that the webinar is effective on reducing the high-achievers' speaking anxiety. To calculate the effect size the researcher used Eta square "η2 " by using the following formula:

$$\eta^2 = \frac{z^2}{z^2 + 4}$$

Table (39)
"Z" value and Eta square " η 2 " for each domain and the total score of the scale

Domain	Z	Z²	Z²+4		Effect size
Domain One: Before speaking	2.56	6.55	10.55	0.62	Large
Domain Two: While speaking	2.26	5.11	9.11	0.56	Large
Domain Three: After speaking	2.24	5.02	9.02	0.56	Large
Total	2.15	4.62	8.62	0.54	Large

Table (39) shows that there is a very large effect size for each domain and the total score of anxiety scale.

6.4 The sixth question is stated as follows:

What is the effectiveness of using Webinar on the Rafah UNRWA 7th grade low achievers' speaking anxiety?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the total average of the 7th grade low achievers' speaking anxiety in the post application between the experimental group and the control group.

To examine this hypothesis, mean of ranks and sum of ranks of the experimental and the control groups' results of the low-achievers' post- speaking anxiety scale were computed. The researcher used Mann Whitney Test to measure the significant differences.

To interpret this hypothesis, the researcher used Mann Whitney Test and Z Value results of the total mean score of the low-achievers' post-anxiety scale between the experimental and the control group.

Table (40)
U and Z value to examine the differences between the low-achievers' speaking anxiety between the experimental group and the control group.

Post Scale	Groups	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Sig	Sig level
Domain One: Before speaking	Control	6	6.06	48.50	12.5	2.87	0.038	sig
	Experimental	6	10.94	87.50				
Domain Two: While speaking	Control	6	5.75	46.00	10	2.90	0.021	sig
	Experimental	6	11.25	90.00				
Domain Three: After speaking	Control	6	10.4	56.00	18	2.22	0.031	sig
	Experimental	6	8.4	84.00				
Total	Control	6	6.00	48.00	12.0	2.82	0.030	sig
	Experimental	6	11.00	88.00				

The results in table (40) show that the (Z) computed value (2.820) is greater in the total score of the low-achievers' post anxiety scale than the (Z) table value (1.96). This means that there are statistically significant differences of scores (0.05) between the low-

achievers' post anxiety scale between the experimental and the control group in relation to the total score of the scale in favour of the experimental low-achievers.

In addition, there is a significant difference between the means of the low-achievers in the control group and the experimental group in favour of the low-achievers of the experimental group.

The mean of ranks of the control group is (6.00) in relation to the total score of the scale, whereas, the mean of ranks of the experimental group is (11.00). This means that the webinar tool is effective in reducing the low-achievers' speaking anxiety. To calculate the effect size the researcher used Eta square "η2" by using the following formula:

$$\eta^2 = \frac{z^2}{z^2 + 4}$$

Table (41)

"Z" value and Eta square " η 2 " for each domain and the total score of the scale.

Domain	Z	Z²	Z²+4	η²	Effect size
Domain One: Before speaking	2.87	12.24	8.24	0.67	Large
Domain Two: While speaking	2.90	12.41	8.41	0.68	Large
Domain Three: After speaking	2.22	8.93	4.93	0.55	Large
Total	2.82	11.95	7.95	0.67	Large

Table (41) shows that there is a very large effect size for each domain and the total score of scale.

4.7 Summary:

This chapter dealt with data analysis and results. The results of each hypothesis were analyzed statistically using different statistical techniques according to the nature of the hypothesis and the data collection tool used in the study.

The first hypothesis' proved that there was a significant difference between the experimental and control group in the speaking achievement test scores in favour to the experimental group due to the implementation of the webinar tool. This hypothesis was

proved by the speaking post test and later confirmed by the statistical analysis for the observation card recordings.

The results of the second hypothesis indicated that there was a significant difference between the high-achievers of the control group and the high-achievers of the experimental group in the favour to the high-achievers of the experimental group due to the implementation of the webinar tool. This hypothesis was also proved by the speaking post test and later confirmed by the statistical analysis for the observation card recordings.

The results of the third hypothesis indicated that there was not any significant difference between the low-achievers of the control group and the low-achievers of the experimental group. This means that the implementation of the webinar tool had no effect on the low-achievers' speaking skills. This hypothesis was also proved by the speaking post test but the results of the post test did not meet the results of the post application of the observation card. The researcher thinks that the low-achievers gained good command of oral production but still they needed more time to practice writing what they could speak.

The results of the fourth hypothesis indicated that there was a significant difference between the control group's speaking anxiety and of the experimental group's speaking anxiety which meant that the implementation of the webinar tool reduced the students' speaking anxiety.

The results of the fifth hypothesis indicated that there was a significant difference between the high-achievers of the control group's speaking anxiety and of the high-achievers of the experimental group's speaking anxiety in the favour of the experimental group due to the implementation of the tool. This meant that the implementation of the webinar tool reduced the high-achievers ' speaking anxiety.

The results of the sixth hypothesis indicated that there was a significant difference between the low-achievers of the control group's speaking anxiety and of the low-achievers of the experimental group's speaking anxiety in the favour of the experimental group due to the implementation of the tool. This meant that the implementation of the webinar tool reduced the low-achievers ' speaking anxiety.

Chapter V
Discussion of the Results

Chapter V

Discussion of the Results

(5) Introduction:

This chapter tackles the results of the study. It summarizes the conclusions that were documented in the light of the study results. Some pedagogical implications are documented as well. The researcher also provides some recommendations which can be beneficial for curriculum designers, educators, teachers and researchers because they can help improve the teaching-learning process in general and teaching speaking skills in particular in Gaza Strip.

5.1 Findings:

Based on the findings of this study, results reveal that implementing the webinar as a tool to improve students' speaking skills has significant effects on the Palestinian seventh graders' speaking skill.

Data collected by different tools' results showed that webinar had a large effect in seventh graders' speaking skill in general and especially in the seventh graders high-achievers but didn't have a significant difference in the seventh graders' low-achievers. The researcher believed that low-achievers may need more time and more training to get familiar to the strategy and to remedial their English language speaking skill weaknesses.

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

5.2 Discussion the results:

The current study aimed at examining the effectiveness of using Webinar on improving speaking skills for the Rafah UNRWA seventh graders and their anxiety in speaking.

To achieve this aim, the researcher adopted the experimental approach where there were two equivalent groups: the experimental and the control groups. The population of the study was all seventh graders in the Rafah Area of the Gaza Strip. Forty eight students were chosen randomly from Rafah Prep (B) Girls' School in the Rafah city in Gaza Strip to be the sample of the study. Each group has twenty four students. Both groups were proved to be equivalent in terms of age, general English achievement, and English speaking skills achievement. The researcher used four tools in order to collect data: An anxiety speaking scale, an achievement test (pre & post test), an observation card and a webinar tool.

5.3 Interpretation of the results:

Based on the findings of this study, results reveal that implementing the webinar as a tool to improve students' speaking skills has significant effects on the Palestinian seventh graders' speaking skill.

The researcher used different techniques and strategies during their lessons; different activities, tasks, worksheets, songs, games, brain teasers, drawings, pictures, realia, photos, websites, meetings and music.

English language speaking lessons were explained to students via webinar using different classroom organizations; individual work, pair-work and group work. This classroom organization created a lively, energetic, and positive learning atmosphere.

 This joyous atmosphere affected positively and reduced the barriers of English language speaking skill; shyness, hesitation, anxiety, worry and lack of knowledge.

Data collected by different tools' results showed that the webinar tool had a large effect in seventh graders' speaking skill in general and especially in the seventh graders high-achievers but did not have a significant difference in the seventh graders' low-achievers according to the test analysis results. The researcher believed that low-achievers may need more time and more training to get familiar to the tool and to remedy their English language speaking skill weaknesses.

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

Relying on the results of the study, the researcher sums up the following:

5.3.1 First: Interpretation of the results related to question number one.

The researcher investigated the first research question which is:

What is the effectiveness of using Webinar on improving the Rafah UNRWA 7th graders' speaking skills?

The contents of the Webinar tool were chosen, organized to suit students' level and comprehension.

The researcher identified the time plan and the procedures which can be followed when implementing the tool. The researcher implemented the tool in the first semester 2012-2013. The researcher controlled other variables that might affect the results by implementing a pilot study.

The Webinar tool was taught to the experimental group while the control one was taught by the traditional method (textbook) as it is used by teachers of English in their classrooms. After that, the post-test, observation and anxiety scale were applied on the two groups and the results were statistically analyzed.

Finally, the results of the study indicated that the using webinar tool has been effective in developing students' speaking skills and reduced their anxiety in speaking English.

The researcher attributes theses results to the advantages of the webinar as a teaching learning tool. These advantages are:

1- Motivation and authenticity.
2- Cognitive development.
3- Analysis of the interaction.
4- Guided investigation.
5- They keep in mind the profitability of the pupil time.
6- Cooperative work.
7- It enhances the communication skills among students.
8- It helps students to develop the search capacities, of selection, comparison, taking decision, knowing how to argue, organizing the information.
9- Stimulate self-learning.
10- Make the student the center of the educational process.
11- provide students with various resources in order to search for knowledge by themselves, rather than relying on the teacher and the textbooks only as a source of knowledge.
12- Allow the students to deal with the original documents instead of dealing with secondary sources like books.
13- Engage learners in real- world learning activities.
14- It is supported by underlying constructs: application and social skills.
15- It develops the capabilities of the talented students.
16- Its links works effectively and the learners can move between its links easily.
17- It enables the students to work independently, where the role of the teacher changes from conveyor of knowledge to facilitator.

The results concerning question one indicate that the (z) computed value was greater in the seventh graders' total scores of the post test of the experimental group than the (z) table value in the post test. This means that there are significant

differences at (α = 0.05) between the experimental group and the control one in favour of the experimental group.

There was also a significant difference between the means of ranks of both groups in favour of the experimental group. Whereas the mean of ranks of the control group was (15.60) in relation to the total score of the, test the mean of ranks of the experimental group was (33.40).

The researcher implemented the effect size equation to find out that the effect size of total score of the test. This large effect reflected the success of implementing the webinar tool in teaching speaking skills.

The researcher also attributes these findings to the joyous atmosphere of learning during the implementation sessions, new technologies, developing new learning strategies, building self-confidence, asking questions, responding to questions skills, and responding to external and internal incentives. The researcher uses puzzles, songs and games to make the learning process more fun.

5.3.2 Second: Interpretation of the results related to question number two.

What is the effectiveness of using Webinar on the Rafah UNRWA 7th grade high achievers' speaking skills?

The findings of the second question show that the (Z) computed value (2.9) is greater in the total degree of the high-achievers' post test than the (Z) table value (1.96). This means that there are statistically significant differences of degrees (0.01) between the high-achievers of the experimental and the control group in favour of the experimental high-achievers. In addition, there is a significant difference between the mean ranks of the high-achievers in the control group and that of the experimental group in favour of high achievers of the experimental group. Whereas the mean of

ranks of the control group is (3.50) in relation to the total degree of the test and the mean of ranks of the experimental group is (9.50).

The researcher measured the effect size which was large in the total degree of the test. This may be attributed to designing several activities that suit the high achievers and enabled them to work effectively. As well as, the webinar tool enabled the high-achievers to speak well , it also used various activities which suited all students' levels. Moreover, the teacher prepared competitions between groups which improved the low-achievers' ability to interact with the topic effectively. In addition, this can be due to the types of the accurate authentic photos included in the tool used to improve the students' speaking. Also, the use of related authentic videos included in the tool used to develop the students' speaking. Furthermore, the interesting way that was used in webinar to present the questions with movements, sounds and colours where the researcher presented the material on the PowerPoint program with suitable movements and sound effects. This finding confirms the effectiveness of using webinar on developing the high-achievers' speaking skills.

As a result, it can be simply said that the webinar was effective in developing the Palestinian grade seventh high-achievers' speaking skills.

5.3.3 Third: Interpretation of the results related to question number three.

What is the effectiveness of using Webinar on the Rafah UNRWA 7th grade low achievers' speaking skills?

The results concerning question three indicate the (Z) computed value (1.87) is smaller in the total score of the low-achievers' speaking post test than the (Z) table value (1.96), but the difference was not significant to say that the webinar had no effect on the low-achievers' speaking skills development. This means that there are not any significant differences at (α= 0.01) or (0.05) between the low-achievers of the experimental group and low-achievers of the control one.

The researcher thinks that the low-achievers need more practice and more training to speaking skills in different methodologies. If we say that the low-achievers were in grade seven and so they had been taught English for seven years, they had not acquired enough language knowledge through the previous six years and they need more time to become good speakers of English. So the low-achievers need more time and more lessons to achieve the same percentage of development of the high-achievers.

As well as, the low-achievers needed more flexibility, more audio-visual media, simpler materials and less complicated speaking skills. This never meant that the researcher used very difficult tasks. The researcher used tasks related to English for Palestine seven grade books, and built these activities depending on this book, but it meant they needed this material to be simplified with enrichment and remedial means.

5.3.4 Fourth: Interpretation of the results related to question number four.

What is the effectiveness of using Webinar on the Rafah UNRWA 7th graders' speaking anxiety?

The findings concerning question four show that the (z) computed value was larger in all domains and in the total score of the anxiety scale than the (z) table value in the post anxiety scale. This means that there are significant differences at (0.05) between the experimental group and the control one in favour of the experimental group. There was also a significant difference between the mean ranks of both groups in favour of the experimental group. Whereas the mean of ranks of the control group was (25.12) in relation to the total score of the test and the mean of ranks of the experimental group was (29.92).

The effect size of the anxiety scale in each domain and in the total score of the scale is large. Thus, this could be because of the technological environment in which

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students were involved in. The researcher observed the students were motivated when doing an activity.

5.3.5 Fifth: Interpretation of the results related to question number five.

What is the effectiveness of using Webinar on the Rafah UNRWA 7th grade high achievers' speaking anxiety?

The results of the fifth question show that the (Z) computed value is greater in the total score of the high-achievers' post anxiety scale than the (Z) table value. This means that there are statistically significant differences of scores (0.01) and (0.05) between the high-achievers in the post anxiety scale between the experimental and the control group in relation to the total score of the scale in favour of the experimental high-achievers. In addition, there is a significant difference between the mean ranks of the high-achievers in the control group and the experimental group in favour of high-achievers of the experimental group. Whereas the mean of ranks of the control group is (6.22) in relation to the total score of the scale and the mean of ranks of the experimental group is (12.11). This clarifies the effectiveness of webinar tool on reducing the students' speaking anxiety.

The researcher implemented the effect size equation to find out that the effect size of all domains was very large. As a result, we can say that the webinar in speaking skills teaching was a successful experiment.

5.3.6 Sixth: Interpretation of the results related to question number six.

What is the effectiveness of using Webinar on the Rafah UNRWA 7th grade low achievers' speaking anxiety?

The findings of the sixth question show that the (z) computed value is greater in the total degree of the low-achievers' post anxiety scale than the (z) table value. This means that there are statistically significant differences of score (0.05) between the

low-achievers' post anxiety scale between the experimental and the control group in relation to the total score of the scale in favour of the experimental low-achievers. In addition, there is a significant difference between the mean of ranks of the low-achievers in the control group and the experimental group in favour of the low-achievers of the experimental group. Whereas the mean of ranks of the control group is (6.00) in relation to the total scores of the scale, the mean of ranks of the experimental group is (11.00). This means that webinar is effective on reducing the low-achievers' speaking anxiety.

The researcher implemented the effect size equation to find out that the effect size of all domains was very large. As a result, we can say that the webinar in speaking skills teaching was a successful experiment.

5.4 Conclusion:

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

Language teaching and learning is of high importance to education system, as well as it is very challenging. Teachers everywhere experiment new methodologies in teaching languages. The researcher believed that speaking hesitation, shyness, and worry due to lack of knowledge, confidence, experience, and practice.

In this experiment, the seventh graders produced oral language. The objectives of the lessons were real, clear, and motivating. The researcher experimented webinar tool on students' speaking skills.

Activities done via webinar offered the appropriate opportunity for students to practice English language speaking skill. It was found that students benefited from the experiment in their own personalities, life skills and their speaking skills abilities. High-achievers found this experiment as an opportunity to discover themselves and widen their experiences, that was the reason why the high-achievers of the experimental group

benefited more than the low-achievers of the control group. The low-achievers found it difficult to start from the same point as the intermediate students or the high-achievers. They need more time to get the same benefits, or they may need to be exposed to a remedial programme before they start with other students.

The seventh graders were able to speak English for the purposes of greeting, talking about sports, animals communication, crafts, personal communication and hike, giving instructions and advice, making and responding to telephone calls and discussing world languages.

The study investigated the developments on the students' achievement, oral production skills and speaking anxiety when speaking English language as a foreign language.

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

So webinar which is built on a technological tool affected the students' speaking skills. This comes in agreement with Baniabdelrahman's (2013) and Shen & Suwanthep's (2011) studies about the effectiveness of technologies on teaching speaking skill.

Webinar also helped students reduce their anxiety and shyness in speaking. This meets Campbell & Larson's (2012) and O¨ zdener & Satar's (2008) which proved that web based technology reduced students' anxiety while speaking although they were speaking in front of camera.

Moreover, webinar affected positively students' motivation, understanding and retention. This come in agreement with Taylor's (2012) study which confirms that designing effective online seminars positively affect students understanding, motivation, retention and oral communication..

The study also meets Hsu & Wang's (2008) results which confirmed that webinar provides a nearly face-to-face environment that increases participants' social presence and facilitates multi-level interaction.

The study used various tools for collecting data; speaking anxiety scale as in Poza's study (2005), the speaking test as in O¨ zdener & Satar's (2008) , recorded Elluminate training sessions as in Hsu & Wang's (2008), and observation card as Kilickaya & Sefroglu's study (2010).

The researcher came to the conclusion that the webinar gave the students an opportunity to be involved in language learning and use. The students felt comfortable and relaxed during the implementation through the joyous learning atmosphere existed while implementation the experiment.

5.5 Pedagogical Implications of Webinar:

The underlying reason to use Webinar is not simply the popularity of the Internet or the Web but the pedagogical implications that its use is promising to the innovative teacher. Webinar present a unique opportunity to combine a wide range of effective instructional practices in one activity, integrating technology, collaborative learning, etc.

Webinars could have main contributions on the students learning:

- Webinar increases the students' motivation to learn through the challenge of confronting authentic tasks, which require them to solve a problem, to make a comparison, or to construct a hypothesis in relation to a real-life situation using real sources; they are motivated because the effort that they must put into the given task goes beyond the walls of the classroom.

- Webinar develops students' asking questions skill, discussing skills and searching skills. As a result, students develop a depth understanding of the main issue they are confronted with through the consolidation of their prior knowledge with the

new information they discover. The researcher arouses many issues via webinar which require students to think deeply through using videos or pictures which make them to ask many questions to understand such issues.

- Webinar creates an opportunity for collaboration as students need to work together to complete the given task, vital element of the learner-centered approach. Collaborative tasks diminish the feeling of isolation students may have when encountering problems for the first time, as there will be peer support provided through group work. This will also help maintain motivation at a higher level as they must continue to work together toward achieving a common goal. Including related videos improves comprehension and facilitates the abstract concepts.
- Webinar provides students with immediate feedback and different types of reinforcement through the formative and summative evaluation after each activity.

- Webinar helps students learn English languages speaking skill with the atmosphere of joy, happiness and with confidence to speak and decreases students' speaking anxiety.

5.6 Recommendations:

In the light of results of the study, the following recommendations are offered:

- The need to embrace the webinar tool in the educational process in the Palestinian educational institutions.
- The need to improve the educational strategies in preparatory schools by getting rid of the traditional strategies that have a negative role on the students, and to concentrate on new strategies which have a clear educational philosophy and a vital role in encouraging students to use language to communicate in an appropriate context or situation.
- The need to hold workshops to analyze and identify curriculum units that can be used according the webinar tool.

- The need to hold training courses and workshops for English supervisors and teachers, by qualified trainers, to train them and enhance their competencies of implementing the webinar in their classes.

5.6.1- Teachers:

1- should think of using webinar tool to teach other skills as writing, reading and listening.
2- should pay more attention to the different speaking skills.
3- should use computers to improve students' speaking and critical thinking.
4- should enrich the syllabus with computerized activities that enable students to feel motivated so as to reduce their anxiety in speaking.
5- should attend the training courses that enable them to use modern methods in teaching like integrating technology.
6- should be aware that technologies help low-achievers and get them be more active to interact with the activity effectively.
7- should concentrate more on speaking skills using programs that are offered within a contextual framework that makes sense for the learner.

8- should exchange ideas and experiences with teachers of English from different countries.

9- should organize special programs for the low-achievers.

5.6.2- Course designers:

1- should include new methods in teaching English for Palestine depending on Computers and internet.
2- should provide the syllabus with self-learning strategies using computers in order to get students learn by their own at home.

3- design curriculums which help build the students' character to master leadership skills; problem-solving, decision making, team building, time management and task performance.

4- put in consideration the searching for information and data in the curriculum with an eye on self-learning activities.

5.6.3- Supervisors:

1- should train teachers to use technologies in the learning process including webinars, Web- Quests, videoconferencing, internet and designing programs.
2- should get teachers computerize the lessons to fit the students' abilities and enable them to interact with the lesson effectively.

5.6.4- Other researchers:

1- should conduct studies on webinar tool to develop other language skills; writing, reading, and listening.

2- should conduct studies on webinar tool to find out the effect of webinar tool on low-achievers speaking skills.

- Conducting studies investigating webinar tool effect on self learning.
- Conducting studies similar to the current study investigating other school levels.

5.7- The researcher suggests the following titles for further studies:

1- The effect of Webinar on developing students' self-learning.
2- The Impact of Webinar on developing students' Listening skills of English language.
3- The effect of Webinar on developing the student's vocabulary.
4- The effect of Webinar on students' attitudes toward English language learning.

5- The effect of Webinar on developing literacy activities.

6- Using Webinar for oral communication in English as a foreign language.

7- Students' Perceptions of English Learning through EFL Webinar.

8- The Effects of a Webinar on the Achievement and Attitudes of Prospective Teachers.

9- Integrating Technology into pre-service Education through Webinar.

10- The Effectiveness of Webinar on Elementary School Students' Higher-Order Thinking, Learning Motivation, and English Learning Achievement.

11- What Students Think About Using Webinar in the English Classroom.

12- The Effect of the Webinar on EFL Learners' Writing Performance.

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Appendices

Appendix (1)

Ready Talk White Paper

Conducting Webinars With ReadyTalk

WHITE PAPER

ReadyTalk

ReadyTalk prioritizes ease of use to ensure successful conferencing for users at all levels of familiarity with our service. When conducting a webinar through ReadyTalk's conferencing platform, there are several simple steps that can be taken to ensure that your presentation goes off without a hitch.

Preparing Yourself as Chairperson

A few simple, common-sense steps will help minimize your stress levels and prepare you to lead an effective Webinar with ReadyTalk.

Use a headset. A high-quality headset will:

- Ensure the best audio quality for participants

- Free your hands to run the Web-based moderator controls and chat function

- Help you avoid neck and shoulder problems from clamping the phone between your shoulder and ear

Reserve a quiet room. This might seem like a no-brainer, but you'd be surprised how often background noise disrupts otherwise well-planned Webinars. Be sure the room you'll be using for your conference is quiet and does not echo.

Test sound quality. If you were presenting to a live group in a room you've never been in before, using a microphone and public address system for the first time, you'd probably want to arrive early to do a sound check.

It's a good idea to do the same thing when preparing for a Web-based seminar. The difference will be that you'll need another person on a remote telephone to give you feedback about how things sound from her perspective.

About 20 minutes before going live, perform a final sound check to be sure that your:

- Headset has good sound quality

- Microphone volume is neither too soft nor too loud

- Room is quiet

Preparing Your Participants

As a chairperson, you can help optimize your participants' experience in a variety of ways.

Early browser checks.

A 5-minute browser check ensures that participants can access your Webinar.

- Be sure to include browser check instructions in your invitation, encouraging participants to check their Java version before the conference begins to resolve any issues they might encounter. Remind participants again the day before the conference.

- Send participants to http://test.readytalk.com/ which will let them know if 1) they are all set to participate, 2) they need to install a new version of Java, or 3) they will experience firewall issues that require the assistance of their IT department. If participants have any questions or problems, have them contact ReadyTalk Customer Care at (800) 843-9166 or support@readytalk.com for assistance.

Use the phone!

Participants often fail to dial into the audio portion of the call, mistakenly thinking they will hear the audio portion through their computers.

Remind participants that they need to dial the toll-free number to listen to the audio portion of your Webinar.

Help dial-up users.

If your participants are using a dial-up connection, you can enable their screens to load faster by reducing image quality.

Click on the Options button and switch from True Color to Standard Color under Applications Viewing Optimization.

www.readytalk.com | 303.209.1600 | 800.843.9166 | sales@readytalk.com | 1598 Wynkoop Denver, CO 80202

ReadyTalk

Set common screen resolutions.

If you're presenting in a higher resolution than your participants, your presentation will be larger than their computer screens. By using a screen resolution that's found on most computers, your participants can avoid using scroll bars to see your presentation.

- On your computer, go to Start>Settings>Control Panel>Display

- Set Screen Resolution to 1024x768 (the most common setting)

Managing Your Conference

When you host a ReadyTalk conference, you have two sets of controls available to you — Web controls and Audio controls.

ReadyTalk Web Controls

The Web controls are divided into sections – the moderator controls (participant screen, audio and web controls, and chat window) and the slide controls.
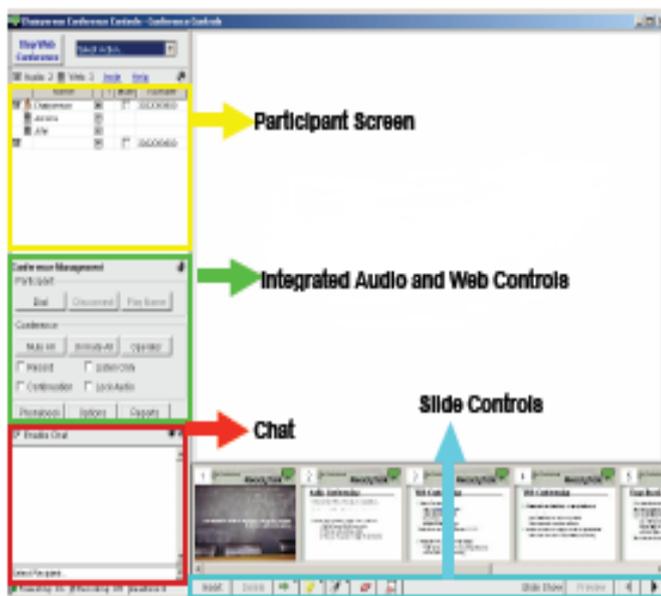
Using the Moderator Controls

Located on the left side of the ReadyTalk conference screen, the moderator controls help you manage your conference.

Start/Stop Web Conference: Click this button to start or stop your Webinar. When ending a web conference, click Stop Web Conference and close the interface. When the session ends, you and your participants will be taken to the feedback page. Note: If you are conducting both a web and audio conference, you must end both in order to end the session.

Select Action: Choose three presentation modes using this drop-down menu.

- Present slides: Allows you to present PowerPoint presentations and images to your conference participants. The slide presentation mode is the least resource-intensive of all three presentation modes and the easiest for participants to receive (regardless of connection speed).

- Show my desktop: Displays all open applications and all actions performed by the chairperson. This differs from the application showing option, which displays just the selected application. You will be prompted to close any sensitive documents before entering desktop presentation mode. In this mode, every application currently open will have a Showing button visible in the upper right hand corner.
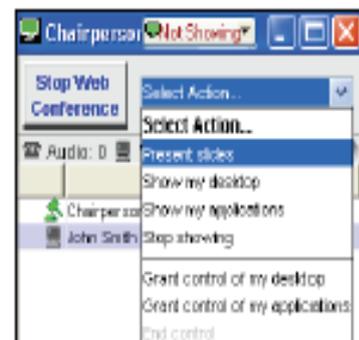
- Show my applications: Shows any open application — Web browsers, Word documents, spreadsheets and proprietary software — while keeping all other applications hidden. All open files of the chosen

ReadyTalk

application type will be shown. For example, if you have more than one Web browser open in Internet Explorer, all of them will be shown, with the most recently viewed coming to the foreground.

- You will notice a Showing button in the top right-hand corner of your shown application. If you click on the Showing button, it will expand to reveal different options — stop showing the application, switch to slide mode, show more applications, or grant control.

- All other applications will have a Not Showing button on them. You may also toggle this button to change your presentation mode, show the current application, or switch to slides.

Invite: Launches your default mail client to invite a participant while a conference is in session.

Help: Connects you online with a trained ReadyTalk operator, who can help you quickly resolve any technical issue during your Webinar.

Breakout Arrows: Break out their respective menus into floating windows.

Participant List: Lists the participants in conference, as well as:

- Icons for Web and audio

- Name (Web only)

- Mute/Unmute

- Questions

- Originating number (audio only)

Conference Management:

- Dial: Dials out to a participant from within the conference.

- Disconnect: Disconnects a participant from web or audio.

- Play Name: Plays a participant's name if Name Record has been activated under Options.

- Mute All: Mutes all participants and allows them to unmute themselves by pressing *7 on their phones. Check and uncheck the "Mute All" button as needed, or unmute specific participants by clicking the
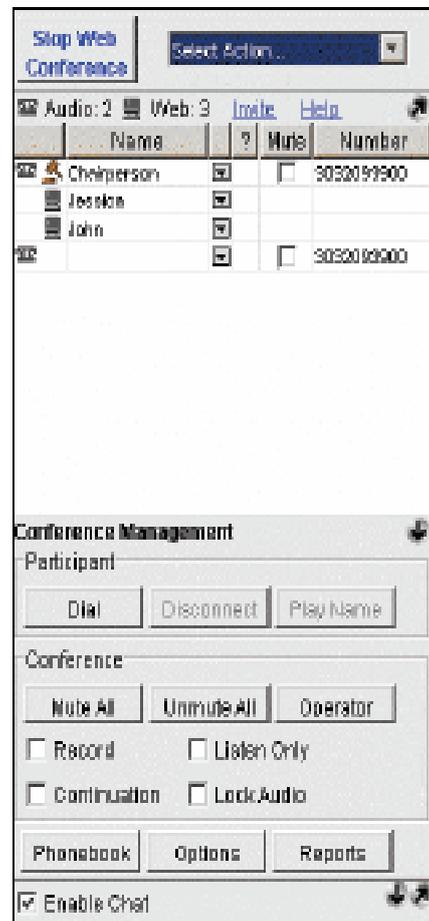
checkbox next to their name. Unmute the lines during Q&A sessions.

- Unmute All: Unmutes all participants.

- Operator: Dials out to an operator for assistance, which is helpful when you are experiencing audio problems.

- Record: Records a conference. See "Recording" for more information.

- Listen Only: Mutes participants, while blocking them from unmuting themselves.

- Continuation: Enables the conference to continue after the chairperson has logged off, which is helpful if the chairperson might need to leave early. If conference continuation is enabled, the conference will only end when the last participant has hung up.

- Lock Audio: Prevents new participants from joining

the audio conference.

- Phonebook: Gives you the ability to add, edit and delete numbers by moving numbers in the phone interface over to the dial list using the arrow keys. Use

  - "Dial" to dial individually or "Dial All" to dial all participants at once (up to 20).

- Options: Enables you to personalize your conference preferences.

  - Chat: Check this box to enable or disable chat.

  - Application Showing: By moving the slider toward highest quality, your participants will receive a true color representation of your application. By choosing fastest performance, you will increase transfer speeds by decreasing the amount of color information sent.

  - Enable Title Bar Button: Click to enable or disable the showing/not showing button in your title bar, giving you the ability to seamlessly toggle back to the slide show, grant control, or show a different application without revealing the conference controls.

  - Entry Announcement sets the announcement heard when participants join or leave the conference.

    - Tone: A beep will be heard when participants enter or exit the conference.

    - Silent: Participants join and leave the conference silently — a great option for minimizing interruptions.

    - Name: If Name Record is on, the participant's name will be played when he enters or exits the conference. This option is nice when work environments are sensitive and you want to know who's joined the call.

    - Name Record: If you want participant names to be played when they join or leave the conference, check this box along with the appropriate name entry announcement.

- Quick Start: Allows the conference to begin before the chairperson arrives.

- Reports: Allows the chairperson to access recordings while in conference.

- Enable Chat: Checking this box will enable/disable chat.

- Status Light Indicators: These indicators tell you if the conference has been started, if the call is being recorded and if there are any questions.

Using the Slide Controls

The slide controls, located on the bottom right of the ReadyTalk conference screen, allow you to upload slides, preview slides and make annotations.

- Insert: Upload PowerPoint presentations or common photo formats (jpegs, pngs, bmps, & gifs). Your slides will be seen as thumbnails at the bottom of the conference interface.

- Delete: Delete one slide or all of the slides in a presentation.

- Annotation Tools: Make use of a variety of tools (such as circles, highlighters and check marks) to add emphasis and clarity to your presentation.

- Erasers: Eliminate a single annotation with the single-mark eraser or click on erase all to delete all of your annotations.

- Slide Show: Place the presentation into full-screen mode. Click "Restore"to return to the original state.

- Review: Preview slides before you display them.

- Arrow Keys: Move through your slides using these keys, or double-click on the thumbnail of the slide you wish to present.

TIP: By right clicking on a slide, you can preview it, delete it and insert new slides before or after it.

ReadyTalk

ReadyTalk Audio Controls

Your phone's keypad can also be used to control the audio features. The features accessible through your phone are listed in the table below.

Host Audio Controls:

Key	Functions
*1	Dial out to a participant
*2	Record a conference
*3	Set entry and exit announcements
*4	Lock Conference
*5	Unlock Conference
*6	Mute Line
*7	Unmute Line
*8	Conference Continuation
*9	Automated Roll Call (Name record must be activated)
*#	Participant count
##	Mute all lines
99	Unmute all lines
#1	Listen Only on
#2	Listen Only off
00	Operator (Joins Conference)
*0	Operator (Private Conversation)
**	List of available commands

Participant Audio Controls

Key	Feature
*6	Mute Line
*7	Unmute Line
*9	Automated Roll Call (if activated)
*#	Participant Count
00	Operator (joins conference)
*0	Operator (private conversation)
**	List of available commands

Appointing a Co-Presenter

ReadyTalk allows you to appoint multiple participants as co-presenters, giving them the ability to:

- Grant control of applications and desktop

- Gain remote control of another person's computer

- Disconnect participants

- Respond to chat messages while you deliver the presentation

However, a co-presenter does not have the ability to:

- Appoint another co-presenter

- Disconnect the chairperson

- Manage the conference audio controls

To appoint a co-presenter:

1. Expand the action arrow next to the participant's name and select co-presenter. The participant's icon will change from a computer to a gavel.

2. The co-presenter will see a dialogue box notifying him that he is now a co-presenter.

3. The co-presenter will receive his own set of moderator controls.
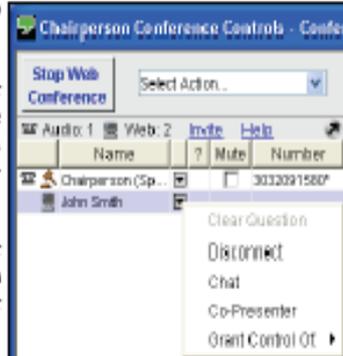
4. When the chairperson removes co-presenter status, the co-presenter will receive a notification box.

Conducting Question & Answer Sessions

ReadyTalk offers a variety of ways to conduct question-and-answer sessions. The method that will work best for you depends on your format and the number of people in your conference.

Chat

Chat allows participants and presenters to communicate with each other through the Web interface. It's an ideal way to conduct Q&A sessions during small conferences or when the lines are muted. One great benefit to using the chat feature is that all "chatted" messages are captured and emailed to the chairperson for future reference.

- Direct participants to type their questions into the chat interface and send them to the chairperson.

  "As a reminder, I encourage questions at anytime. Feel free to type them to me using the chat feature located at the left of your screen. I will address as many as time allows."

- During small conferences, read each question aloud and then answer it to the entire group, making sure that the chairperson's chat is visible for participants to see questions. This might not be possible with larger conferences, because the chairperson's chat

can fill with questions faster than they can be answered. Instead, select a few questions to ead and answer aloud — and acknowledge all questions by immediately responding in chat, even if you respond with a promise to reply at a later time.

- For large conferences, designate a chat moderator or co-presenter to monitor the chat while the chairperson presents. This allows the moderator to answer all questions in real time, without disturbing the chairperson's presentation.

Chat has other uses, in addition to providing a terrific Q&A medium. That's why we've given chat its own section later in this guide.

Unmute all Lines

You can open all telephone lines for Q&A or discussion, which works well for small conferences.

- Select "Unmute All" in your conference controls.

  "Ladies and Gentlemen, at this time, I'll open the lines for Q&A or discussion."

- An automated attendant will announce to the audience that "this conference has been unmuted."

Unmute Individual Lines

Another way to conduct Q&A for small conferences is to invite participants to unmute their individual lines to ask a question.

  "If you have a question at any time, press star, then 7 on your telephone keypad to open your line."

It's a good idea for the presenter to repeat the questions for everyone to hear.

"Raise Hand" Feature

Ideal for large conferences, the "Raise Hand" feature allows the chairperson to control the flow of questions.

- Use the Raise Hand feature in conjunction with Mute All. You'll need to ask individual participants to unmute their own lines to ask their questions.

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ReadyTalk

"Ladies and gentlemen, at this time, if you want to register for a question, please select the "Raise Hand" button on the left of your screen. I will then call on you to open your phone line by pressing star, then 7 on your telephone."

- Keep your chairperson moderator controls visible so you can see participants' names highlighted in yellow as they raise their hands. When you see a question, call on that person.

  "Mr./Ms. X, press star 7 on your telephone keypad to open your line, then please ask your question."

- Lower the hand by clicking the "?" in the participant's name field when highlighted.

- Re-mute the participant's line. Because all phone lines will have a checkmark in the "mute" column, simply locate the only open box and re-select it.

Other Q&A Tips

- Prepare a few questions to address in case you've done such a good job, no one has questions. This will help get the ball rolling.

- If you have time, you or a co-presenter might reply to any questions you'd like through chat, delivering answers either to the whole group or just the individual who asked it.

Recording Your Conference

With ReadyTalk, recording your Webinar is a simple process — even for people who are technically challenged! You can either record through the phone or the moderator controls on the web. Here's how:

Recording Audio Only

1. Start an audio conference and establish yourself as the chairperson.

2. Press *2 on your phone to record your conference.

3. After the prompt, press 1.

4. After a moment, an automated attendant will announce that your conference is being recorded.

5. Start your conference.

6. Your recording title will default to "Archive" when initiated through the phone.

7. When you've finished recording, press *2 again.

Recording Audio and Web

1. Log into the audio portion of your call.

2. Welcome your audience and let them know that you'll be muting the lines to ensure good sound quality with no background noise.

3. Mute the lines (if not muted upon entry). Select Mute All to mute all participants' lines.

4. Either press *2 on your phone or simply click the "Record" checkbox on your computer screen.

5. Name your recording and click OK.

6. You will see "Recorder" join the conference in the participant list.

7. After a moment, an automated attendant will announce that your conference is being recorded.

8. Start your presentation.

9. To stop recording, either unclick the "Record" box or press *2 again.

Reviewing the Recording

In less than one minute after you have stopped recording your conference, ReadyTalk will send you an email with a link to your recording.

1. Click the link to review the recording. Because we've embedded our own player in the link, there's no need for you to download another player. The recording automatically comes up.

2. Forward the email from ReadyTalk to your participants and others who might be interested.

3. Another way to provide access to the recording is to direct people to a Web or intranet site, where they can click on the link.

4. You can also use ReadyTalk's Recording Manager, accessible by navigating to www.readytalk.com and clicking on Support, then Manage Recordings.

ReadyTalk

Managing the Recording

The Recording Manager enables you to:

- Play, rename and email your recording to others

- Turn on notification so that you automatically receive an email alert when your recording is played

- Set security passwords for more protection
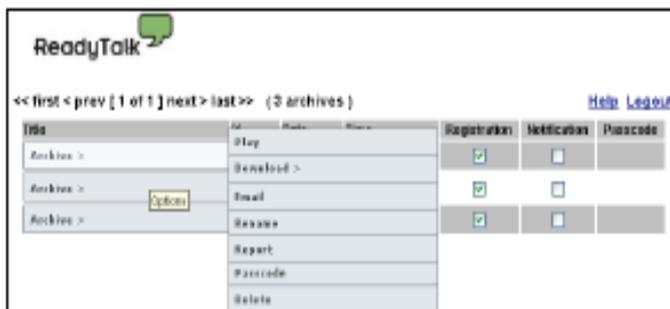
Downloading the Recording

ReadyTalk gives you the option to:

- Store the recording on ReadyTalk's servers (for a nominal monthly fee), or

- Download the recording to your own servers or computer

Weighing the Cost

Recording with ReadyTalk is extremely cost-effective. That's because the recorder counts as one additional participant in your conference. You are billed as if you have one more person in your conference. That's it — there are no setup fees or other costs

Why record? Recording is absolutely vital for training, selling, tracking leads, saving time — and delivering the information to people who couldn't attend the conference live.

Using Chat

Chat is a powerful tool. In addition to providing a Web-based question-and-answer forum (see Conducting Question & Answer Sessions), chat enables you to coordinate presentation details among presenters and to coordinate communication between a participant and presenters.
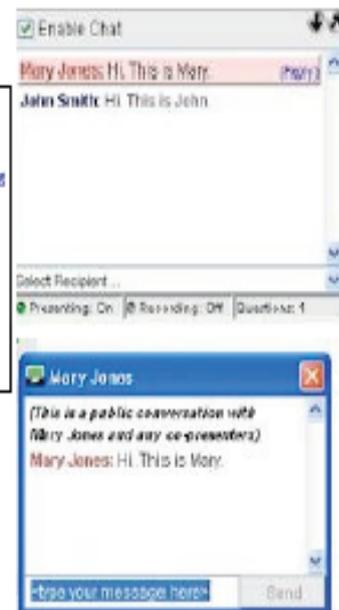
Chairperson and Co-Presenter Chat

The chairperson and co-presenters have three chat options available to them when they are in conference. Presenters can:

1. Chat one-on-one with another presenter or with all presenters This allows different presenters to coordinate their conference in a seamless fashion. Messages will be seen only by presenters — not participants.

2. Chat with everyone in the conference by selecting All from the expanded menu.

3. Chat with individual participants. This enables presenters to have conversations with one or more participants at any given time.

   - When a participant sends a chat message, the chairperson and co-presenters receive a notification bubble in their ReadyTalk icon tray. (These icon notifications are only available on the Windows

platform.) This is helpful when the moderator controls are hidden.

- Each participant is color-coded so presenters can easily differentiate among people.

- By clicking on an individual participant's name, presenters can break out that person's chat. The same can be done with other participants, revealing separate chat boxes for each.

- The chairperson or co-presenters have the option of replying individually to the participant, or sending a message back to the entire group.

Participant Chat

Participant chat is more limited than presenter chat, as participants can only chat with presenters — not with each other.

- Chat conducted between a presenter and participant is seen by all presenters, but not by other participants.

Benefits of Chat

Balancing audience interaction. Chat offers a forum that makes everyone comfortable with asking questions and offering feedback. This gives you the opportunity to extract quality information from everybody, including introverts who are inhibited by group settings. In addition, chat minimizes the opportunity for dominant participants to take over your conference.

Turning chat management over to a co-presenter. With ReadyTalk, your co-presenter can handle chat messages while you focus on delivering the presentation. As chairperson, you'll always have full visibility into the chat process, even though your co-presenter is facilitating it.

Monitoring and managing conversations on individual levels. Participants see only what they type and you type back to them individually — but if you have several chat conversations going at once, you could run into trouble if the chat messages were just stacked on top of each other. ReadyTalk helps you avoid confusion. By clicking on an individual participant's name, you can break out that person's chat. The same can be done with other participants, revealing separate chat boxes for each.

Eliminating sidebar conversations among participants. Because participants can only chat with presenters, and not with other participants, ReadyTalk helps keep them focused on the presentation.

Capturing chat conversations for the record. ReadyTalk captures all chat conversations at the end of your conference, which can be beneficial for:

Sales — ReadyTalk's end-of-conference report includes all participant contact information, giving you the ability to address any unanswered chat questions by email or telephone after the conference. This also provides a valuable follow-up opportunity, demonstrating that you care about the participant and that you do what you say you'll do.

Training — Recording your web-based training session and documenting the chat sessions will help ensure the effectiveness of your training. Having people attend the live training is not as important as making sure they receive the information. So if franchisees or employees could not attend the live training, or missed a portion of the training, they will still have complete access to the information at a more convenient time.

For more information about ReadyTalk and how we can help your organization, please contact ReadyTalk Sales at 800.843.9166 or sales@readytalk.com

Training Successfully with Web Seminars

Learn how you can benefit from the single greatest training innovation in the past two decades.

Learn More

For additional information about ReadyTalk Conferencing Services, please contact ReadyTalk at 800.843.9166 or 303.209.1600 or visit our website at www.readytalk.com

Suppose you value excellence in your organization. You invest a lot of time and energy helping your teams work more efficiently, understand new technologies, close more deals, satisfy more customers and manage personnel issues with grace. You make sure that everyone is aware of the latest industry trends, and how to follow new regulatory guidelines perfectly. In short, you CARE about continuously delivering meaningful training to internal and external stakeholders of your business.

Easier said than done, especially if your teams are spread across multiple locations.

Training can require complicated logistics and planning, extensive travel, and most important, the ability to convince trainees, over and over again, that you will not waste their time. Training also requires a lot of trust – that people understand and remember all the material you packed into a short time. If you can get away with breaking the training into manageable sessions and inviting people to join a conference call to avoid travel, then congratulations are in order. But there is something better.

The Greatest Innovation

What could be better? Let us share with you the single greatest training innovation in the past two decades. It's the "webinar." When you are finished reading this document, you will understand why holding your training sessions as webinars will have an immediate, positive impact on your entire organization. You will:

Simplify the process of planning and preparing for training

- Save a lot of time and money
- Deliver more focused content
- Hold more frequent, less intrusive sessions
- Gain the gratitude of participants
- Enable teams to be more productive
- Avoid the hassle of travel
- Get everyone on the same page at the same time

And...

- Bring your organization to higher levels of excellence than ever before

So let's get started!

What is a Webinar?

A webinar is a seminar on the web – any meeting, conference, recording, demonstration, training, or event that is designed to disseminate information either one-way or interactively. Most

often, webinars are performed by inviting participants to dial into a toll-free phone number and simultaneously log onto a website so that they can see and hear what is going on. A webinar can also be recorded and referenced at a later time. This enables new participants to review the webinar as if they are actually in attendance.

Webinars can include a few people or hundreds, depending on how interactive you'd like them to be.

8 Reasons Why Webinars are So Powerful

1. A webinar is a way for people to experience something new in a group setting, before they do it themselves. The intimidation of trying something new is greatly reduced when they are given the opportunity to walk through a trial run with an expert, without fear of making a costly mistake.

2. People are heavily influenced by their peers' reactions. This is a chance for a group of people to hear each other ask questions and feel comfort knowing that others have the same concerns and curiosities. In fact, people often feel more comfortable interacting virtually, rather than having a hundred people stare at them as they raise their hand.

3. Webinars accelerate the learning process by increasing the opportunity for communication, enabling you to give virtual demos to a variety of stakeholders at once. Webinars' ease of use and affordability mean you can conduct shorter, more frequent training sessions that help keep everyone focused.

4. Word of mouth is an extremely effective way to create buzz around a new program or system. A webinar is a great way to spread word of mouth. Using a webinar, create advisory groups, roundtables, seminars, recordings, and customer education sessions to add value to their experience and build loyalty.[1]

5. Webinars let you create informative communication pieces that are specifically geared to particular departments, and let you educate specific audiences. For example, create webinars that help teach potential franchise owners how to choose which franchise is right for them. Then, later, create webinars to educate them on successful tips for running their franchise.

6. By placing links to recorded webinars on your website, you can train an entire generation of new employees simply by sending them to the links. They can review previously held training sessions as if they were in attendance.

7. By using webinars, you can reach everyone at your company without having to travel, or making participants travel to you.

8. Webinars are so cost effective, that you can cut your travel budget substantially, and use the money for other activities.

Training and Traveling: A Paradigm Shift

Yes, you will still have to travel from time to time to conduct training sessions. But in many instances, you can avoid travel, especially when you want the opportunity to present a brief demo or a refresher session.

The Old Way	The Webinar Way
Request that participants pay for flights and hotels, deal with airports, leave their families and miss their kids' ballet recitals	Request that participants put aside their work for a few hours to focus their attention on a virtual training session
Reserve training facilities, audio/visual equipment, technical support assistance. Send itineraries, order meals, purchase supplies, provide internet access, hand out feedback forms, collect the forms...	Reserve participants' time. Let your conferencing service provider invite, enroll, collect payment from, survey, and follow up with participants
Dress up, stand in front of a room full of people with jet lag, and make a presentation	Wear comfy clothes, share slides, a website, or specific applications with participants sitting comfortably in their own offices. Let them ask questions over the phone or "chat" online with you
Squeeze months of material into a week-long session to cram in every last bit of knowledge while you have their time	Schedule short, frequent training sessions that hold everyone's attention

But All I Need Is A Conference Call!

Yes, conference calls are great for training, and eliminate a lot of the pain of travel. But you would not believe the benefits of sharing a screen with your participants, and hearing them ask questions about exactly what you're showing them. Best of all, you can record a webinar and capture both the audio and visual components of the conference. So you can hold a training session, record it, and send a link to future employees and future customers!

The Old Way	The Webinar Way
Invite participants to join you on a conference call at a given date/time	Invite participants to join you on a conference call and on a specific website at a give date/time
Email participants a document for them to open and follow along at their desks. Hope they got to check their email before the call	Walk participants through a document on your screen that everyone sees together. Use markup tools to highlight your points, and move everyone forward simultaneously
Tell everyone how something is supposed to work	Show everyone how something is supposed to work. Take them to an online system and show them where to click, or open an application and teach them how to use it

The Old Way	The Webinar Way
Trust that the right people are on the phone, and that nobody is missing	From the web, see a list of everyone on the phone and on the online meeting. Mute or unmute selected participants, see someone "raise" their hand, answer a chat message, and manage both the audio and web portions of the meeting
Record the call for someone to hear later	Record the call and the web meeting with a click of a button – let someone review the conference and watch everything that was presented!

Wrap Up

We hope we've convinced you how webinars can have an immediate, positive effect on your organization, delivering a real competitive advantage. To help illustrate how some companies have implemented webinar training programs, we have enclosed a few case studies with this document. For more information on how webinars can impact your training organization, you can contact our support team at ReadyTalk. We look forward to helping you improve the way your company communicates.

Thanks! And happy training!

Appendix (2)

The Referees' List

No	Referee	Position	Organization	1	2	3	4	5
1	Pro. Ezzo Afana	Professor	IUG-Education			▓		
2	Pro. Ibrahim Al Astal	Professor	IUG-Education	▓		▓	▓	
3	Pro. Muhammed Abu Shuqaire	ICT professor	IUG- IT					▓
4	Pro. Fadel Abu Hein	Professor of Psychology	Al Aqsa University			▓		
5	Pro. Mahmoud Abu Daff	Professor of Principles of Education	IUG	▓				
6	Dr. Kamal Mortaja	Associate Professor of TESOL	IUG	▓				
7	Dr. Muhammed Abed Al Raheem Atia	Ph.D	Al Aqsa University	▓		▓	▓	▓
8	Dr. Mohammed Hamdan	Ph.D	Gaza University	▓				
9	Dr. Magdy Aqel	ICT. Ph.D	IUG- IT					▓
10	Dr. Adham Al Baloji	ICT. Ph.D	IUG- IT					▓
11	Dr. Maha Barzaq	Educational Researcher & Counsellor	Al Qattan Foundation	▓		▓	▓	
12	Mrs. Sana Afana	AEO-Rafah	UNRWA-Education					
13	Mr. Isamel Harab	EL specialist	Ministry of Education	▓		▓	▓	
14	Mr. Wahbi Sibakhi	EL specialist	Ministry of Education	▓		▓	▓	
15	Miss.Jehan Ashour	Teacher	UNRWA-Education	▓		▓	▓	

1. Achievement test.
2. Speaking Functions list
3. Anxiety Scale
4. Observation card
5. ADDIE Model

The Islamic University of Gaza

Deanery of Graduate studies

Faculty of Education

Curriculum & English Teaching Methods Department

Dear Student;

The researcher is conducting an experimental study to fulfill the requirements of the master degree in curriculum and methodology. The title of the study is " **The Effectiveness of Using Webinar on Improving Speaking Skills for the Rafah UNRWA Seventh Graders and their Speaking Anxiety in Rafah Area."**

For this purpose, the researcher has designed this speaking test to measure the students' English speaking skills before and after the implementation of the strategy and whether the implementation affects the students' achievement.

Put in mind:

Read the questions carefully.

This test is for searching purposes only.

Take it seriously when responding to the questions.

Time is 60 minutes only.

The researcher: Maha Ibrahim Zourob

Name:………………………………………	Time: (60) m	Mark: 63	Class: …………

First: Speaking skills

1. Match A to B: Part 1   (5 pts)

	A		B
1.	How is your family?		Yes, I think so.
2.	What are you doing here?		We're having some cakes for my father's birthday.
3.	Our team won the match.		We're all fine.
4.	Do you think cats are nice animals?		Amazing.
5.	Where do you like to hike?		The number is increasing.
6.			In the forest.

1.	I'm going to London.		Yes, I have already done it.
2.	Have you swept up the kitchen yet?		No, thanks. I prefer orange juice.
3.	Do you want some tea?		They love to chat with each other.
4.	Noor and Mona are friends.		Take warm clothes and a hat.
			My favourite animal is the dog.

2. What would you say in the following situations? (8 pts)

A. When you meet a person for the first time, you say:					
a	Good morning.	b	Goodbye.	c	How do you do?
B. Your brother cuts himself with a knife, you advise him:					
a	You should see a doctor.	b	You should take your hat.	c	You should play football.
C. You give instructions, you say:					
a	Stay with your group.	b	I prefer tea.	c	Thank you.
D. You meet your friend at school, you say:					
a	Excuse me.	b	Hello.	c	How do you do?
E. When you meet a friend who you haven't met for long time, you:					
a	Say Goodbye	b	Hug each other	c	Nod .

F. When you hear a dog barking, it may be:						
a	Angry.	b	Happy.	c	Sad .	

G. You win any race, you say:						
a	Really!	b	Sorry.	c	Fantastic!	

H. The weather is too hot, you advise your little brother:						
a	You should wear warm clothes.	b	You should put a hat.	c	You should take you mobile phone.	

3. Finish the following mini-dialogues: (5 pts)

Paul	What do I need to take to the beach?
Clara	-- **(Give instruction)**

Sami	I want to cross the road.
Mum	-- **(Give advice)**

Mother	Could you wash the plates, please, Suzan?
Suzan	-- **(Already)**

Father	What are you watching on TV at the moment?
Kamal	-- **(Describe)**

Majed	---Ali ? **(Make a phone call)**
Father	Sorry, Majed. Ali isn't at home at the moment.

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4. Number the sentences to form a meaningful dialogue: (5 pts)

Majed: Thank you. Goodbye. ( )

Majed: Hello, uncle. It's Majed here. Could I speak to Omar, please?(2)

Uncle: Sorry, Majed. He isn't at home at the moment. Can I take a message? ( )

Uncle: Goodbye, Majed. ( )

Uncle: Of course. ( )

Uncle: Hello? Who's speaking? (1)

Majed: Could you ask him to call me when he gets home? My number is double seven eight three four one. ( )

5. Finish the following dialogue: (4 pts)

Basem	What are you doing now?
Moneer	--
Basem	What is the book about?
Moneer	----------------------------- learning languages.
Basem	Is it important?
Moneer	--
Basem	Why is learning languages important?
Moneer	Because it --- my future.

6. Respond to your friend questions about your sport: (5 pts)

a. What is your favourite sport?
b. Where do you play it?
c. Who do you play it with?
d. How do you feel when you play it?
e. Which is your favourite team?

My favourite sport is --

----

7. Talking about places you have visited: (5 pts)

a. Have you ever been to Gaza?

----

b. When did you go?

----

c. What places did you see?

----

d. How did you go there?

----

e. Did you enjoy it?

----

8. Discuss the following topics: (6 pts)

There are lots of places to visit

What places are you going to visit? What should you take to wear?

Arabic speakers are increasing every year.

Why is Arabic important? In which countries do people speak Arabic?

Some people like animals, others don't.

Do you like animals? What is your favourite animal?

Second: Words and vocabulary

9. Choose and complete: (7 pts)

(pleased- communicate- common- traditional- necks- double- team)

1. Giraffes have long ----------------.
2. When I pass my exam, I feel ------------------.
3. The red ------------------ has scored a goal.
4. Maftool is a ---------------------- dish.
5. Soha is learning English to ------------------------- with lots of people.
6. Huda's phone number is --------------------- two, six, oh, one, five.
7. I like making ---------------------------- crafts.

Third: Language Structure

10. Choose the correct answer: (7 pts)

1. I usually (smile – smiles – smiling) when I meet people.
2. Shireen (like – likes – liking) ice cream.
3. The football match has (yet- just – often) started.
4. Wesam has just (threw- throw- thrown) Yasmeen's bag.
5. He was born in Amman. He is (Egyptian- Palestinian – Jordanian).
6. They are teaching (themselves – yourselves – yourself).
7. I (is – are- am) learning standard Arabic these days.

11. Do as shown between brackets: (2 pts)

1. They didn't play because it rained.   **(use so)**

   ----

2. I have not (finish) my homework yet.   **(correct the verb)**

Speaking Achievement Test

Name:………………………………………..	Time: (60) m	Mark: 57	Class: …………

First: Speaking skills

1. Match A to B: Part 1   (5 pts)

	A		B
1.	How is your family?		Yes, I think so.
2.	What are you doing here?		We're having some cakes for my father's birthday.
3.	Our team won the match.		We're all fine.
4.	Do you think cats are nice animals?		Amazing.
5.	Where do you like to hike?		The number is increasing.
6.			In the forest.

2. Match A to B: Part 2 (4 pts)

1.	I'm going to London.		Yes, I have already done it.
2.	Have you swept up the kitchen yet?		No, thanks. I prefer orange juice.
3.	Do you want some tea?		They love to chat with each other.
4.	Noor and Mona are friends.		Take warm clothes and a hat.
			My favourite animal is the dog.

2. What would you say in the following situations? (7 pts)

A. When you meet a person for the first time, you say:					
a	Good morning.	b	Goodbye.	c	How do you do?
B. Your brother cuts himself with a knife, you advise him:					
a	You should see a doctor.	b	You should take your hat.	c	You should play football.
C. You give instructions, you say:					
a	Stay with your group.	b	I prefer tea.	c	Thank you.
D. You meet your friend at school, you say:					
a	Excuse me.	b	Hello.	c	How do you do?

E. When you hear a dog barking, it may be:					
a	Angry.	b	Happy.	c	Sad .

G. You win any race, you say:					
a	Really!	b	Sorry.	c	Fantastic!

H. The weather is too hot, you advise your little brother:					
a	You should wear warm clothes.	b	You should put a hat.	c	You should take you mobile phone.

4. Finish the following mini-dialogues: (4 pts)

Paul	What do I need to take to the beach?
Clara	-- (Give instruction)

Sami	I want to cross the road.
Mum	-- (Give advice)

Mother	Could you wash the plates, please, Suzan?
Suzan	--- (Already)

Father	What are you watching on TV at the moment?
Kamal	--- (Describe)

5. Number the sentences to form a meaningful dialogue: (5 pts)

Majed: Thank you. Goodbye. ( )

Majed: Hello, uncle. It's Majed here. Could I speak to Omar, please?(2)

Uncle: Sorry, Majed. He isn't at home at the moment. Can I take a message? ( )

Uncle: Goodbye, Majed. ( )

Uncle: Of course. ( )

Uncle: Hello? Who's speaking? (1)

Majed: Could you ask him to call me when he gets home? My number is double seven eight three four one. ( )

6. Respond to your friend questions about your sport: (5 pts)

a. What is your favourite sport?
b. Where do you play it?
c. Who do you play it with?
d. How do you feel when you play it?
e. Which is your favourite team?

My favourite sport is --

----

7. Talking about places you have visited: (5 pts)

a. Have you ever been to Gaza?

----

b. When did you go?

----

c. What places did you see?

----

d. How did you go there?

----

e. Did you enjoy it?

----

8. Discuss the following topics: (6 pts)

There are lots of places to visit

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9. Choose and complete:　　　　(7 pts)

(pleased- communicate- common- traditional- necks- double- team)

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6. Huda's phone number is --------------------- two, six, oh, one, five.
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Third: Language Structure

10. Choose the correct answer:　　　　(7 pts)

1. I usually (smile – smiles – smiling) when I meet people.
2. Shireen (like – likes – liking) ice cream.
3. The football match has (yet- just – often) started.
4. Wesam has just (threw- throw- thrown) Yasmeen's bag.
5. He was born in Amman. He is (Egyptian- Palestinian – Jordanian).
6. They are teaching (themselves – yourselves – yourself).
7. I (is – are- am) learning standard Arabic these days.

11. Do as shown between brackets:　　　　(2 pts)

1. They didn't play because it rained.　　　**(use so)**

   ----

2. I have not (finish) my homework yet.　　**(correct the verb)**

Appendix (5)
SOLOM Teacher Observation

<table>
<tr><td colspan="7">SOLOM Teacher Observation
Student Oral Language Observation Matrix</td></tr>
<tr><td colspan="3">Student's Name:</td><td colspan="2">Grade</td><td colspan="2">Date</td></tr>
<tr><td colspan="3">Language Observed</td><td colspan="4">Administered By:</td></tr>
<tr><td>Skill/scale</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>A. Comprehension</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>B. Fluency</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>C. Vocabulary</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>D. Pronunciation</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>E. Grammar</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6">SOLOM Teacher Observation</td></tr>
</table>

Appendix (6)

SOLOM Teacher Observation Criteria

<table>
<tr><td colspan="6">SOLOM Teacher Observation
Student Oral Language Observation Matrix</td></tr>
<tr><td colspan="3">Student's Name:</td><td colspan="2">Grade</td><td>Date</td></tr>
<tr><td colspan="3">Language Observed</td><td colspan="3">Administered By:</td></tr>
<tr><td>Skill/scale</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr>
<td>A. Comprehension</td>
<td>Can't be said to understand even simple conversation</td>
<td>Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetition.</td>
<td>Understands most of what is said at slower-than-normal speed with repetition</td>
<td>Understands nearly everything at normal speech, although occasional repetition may be necessary.</td>
<td>Understands everyday conversation and normal classroom discussions without difficulty.</td>
</tr>
<tr>
<td>B. Fluency</td>
<td>Speech so halting and fragmentary as to make conversation virtually impossible</td>
<td>Usually hesitant: often forced into silence by language limitations.</td>
<td>Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression</td>
<td>Speech in everyday conversation and classroom discussions generally fluent with occasional lapses while the student searches for the correct manner of expression.</td>
<td>Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker.</td>
</tr>
<tr>
<td>C. Vocabulary</td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible</td>
<td>Misuse of words and very limited; comprehension quite difficult.</td>
<td>Student frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.</td>
<td>Student occasionally uses inappropriate terms and or must rephrase ideas because of lexical inadequacies.</td>
<td>Use of vocabulary and idioms approximate that of a native speaker.</td>
</tr>
<tr>
<td>D. Pronunciation</td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible.</td>
<td>Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself/herself understood</td>
<td>Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding</td>
<td>Always intelligible, though one is conscious of definite accent and occasional inappropriate intonation patterns.</td>
<td>Pronunciation and intonation approximate that of a native speaker.</td>
</tr>
<tr>
<td>E. Grammar</td>
<td>Errors in grammar and word order so sever as to make speech virtually unintelligible.</td>
<td>Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict himself/herself to basic patterns.</td>
<td>Makes frequent errors of grammar and word order that occasionally obscure meaning.</td>
<td>Occasionally makes grammatical and or word-order errors which do not obscure meaning.</td>
<td>Grammatical usage and word-order approximate that of a native speaker.</td>
</tr>
</table>

Appendix (7)

SOLOM Teacher Observation Topics

Answer:

1. What did you say to friends that you haven't seen for a long time?
2. What do you do when you meet new people?
3. What do people do in some countries when they meet a friend?
4. What do you do when meet a friend?

Answer:

1. When do people fold their arms?
2. What's the best way to say hello in any language?
3. What is your best friend name?
4. When did you meet her?
5. How often do you see her?

Answer:

1. Do you like English? Why?
2. Why do you learn English?
3. Is it important to learn standard Arabic? Why?
4. Why Arabic is important?

Answer:

1. What is happening to the number of Chinese speakers?
2. What language would you like to learn? Why?
3. How many people speaking English?
4. What are you doing now?

Answer:

1. Do you have dogs at home?
2. Do you like dogs?
3. Why does a dog bark?
4. What does a dog do when it's happy?

Answer:

1. What is your favourite animal?
2. Why do bees dance?
3. Why do giraffes rub necks?
4. What do you think of elephants?

Answer:

1. Do you have a pet animal at home?
2. Where can you see animals?
3. Is it important to have a pet at home?

Answer:

1. How do you start a phone call?
2. What do you do if you call your friend and you don't find her at home?

Answer:

1. What sport have you learned to do?
2. How can you win?
3. Is it easy to play your sport at home?
4. Where can we play it?

Answer:

1. Which country do you like to visit? Why?
2. Where is it located?
3. What can you see in it?
4. How can you go there?

Answer:

1. What should you take to school?
2. Why?
3. Give advice to your friend asking her to study hard for the exam.

Answer:

1. How do connect with your friend?
2. Who do you like to talk on the phone? Why?
3. What topics do you like to talk about?
4. How do you say these phone numbers 954662013?

Answer:

1. Do you like sport?
2. If yes, what is your favourite sport?
3. Which team do you like?
4. What colour does your team wear?
5. Have you ever scored a goal before?

Answer:

1. Do you like crafts?
2. What crafts can you make?
3. Have you ever participated in a craft show?

Answer:

1. Do you like hiking?
2. What do you need to do before the hike?
3. Where do you like to hike?
4. What should you take with you before hiking?
5. If you were the group leader, what instructions should you give to your group?

الجامعة الإسلامــــــــــية
الدراســــــات العلــــيا
كلية التربيــــــــــة
المناهـج وطرق التدريس

مقياس القلق اتجاه التحدث باللغة الانجليزية

عزيزتي الطالبة:

السلام عليكم ورحمة الله وبركاته ،،،

تقوم الباحثة بإجراء دراسة لنيل درجة الماجستير في المناهج وطرق التدريس من الجامعة الاسلامية بغزة. وقد اختارت الباحثة عنوان دراستها : " أثر استخدام برنامج الويبنار (حلقات دراسية عبر الويب) في تطوير مهارات التحدث لدى طالبات الصف السابع بوكالة الغوث وتشغيل اللاجئين وقلقهن اتجاه التحدث ". وقد أعدت الباحثة لهذا الغرض مقياساً للتعرف على قلقك نحو مهارة التحدث باللغة الانجليزية قبل وبعد استخدام الويبنار ومدى تأثير استخدامه في خفض القلق لديك نحو مهارة التحدث.

فيما يلي مجموعة من العبارات التي تتعلق بتصرفاتك و مشاعرك الخاصة عند التحدث باللغة الانجليزية داخل الفصل. اقرأي كل عبارة من هذه العبارات" جيداً " ثم حددي مدى انطباقها عليك ، وذلك بوضع علامة (X) حول الإجابة التي ترين أنها تناسبك حيث توجد خمس إجابات أمام كل عبارة.

١. أوافق بشدة.

٢. أوافق.

٣. محايد.

٤. أعارض.

٥. أعارض بشدة.

وبما أن إجابتك ذات قيمة كبيرة ومساهمة فعالة لخدمة هذا البحث العلمي ، فالرجاء اختيار الإجابة التي تحدد ما تشعرين به بالفعل . علماً بأنه لا توجد إجابة صحيحة ، وأخرى خاطئة ، مع التأكد من عدم ترك أي عبارة بدون إجابة . وسوف تحظى إجابتك بخصوصية وسرية مطلقة.

الباحثة: مها إبراهيم زعرب

مقياس القلق عند التحدث باللغة الانجليزية

أعارض بشدة	أعارض	محايد	أوافق	أوافق بشدة	الفقرات	المحور
١	٢	٣	٤	٥		
					١. ترتجف يداي عندما يطلب مني المعلم التحدث داخل الصف باللغة الانجليزية.	
					٢. أشعر بالقلق عندما يقترب موعد أنشطة التحدث.	
					٣. أشعر بالخوف قبل التحدث باللغة الانجليزية داخل الفصل.	
					٤. أشعر بآلام بسيطة في معدتي عندما يطلب مني المشاركة خلال أنشطة التحدث.	
					٥. أتوتر عندما يعلن المعلم عن نشاط التحدث في الصف.	القلق الجسمي
					٦. أخاف باستمرار من نسيان ما سأقوله قبل أن أتحدث داخل الفصل.	
					٧. يزداد معدل التنفس لدي قبل التحدث داخل الفصل.	
					٨. تتعرق يداي ووجهي قبل البدء بالتحدث.	
					٩. تتسارع نبضات قلبي قبل إلقاء حديثي مباشرة.	
					١٠. أشعر بالحاجة للذهاب إلى المرحاض عندما يطلب مني التحدث داخل الفصل.	
					١١. إدراك أن هناك وقت قصير ليحين دوري بالتحدث يجعلني متوترة وقلقة.	
					١. تصبح أفكاري مشوشة ومضطربة عند التحدث داخل الفصل.	
					٢. عندما أتحدث أمام الآخرين باللغة الانجليزية أكون قلقة وأخشى أن أرتكب خطأ.	القلق المعرفي
					٣. ترتجف يدي أثناء التحدث أمام الفصل.	
					٤. أشعر بالضيق عندما لا أستطيع الإجابة على سؤال أعرف إجابته جيداً.	

أعارض بشدة	أعارض	محايد	أوافق	أوافق بشدة	الفقرات	المحور
١	٢	٣	٤	٥		
					٥. أشعر بالقلق إذا طلب مني المعلم التحدث عن موضوع لا أعرفه.	
					٦. لا أشعر بالتحكم الكامل بنفسي خلال أنشطة التحدث داخل الفصل.	
					٧. أتلعثم أثناء الحديث باللغة الانجليزية داخل الفصل.	
					٨. تتوتر أجزاء معينة من جسمي و تتصلب عند التحدث.	
					٩. تبدو مشاعر القلق والتوتر والعجز واضحة علي أثناء التحدث.	
					١٠. يصبح صوتي خافتاً عندما أتحدث داخل الفصل.	التقييم المعرفي
					١١. يقل مستوى أدائي عند التحدث لأنني قلقة.	
					١٢. عندما أخطئ أثناء التحدث أجد صعوبة في التركيز على ما سأقوله لاحقاً.	
					١٣. أرتبك عندما أرى بعض الطالبات يتهامسن أثناء تحدثي.	
					١٤. تتسارع نبضات قلبي بسرعة عندما أتحدث داخل الفصل.	
					١٥. أصبح عصبية حتى إنني أنسى الحقائق التي أعرفها عند التحدث.	
					١٦. أشعر بالخجل أثناء التحدث.	
					١٧. توقعي بأن المعلم سيصحح أخطائي عند التحدث يزيد من قلقي.	
					١. أشعر بأنني مررت بخبرة مؤلمة مباشرة بعد الانتهاء من التحدث.	التقييم العاطفي
					٢. لا أستطيع التكلم بصوت واضح مباشرة بعد التحدث.	
					٣. لا أشعر بأنني فخورة بنفسي بعد الانتهاء من التحدث.	

المحور	الفقرات	أوافق بشدة	أوافق	محايد	أعارض	أعارض بشدة
		٥	٤	٣	٢	١
ا عنه	٤. لا أتطلع للتعبير عن آرائي باللغة الانجليزية في الحديث القادم.					
	٥. لا استمتع بخبرة التحدث باللغة الانجليزية.					
	٦. أصبح مترددة إذا طلبت مني إحدى زميلاتي شيئاً بعد التحدث.					
	٧. اشعر بأن الأخريات يسخرن من طريقة حديثي بعد الانتهاء من التحدث.					
	٨. أجد صعوبة في تذكر ما قلته بعد الانتهاء من التحدث.					

Contents

Unit and contexts	Language	page
1 Oh, hello! – using greetings and talking about personal communication – writing an email	*ages, bored, bow, fold arms, hug, important, kiss, nod, often, perhaps, pleased, shake hands, smile, surprised, upset, way* **Structure:** Present simple tense with adverbs of frequency **Punctuation:** revision – full stops, question marks, capital letters	4
2 World languages – discussing world languages and international communication – describing changes	*artist, billion, businessman, Chinese, communicate, different, hard, Holy Qur'an, leader, learn, Middle East, number, prepare, Russian, standard, technology, United Nations* **Structure:** Present continuous tense to describe changes **Punctuation:** revision – exclamation marks and apostrophes for contractions	12
3 Animal magic – talking about animals and animal communication	*afraid, bark, common, distance, gorilla, intelligent, kilometre, know, maybe, neck, popular, rub, story, tail, warning* **Structure:** Stative verbs (not used in the present continuous form) **Connectives:** *because* and *so*	20
4 Keep in touch! – making and responding to telephone calls – saying telephone numbers – writing an email	*address, chat, come over, contact, double, half, home, lose, message, moment, postcard, save, send, text, wrong* **Punctuation:** revision	28
5 REVISION	Revision of the language in Units 1–4	36
6 Goal! – talking about football and other sports	*already, competition, dangerous, enormous, enter, final, freezing, goal, just, match, pitch, score, team, win, World Cup™, yet* **Structure:** Present perfect tense + *just, already, yet* (1) **Punctuation:** apostrophes for contractions	40
7 The craft show – talking about crafts and a school crafts show – writing an informal letter	*amazing, ceramic, clay, crafts, cut up, excited, fascinating, loads of, put away, report, shape, sure, sweep up, throw away, tidy up, traditional* **Structure:** Present perfect tense + *just, already, yet* (2)	48
8 The hike – talking about a hike – giving instructions and advice	*carry on, dark, differences, each other, excellent, go on, group, instructions, kilometre, part, plan, put on, remember, return, shade, soon, strange* **Structure:** Giving instructions and advice with *should*: reflexive pronouns + *each other*	56
9 REVISION	Revision of the language in Units 6–8	64
My dictionary		68

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***English for Palestine* – Term 1 – Speaking Functions**

The Islamic University- Gaza

Deanary of Postgraduate Studies

 Faculty of Education

 Curriculum & English Teaching   Methods

Department

Dear referee,

The researcher is conducting an M.ed thesis entitled " The Effectiveness of Using Webinar on Improving Speaking Skills for the Rafah UNRWA Seventh Graders and their Anxiety in Speaking". One of the study's requirements is to construct an achievement test for speaking skills. In order to do this, we need to identify the most important speaking functions in the *English for Palestine*, Student's Book, Grade 7- Term 1.

No.	Function
1	Using greetings and talking about personal communication
2	Discussing world languages and international communication
3	Talking about animals communication
4	Making and responding to telephone call and saying telephone numbers.
5	Talking about football and other sports.
6	Talking about crafts and school crafts show, giving advice, instructions and reporting.
7	Talking about a hike.

With respect
Researcher: Maha Zourob

Appendix (11)

Facilitation letters

بسم الله الرحمن الرحيم

الجامعة الإسلامية – غزة
The Islamic University - Gaza

مكتب نائب الرئيس للبحث العلمي والدراسات العليا   هاتف داخلي 1150

الرقم......... Ref ..... ج س غ/35/
التاريخ.......... Date .....
2013/09/28م

الأخ الدكتور/ رئيس برنامج التربية والتعليم بوكالة الغوث   حفظه الله،،،

السلام عليكم ورحمة الله وبركاته،،

الموضوع/ تسهيل مهمة طالبة ماجستير

تهديكم الدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالبة/ مها ابراهيم عودة زعرب ، برقم جامعي 220110125 المسجلة في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس، وذلك بهدف تطبيق أدوات دراستها والحصول علي المعلومات التي تساعدها في إعدادها والتي بعنوان

The Effectiveness of Using Webinar on Improving Speaking Skills for the UNRWA Seventh Graders and their Anxiety Towards Speaking in Rafah Area

والله ولي التوفيق،،،

مساعد نائب الرئيس للبحث العلمي وللدراسات العليا

أ.د. فؤاد علي العاجز

صورة إلى:-
❖ الملف.

بسم الله الرحمن الرحيم

TO WHOM IT MAY CONCERN

This is to certify that **Ms Maha I. Zourob** is an MA student at the college of Education, Curricula and Methodology Department—English Language.   She had been given this letter to facilitate her research tasks upon her request.

With our best regards

Supervisor: Dr. Awad S. Keshta

Dr.AWAD KESHTA
Associate Professor
English Teaching Methods
IUG

<u>رسالة إلي ولي أمر الطالبة</u>

عزيزي ولي أمر الطالبة: .... **المحترم ،،،**

تجري الباحثة في الجامعة الإسلامية دراسة بحثية بعنوان: "**فعالية استخدام الويبينار في تنمية مهارات التحدث باللغة الانجليزية لدى طالبات الصف السابع بمدارس وكالة الغوث وتشغيل اللاجئين وقلقهن اتجاه التحدث باللغة الانجليزية**" وذلك بالتعاون مع <u>مدرسة بنات رفح الإعدادية (ب).</u>

ويتطلب تطبيق البحث تنفيذ جلسات خاصة ومكثفة بواقع ثلاث حصص أسبوعياً أثناء أو بعد الدوام الرسمي على مدار ثمانية أسابيع تبدأ بتاريخ ٢٠١٣/٩/٢٥ وسيقوم بتنفيذ هذه الحصص الباحثة بمساعدة معلمة اللغة الانجليزية وإدارة المدرسة وستبدأ وتنتهي الجلسات بعقد امتحان ومقياس لتحديد مدى التحسن لدى الطالبة مما يتطلب تصوير بعض هذه الجلسات والتي ستكشف عما إذا كانت الطالبة قد تحسنت تحسناً يسمح لها بمتابعة تطوير مهاراتها في مهارات التحدث.

على ولي الأمر الراغب في إلحاق ابنته في هذه الجلسات تعبئة نموذج الموافقة المرفق وتسليمه إلى إدارة المدرسة في موعد أقصاه ٢٠١٣/٩/٢٠.

مع خالص الشكر والتحية

الباحثة:

مها إبراهيم زعرب

طلب إلحاق طالبة في جلسات التعلم عبر الويب ومهارات التحدث

الصف السابع

	اسم ولي الأمر	....	اسم الطالبة
....	رقم هوية ولي الأمر	....	رقم هوية الطالبة
....	تاريخ الولادة	....	مكان الولادة
....	رقم جوال ولي الأمر	....	عنوان السكن
....	رقم بطاقة التموين	....	رقم الهاتف
....	عنوان مكان العمل	....	مهنة ولي الأمر

أوافق أنا ولي أمر الطالبة .... على إلحاق ابنتي في جلسات التعلم عبر الويب وأنا مسئول مسئولية كاملة عن هذه الموافقة. كما أتعهد بمواظبة ابنتي على حضور جميع جلسات التعلم عبر الويب وحضور الامتحان القبلي والبعدي.

توقيعه	اسم ولي الأمر
....	....
توقيعها	ناظرة المدرسة
....	....
توقيعها	المديرة المساعدة
....	....

Rafah Prep (B) Girls' School

Teacher Preparation Notes

In the name of Allah, the Most Gracious the Ever Merciful

Date: 2/10/2013   Day: Wednesday   Grade:7
Unit:1   Lesson:1,2,6   SB:-

Objectives: By the end of this lesson, students will be able to:
Welcome/ask/respond to a friend's questions who you haven't
met after a long time.

Language Functions:
Meeting friends after a long time.

New Language:
What do you usually do when you meet friends?

New Structure:
-
Revision:
Vocabulary to be revised:

-

Structure to be revised:
Greetings

A.V.M.:

Computer – LCD – worksheets – SB – internet connection –
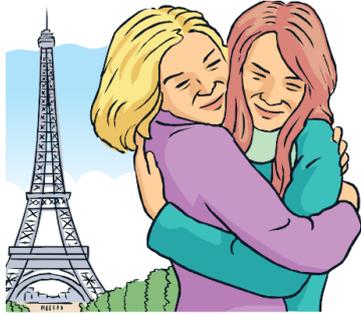headphone – webcam- video.

Step	Sign	Procedures
Warming up	T	Introduces herself to the class. Warms them up using (game, puzzle, riddle, brain teaser, etc.) through webinar.
Revision	T	Asks the following questions via webinar:
		- What's the name of your best friend?
		- What do you like most in her?
	C	- Has ever she been away in another country?
		- How did you feel then?/ How will you feel if this happens?

		Interact with the teacher's questions via webinar.
Presentation	T	Asks What did you do and say to friends that you haven't seen for a long time?
	C	Give their answers.
	T	Asks if we meet them how the meeting will be.
	C	Respond.
	T	Asks What do you do and say when you meet a new person who speaks English?
	C	Answer
Activity 1	T	Asks C to look at the photo in activity 1.
	C	try to imagine that the friends met in the street
	T	Asks how will they start?
	C	Give answers.
	T	Asks how will they feel?
	C	Respond.
	S-S	Shake hands or hug each other in front of the class.
	C	Do in groups in front of the class.
Activity 2	T	Tells C that when we want to greet our friends, we have to say " hi ", " hello ", or " Good…… ". Then we need to ask about himself/herself and the family.
	S-S	Act it out via webinar.
	C	Act it out via webinar.
Activity 3	T	Asks C what do you do when you meet new people.
	C	Answer
	C	Work with a partner to introduce new person to your friend via webinar.
	S-S	Act it out via webinar.
Evaluation	T	Asks them a few questions about today's lesson. Gives class their own feedback.
Rounding up	C	Thank the teacher and wish her good luck.
Follow up	T	Do some more follow up exercise with the students about the session asking about their attitudes about this lesson and how can we improve it.
Consolidation	C	**At the end of the lesson, Ss watch a video about people's way to greet each others from different countries via webinar.**

Activity 1

A: Hi! How are you? B: ---------------------------------	A: --------------------------- B: I haven't seen you for ages.
A: How is your family? B: -------------------------	A: ---------------------------- B: You look great!

Activity 2
Choose a situation and act it out with your partner

Travelling	Had an accident
Was sick	**Have A job**
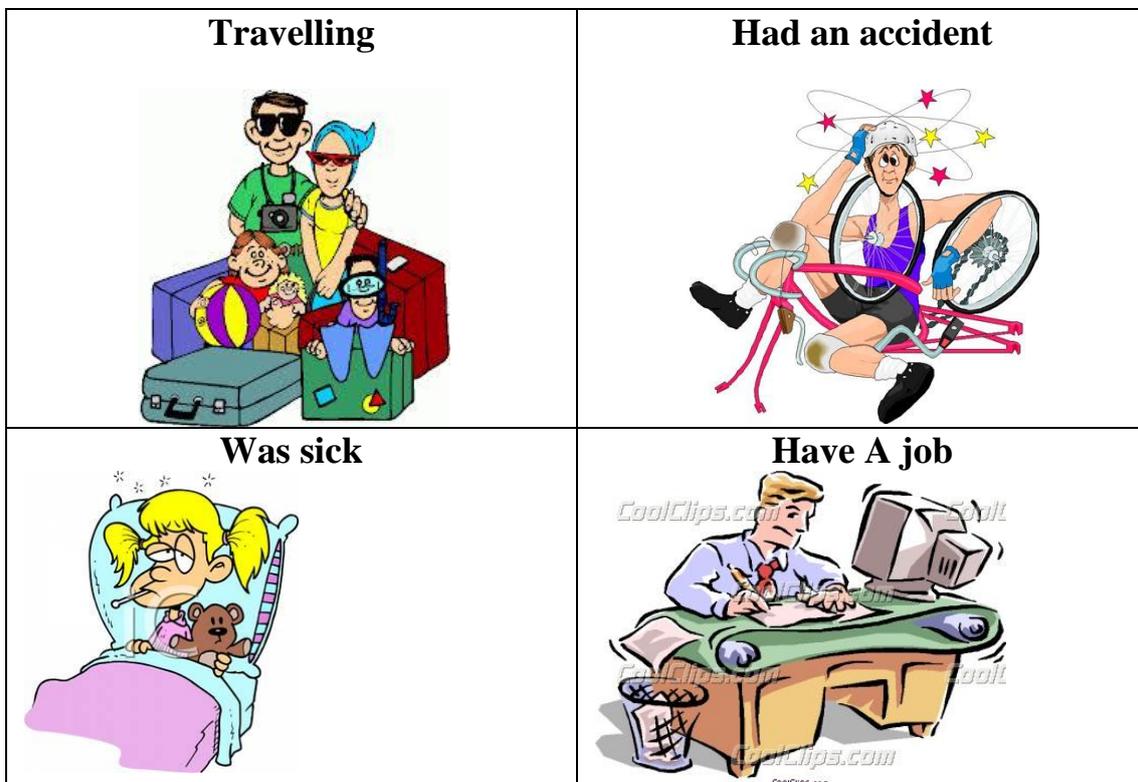
Activity 3

Introduce a new person to your friend

In the name of Allah, the Most Gracious the Ever Merciful

Date:8/10/2013   Day: Tuesday   Grade:7
Unit: 2   Lesson:1,2,6   SB:-

<u>Objectives:</u> By the end of this lesson, students will be able to:
Talk about world languages, international communication, and describe changes.

<u>Language Functions:</u>
Discussing world languages, international communication, and describing changes.

New Language:
Chinese- communicate- different- learn- rising.

New Structure:
-
Revision:
Vocabulary to be revised:

-

Structure to be revised:
Present continuous.

A.V.M.:

Computer – LCD – worksheets – SB – internet connection – headphone – webcam- video.

Step	Sign	Procedures
Warming up	T	Introduces herself to the class. Warms them up using (game, puzzle, riddle, brain teaser, etc.) via webinar.
Revision	T	Asks the following questions via webinar:
		- What language do you speak?
		- Where can we learn?
	C	- Which countries speak Arabic?
		- Which countries speak English?

		- Interact with the teacher's questions via webinar.
Presentation	T	Displays a map of the world. Point to some neighbouring Arabic- speaking countries via webinar. Asks What language do they speak.
	C	Give their answers.
	T	Points to the USA and Britain via webinar. Asks the same question.
	C	Respond.
	T	Asks why we learn English?
	C	Answer
	T	Asks why we learn standard Arabic?
	C	Answer
	T	Asks what happens to the number of Chinese speakers?
	C	Respond.
	T	Says to students when you want to describe a change in something/ things which are changing we use present continuous.
	C	Answer
Activity 1	T	Asks C to look at the photos in activity 1 via webinar.
	C	Notice the changes of things
	T	Asks what is happening
	C	Give answers.
Activity 2	T	Explains to C that when we want to talk about an action happening now we use present continuous.
	T	Asks C to look at the photos in activity 2 via webinar.
	C	Describe what people are doing now.
Activity 3	T	Asks C to take turns in asking about the things they are doing now via webinar.
	C	Work with a partner to ask and answer questions via webinar.
	S-S	Act it out via webinar.
Evaluation	T	Asks them a few questions about today's lesson. Gives class their own feedback.
Rounding up	C	Thank the teacher and wish her good luck.
Consolidation	C	**At the end of the lesson, Ss watch a video about present continuous and the changing of things via webinar .**

Activity 1

Describe the changing of things around us
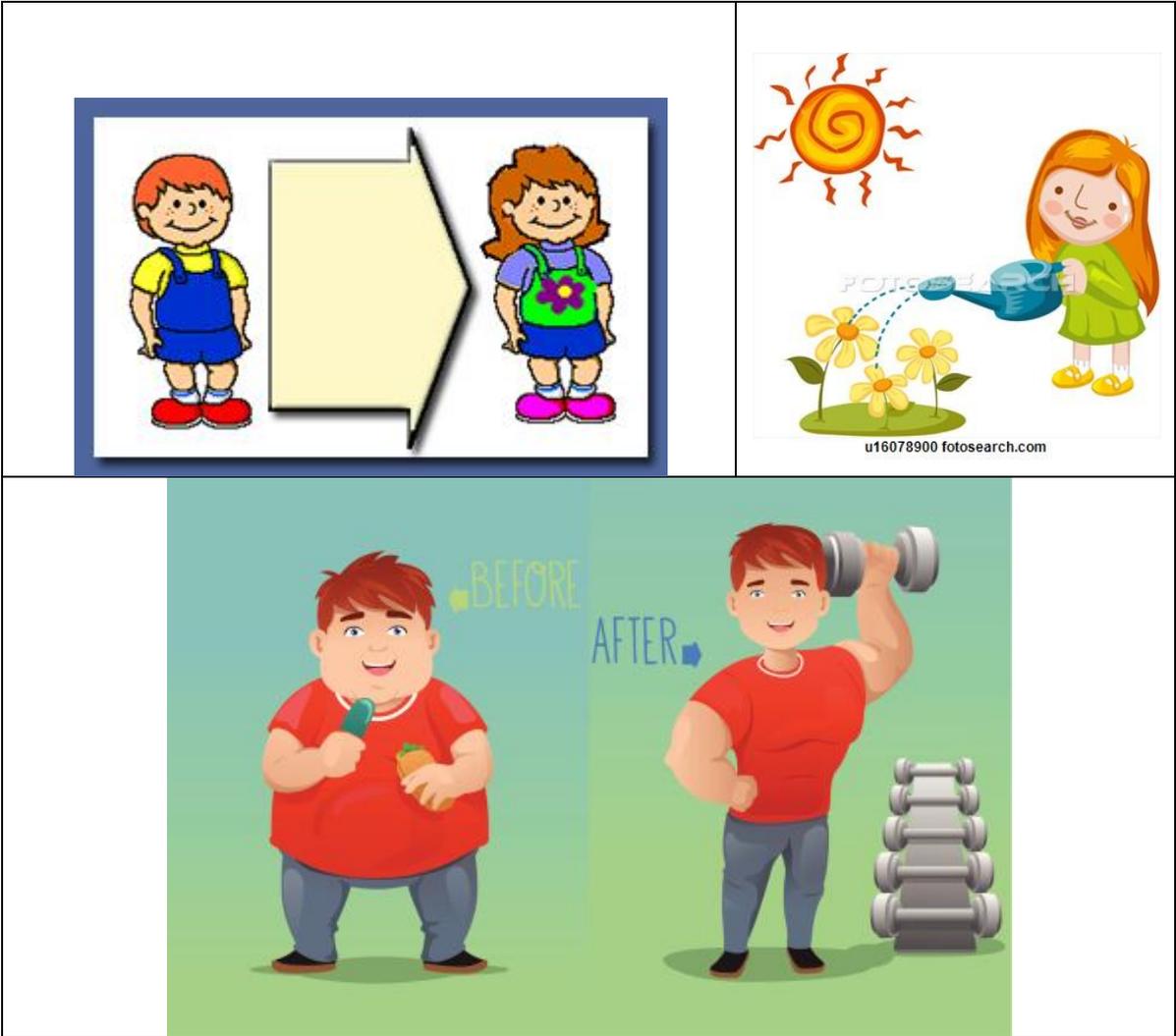
Activity 2
What are people doing now?

Activity 3

Imagine you are doing one of the activities shown above. Work with a partner and take turns to ask and answer questions about yourself and your friend.

In the name of Allah, the Most Gracious the Ever Merciful

Date:12/10/2013   Day: Saturday   Grade:7
Unit: 3   Lesson: 1,2,6   SB:-

Objectives: By the end of this lesson, students will be able to: talk about animals and animals communication.

Language Functions:
Talking about animals and animals communication.

New Language:

Afraid – bark- neck- rub- tail- story

New Structure:
-
Revision:
Vocabulary to be revised:

-

Structure to be revised:
Present simple.

Present Continuous.

A.V.M.:

Computer – LCD – worksheets – SB – internet connection – headphone – webcam- video.

Step	Sign	Procedures
Warming up	T	Introduces herself to the class. Warms them up using (game, puzzle, riddle, brain teaser, etc.) via webinar.
Revision	T	Prepares class for revising; e.g. what are those people doing? Uses photos or PPP via webinar. - What are you doing? - What is she doing now? - What are they doing at the moment?

|		
		- Listen to the voice! What is the boy doing? - Look at the girls! What are they doing?
	C	- Interact with the teacher's questions via webinar.
Presentation	T	Presents new vocabulary using (flashcards/miming/describing/giving direct translations/PowerPoint) via webinar .
	T	Asks C to put the new vocabulary in sentences.
	T	Asks C do you like animals, what's your favourite animal.
	C	Respond.
	T	Asks C if they have pets at their home.
	C	Answer
	T	Asks why animals make sounds
	C	Give answers.
	T	Explains to student that animals make sounds to communicate with each other, warn others.
	S-S	Imitate animals' sounds
Activity 1	T	Asks C to look at the photos in activity 1 via webinar.
	C	Complete the sentences
Activity 2	T	Asks C to look at the photos in activity 2 via webinar.
	C	C imagine themselves seeing these animals and tell their reaction.
Activity 3	T	Asks C to give reasons why animals in activity 3 communicate
	C	Work with each other and give answers.
Evaluation	T	Asks them a few questions about today's lesson. Gives class their own feedback. Draws the spider gram of animals and C complete it.
Rounding up	C	Summarize what they learned.
Consolidation	C	**At the end of the lesson, Ss watch a video about animals communication via webinar.**

Activity 1

Complete the following sentences:

(afraid- tail- neck- bark- warning)

1. He's ---------------------- to stop.
2. Giraffes have very long --------------------------------------.
3. Ali is ------------------------- of lions. He doesn't like them.
4. Dogs ---------------------------- every day.
5. A cat moves its -------------------------- when it's angry.

Activity 2

Tell us what's your reaction when you see the following animals:
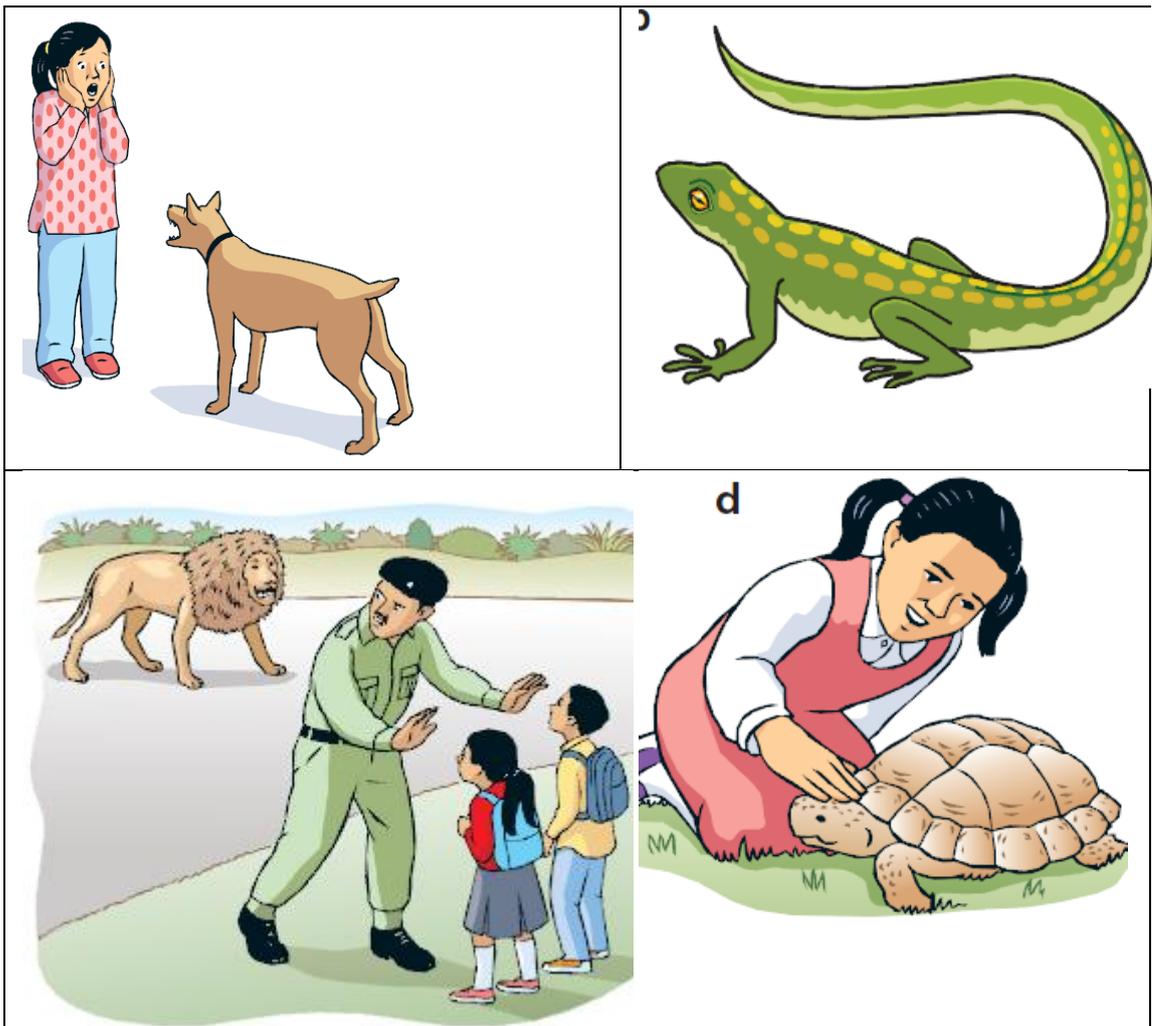
Activity 3

Give reasons why are the following animals communicate

1. Giraffes

----

2. Whales

----

3. Bees

----

4. Elephants

In the name of Allah, the Most Gracious the Ever Merciful

Date: 15/10/2013   Day: Tuesday   Grade:7
Unit:4   Lesson:1,2,6,8   SB:-

Objectives: By the end of this lesson, students will be able to:
Make, respond to telephone calls and say telephone numbers.

Language Functions:
Making, responding to telephone calls and saying telephone numbers.

New Language:

Chat- double- half- message- moment- chat- come over- postcard-
wrong.

New Structure:
-
Revision:
Vocabulary to be revised:

-
Structure to be revised:
Orders.

A.V.M.:

Computer – LCD – worksheets – SB – internet connection –
headphone – webcam- video.

Step	Sign	Procedures
Warming up	T	Introduces herself to the class. Warms them up using (game, puzzle, riddle, brain teaser, etc.) via webinar.
Revision	T	Asks the following questions via webinar: - Do you have telephone at home? - How do you connect with others?

		- Have you ever sent a message from your mobile phone?
		- Have you ever called and got the wrong number?
	C	- Interact with the teacher's questions via webinar.
Presentation	T	Presents new vocabulary using (flashcards/miming/describing/giving direct translations/PowerPoint) via webinar.
	T	Asks C to put the new vocabulary in sentences.
	T	Explains how to make a conversation on the phone via webinar.
		Holds a mobile phone and make a call via webinar.
	C	Notice carefully.
	T	Asks C to make a phone call.
	S-S	Act it out via webinar
	T	Dialed the wrong number. Asks for the right number.
	C	Give answers.
	T	Asks to speak to someone but he's not at home.
	C	Take a message
Activity 1	T	Asks C to say the phone number correctly in activity 1 via webinar.
	C	Give answers via webinar.
Activity 2	T	Asks C to make phone asking for many things in activity 2.
	C	Do in groups via webinar.
Activity 3	T	Asks C to complete the dialogue in activity 3 via webinar.
	C	Work with each other and complete it via webinar.
Evaluation	T	Asks them a few questions about today's lesson. Gives class their own feedback. Draws the spider gram of animals and C complete it.
Rounding up	C	Summarize what they learned.
Consolidation	C	**At the end of the lesson, Ss watch a video about making phone calls and saying numbers via webinar.**

Activity 1

How would you say these numbers?

1. **226015**
2. **203799**
3. **311088**
4. **778341**

Activity 2

Make a phone call to:

1. Ask for help in your homework from your friend.
2. Invite your friend to your birthday.

Activity 3

Complete the following dialogue:-

Sami: Hello. Good -------------------- Mrs Karmi. Can I ----------- to Alaa, please?

Mrs Karmi: Who's speaking, please?

Sami: Ah, sorry. It's -------------------

Hello, Sami. Just a --------------------, I'll call Alaa.

In the name of Allah, the Most Gracious the Ever Merciful

Date:2/11/2013   Day: Saturday   Grade:7
Unit:6   Lesson:1,2,6   SB:-

<u>Objectives</u>: By the end of this lesson, students will be able to:
Talk about football and other sports.

<u>Language Functions:</u>
Talking about football and other sports.

New Language:

Already- goal- just- match- score- team- win- yet.

New Structure:
Present perfect tense+ just, already, yet (1).
Revision:
Vocabulary to be revised:

-

Structure to be revised:

-

A.V.M.:

Computer – LCD – worksheets – SB – internet connection –
headphone – webcam- video- recording.

Step	Sign	Procedures
Warming up	T	Introduces herself to the class. Warms them up using (game, puzzle, riddle, brain teaser, etc.) via webinar.
Revision	T	Asks the following questions via webinar: - Do you like sport? - What's your favourite sport? - Can you play it at home? - Where can you play it? - What is your favourite team? - What colour do your team wear?

		- Have you ever scored a goal before? - How many players are in a football team? - What sports have you learned to do?
	C	- Interact with the teacher's questions via webinar.
Presentation	T	Presents new vocabulary using (flashcards/miming/describing/giving direct translations/PowerPoint) via webinar.
	T	Asks C to put the new vocabulary in sentences.
	T	Asks what do you need to win?
	C	Give answers.
	T	Says "goooooooal".
	C	Guess football match
	T	Asks what your favourite player.
	C	Answer
	T	Asks do you know other sports. Says work in groups and write the sports you know.
	C	List the sports they know.
Activity 1	T	Asks C to make an interview about their favourite sport via webinar.
	S-S	Try the interview via webinar.
Activity 2	T	Plays the recording about football match via webinar.
	C	Do in groups and make an oral report about the football match.
Activity 3	T	Ask to imagine themselves famous players and they are asked many questions by the press.
	C	Act it out via webinar.
Evaluation	T	Asks them a few questions about today's lesson. Gives class their own feedback. Draws the spider gram of sports and C complete it.
Rounding up	C	Summarize what they learned.
Follow up	T	Do some more follow up exercise with the students about the session asking about their attitudes about this lesson and how can we improve it.
Consolidation	C	**At the end of the lesson, Ss watch a video about sports and football match via webinar.**

Activity 1

Make an interview with your partner about her favourite sport.

You can use these hint words: Where/ what/ how many/ favourite.

Activity 2

Make an oral report about the football match you have heard from the recording.

Activity 3

You're a famous player. Respond to press questions about your achievements and ambitions.

In the name of Allah, the Most Gracious the Ever Merciful

Date: 6/11/2013   Day: Wednesday   Grade:7
Unit: 7   Lesson:1,2,6   SB:-

Objectives: By the end of this lesson, students will be able to:
Talk about crafts and school crafts show.

Language Functions:
Talking about crafts and school crafts show.

New Language:

Crafts- cut up- excited- put away- sweep up- throw away- tidy up-traditional.

New Structure:
Present perfect tense+ just, already, yet (2).

Revision:
Vocabulary to be revised:

-
Structure to be revised:
Present perfect tense+ just, already, yet (1)**.**

A.V.M.:

Computer – LCD – worksheets – SB – internet connection – headphone – webcam- video.

Step	Sign	Procedures
Warming up	T	Introduces herself to the class. Warms them up using (game, puzzle, riddle, brain teaser, etc.) via webinar.
Revision	T	Asks the following questions via webinar: - Have you done your homework yet? - Have you made traditional crafts before? - Do you prefer to buy things from shop or

		make it yourself?
		- What is Palestine famous for?
		- Have you ever participated in school crafts show?
	C	- Interact with the teacher's questions via webinar.
Presentation	T	Presents new vocabulary using (flashcards/miming/describing/giving direct translations/PowerPoint) via webinar.
	T	Asks C to put the new vocabulary in sentences.
	T	What crafts do you know?
	C	Give answers.
	T	Shows C photo of embroideries via webinar. Asks why Palestinians make embroideries.
	C	Give many reasons.
	T	Asks C if they have you seen embroideries and where .
	C	Answer
Activity 1	T	Asks to complete the sentences with suitable words.
	C	Answer activity 1 via webinar.
Activity 2	T	Asks C to make an oral report about school crafts show they have seen or participated in.
	C	Present their reports orally.
Activity 3	T	Asks C to describe the two pictures via webinar.
	C	Describe the two pictures via webinar.
Evaluation	T	Asks them a few questions about today's lesson. Gives class their own feedback.
Rounding up	C	Thank the teacher and wish her good luck.
Follow up	T	Do some more follow up exercise with the students about the session asking about their attitudes about this lesson and how can we improve it.
Consolidation	C	**At the end of the lesson, Ss watch a video about crafts and crafts show via webinar.**

Activity 1

Complete the following sentences with suitable words:

crafts	tidy up	excited	throw away	traditional

1. **I like making ------------------------------- crafts.**
2. **Amy didn't ------------------------------- her bedroom before going to school.**
3. **I'm going to Jerusalem tomorrow! I'm so ----------------------------------.**
4. **Our --------------------------- show will be on Thursday.**
5. **Mum! Please, don't --------------------------- my T-shirt! It's my favourite!**

Activity 2

Make an oral report about school crafts show they have seen or participated in.

Activity 3

Answer the following questions about the two pictures.

1

2

1. Describe Noor's room in the first picture.

2. What has Noor done in the second picture?

3. Has Noor finished yet in the second picture?

In the name of Allah, the Most Gracious the Ever Merciful

Date:12/11/2013   Day: Tuesday   Grade:7

Unit: 8   Lesson: 1,2,5,6   SB:-

Objectives: By the end of this lesson, students will be able to:
Talk about a hike and give instructions and advice.

Language Functions:
Talking about hike and giving instructions and advice.

New Language:

Differences- group- instructions- part – put on- remember-
shade-strange.

New Structure:
Giving instructions and advice with should.

Revision:
Vocabulary to be revised:

-
Structure to be revised:
Modals: can – must.

A.V.M.:

Computer – LCD – worksheets – SB – internet connection –
headphone – webcam- video.

Step	Sign	Procedures
Warming up	T	Introduces herself to the class. Warms them up using (game, puzzle, riddle, brain teaser, etc.) via webinar.
Revision	T	Asks the following questions via webinar: - Do you like hiking? - Where do you like to hike? - When do you like to hike?

		- What should you take with you? - What places do like to visit?
	C	- Interact with the teacher's questions via webinar.
Presentation	T	Presents new vocabulary using (flashcards/miming/describing/giving direct translations/PowerPoint) via webinar.
	T	Asks C to put the new vocabulary in sentences.
	T	What activities do like to do outside home in your free time or at the weekend.
	C	Give answers.
	T	Asks what instructions your mother tell you before going outside.
	C	Give many answers.
	T	Asks C what do they need to do before the hike.
	C	Answer
	T	Asks C who should they tell about any problems.
	C	Give answers.
	T	Says to express instructions we can use "the verb" but to express advice we can use "should".
Activity 1	T	Asks to imagine themselves group leaders and to give members instructions and advice.
	C	Do in groups.
Activity 2	T	Asks C to list the things they're going to take with them before going to the places in activity 2 via webinar.
	C	List things.
Activity 3	T	Asks C what would they say in the following situations via webinar.
	C	Give answers.
Evaluation	T	Asks them a few questions about today's lesson. Gives class their own feedback.
Rounding up	C	Summarize what they learned.
Follow up	T	Do some more follow up exercise with the students about the session asking about their attitudes about this lesson and how can we improve it.
Consolidation	C	**At the end of the lesson, Ss watch a video about a hike and how to give instructions and advice via webinar.**

Activity 1

You're the group leader of a school hike. What instructions and advice do you need to give your members in order to be safe.

Activity 2

You're going to the following places. What things are going to take with you?

London	Beach

School

Activity 3

What would you say in the following situations?

The weather is hot. Your brother wants to go outdoors.

-- (Give advice).

The road is very dangerous. Your friend wants to cross the road.

-- (Give instructions).

Appendix (14)

Speaking Lessons Preparation PowerPoint

Activity 1

A: Hi! How are you? B: --------------------------- 	A: --------------------------- B: I haven't seen you for ages.
A: How is your family? B: ------------------------ 	A: --------------------------- B: You look great!

Activity 2
Choose a situation and act it out with your partner

Travelling 	Had an accident
Was sick 	Have A job

Activity 3

Introduce a new person to your friend

Clara, this is Evan. He's my cousin

Hi, Evan. I'm pleased to meet you.

How do you do, Clara? Good to meet you.

Unit 2 — World Languages

Hello.
Hej.
Guten Tag.
Ainu.
Zdorava.
Marhaba.
Hola.
Buon giorno.
Sziasztok.
Nǐ hǎo.
Sawatdi.
Kem cho.

© Prawny * www.ClipartOf.com/66501

Chinese

different

prepare

communicate

12345
67890

number

hard
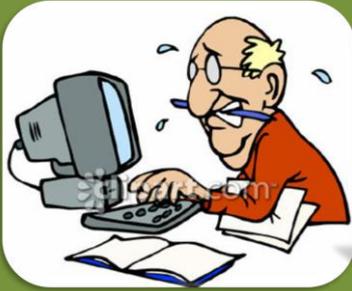
standard

learn

United Nations

Present continuous

growing
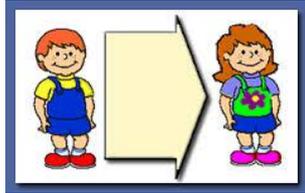
changing

increasing
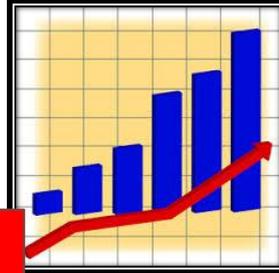
Activity 1

Describe the changing of things around us

305
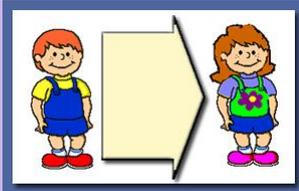
Activity 2
What are people doing now?

Activity 3
Imagine you are doing one of the activities mentioned above. Work with a partner and take turns to ask and answer questions about yourself and your friend.

Animal Magic

Unit 3

afraid

bark

common

warning

tail

maybe

YES NO MAYBE

neck

rub
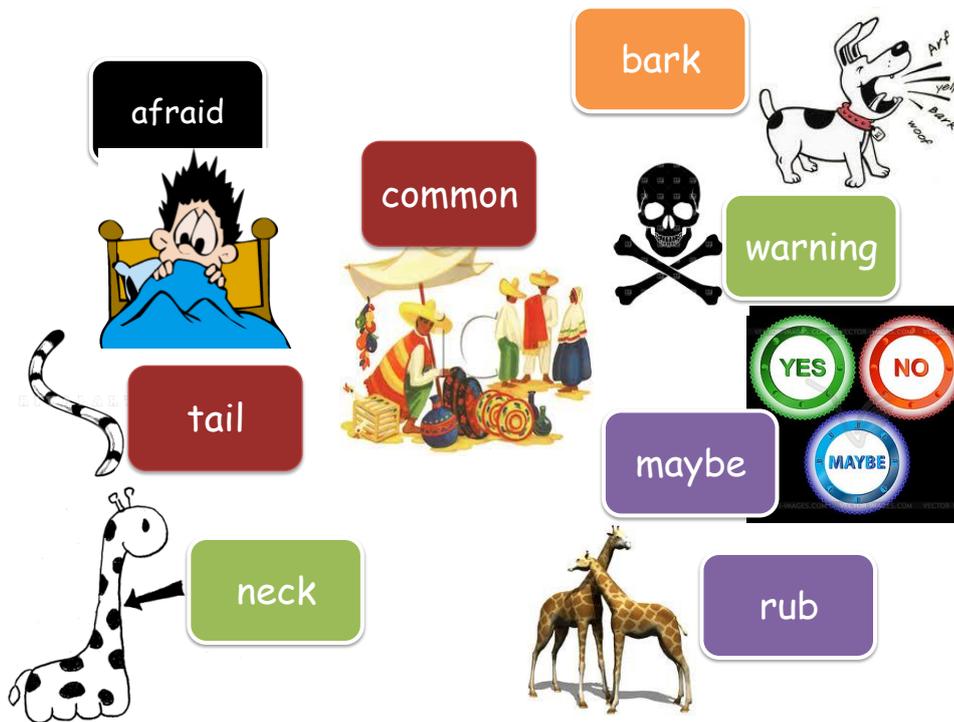
Activity 1

Complete the following sentences:

(afraid- tail- neck- bark- warning)

1. He's ------------------ them to stop.

2. Giraffes have very long ---------------------.

3. Ali is -------------------- of lions. He doesn't like them.

4. Dogs ----------------------------- every day.
5. A cat moves its ------------------ when it's angry.

Activity 2
Tell us what's your reaction when you see the following animals:

Activity 3

Give reasons why are the following animals communicate

Giraffes

Whales

Bees

Elephants

Unit 4

Keep In Touch
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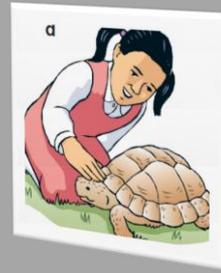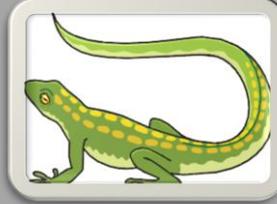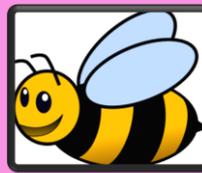
chat

come over
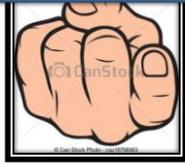
message
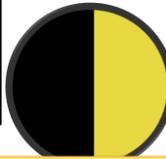
moment

half

double

wrong

postcard

Making and Responding to Telephone Calls

Can I speak to ----------, please?

Oh, I'm sorry. Goodbye.

Sorry. You've got the wrong number.

Can I speak to ----------, please?

Yes, please.

I'm sorry. She's out. Can I take a message?

Can you ask her to call me on this number: double two, six, oh, one, five?

Yes, of course.

Thank you. Bye.

Activity 1
How would you say these numbers?

- 226015
- 203799
- 311088
- 778341

Activity 2
Make a phone call asking for the following things:

- Ask for help in your homework from your friend.
- Invite your friend to your birthday.

Activity 3

Complete the following dialogue:-

Sami: Hello. Good ----------------- Mrs Karmi. Can I ---------- to Alaa, please?

Mrs Karmi: Who's speaking, please?

Sami: Ah, sorry. It's -------------------

Hello, Sami. Just a --------------------, I'll call Alaa.
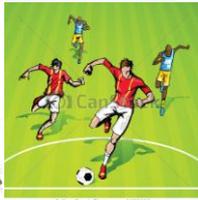
Unit 6
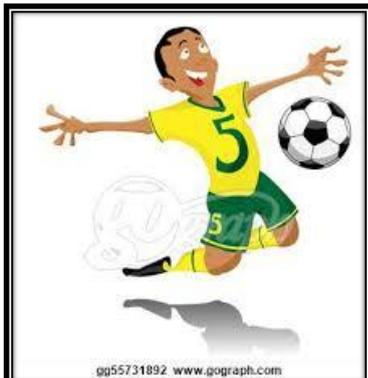
already

goal

just

win

yet

score

match

team

Present perfect

yet

already

just

What sports have you learned?

I have learned to swim and to play basketball.

What's your favourite ……….?
Why?

Sport

Team

Player

Activity 1

Make an interview with your partner about your favourite sport.
You can use these hint words: Where/ what/ how many/ favourite.

Activity 2
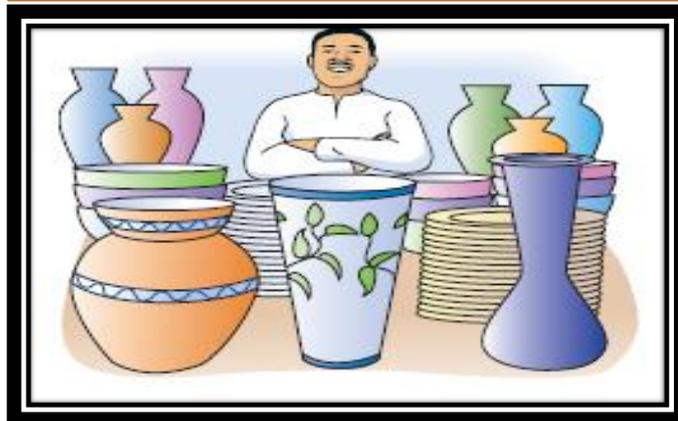Make an oral report about the football match you have heard from the recording.

Activity 3
You're a famous player. Respond to press questions about your achievements and ambitions.

Unit 7

The craft show

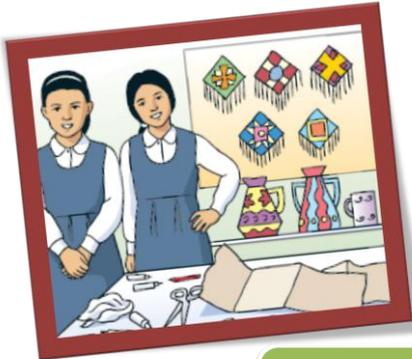traditional crafts

clay

ceramic

bowls

shape

report

put away

throw away

sweep up

cut up

tidy up

fantastic

amazing

loads of

sure

excited

She has already tidied up her room

She has just tidied up her room

She hasn't tidied up her room yet

Activity 1
Complete the following sentences with suitable words:

crafts	tidy up	excited	throw away	traditional

- I like making ---------------- crafts.
- Amy didn't --------------- her bedroom before going to school.
- I'm going to Jerusalem tomorrow! I'm so -------------.
- Our ------------------- show will be on Thursday.
- Mum! Please, don't ------------ my T-shirt! It's my favourite!

Activity 2
Make an oral report about school crafts show they have seen or participated in.

Activity 3
Answer the following questions about the two pictures.
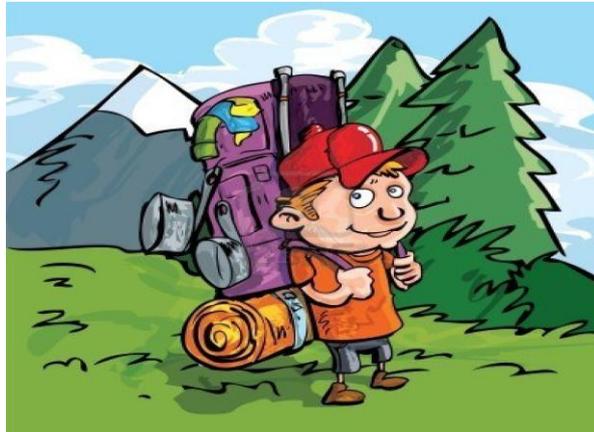

1   2

- Describe Noor's room in the first picture.
- What has Noor done in the second picture?
- Has Noor finished yet in the second picture?

Unit 8

The hike

group

instructions

Try not to hurt yourself
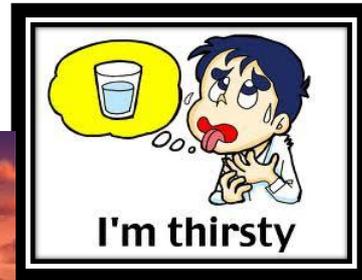

Be quiet

Stay with your group

Listen to Mr. Carter

Tell your group leader about any problems

Remember to put on a hat

enjoy yourselves!

You should take water with you

I'm thirsty

Be careful not to get thirsty too

you should be here before sunset

What do I need to take on our hike?
What should I take on our hike, mum?

Take your boots, don't hurt your feet.
And you need to take water and something to eat.

What do I need to take to school?
What should I take to school, mum?

You should take your books, pencils and pen,
Remember your apple, and … please don't
ask me again.

What do I need to take on holiday?
What should I take on holiday, mum?

I hurt myself. We are helping ourselves.
Enjoy yourself. Enjoy yourselves!
He cut himself.
She hit herself.
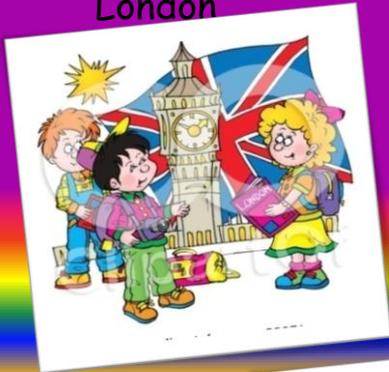The dog/It hurt itself.
They are teaching themselves.

Activity 1

You're the group leader of a school hike. What instructions and advice do you need to give your members in order to be safe.

Activity 2

You're going to the following places. What things are going to take with you?

London

Beach

School

Activity 3

What would you say in the following situations?

The weather is hot. Your brother wants to go outdoors.
-- (Give advice).

The road is very dangerous. Your friend wants to cross the road.
-- (Give instructions).

Listen out for good advice

INSTRUCTIONS