

Al-Azhar University- Gaza

Deanship of Postgraduate Studies & Scientific Research

Faculty of Education

Department of Curricula and Teaching Methods



**Awareness and Attitudes of Gaza Secondary EFL Teachers
towards the Methods of Teaching the Speaking Skill**

Thesis submitted by

Randa Mahmoud Radwan

Supervised by

Prof.Dr. Hassan Ali Abu-Jarad

Professor of Applied English

Linguistics

AL-Azhar University- Gaza

Dr. Sumer Salman Abou-Shaabn

Assistant Professor of Curricula &

Teaching Methods

AL-Azhar University- Gaza

Thesis Submitted to the Department of Curricula & Teaching Methods in Partial
Fullfillments of the Requirement for the Degree of Master of Education

1433/2012

﴿يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ﴾

{12} المجادلة

﴿Allah will exalt in degrees those of you who believe,
and those who have been granted knowledge﴾

DEDICATION

To Allah, The Merciful, I dedicate this humble work.

To my parents' souls.

To my husband, for his patience, *endless support*
and encouragement.

To my daughters and sons who are proud of me, and who insisted that
their mother should achieve this dream.

To everyone who helped and supported me.

Acknowledgement

First of all, All praise go to Allah the Almighty for the blessing and mercy given to me during my study and in completing this final project. I would be grateful to many people who have contributed their ideas and time in completing my final project.

I would like to extend my thanks to my supervisor Prof. Dr. Hassan Abu-Jarad who supervised, guided and advised me during my study and without his fatherly help and fruitful advice, this effort would not have been accomplished.

My gratitude goes to Dr.Sumer Abou-Shaabab as my second supervisor who has spent countless hours correcting this final project in order to make it better.

I would like to express my special regards to my excellent lecturers in the Faculty of Education of Al-Azhar University in general, and in the Department of curriculum and instruction in particular.

Many thanks go to the judgment committee for their continuous and sincere advice concerning my attitudinal questionnaire and awareness measurement.

I would also like to thank the principals and teachers of secondary schools in north Gaza for their cooperation while conducting this study.

I would like to thank my faithful friends who helped, encouraged and motivated me to continue this research and never give up.

Awareness and Attitudes of Gaza Secondary EFL Teachers towards the Methods of Teaching the Speaking Skill

Thesis submitted by

Randa Mahmoud Radwan

Supervised by

Prof.Dr. Hassan Ali Abu-Jarad

Dr. SumerSalman Abou-Shaabab

Abstract

The study aimed to measure the awareness and the attitudes of Gaza secondary EFL teachers towards the methods of teaching the speaking skill. For achieving this aim, the researcher adopted the descriptive analytical approach. The sample of the study was purposive sample consisted of (146) male and female English teachers of secondary schools in the northern Gaza governorate. The researcher designed a measurement (test) to measure the awareness and a questionnaire to measure the attitudes of the teachers towards the methods of teaching the speaking skill. The validity of the measurements was refereed by the specialists and Pearson's correlation coefficient, the reliability was measured by Cronbach's alpha coefficient and the split half method. The two measurements where applied on the teachers in the second term of the academic year (2011-2012).The data were statistically analyzed using the appropriate statistical methods.

Results showed a respectable amount of attitudes adoption towards the methods of teaching the speaking skill, yet a general weakness in awareness to such methods requirements. As gender, educational qualifications and years of experience ; attitudes rose to a better level but failed to verify awareness and its concepts. Recommends were addressed to English teachers as well as policy makers and supervisors to work on increasing teachers' awareness to such methods of effective learning and to provide essential needs that would contribute in improvement of teaching speaking skill.

Tables of Contents

Subject	page
Quraan	I
Dedication	II
Acknowledgement	III
Table of Contents	IV
List of Tables	V
Table of Appendixes	IX
English Abstract	XII
Chapter 1 Background of the Study	
Introduction	2
Need of the Study	4
Statement of the Problem	4
Research Questions	5
Hypotheses of the Study	5
The Purpose of the Study	5
Significance of the Study	6
Definition of Terms	6
Limitation of the Study	7
The Research Procedures	7
Summary	9
Chapter 2 Theoretical Framework	
Introduction	11
Section one: The Meaning of Teaching the Speaking Skill	11
Importance of Teaching the Speaking Skill	13
The Competence of Teaching the Speaking Skill	14
Teacher's Role in Encouraging the Students to Speak English	16

Subject	page
Section Two: Methods of Teaching Speaking Skills	17
Audio-Lingual Method	17
Task- Based Language Method	21
Communicative Method	26
Cooperative Method	30
Dictogloss Method	33
Section Three: Teacher's Awareness and Attitude	38
First: Awareness Towards Teaching the Speaking Skill	38
Second: Attitudes Towards Teaching the Speaking Skill	40
Summary	43
Chapter 3 Previous Studies	
Introduction	45
Previous Studies Related to Speaking Skill	45
Previous Studies Related to Teacher's Awareness & Attitudes	55
General Commentary on the Previous Studies	62
Summery	63
Chapter 4 The Methodology	
Introduction	67
Study Design	67
Population of the Study	67
Sample of the Study	67
Sampling Method	68
Instrumentations	68
Awareness Measurement (test)	75
Data Collection	79
Statistical Methods Used in the Study	79
Summary	80
Chapter 5 Results & Discussions	
Introduction	81
Answer of the First Question	81

Subject	page
Answer of the Second Question	81
Answer of the Third Question	82
Answer of the First Hypothesis	93
Answer of the Second Hypothesis	95
Discussion of the Findings Related to the First Question	101
Discussion of the Findings Related to the Second Research(Awareness)	101
Discussion of the Findings Related to the Third Question (Attitudes)	102
Discussion of the Findings Related to the Forth Research Question	102
Discussion of Findings Related to Previous Studies	103
Recommendations	105
Summary	106
References	108
Appendixes	119
Arabic Abstract	134

List of Tables

Number Of table	Title of table	page
1	Demographic Characteristics of the Study Sample	67
2	Distribution of the Attitudes Questionnaire about the Methods of Teaching the Speaking Skill	69
3	Correlation Coefficient of Each Question of the First Method and the Total of the Method	70
4	Correlation Coefficient of Each Question of the First Method and the Total of the Task-Based Language Method	71
5	Correlation Coefficient of Each Question of the First Method and the Total of the Audio-Lingual Method	71
6	Correlation Coefficient of Each Question of the First Method and the Total of the Cooperative Method	72
7	Correlation Coefficient of Each Question of the First Method and the Total of the Dictogloss Method	72
8	Pearson Correlation Coefficient and its Statistical Level of Significant for each Method and the Total Degree of the Measurement	73
9	Cronbach's Alpha Coefficients for all Methods of the Measurement	74
10	Spilt –half Coefficients for all Methods of the Measurement	75
11	The Distribution of the Awareness towards Teaching Methods of Speaking Skill	77
12	Results of Descriptive, Presented Weight, for Awareness of Teachers towards (Methods of Teaching the Speaking Skill)	82
13	Means, Std., Deviations and the Percentage Weight of each Statement of the Responses of Secondary EFL Teachers for the Communicative Method	84

14	Means, Std. Deviations and the Percentage Weight of each Statement of the Responses of Secondary EFL Teachers for the Task Based Language Method	85
15	Means, Std., Deviations and the Percentage Weight of each Statement of the Responses of Secondary EFL Teachers for the <i>Audio-Lingual Method (ALM)</i>	87
16	Means, STD, Deviations and the Percentage Weight of each Statement of the Responses of Secondary EFL Teachers for the Cooperative Method (CM)	88
17	Means, Std., Deviations and the Percentage Weight of each Statement of the Responses of Secondary EFL Teachers for Dictogloss Method (DM)	90
18	Means, Std., Deviations and the Percentage Weight of each Statement of the Responses of Secondary EFL Teachers for the (Methods of Teaching the Speaking Skill)	92
19	Results of T-Test for the Differences of Awareness towards the Methods of Teaching the Speaking Skill in terms of Gender	93
20	Results of One-way ANOVA for the Differences of Awareness towards the Methods of Teaching the Speaking Skill in terms of years of experience	94
21	Results of description of Attitudes towards the Methods of Teaching the Speaking Skill in terms of years of experience	95
22	Results of One-way ANOVA for the Differences in Awareness towards the Methods of Teaching methods the Speaking Skill in terms of Qualification	95
23	Results of Description of Awareness towards the Methods of Teaching the Speaking Skill in terms of Qualification	96
24	Results of T-Test for the Differences between the male and female Secondary EFL Teachers' Awareness towards the Methods of Teaching the Speaking Skill	97

25	Results of One-way ANOVA for the Differences in Attitudes towards the Methods of Teaching the Speaking Skill in terms of the Years of Experience	99
26	Results of LSD for the Differences in Attitudes towards the Methods of Teaching the Speaking Skill in terms of Years of Experience	100
27	Results of One-way ANOVA for the Differences in Attitudes towards the Methods of Teaching the Speaking Skill in terms of Qualifications	100
28	Results of LSD for the Differences in Attitudes towards the Methods of Teaching the Speaking Skill in terms of Qualifications	102
29	Means, Std., Deviations and the Percentage Weight of Responses of Secondary Schools EFL Teachers for the (Methods of Teaching the Speaking Skill)	101

Tables of Appendixes

NO	Subject	page
1	Attitudes Questionnaire	119
2	Awareness Measurement	125
3	Supervisors & Auditors	132
4	Northern Gaza Secondary Schools	133

Chapter 1

Background of the Study

Chapter 1

Background of the Study

Introduction

Language is God's gift to humanity because it is the most important communicative tool of mankind, the essential device to express ourselves and to understand others.

In an age of globalization English is the most dominant language among the people of the world in various spheres of international contacts like politics, academics, economics, technology and culture. In this globalized century a strong command of English as a foreign language is essential to face new challenges, so pragmatic objectives of language learning put an increasing value in integrated and dynamic multi-skills, instructional models with focus on meaningful communication and the communicative competence (Thompson, 2003,p.1) .

Basically, English language competence covers four main skills, which are listening, speaking, reading and writing. Students generally are expected to master all English language skills in order to communicate in English orally. Communicative competence refers to both knowledge and skills in using this knowledge when interacting in an actual communication. Knowledge refers to what one knows (consciously or unconsciously) about the language and other aspects of communicative language use, skills refers to how efficient one can perform this knowledge in actual communication (Canal, 2002, p.5).

There are many reasons for focusing on listening and speaking when teaching EFL/ESL, not least of which is the fact that as humans had been learning languages through our ears (Listening) and mouth (Speaking) for thousands upon thousands of years since our brains are well programmed to learn languages through sound and speech (Graham-Mar, 2004, p.45). This does not mean that reading and writing are ineffective, yet only to highlight the value of listening/speaking and point out that many studies have suggested that languages learned through sound and speech is more readily acquired. Another reason to focus on listening and speaking as a skill is complex cognitive process, listening acts as a key to learn speaking by considering what good speakers do (Louma, 2004, p.20).

Speaking is an interactive process of communicating meaning that it involves producing, receiving and processing information (Burns and 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 (Cunningham, 1999).

Courses in speaking skills have a prominent place in language programs around the world today, ever-growing needs for fluency in English around the world because of the role of English as international language have given priority to finding more effective ways to teach English. Therefore, timely to review what current questions and practices are the nature of speaking has undergone considerable changes in their implications for classroom teaching and materials design (Richard, 2008, p.1).

At the same time, approaches of teaching speaking in ELT have been more strongly influenced by fads and fashions, speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialogue, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio-lingual and other drill- based or repetition –based methodologies of the 1970. The emergence of communicative language teaching in the 1980 led to changed views of syllabuses and methodology which are continuing to shape approaches to teaching speaking skills today (McCarthy and Carter, 1997, p.141).

English education in the Gaza Strip can be categorized as a true foreign language learning context rather than as 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.

Hammerly (1991, p.36) stated that "classroom instruction is an artificial environment, and the time of teaching and learning is limited" within this limited learning environment, the importance of the teacher's role in creating a communicative environment which increases the students communicative competence through providing meaningful input, communicative teaching methods and authentic materials should be emphasized.

In recent years, methodologists and linguists have begun to argue that the spoken language should be the principle objective in language teaching. In order to

develop speaking skill, it should be identified, practiced and improved by the use of various methods and strategies. Abu-sharbain (2009, p.5) noted that " Speaking skill is mostly neglected or in best cases not taught the right way. 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 in the classroom" (Brown,1994, p.17) in the light of this , it's better to teach speaking communicatively, this helps to overcome specific problems in classroom such as high number of students, individual differences and the limited class time.

The teacher has to secure a safe environment for the learner to talk, providing him with the social context required for this situation, and the teacher should change from dominators and commanders into organizers and explorers.

1.1 Need of the Study

Through recent decades, students graduated with fair knowledge in English language by the means of structure, vocabulary and grammar, yet with low achievement rate, as shown in chapter (3): Previous Studies from several studies conducted internally, in speaking and expressing in their own words which is an essential skill when communicating with people in many fields of life such as work, travel, relations, etc. The need of this study arises from the importance of speaking skill in learning English language, and the low achievement rate of this skill among students. So there is a critical need for teachers to conduct new methods, strategies and techniques that enable students to acquire language oral skills effectively.

1.2 Statement of the Problem

The major research question is:

What are the awareness and attitudes level of Gaza Secondary EFL Teachers towards the methods of teaching the speaking skill?

1.3 Research Questions

The following questions are derived from the research question:

- 3.1 What are the methods of teaching the speaking skill of EFL to secondary school students?
- 3.2 What is the level of teachers' awareness towards the methods of teaching the speaking skill?
- 3.4 What is the level of teachers' attitudes towards the methods of teaching the speaking skill?
- 3.5 Is there any statistically significant relation between teachers' awareness and attitudes towards the methods of teaching the speaking skill?

1.4 Hypotheses of the Study

1. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degrees of Awareness of teachers' Awareness towards the methods of teaching the speaking skill in terms of gender, years of experiences and qualifications.
2. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degrees of teachers' Attitudes towards the methods of teaching the speaking skill in terms of gender, years of experiences and qualifications.
3. There are no statistically significant relations at the level ($\alpha \leq 0.05$) between teachers' awareness and attitudes towards the methods of teaching the speaking skill.

1.5 The Purpose of the Study

This study aims at achieving the following purposes:

1. Studying and analyzing current methods and techniques used in teaching the speaking skill for Secondary students.
2. Measuring the awareness of Gaza Secondary EFL Teachers towards the methods of teaching the speaking skill.
3. Determining the attitudes of Gaza Secondary EFL Teachers towards the methods of teaching the speaking skill.

4. Exploring the effect of each of: gender, qualifications and instructional experience on their awareness and attitudes towards the methods of teaching the speaking skill.
5. Determining the significant statistical relation between awareness and attitudes towards the methods of teaching the speaking skill.

1.6 Significance of the Study

This study may:

- help teachers adapt new methods that make teaching speaking more effective, communicative and interactive,
- prove useful to both language teachers and learners because it may raise teachers' awareness regarding their own teaching methods and hence transferred to their students,
- draw responsible officials attention to the importance of teachers' role in achieving effective oral communication in English language and consequently the importance of recruiting qualified teachers,
- benefit supervisors by choosing new methods to be used in teachers' training courses and workshops, and
- encourage engaging in further researches and field studies to measure the effectiveness of these methods in teaching the speaking skill.

1.7 Definition of terms

Awareness

Awareness is defined in the English Dictionary - With Multi-Lingual Search (1998-2008) as "The state or level of consciousness where sense data can be confirmed by an observer. The awareness of one type of idea naturally fosters an awareness of another idea."

Caselleetal (2000) mentioned another definition of awareness. They see that awareness is a "perception of another entity's existence, and possibly of its distinctions, and non-superficial awareness, involving understanding – a sense of seeing “the other” in something of the way in which it understands itself, that is, from within its own sense of identity. To see "the other" in this way requires that one puts

aside stereotypes and assumptions, and possibly begin instead from what is common. And it is in this way that trust becomes a crucial issue for social systems."

Awareness means a cognitive trend which helps individuals to percept themselves and the surrounding environment. There are two types of awareness: (a) individual awareness which means achieving individual interests, and (b) public awareness, which means achieving interests for society and a group of people (Al Gondi, 2010)

The researcher adopts the following definition: **awareness** is a special mental case in which the brain is in direct communication and interaction with the surrounding environmental events and issues through the five senses which reflects wisdom, logical and rationalistic judgment in specific situations related to the awareness towards the methods of teaching the speaking skill.

Attitude

Attitude is a hypothetical construct that represents an individual's like or dislike for an item. Attitudes can be positive, negative or neutral. People can also be "ambivalent" towards a target, meaning that they simultaneously possess a positive and a negative bias towards the attitude in question.

It is an inner feeling that affects the person's choice towards a subject, a person or an event (Abu-Allam, 2004, p.280).

The researcher defines attitude as what teachers prefer to do during teaching speaking skill. This includes methods and suggestions of teachers' performance inside classroom.

Methods of Teaching the Speaking Skill

A method refers to a specific instructional design or system based on a particular theory of language and language learning. It contains detailed specifications content, roles of teachers and learners, and teaching procedures and techniques. It's relatively fixed in time and there is generally little scope for individual interpretation. methods are learned through training. The teacher's role is to follow the method and apply it precisely according to the rules (Richards and Rodgers, 2001, p.245).

Speaking Skill

Speaking skill was illustrated as the called the fluency meaning, speaking with ease and without thinking about possible errors. This gives learners a chance to experiment using the language they have learnt to communicate in a way that is similar to using English in real life (Baker and Westrup, 2003, p.90)

Secondary School

A term used to describe an educational institution where the final stage of schooling ends, known as secondary education and usually compulsory up to a specified age. It follows elementary or primary education, and may be followed by university (tertiary) education.

1.8 Limitation of the Study

1. This study is limited to the teachers of Northern Gaza secondary schools , Ministry of Education, Governorate of Gaza, Palestine for the 2nd semester in the academic year (2011/2012).
2. This study also limited to certain methods of teaching the speaking skill in order to measure awareness and attitudes towards these methods.

1.9 The Research Procedures

To achieve the aim of the study the researcher followed the following steps:

- 1- Reviewing literatures related to teaching speaking.
- 2- Preparing a list of methods of teaching the speaking skill.
- 3- Formulating awareness measurement (test) to measure awareness level and attitudes' questionnaire to determine the level of attitudes.
- 4- Consulting a number of specialists and considering their comments and opinions for checking the validity of the measurements.
- 5- Using Person Correlation Coefficient to calculate the internal consistency validity.
- 6- Calculating the coefficient stability by using Alpha Cronbach Formula.
- 7- Applying the measurement on Secondary English teachers.

- 8- Reordering and analyzing the data by using a appropriate statistical analysis.
- 9- Interpreting the results of the study and giving recommendations and suggestions in the light of the study results.

Summary

Chapter one attempts to define the study problems which aim to investigate the awareness and attitudes of EFL teachers towards the methods of teaching the speaking skill of secondary schools in Northern Gaza governorate. This chapter also includes the hypothesis, the objectives and the significance of the study. Also it includes the definitions of the terms, the limitations and the procedures of the study.

Chapter 2

Theoretical Framework

Chapter 2

Theoretical Framework

Introduction

This chapter describes the theoretical framework of the study, and it consists of three sections. Section one defines teaching the speaking skill among other techniques (specifically writing) and how teachers can encourage an effective environment for learning. Section two represents five different methods for teaching the speaking skill, these methods include definition, characteristics, learner's role, teachers' role and procedures of every method. Section three represents the definition of awareness and attitudes.

2.1 Section one: The Meaning of Teaching the Speaking Skill

Learning any foreign language has to do with the four skills that have to be mastered. The four skills are listening, speaking and listening (oral skills) are said to relate to language expressed through the aural medium. Reading and writing are said to relate to language expressed through the visual medium (written symbol). Another way of representing these skills is by reference not to the medium but to the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills. Listening skill is the ability to understand English presented in oral form. This skill is set up as an aim by our government particularly in the effort to affiliate with foreign colleges or to communicate with others. Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainty, etc.). Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following five components are generally recognized in analysis of speech process:

- (1) Pronunciation (including the segmental features: Vowels and consonants; and the stress and intonation);
- (2) Grammar;

- (3) Vocabulary;
- (4) Fluency (the ease and speed of the flow of speech)
- (5) Comprehension (Anggraeni, 2007, P.24)

The ability to speak a foreign language is the most pressed skill because someone who is able to speak a language will also be able to understand it. Lado (1961, P.239-240) as quoted from Anggraeni, defines speaking ability as:

“The ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language”. Speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. Through speaking and listening, student learns concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students’ ability to display knowledge in a clear and acceptable form in speaking as well as writing. In communicating with other people, it is important to know whether the situation is formal or informal. Besides, it is also important to know that the language, in this case English, can be standard or nonstandard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English and matter English phonetic as well, because it is very helpful to learn the language quickly and successfully.

The use, of language or speaking skill is a matter of habit formation. In speaking, he must implant the habit of using it for communication until it becomes deeply establishes.

In conclusion, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition to that, Lado (1961,p.240) points out that speaking ability / skill is described as the ability to report

acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently.

The researcher can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, word-formation, and to apply them properly in communication.

To emphasize the meaning of teaching speaking skills the researcher adopts the following points:

- 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, p.33)

2.1.1 Importance of Teaching the Speaking Skill:

Teaching speaking is a very important part of foreign language learning. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking methods such as those listed in the next topic can contribute a great deal to students in developing basic interactive skills necessary for life. These methods make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

According to (Brown, 1994, p.37) teaching speaking should be given high priority because of the following reasons:

- It is a complicated skill that embraces all the components of ‘communicative competence’.

- Language learning is highly dependent on speaking and listening (i.e. speaking to teachers, to peers, to oneself, etc.).
- Real communication requires attending to messages and reacting to them appropriately.
- Teaching speaking gives learners a high level self-confidence, motivation for learning, and an appropriate training for real-life tasks.
- A lot of speaking takes place in real life; this lends credence to the belief that teaching this skill is not just a fad, but it is a necessity.
- Teaching speaking provides learners with the opportunity to grow as effective world citizens; able to transmit, share and compare ideas, information and cultural patterns of different speakers.

2.1.2 The Competence of Teaching the Speaking Skill

Promoting learners' speaking skill is one aspect of their "communicative competence". Many language teachers see the ability to speak fluently as a fundamental criterion for the measurement of students communicative competence in its totality (i.e. grammatical, sociolinguistic, discourse, and strategic competences). Competencies related to other skills such as listening, reading, and writing might go unnoticed (or look unimportant) in many social contexts where learners are required to react in spoken discourse. Their success or failure to function orally and effectively in such real-life situations determine the extent to which they are progressing as language learners. Teachers also view the ability to speak effectively as a central skill they have to enhance in their classrooms. They also think that a good proportion of the language curricula should be devoted to teaching speaking skills.

Setting appropriate pedagogy for the teaching of speaking in context requires teachers to be aware of the differences between spoken and written discourse, and then build on them to design purposeful tasks and activities. From the point of view of production, it is self-evident that spoken and written discourse makes somewhat different demands on speakers and writers. The speaker, for instance, functions under the pressure of time, whereas the writer does not need to monitor, repair or modify her/ his output immediately. The speaker may also have access to immediate feedback from the interlocutor(s), while the writer can only imagine the reaction of his

audience. The most salient characteristics of spoken/written discourse are outlined in the table below (Nuttal, 2000, p.314)

To increase a more helpful knowledge to speaking skill competency, a comparison of speaking and writing skill characteristics is displayed below:

Written Discourse	Spoken Discourse
<ul style="list-style-type: none"> -media is letter -formal -complex(longer stretches of language) -much more accurate and structured -highly organized rhetorically -complete chunks (e.g. I will) -audience is usually absent (at the moment of writing) -less negotiable, interactional -standardized -more of a consensus as what is appropriate -interjections rarely used -more specific -more lasting in space and time -more densely packed with information -durable 	<ul style="list-style-type: none"> -media is voice -casual -with ungrammatical forms at times -simple (shorter chunks) -loosely structured -reduced forms(e.g. I'll) -audience is known -adjustable with a great deal of redundancy -extra-linguistic information -more spontaneous back-channelling (feedback) - much use of interjections -social interactional meaning -more interactive patterns and fillers -less densely packed with information -turn place holders -more topic shifting

2.1.3 Teacher's Role in Encouraging the Students to Speak English

As some students may cherish such kind of concept that it is unreachable to exchange ideas and learning experiences in English among secondary school students, they cannot do but lament over their insignificance before the vast ocean. Apart from this kind of awe mood, there may exist another type of disposition, that, in their viewpoint, speaking English is not so casual as speaking Arabic as they may have difficulties in thinking and expressing their ideas in English. They are afraid of being sneered by others when speaking bluntly or making mistakes. So it is up to the teacher to help them to build up their confidence in dealing with all these difficulties. The teacher should encourage them to open their mouth boldly to speak without fearing whether they will make mistakes or not. He must give the students such impression that it is normal and also permitted to make mistakes in speaking English as we Arabs

often make language mistakes in speaking our mother tongue. Such a simple reasoning is easy to arrive at, but many students in secondary schools fail to understand it clearly (Geoffrey& Christopher, 1980, p.83)

We make mistakes because we are human beings and learners; otherwise, we are either too wise or super. Teachers must make all this clear to the students. Only with great self-confidence do the students try to speak and gradually improve their spoken English.

2.2 Section Two: Methods of Teaching the Speaking Skill

A method refers to a specific instructional design or system based on a particular theory of language learning. It's relatively fixed in time and there is generally a little scope for individual interpretation. Speaking skills methods are learnt through training, teacher's role is to follow the method and apply it precisely according to the rules (Richards and Rodgers, 2001, p.245).

Here, the researcher will discuss five methods of teaching the speaking skill starting with definitions according to several authors then a definition will be adopted or re-constructed by the researcher. Characteristics and principles of each method shall follow definition, then guides to learners and teachers' role in implementing such methods finalized in steps provided as procedures as follows:

2.2.1 Audio-Lingual Method

The audio-lingual method (ALM) was developed during World War II as a reaction to approaches that did not adequately develop speaking skills. ALM was strongly influenced by ideas from behavioral psychology that led to the belief that language was a system of habits that could be taught by reinforcing correct responses and punishing incorrect responses .The Audio-lingual Method represents a major step in language teaching methodology that still aims squarely at communicative competence (Rivers, 2000, p.112).

This method is the oldest among other methods of teaching in general. This means that educators held the responsibility of teaching speaking since the beginning of the previous age.

A- Definition of ALM

ALM was defined by many authors and researchers as a method that yields to a habitual form of practicing a foreign language. These definitions are shown below:

1. Nunan (2003, p.38) said it is "a language teaching method based on the behaviorist notion that learning a language is a process of habit formation".
2. While Richards and Rodgers (2001, p.18) defines it as" a method for teaching language through dialogues which stresses on the students' habit formation by repetition, memorizing grammatical structures through substitutions, singular-plural and tense transformations etc. using the target language and the culture where the language is spoken".
3. Bygate, (2001, p.15) says that "ALM is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training technique while discouraging mother tongue in the classroom".

Almost all three definitions agree that ALM is based on students' contribution in an interactive manner which yields to a solid learning.

B- Characteristics and Principles of ALM

This method is based on the principle of behavior psychology. Characteristics and principles of ALM tends to the Direct Method according to Richards and Rodgers (2001, p.19) and are mentioned below:

1. Separation of language skills into listening, speaking, reading and writing while concentrating on the teaching of listening and speaking before reading and writing,
2. Use of dialogues as the key-role of presenting the language,
3. Emphasis on certain practice techniques: mimicry, memorization and pattern drills,
4. Discouraging the use of mother tongue in the classroom, and
5. Use of language laboratory.

While the characteristics and principles of ALM according to Brown (2007, p.153) are:

1. Foreign language learning is basically a process of mechanical habits that are formed by giving correct responses rather than making mistakes; by memorizing dialogues and performing pattern drills; while the chances of producing mistakes are minimized. Language is a verbal behavior or in other words the language is an

automatic production and a comprehension of utterance that can be learned by students to do likewise. Language skills are learned more effectively if the items to be learned in the targeted language are presented in a spoken form rather than being seen in a written form. Oral training is needed to provide the foundation for the development of other language skills.

2. Analogy provides a better foundation for language learning than analysis. Analogy involves the process of generalization and discrimination. Explanations of rules are therefore not given until students have practiced a pattern of a variety in contexts and are expected to have acquired a perception of the analogies involved. Drills can enable learners to form correct analogies. Hence the approach to grammar teaching is essentially inductive rather than deductive.
3. The vocabularies of a certain language against those of native language can be learned only in a linguistic and cultural context not in an isolated manner.
4. Thus teaching a language involves teaching aspects of the cultural system of people whose speak the language.

C- Learner's Role in ALM

In an ALM lesson, students are asked to repeat correctly the word or phrase that the teacher has said. Students are praised for correctly mimicking the teacher or are asked to repeat the phrase until it is pronounced correctly.

Being able to use the target language communicatively is the goal of this method. Therefore, students need to over learn the target language in order to learn and use it automatically without stopping and to think by forming new habits in the target language and overcoming the old habits of their native language (Larsen-Freeman, 2000, p.45).

Learners are considered as organisms that can be directed by skill enhancing techniques to produce correct responses. In accordance with behaviorist learning theory, teaching focuses on the external manifestation of learning rather than the internal process contents. Learners play a reactive role by responding to stimuli, and thus have a little control over the content, pace, or style of learning. They are encouraged to initiate interactions, because this may lead to mistakes. The fact that in the early stages learners were perceived as a drawback, for by listening to the teacher, has changed through imitating accurately, and responding to controlled tasks while performing which results in learning a new form of verbal behavior (Richards & Rodgers, 2001, p.131).

D- Teacher's Role in ALM

The teachers who can use this method perfectly, will generally be able to create what appears to be a very “productive” student. The teacher is regarded as an orchestra leader conducting, guiding and controlling Students’ behavior in the targeted language (Harmer, 2001, P.123).

In audio- lingual method, as in situational language teaching, the teacher role is central and active in other words it is a 'teacher dominated method'. The teacher models the target language, controls the orientation, pace of learning, and monitors and corrects the learners' performance. The teacher must keep the learners attentive by varying drills and tasks while choosing relevant situations to practice structures. Language learning is noticed from active verbal interaction between the teacher and the learners as follows:

1. Hearing, speaking, reading and writing.
2. Use-and not use-English in the language classroom.
3. Model the various types of language behavior that students are to learn.
4. Teach spoken language in dialogue form.
5. Direct choral response by all or parts of the class.
6. Teach the use of structure through pattern practice.
7. Guide the students in choosing and learning vocabulary.
8. Show how words are related to their meaning in the targeted language.
9. Get the individual student to talk.
10. Reward trials in such a way that learning is reinforced.
11. Teach short stories and other literary forms.
12. Establish and maintain a cultural imagine.
13. Formalize since the first day the roles according to the language class that is to be conducted and enforce them(Richards &Rodgers.2001,p.131)

E- Procedures of Implementing ALM

1. Students first hear a model dialogue (either read by the teacher or taped) containing key structures that are the focus of the lesson. They repeat each line of the dialogue, individually and in chorus,
2. Teacher pays attention to pronunciation, intonation, and fluency,
3. Correction of mistakes of pronunciation or grammar is direct and immediate.

4. The dialogue is memorized gradually, line by line. While lines may be broke down into several phases if necessary, and

5. The dialogue is read aloud in chorus, one half saying one speaker's part and the other half responding without going back to their books throughout these phases. (Haycraft, 2002, p.142). The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. "Follow-up activities may take place in the language laboratory, where further dialogues and drills work are carried out" (Richards and Rodgers, 2001, p.64-65).

Certain key structures from the dialogue are selected and used as the bases for pattern drills selection of different kinds. These key structures are first practiced in chorus then individually. Some grammatical explanation may be offered at this point, but kept to an absolute minimum. Students may refer to their text book and follow up reading, writing, or vocabulary activities based on the dialogue.

2.2.2 Task- Based Language Method

Experiential language teaching (ELT) initially grew out of educational and psychological theories proposing that a subject is learned best if students are involved in concrete, hands-on experiences with the subject. The American educator John Dewey was one advocate of this method. The belief is that students will learn better if they use the language as opposed to being passive receptors of artificial language. It is also thought that students will be able to analyze and discover their own information about the topic and language use as they are involved with tasks or projects (Bygate; M; Skehan, P & Swain, M. 2001, P.89). In language teaching, ELT creates situations in which students use their new language instead of just learning about it. This method is seen as particularly well suited for use with children but is now being practiced with students of all ages in many learning situations (Nunan, 2003, P.112).

Accordingly, the researcher can say that such method can be the closest one to the learner's interest in a manner that learners like to be involved in tasks and hold some responsibilities.

A- Definition of TBLM

As any method of teaching, TBLM has lots of definitions, some definitions are mentioned bellow as follows:

1. According to Nunan (2003). TBLM is" a piece of classroom work that involves learners in comprehending ,manipulating ,producing or interacting in the targeted language while their attention is focused in mobilizing their grammatical knowledge in order to express meanings in which the intention is to convey meaning rather than to manipulate forms. The task should also have a sense of completeness ,being able to stand alone as a communicative act in its own right with a beginning, a middle and an end" (Nunan, 2003, p.4)
2. While (Ellis,2003, p.116) defines TBLM as: "a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate promotional content has been conveyed to an end, it requires them to give a primary attention to meanings and to make use of their linguistic resources, although the design of the task may predispose learners to choose particular forms. A task is intended to result in a language utilization that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, task can engage productive or receptive, oral or written skills and also various cognitive processes".
3. Another definition by (Willis & Willis, 2007, p.173): "a classroom undertaking where the targeted language should be used by the learner for a communicative purpose (goal) in order to achieve an outcome".
4. Finally, (Richards,2003,p.220)definition of TBLM is: "an activity or an action which is carried out as the result of processing or understanding language tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as a successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicated since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake".

To conclude, from the researcher point of view, these definitions emphasize the fact that pedagogical tasks involve communicative language use in which users' attention is focused on meaning rather than grammatical form.

B- Characteristics and Principles of TBLM

TBLM has many definitions and hence many characteristics and principles defined by different writers, yet they all meet in certain specifications.

Ellis, characterized TBLM as follows:

1. 'Natural' or 'naturalistic' use of language
2. Learner-centered rather than teacher controlled learning
3. Focus on form (attention to form occurs within the context of Performing the task; intervening while retaining 'naturalness').
4. Tasks serve as the mean for achieving natural use of language.
5. Traditional approaches are ineffective (Ellis, 2003, p.76).

While (Richards and Rodgers, 2001, p.63) adopt these principles:

1. Activities that involve real communication are essential for language learning.
2. Activities in which language is used for carrying out meaningful tasks promote learning.
3. Language that eases meanings to the learners supports the learning process.

While (Nunan,2003, p.35-37) defined TBLM within the underlying eight principles:

1. Scaffolding:
Lessons and materials should provide supporting frameworks within learning. At the beginning of the learning process, learners shouldn't be expected to produce language that hasn't been introduced either explicitly or implicitly.
2. Task dependency:
Within a lesson one task should grow out and build upon the ones that had gone before.
3. Recycling:
Recycling language maximizes opportunities for learning and activates the vital learning principle.
4. Active learning:
Learners learn best by actively using the language they are learning.
5. Integration:
Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.
6. Reproduction to creation:
Learners should be encouraged to move from reproductive to creative language use.

7. Reflection:

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

C- Learner's role in TBLM

TBLM is compatible with a learner-centered educational philosophy (Ellis, 2003; Nunan, 2003; Richards & Rodgers, 2001). TBLM provides learners with natural sources of meaningful material, ideal situations for communicative activity, and supportive feedback allowing many greater opportunities for language use. Learners' roles are varied between these situations:

1. Group participation:

Many tasks will be done in pairs or small groups; for students more accustomed to whole class and/or individual work, this may require some adaptations (Swain & Lapkin, 2001)

2. Monitor:

In TBLM, tasks are not employed for their own sake but as a means of facilitating learning. Class activities have to be designed so that students have the opportunity to notice how language is used in communication. Learners themselves need to attend not only to the message in task work, but also to the form in which such messages typically come packed with a number of learning-initiated techniques to support learner reflection on task characteristics, including language form. (Shehadeh, 2005, P.53).

3. Risk-taker and innovator:

Many tasks will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. In fact, this is said to be the point of such tasks, practice in restating, paraphrasing, using paralinguistic signals (where appropriate), and so on, will often be needed. The skills of guessing from linguistic and contextual clues, asking for clarification and consulting with other learners may also need to be developed (Ellis, 2006, p.23).

D- Teacher's role in TBLM

The roles for the teacher and learners are closely related to the successful implementation of the task, and feedback concerns the task evaluation. So the teacher has the following roles:

1. Selection and sequence of tasks:

A central role of the teacher is in selecting, adapting, and /or creating the tasks themselves and then forming these into an instructional sequence parallel with learner needs, interests, and language skill level.

2. Preparing learners for tasks:

Most TBLM proponents suggest that learners should not go into new tasks "cooled" and that some sort of pre-task preparation or cuing is important. Such activities might include topic introduction, clarifying task instructions, helping students learn or recall useful words and phrases to facilitate task accomplishment, and providing partial demonstration of task procedures. Such cuing may be inductive and implicit or deductive and explicit.

3. Consciousness-raising:

Current views of TBLM hold that if learners are to acquire language through participating in tasks, they need to attend to or notice critical features of the language they use and hear, referred to as "focus on form." TBLM proponents stress that this does not mean doing a grammar lesson before students take on task. It does mean employing a variety of form-focusing techniques, including attention-focusing pre-task activities, text exploration, guided exposure to parallel tasks and use of highlighted material (Richards& Rodgers, 2001, p.228).

E- Procedures of Implementing TBLM

Task- Based Language method includes three stages

a. Pre-task activities:

1. Learners first take part in a preliminary activity that introduces the topic, the situation, and the "script" that will subsequently appear in the role-play task. Such activities are of various kinds, including brain storming, ranking exercises, and problem-solving tasks. The focus is on thinking about a topic, generating vocabulary and related language, and developing expectations about the topic. This activity; therefore, prepares learners for the role play task by establishing schema of different kinds.
2. Learners then read a dialogue on related topics which serve both to model the kind of transaction the learner will have to perform in the role-play task and to provide examples of the kind of language that could be used to carry out such a transaction.

b. Task activity:

Learners perform a role play where students work in pairs with a task and cues needed to negotiate the task.

C Post-task activities:

Learners then listen to recordings of native speakers performing the same role-play task they have just practiced, and compare differences between the way they expressed particular functions and meanings and the way native speakers perform (Skehan, 1996, p.74)

2.2.3 Communicative Method

Today, communicative language teaching (CLM) is viewed as the most effective and widely used approach in EFL/ESL teaching, and most modern methods and techniques emphasize it (Cook 2001; Savignon 2001). Most textbooks and materials are designed to match it.

In CLM, the goal of language teaching should not be translating and learning a set of rules but should be based on the goal of communicative competence. Communicative competence is most frequently defined as "the ability to create meaning when interacting with others in the target language". Thus, the focus in CLM is on communication in authentic situations. Since the 1970s, this approach has been expanded on and has come to play a central role in most contemporary language teaching situations (Brown, 2007, p52).

A- Definition of CM

1. The communicative approach in language teaching is, relatively, a newly adapted approach in the area of foreign/second language teaching. CLM is a "hybrid approach to language teaching, essentially 'progressive' rather than 'traditional'...." (Wright 2000:p.7).
2. "CLM can be seen to formulate from a multidisciplinary perspective that includes at least linguistics, psychology, philosophy, sociology and educational research (Savignon, 2001, p.44). It is generally accepted that, proponents of CLT see it as an approach, not a method" (Richards and Rodgers 2001,p.37).
3. For Brown, for instance, Communicative language teaching is "a unified but broadly- based theoretical position about the nature of language and language learning and teaching" (Brown,1994, p.244-245).

4. Finally in Nunan's (2003) opinion: it is" a philosophical approach to language teaching covering a range of methodological approaches which share a focus on helping learners communicate meaningfully in the target language".

B- Characteristics and principles of CM

Brown (1994, p.246) listed these characteristics about CLM 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 teaching techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Language forms are not the central focus but rather aspects of language that enable the learner 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 contexts.

While (Rishards & Rodgers, 2001, p.38) listed these principles:

1. Appropriateness: language use reflects the situations of its use and must be appropriate to that situation depending on the setting, the roles of the participants, and the purpose of the communication, for example learners may need to use formal as well as casual styles of speaking.
2. Message focus: learners need to be able to create and understand messages. Hence the focus on information sharing and information transfer in CLM activities.
3. Psycholinguistic processing: CLM activities seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition.
4. Risk taking: learners are encouraged to make guesses and learn from their errors by going beyond what they have been taught; they are encouraged to employ a variety of communication strategies.

5. Free practice: CLM encourages the use of "holistic practice" involving the simultaneous use of a variety of sub skills, rather than practicing individual skills one piece at a time.

Whereas (Nunan , 2003) listed four principles as follows:

1. Learners learn a language through using it to communicate (orally).
2. Authentic and meaningful communication should be the goal of classroom activities.
3. Fluency is an important dimension of communication.
4. Communication involves the integration of different language skills, and learning is a process of creative construction and involves trial and error.

C- Learner's role in CM

Contrary to the teacher-centered approach, in which teachers are regarded as knowledge givers and learners as receivers, CLM reflects a more social relationship between the teacher and learner. Learner as a negotiator and an inter actor who gives as well as takes (Nunan, 2003).

The emphasis in communicative language teaching is on the process of communication, rather than the mastery of language forms, leads to different roles for learners rather than those found in more traditional second language classrooms.

The role of the learner as a negotiator- between the self, the learning process, and the object of learning, emerges from the interaction with the role of joint negotiation within the group and within the classroom procedures and activities which the group undertakers. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way.

Students are expected to interact primarily with each other rather than with the teacher, and correction of errors may be absent or infrequent (Richards & Rodgers, 2001, p.41).

D- Teacher's role in CM

In recent decades, teachers of English as a Foreign Language have been encouraged to implement Communicative Language Method CLM to help develop students' abilities to use English appropriately in context (Larsen-Freeman, 2000).

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and

the various activities and the text used, while the second role is to act as an independent participant within the learning teaching group. The last role is closely related to the objectives of the first role and arises from it (Savignon, 2001, p.13).

Teachers are expected to plan group and individual instructions that respond to the learners' needs. CLM procedures often require teachers to acquire less teacher-centered classroom management skills. It's the teacher's responsibility to organize the classroom as a setting for communication and the communicative activities (Larsen-Freeman, 2000, p.17)

Procedures of Implementing CM

Because CLM is such a broad orientation, it is difficult to give specific strategies. However, the broad guide lines are as follow:

1. Presentation of a brief dialogue or several mini-dialogues, preceded by a motivation (relating the dialogue situation to the learners probable community experiences) and a discussion of the function and situation –people, roles setting ,topic, and the informality or formality of the language which the function and situation demand.
2. Oral practice of each utterance of the dialogue segment to be presented that day (entire class repetition, half–class, groups, individuals) generally preceded by your model. If mini-dialogues are used, engage in similar practice.
3. Questions and answers based on the dialogue topics and situation itself.
4. Questions and answers related to the students personal experiences but centered on the dialogue theme.
5. Study some of the communicative expressions in the dialogue or one of the structures which exemplify the function you will wish to give several additional examples of the communicative use of the expression or structure with familiar vocabulary in unambiguous utterances or mini –dialogues (using pictures, simple real objects, or dramatization)to clarify the meaning of the expression or structure.
6. Learner discovery of generalizations or roles underlying functional expression or structure. This should include at least four points: its oral and written forms, its position in the utterance, its formality or informality in the utterance, and in the case of a structure, its grammatical function and meaning.
7. Oral recognition, interpretative activities (two to five activities depending on the learning level, the language knowledge of the students, and related factors.

8. Oral production activities- proceeding from guided to free communication activities.
9. Copying of dialogues or mini –dialogues or modules if they are not in the class text.
10. Sampling of written homework assignment, if given.
11. Evaluation of learning (Little Wood, 2007, p.243)

2.2.4 Cooperative Method

An interactive approach refers to language learning that is authentic and genuine that takes place between two or more people, and cooperative learning is the most frequent application of this approach. The goal of an interactive approach such as cooperative learning is to create meaningful learning experiences that will help students develop genuine fluency in another language (Richards & Rodgers, 2001, p.112)

The researcher sees that the cooperative mode in classroom creates respect and success among students which surely leads to a meaningful learning.

A- Definition of Cooperative Method

1. Cooperative learning is defined by (Richards and Rodgers, 2001, p.88) " a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group structures so that students work together to maximize their own and mutual learning".
2. According to (Johnson & Stanne, 2000, p.150), "cooperative learning was actually a generic term that refers to numerous methods for organizing and conducting classroom instructions. Almost any teacher could find a way to use cooperative learning that was congruent with his or her philosophies and practices".

B- Characteristics and Principles of Cooperative Method

Pre-service teachers and in-service teachers frequently define Cooperative Learning as an effective method for classrooms subjected to English Language Learning (ELL). Cooperative Method has verified to improve academic performance, lead to great motivation towards learning, to increase time on task, to improve self-esteem, and to lead to more positive social behaviors. For ELL students especially, cooperative learning promotes language acquisition by providing comprehensible

input in developmentally appropriate ways and in a supportive and motivating environment. (by Kagan, 1995, p.66).

(Richards & Rodgers, 2001, p.92) points these characteristics as follows:

1. Raise the achievement of all students, including those who are gifted or academically handicapped.
2. Help the teacher build positive relationships among students.
3. Give students the experiences they need for healthy social, psychological and cognitive development.
4. Replace the competitive organizational structure of most classrooms and schools with a team –based, high –performance organizational structure.

While (Johnson and Holubec, 1994, p.2) added these principles to the concept:

1. Positive interdependence.
2. Individual accountability.
3. Quality group processing.
4. Explicit teaching of small group skills.
5. Teaching of social skills.

C- Learner's Role in Cooperative Method

Cooperative learning consists of groups of students working together in a cooperative manner, as opposed to competitive, to complete a task, an activity, or a project. While working together, the students have meaningful interaction with one another in the targeted language. Both cooperative and collaborative learning refer to students working together in a group toward a goal, but collaborative groupings may also refer to teachers and students, parents and students, students and the community, or the school and the family of collaborating.

The primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members. Learners have to learn teamwork skills. Learners are also directors of their own learning; they are taught to plan, monitor, and evaluate their own learning, which is viewed as a compilation of lifelong learning skills. Thus, learning is something that requires student's direct and active involvement and participation. Pair grouping is the most typical CLL format, ensuring the maximum amount of time both learners spend when engaged on learning tasks. Pair tasks in which learners alternate roles involve partners in the role of tutors, checkers, recorders, and information sharers.

D- Teacher's Role in Cooperative Method

In planning cooperative learning, teachers take several roles. First, teachers make pre-instructional decisions about grouping students and assigning appropriate tasks. Teachers have to be able to explain both the academic task and the cooperative structure to students and then must monitor and intervene when necessary. Finally, the teacher is also the one who is responsible for evaluating student learning and the effectiveness of each groups work as set (Cohen 1998, p.13).

One fear teachers have about using cooperative learning is that low status students will not participate and/or that high status students will take over the group. Teachers must create groups that are equitable so that all students participate fully and use multiple-ability strategies if cooperative learning is to work (Cohen, 1998, p.100). Teachers also need to convince students of three things: those different intellectual abilities are required in cooperative learning, that no individual student has all of the abilities needed, but that each member of the group will have some of the abilities (Cohen, 1998, p.102)

The teacher has to create a highly structure and well –organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom ,assigning students to groups and roles ,and selecting materials and time (Johnson, 1994). An important role for the teacher is that to act as a facilitator of learning. In his or her role as a facilitator, the teacher must move around the class helping students and groups as needs arise:

During this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, and empathizes. Depending on what problems evolve, the following supportive behaviors are utilized: facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students, and supplying resources (Harel, 1992, p.169).

Teachers speak less than in teacher-fronted classes. They provide broad questions to challenge thinking, they prepare students for the tasks they will carry out, they assist students with the learning tasks, and they give few commands, imposing less disciplinary control (Harel, 1992, p.170). The teacher may also have the task of restructuring lessons so that students can work on then cooperatively.

E- Procedures of Implementing Cooperative Method

1. The teacher assigns students to pairs with at least one good reader in each pair.
2. Student A describes what he or she is planning to write to student B who listens carefully, propose with a set of questions ,and outlines Student A's ideas. In return students B give the written outline to student A.
3. This procedure is reversed ,with student B describing what he or she is going to write, and student A listening and completing an outline of student B's ideas , which is then given to student B .
4. The students individually research the material they need for their compositions, keeping an eye out for material useful to their partner
5. The students work together to write the first paragraph of each composition to ensure that they both have a clear start on their compositions.
6. The students write their compositions individually.
7. When the students have completed their compositions, they proofread each other's compositions, making corrections in capitalization, punctuation, spelling, language usage, and other aspects of writing the teacher specifies. Students also give each other suggestions for revision.
8. The students revise their compositions.
9. The students then reread each other's compositions and sign their names to indicate that each composition is error free (Hillar, 1988, p.33-41) in(Richards& Rodgers,2001)
10. During this process, the teacher monitors the pairs, intervening when appropriate to help students master the needed writing and cooperative skills.

2.2.5 Dictogloss Method

Dictogloss is one of many innovative language teaching techniques that embody the current paradigm in education. They are well-suited to cooperative learning; for the current paradigm is not just about how we teach and how students learn; it is just as much about why students learn and why we teach, it is about seeking to create an atmosphere in which students are self -motivated and take an active role in their own learning and that of their classmates and teachers. Furthermore, in the choice of topics for dictogloss, part of this classroom atmosphere can include a desire to understand the world and to make it a better place (Buck, 2001, p.113).

The dictogloss procedures facilitate the development of the learners' communicative competence. Students' speaking time is significantly longer than in a traditional teacher-centered classroom. At the same time, the pressure to reconstruct the text within the time limit also means that students are more likely to use time effectively (Jacobs, 2001, p.111).

There is more turn-taking and students who are more likely to use confirmation and clarification strategies. The variety of interaction was found to be more productive in terms of language development than the actual linguistic forms used (Wills & Wills,2007). As (Long and Robinson ,1998) point out, people learn languages best not by treating them as an object of study, but by experiencing them as a medium of communication.

In the researcher opinion this method conducts several approaches from several methods in teaching English Language as a foreign language and using this method gains lot of experience towards its adopters.

A- Definition of Dictogloss Method

1. Dictogloss Method is a classroom dictation activity where learners listen to a passage, note down key words and then work together to create reconstructed version of the text .Therefore as (Wajnryb ,1999, p.19)notes, "dictogloss can help in developing learner discourse competence by focusing on, cross sentence connections, as well as various means-notably , reference, and ellipsis and substations- by which textual cohesion is established and maintained in English. This is achieved by using principles underling collaborative learning".
2. (Oxford, 1990) in ESL/EFL: a method in which learners allow to hypothesis experiment and use language in a meaningful way in an appropriate context.
3. (Thornbury, 1999, p.85) evaluates the dictogloss and reports that "provide a useful means for guiding learners towards noticing the gap between their present competence and their target competence". Noticing language (learners discover or include meaning from language through their use of it) is a prerequisite for learning, and dictogloss allows learners to notice different things in a safe and non-threaten way.

B- Characteristics and Principles of Dictogloss Method

Dictogloss represents a major shift from traditional dictation. When implemented conscientiously, dictogloss embodies sound principles of language teaching which

include: learner autonomy, cooperation among learners, curricular integration, and focus on meaning, diversity, thinking skills, alternative assessment, and teachers as co-learners.

These principles flow from an overall paradigm shift that has occurred in second language education (Jacobs & Farrell, 2001).

Learners retain the gist of a short text (4-5) sentences and then apply their own linguistic and grammatical knowledge to form a parallel text. The text length and content should be determined through considering the learners' level and grammatical and lexical needs. The student generated versions then consider using three criteria: grammatical accuracy, textual cohesion (if the created text holds together as a meaningful chunk of language), and logical sense. Alternative forms to the original dictated form are encouraged as long as they meet these requirements (Brown, 2001, p.77).

C- Lerner's Role in Dictogloss Method

The dictogloss makes the dictation active and task based. It allows learners to engage with the language in a whole context rather than trying to record word verbalism. The emphasis is on text as a semantic unit of language which makes the procedure particularly relevant and useful for higher level learners. Upper-intermediate and advanced students are usually able to construct grammatically accurate sentences in isolated or discrete item exercises, but have difficulty then trying to piece these sentences together into coherent text (Brown, 2001, p.62).

Students work in groups of two-four to reconstruct the text in full sentences, not in point form (also known as bullet points). This reconstruction seeks to retain the meaning and form of the original text, but is not a word-for-word copy of the text read by the teacher.

Instead, students are working together to create a cohesive text with correct grammar and other features of the relevant text type, e.g., procedure, or rhetorical framework, e.g., cause and effect, that approximates the meaning of the original.

Students, with the teacher's help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original, which is displayed on an overhead projector or shown to students in another way (Thornbury, 2001, p.34).

D- Teacher' Role in Dictogloss Method

The teacher reads the text aloud once at normal speed as students listen but do not write. The text can be selected by teachers from newspapers, textbooks, etc., or teachers can write their own or modify an existing text. The text should be at or below students' current overall proficiency level, although there may be some new vocabulary. It may even be a text that students have seen before. The length of the text depends on students' proficiency level (Harwood, 2008, p.81).

The teacher reads the text again at normal speed and students take notes. Students aren't trying to write down every word spoken; they could not even if they tried, because the teacher is reading at normal speed.

To summarize the teacher has these roles:

1. Helps groups,
2. Offers guidance,
3. Facilitates class comparisons of versions from different groups, and
4. Facilitates discussion and correction of errors.

E- Procedures of Implementing Dictogloss Method

The class engages in some discussion on the topic of the upcoming text. This topic is one on which students have some background knowledge and, hopefully, interest. The class may also discuss the text type of the text, e.g., narrative, procedure, or explanation, and the purpose, organizational structure, and language features of that text type.

1-Preparation:

The teacher introduces the topic and related vocabulary. This can be done by using a variety of techniques: an open class discussion, group brainstorming, question and answer elicitation, predicting text content from pictures or vocabulary. The important thing is that learners are engaged with the topic and hopefully interested in it.

2- Dictation:

Wajnryb (1990,p.8) recommends that learners should "listen to the dictation twice and that both readings should be, as far as possible, identical. The text is read at natural speed with short pauses between each sentence. Students are told not to write anything the first time" this allows students to get an over feel for the passage. On the second listening, students should take down notes. At this stage the teacher should

suggest that learners focus on noticing and recording key content or information words.

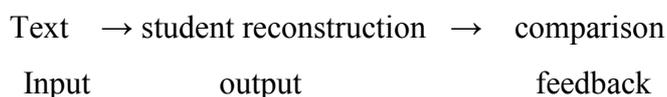
Grammar is approximated, depending on their knowledge of language, by the learners when reconstructing the text at the production stage of the dictogloss.

3- Reconstruction

After the second reading, learners reconstructed the text using the notes they recorded in stage two of dictation (Thornbury,1999) advises that groups of three to four students pool their notes and mental resources and work on reconstructing a version of text. He also suggests one student act a scribe and writes down the completed group version of the text. It also promotes communication, collaboration, interaction, and self-directedness on the part of the students. Learners are responsible for and can monitor their own learning the reconstruction stage.

4- Analysis and Error Correction

Learners analyze and correct their text by writing their versions and comparing theirs with the work of other groups. The student is versions are then compared with the original text one sentence at a time. Feedback through peer correction and discussion is then encouraged. The learners errors noticed, exposed and discussed. As (Thornbury,2001, p.73) notes, feedback and error correction becomes part of input-output cycle.



Learners' awareness of their language choice is increased and they become conscious of how they hypothesized about both the correct and incorrect choices they made during the reconstruction. Feedback of this nature is tough to be more motivating as students consider the effectiveness of their language and recognize the need to review the forms, the choice and the decision they make.

Mayo (2002) also found that learners appeared more concerned with Producing a coherent paragraph than discussing specific issues of language expression. To encourage greater attention to form, they suggests that teachers need to pay close attention not only to the choice of task, but also to the way learners interpret and perform the task.

Wilson (2003) suggests adding a “discovery” step to the dictogloss activity to improve learners’ perception of spoken language. In this step, learners compare the

reconstructed text and the original and notice the types of errors that got in the way of understanding the text.

2.3 Section Three: Teacher's Awareness and Attitudes

2.3.1 First: Awareness Towards Teaching the Speaking Skill

Like any other professional domain, teaching is based on a wide base of specialized knowledge. An expert understanding of the subject alone is insufficient to be able to teach successfully. In fact, the link between subject knowledge and effective teaching may be less direct where foreign language learning is concerned (Borg, 2006). To foster understanding in their students, teachers need to know, among other things, ways of representing the knowledge so that the students are more likely to grasp it.

Subject matter knowledge is only one of the several components of knowledge that Wilson (2003) identify as being necessary for effective teaching. These components include: subject matter knowledge –knowledge of the subject being taught. In the case of foreign language teachers, this includes the teacher's proficiency in the target language, the degree of knowledge the teacher has about the formal properties of the language such as speaking skills, the culture of the foreign language community, as well as an understanding of applied linguistics and curriculum development.

General pedagogical knowledge, knowledge of pedagogical principles and skills in using techniques and strategies that are not subject-specific, include aspects of classroom management and discipline. Pedagogical content knowledge is specific knowledge of how to teach a particular topic or content area in a particular subject domain. In other words, the methodological options are available to the teacher. It is this area of teachers' knowledge that this study mainly aims to affect by broadening teachers' awareness of teaching strategies that could be applied to the teaching of speaking by considering current theories of how languages are learnt. Curriculum knowledge is knowledge about the particular materials used by the teacher. Often changes in curricula, such as new textbooks, call for the re-orientation of teachers' thinking and their knowledge of educational aims, goals and purposes. Knowledge of learners includes awareness of and familiarity with one's own students, their learning strategies, problems and needs in learning in order to know how to cater for all learners' individual differences. If the goal of teaching is to promote learning,

teachers need to be aware of the centrality of learners and how teacher behavior will affect individual learners. Knowledge of learning covers theoretical knowledge of learning, including an understanding of the physical, social, psychological and cognitive development of students (Larsen & Freeman, 2000) identifies that this is an area that has been often neglected in L2 teacher education where the knowledge of the subject matter appears to have been central.

Examining the knowledge base of foreign language teachers, (Richardson 1996) identifies two different domains of knowledge that influence teachers' understanding and practice of teaching. One domain of knowledge relates to subject matter and curricular issues and how the content of the lesson can be presented in an effective and coherent way; while the other relates to the teacher's philosophy of teaching and the teacher's understanding of what constitutes good teaching. It is this personal perspective which guides, monitors and changes teachers' practical actions in the classroom. Classrooms are busy places where teachers may face simultaneous, often unpredictable, competing situations. In such classroom settings, Calderhead (1993) argues that there is little opportunity to reflect and analyze the situation in the light of the teachers' knowledge as responses are often required immediately and intuitively. He points out that such intuitive skills are gained through repeated cycles of practice and reflection upon practice, but that teachers may not always be able to verbalize this knowledge.

Eraut (1994, p.111) also recognizes that due to the quick nature in which teachers make professional judgments, they acquire tacit knowledge of how to teach; knowledge which cannot be easily explained to either others or to oneself. Eraut (1994, p.111) refers to what teachers ultimately learn through experience as "skilled behavior," describing it as "a complex series of actions which has become so routinized through practice and experience that it is performed almost automatically". likewise, dangers of routinization or mechanical teaching; teaching without being aware of the implications of instructional behavior.

Teachers' awareness is very important in the teaching and learning process. Teachers can teach language and especially speaking skills by certain strategies (methods, approaches and techniques) according to what they know and think it is important. Therefore, they can teach language and speaking by committing educational mistakes resulted from using some strategies which are not suitable for

the students in Gaza governorates, which consequently leads to students dislike and do not have the desire to learn English language.

2.3.2 Second: Attitudes Towards Teaching the Speaking Skill

In regard to the attitudes related to teaching speaking skill, the researcher first introduces the meaning of attitudes and how the degree of attitudes affects the results and outcomes. For that purpose, the researcher reviews the following definitions. After that a specific definition will be adopted by the researcher in order to carry on with the study.

Attitudes Definition

Another major concept that was considered specifically in this study is the concept of ‘Attitudes’, for which many definitions have been proposed to describe its essence.’

Louw and Edwards (1997, p.746) cite that ‘Attitude is the concept that has probably played the most central role in the development of social psychology during the twentieth century.’

To give the exact meaning of this concept, Louw and Edwards (1997, p.748) cite the following:

Attitudes can be modified by experience, and were supported by (Gardner’s, 1985, p.105) proposition that there are three different experiences associated with the foreign language acquisition that can have an influence on a student’s attitudes and motivation.

The other two experiences proposed are regular language courses, and intensive language training. However, Gardner (1985,p.) adds that:

"If teachers are skilled in the language and attuned to the feelings of their students, and the methodology is interesting and informative, this can do a lot towards the awakening of positive attitudes, regardless of whether students’ initial attitudes are positive or negative. Obviously, if teachers are not knowledgeable, not sensitive to student reactions, and encumbered with a dull and unimaginative methodology, it is unlikely that positive attitudes will be developed."

With regard to learning of languages, Ellis (2003, p.293) refers to ‘attitudes’ as "sets of beliefs possessed by learners about such factors as the target language culture and the learners’ own culture. In the case of classroom learning, the attitudes would relate to their teacher and the learning tasks they are given, which influence language

learning in a number of ways". Spolsky (1989,p.149) claims that “ motivation comes from attitudes”.

The arguments above seem to make it quite imperative that serious consideration ought to be given to the issue of the learners' attitudes, as they would appear to be prerequisites for their learning a foreign language successfully, when learners “have little intrinsic interest in language learning” or they “are not volunteers, the teacher must himself stimulate and sustain motivation”. Brown (1994, p.115) asks: How can a teacher provide extrinsic motivation where intrinsic motivation is lacking?

Lightbown (1993, p.39) argues that if the speaker’s only reason for learning the foreign language is external pressure, internal motivation may be minimal and general attitudes towards learning may be negative. He goes on to observe that, “depending on the learners’ attitudes, learning a foreign language can be a source of enrichment or a source of resentment.”

According to (Ellis, 2003), the learner’s attitude towards the target language in forms the determination with which the learner can tackle challenges in the target language. Normally, learners manifest different attitudes towards the target language, target language speakers, the target language culture, the social value of learning the foreign language, particular uses of the target language, and themselves as members of their own culture. These attitudes are likely to reflect the particular social settings in which learners find themselves. He continues to argue that learner attitudes have an impact on the level of foreign language proficiency achieved by individual learners and are themselves influenced by this success.

Thus, learners with positive attitudes, who experience success, will have these attitudes reinforced. Similarly, learners’ negative attitudes may be strengthened by lack of success.

The fundamental issue, however, effective learning can only take place when the pupil is keen to acquire knowledge; he must therefore be strongly-motivated. The NEPI Language Research Group (1992, p.59) reports that ‘Skilled teaching, supported by good textbooks and other resources, can help to develop proficiency in well-motivated learners.’ On the other hand, weakly-motivated learners have difficulty in recognizing long-term benefits’ of language learning.

According to Gardner (1985) in Lightbown (1993, p.39), ‘the overall findings show that positive attitudes and motivation are related to success in foreign language learning.’ Brown (1994, p.127) says:

It seems intuitively clear that foreign language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and in all likelihood, because of the decreased input and interaction, to unsuccessful attainment of proficiency.

Another factor to be kept in mind by policy makers, teacher trainers and school staff is that of opportunities for learners to practice the foreign language. The NEPI Language Research Group (1992, p.19) pairs the “motivation” factor with “opportunity” and points out that:

Successful learning of a language in the school situation depends on both motivation (which is influenced by attitudes) and on the range of opportunities for its use outside the classroom, and that there are vast discrepancies in this range in different rural and urban areas.

Krogh (1990, p.102) cites that the need to communicate comes from inside the student, while the norms of society give shape to the communication, ‘language learning is easy when it’s whole, real, and relevant; when it makes sense and is functional; when it’s encouraged in the context of its use; when the learner chooses to use it’. In other words, other more rigid systems make learning difficult.

Good learning depends on at least three variables: aptitude, motivation and opportunity, which includes all those activities both within and outside the classroom which expose the learner to the language and which afford him an opportunity to practice what he has learned.

If we want to enable the student of English, then we must put him in situations which demand the use of English.’ He then shows a connection between motivation and opportunity in his brief analysis or description of what can be considered as the difference between a good (well-motivated) language learner and one that is not. The good language learner takes and creates opportunities to practice what he has learned while the poor learner passively does what is assigned to him.

The researcher defines attitude as what educationalists advise teachers to do during teaching speaking skills. This includes their methods and suggestions of observing teachers' performance inside classroom.

Summary

This chapter handled three sections in the following order, section one discussed the concept speaking skill teaching. Section two discussed different types of methods regarding teaching speaking skills after defining what a method stands for, and mentioned five popular methods: Audio-Lingual Method, Cooperative Method, Communicative Method, Dictogloss Method and the Task-Based Language Method. Section three discussed some essential definitions such as 'A Method', 'Awareness', & 'Attitude' towards teaching the speaking skill.

Chapter 3

Previous Studies

Chapter 3

Previous Studies

Introduction

This chapter includes two domains of previous studies. The first one deals with the studies related to teaching the speaking skill. The second domain presents studies related to awareness and attitudes towards the methods of teaching the speaking skill. Some of these studies are local, others are regional and the rest are international.

3.1 Previous studies related to Teaching the Speaking Skill

Jondeya's Study (2011)

This study aimed at investigated the effectiveness of using information gab on developing speaking skill for the eighth graders in Gaza governorate schools. For achieving this aim, the researcher adopted the experimental approach. The sample of the study consisted of (70)female students randomly chosen from Al-Majdal Higher Basic School in Gaza east. The researcher designed activities related to speaking topics based on information gab concept which was used in teaching the experimental group, while the ordinary method was used in teaching the control one in the first term (2010-2011). An oral speaking test was designed and validated to be used as a pre and post test for the two groups of students. The data were analyzed statistically by using T test paired sample to measure the differences between the performance of the experimental group in the pre and the post test, T test independent sample was used to measure the differences in the speaking skills at each level of the five levels (comprehension, pronunciation, fluency, grammar, and vocabulary) for the experimental and control group in the post test. The effectiveness of using information gab activities on developing speaking skills was measured by the effect size technique. The results proved that there where statistically significant differences in the main scores between the pre and post speaking test of the experimental group in each level of speaking skills in favor of the post test. The results also indicated that there were statistically significant differences in the main scores of each level of speaking skill in the post test for the experimental group compared with the control

group. 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 skill. The researcher has benefited a great deal from the previous study in writing the theoretical framework related to the topic of speaking skill.

Abu-Sharbain's Study (2009)

This study investigated the difficulties that encountered UNRWA ninth grade teachers of English in performing their role in light of the communicative approach to teaching speaking in Gaza strip. It also investigated the extent to which teachers perform these roles. The researcher used two tools, interview and observation card. Through the (first tool) the researcher elicited the difficulties from three UNRWA experts. These difficulties were classified under six scopes from the observation card (second tool) which was used to observe 24 male and female UNRWA ninth grade teachers from all areas of Gaza strip. Results indicated that there is a general weakness in the level of all roles. Teacher's performance of their roles is considered weak due to their insufficient acquaintance knowledge of the nature of these roles in light of the communicative approach.

Results showed that there were no differences between male and female teachers in performing their roles and no differences due to the age of the teachers. However, there were statistically significant differences between morning shift teachers and afternoon shift teachers in favor of morning shift teachers in two scopes "evaluator" and "advisor".

Regarding experience, teachers from (1 to 7) years of experience and those from (14 to 20) years of experience revealed better performance than teachers from (7 to 14) years of experience, while there were no statistically significant differences between teachers from (1 to 7) and those from (14 to 20).

This study has little to do with the current study; however, the researcher has decided to include it for its theoretical importance that helped the researcher to organize the ideas related to the method of teaching the speaking skill.

Cosgun's Study (2009)

In this study, the goal is to assess strategy use through questionnaires in speaking and writing skills which signify a learner's productive skills in foreign language learning process. Although such an assessment, in general, deals with all strategy types in particular, focuses on compensatory strategies of learners. Because this strategy type mainly deals with speaking and writing skills which encompass communication strategies within the concept of language use. In this context, this study discusses the role of strategy use in writing and speaking activities and how learners employ strategies in language use. The survey method was selected to generate quantifiable data so as to make comparison between the groups of language skills. The gathered data were analyzed to explain and to evaluate the use of compensatory strategies in speaking and writing activities. The participants of the study are 52 first year students from English Language Teaching department at Trakya University, in Turkey. For collecting data, two questionnaires were administered on the participants. The questionnaire on speaking was adopted from the "Learning Strategy Questionnaire" previously applied by National Foreign Language Resource Center in Georgetown University / Center for Applied Linguistics. In addition, the questionnaire on writing was developed by the researcher.

The analysis of the data collected through questionnaires was computed statistically and percentage calculation was applied on the same data set. The overall results indicated that the learners of English at the English Language Department at Trakya University, in Turkey, employ similar strategies in both skills. In addition, they consciously employ the strategies in their activities. The researcher has benefited from the previous study in designing her tools to tackle the current study.

Al-Twairish's Study (2009)

This study attempted to measure the effect of the implementation of the communicative approach on the listening and speaking skill of Saudi third year secondary students. In order to address this issue, a quantitative study was conducted on two randomly selected classes at Dammam Tenth Secondary School. These two classes were assigned as the sample of the study: an experimental group consisted of (37)students and a control group consisted of (41) students. Various communicative

activities were used with the experimental group while the control group was exposed on the experiment to ensure to the traditional method. A pre test was administered to both groups at the beginning of the experiment to ensure that they had the same language background. At the end of the experiment, A post test was assigned to both groups to determine whether the communicative approach had positively affected the students listening and speaking abilities .the findings of the study revealed that: (1) the C A had a positive effect on the students listening and speaking skills;(2) the experimental group obtained somewhat higher scores in the post test than the pre test, making the differences between the pre test and the post test scores statistically significant;(3) the difference between the pre test and the post test for the control group was not statistically significant; and (4) the experimental students were more differentiated than the control students, as shown by a statistically significant difference between the mean score of the both group in the post test in favor of the experimental students .In light of these results ,the researcher recommended that a shift should be made from non communicative to communicative ELT and students should be encouraged to speak the target language with their colleagues. The researcher benefited from the previous study in writing the theoretical framework related to the methods of teaching the speaking skill.

Dewi's Study (2008)

This study aimed at knowing the learning strategies used by three students of the first year in SMANI Colomadu who have different speaking levels(high, middle, and low). This research used a case study as the type of research. The data in this research were derived from score of students and information. The researcher used an interview and the observation card for collecting the data. Based on the interview and the observation, the researcher draws some conclusions about learning strategies used by the students to develop speaking skills in SMANI Colomado as follows: S1is a student who has high mark in English speaking applies (15) strategies;(7) in metacognitive strategies,(7) in cognitive strategies, (1) in socio-affective strategies.S2is a student who has middle mark in English speaking skills applied (14) strategies; (7) in metacognitive strategies, (6) in cognitive strategies, (1) in socio-affective strategies. S3 is a student who has low mark in English speaking skills applied (12) strategies; (5) in met cognitive strategies,(5) in cognitive strategies and

(2) in socio- affective strategies. The final test of students' English speaking skill showed that S1 achieved the highest mark in speaking English. S2 had a middle mark and S3 had the lowest mark. Most of the mistakes were on the pronunciations. The mistakes of S2 speaking skill were on the pronunciation, vocabulary and grammar. The mistakes of S3 speaking skill were on pronunciation, vocabulary, grammar and intonation. This study assisted the researcher in writing the theoretical framework related to the speaking topic

Wijarwadi's Study (2008)

This study aimed to know the influence of optimizing of Contextual Teaching and Learning in Student Speaking Improvement. This research used the experimental method. The researcher did field research by teaching two different classes using two different methods. In the beginning and in the end of the experiment. The students' speaking ability was tested by using the same instruments of speaking test(pre and post test) in order to know the influence and the effectiveness of using CLT and ALM in teaching speaking skill. Then the data were analyzed by using product moment theory. The population of the study was(315) students from the first year of SMANN1 Ciputat which consisted of eight classes. The researcher only took two classes that are (X.8) and (X.7) and taught these two classes by using CLT (for experiment class) and ALM (for control class). The researcher took(58) students were(29) students are from experiment class and the rest are from control class. The sample were taken purposively using random sample technique. T-test was used in order to find out the differences of the result/score of student's achievement in studying speaking by using CLT and ALM. According to the result, the researcher concluded that teaching speaking through Contextual Teaching Learning in teaching speaking. Therefore, the conclusion was that the student's speaking scores taught by Contextual Teaching Learning were better than taught by Audio-Lingual method. The previous study has helped the researcher in choosing the methods of teaching the speaking skill.

Novita' Study (2008)

The study aimed to describe the implementation of teaching speaking using role- play technique and it's result. The data were field note, interview scripts, scores of students. They were taken from informants, events, and documents. The subjects of

this study were the eighth year students of SMP Muhammadiyah 2 Surakarta in the academic year 2007/2008. Based on the researcher's teaching of speaking through role-play technique, the result of the study showed that the students' participation during teaching learning process can be improved by using role-play technique. They involved more actively in teaching learning process than before. Beside that they were more confident, brave and not worried in making conversational dialogue in pairs. By using this technique they can imagine their past experience to play the roles, so they feel easier in doing their exercises and also they were more interested when she gave them quiz. She gave quiz in order that to make them more active and she tried to create a good atmosphere in the teaching learning process. From the student's scores of the pre test, test one, test two and the post test, it can be seen that the result of teaching speaking by using role-play technique to the second year students of SMP Muhammadiyah 2 Surakarta was successful. The previous study has little to do with the current study; however, the researcher has included it to organize her ideas related to the speaking topic.

Widiastuti's Study (2008)

The study aimed to describing the process of teaching speaking through dialogue focusing on the curriculum, method and technique of teaching speaking, teaching media, and system of evaluation at Muhammadiyah 1Jatinom. In this research, the researcher did the classroom observation and interview to the English teacher. In collecting the data, the researcher focused on dialogue, the teaching learning-process, the student's activities, the teacher's and student's roles, the teacher's and student's problems in teaching-learning speaking, and problem- solving by the teacher in teaching speaking. Based on the data analysis, the results showed that teaching speaking by using dialogue for the eleventh year students of SMK Muhammadiyah 1Jatinom as follows: 1) The curriculum of SMK Muhammadiyah 1 Jatinom especially at the eleventh level uses KBK. In KBK, the goal of teaching speaking is to gain the students to be able to communicate in English on elementary level. Consequently, they can express various feelings pr senses; 2) method and technique of teaching speaking. In teaching speaking the English teacher uses the communicative approach and the dialogue technique; 3) Media of teaching speaking. Media is a very needed to a successful teaching learning process, so the English

teacher of SMK Muhammadiyah 1 Jatinomuses a black board and cassette (CD) . To evaluate the students performance the teacher gives comments and marks; this way is very needed for a teacher to know the student's capability and to make the lesson better. Therefore, the result of teaching speaking through dialogue was satisfying.

The researcher has utilized this study to help in writing the theoretical framework.

Anggraeni's Study (2007)

The objective of the study is to explain the effectiveness of Audio-lingual Teaching as an alternative method in improving the students' speaking achievement. It is expected that the result of the study will provide a deeper understanding about using Audio-lingual Teaching as teaching method for English teachers and also for the readers. There were four steps in conducting this action research: planning, acting, observing, and reflecting.

In order to achieve the objective of this study, the writer designed a quasi experiment using pre-test and post-test. The population of this study was the first year student of Junior high School of SMP Negeri 2 Pematang. The sample of this study was class VII E. The number of the student was 40 students. There were four meetings during the experiment. Before the experiment was conducted, the students were given a pre-test. At the end of the experiment, the students were given a post-test.

The result of this study revealed that the post-test scores were better than the pre-test scores. It could be seen by comparing their means. The mean of the pre-test scores was 11.18 while the mean of the post-test scores was 19.25. The difference between the two means was 8.56. The result of applying one sample test revealed that the obtained value (15.03) was higher than the t-table value (2.02). It means that there is a significant difference in grade of speaking test achieved by the students after they have been taught using Audio-lingual Teaching Method.

In line with the result, the writer suggests that the Audio-lingual teaching Method is one of the effective method as to increase students' enthusiasm in learning English. This result hopefully would motivate teachers to use the Audio lingual Teaching Method in their classroom, especially when teaching speaking to first year

students of junior high school. The researcher has include the previous study because of it's relevance to design of the methodology of the current study.

Al-Qadi's Study (2007)

The study aimed at revealing the main difficulties facing English majors in oral communication skills at the Islamic University of Gaza and suggesting a program for tackling some of these difficulties. To fulfill the aim of the study, the researcher followed the descriptive analytical and constructive methods. She prepared a list of skills that English majors should gain and which are needed for acquiring oral communicative ability. It includes (13) main skills. The researcher used these skills as a questionnaire to know what skills are important or not from teacher's point of view. The researcher also prepared a diagnostic test containing the difficult skills revealed by expert's opinions by open questionnaire and the researcher suggested a program for talking difficulties facing students in oral communication skills. The researcher applied her test on English majors as a survey sample. Percentages, means, person correlation and T-test were used to analyze the data statistically. The results show that there were no difficulties in oral communication skills and there were no statistically significant differences between English majors in oral having oral communication skills difficulties due to the gender (female and male). The study recommended that the teacher should focus on the spoken language in the teaching a activities and let students communicate with each other; encourage shy students to participate orally by using different activities that depend on project team work and use new methods of teaching English language orally such as, project team including many techniques and activities to enhance the participation with each others. The previous study has helped the researcher in designing the tools of the current study and in writing the theoretical framework.

Castillo's Study (2007)

The study aimed to report on research carried out with eleventh graders at Colegio de Bachillerato Patria in Bogoto. The main purpose of the research was to establish strategies to help students to improve their oral production in English. Instruments used to collect the data were: field notes, student's and teacher's surveys, student's interviews and audiotapes recordings. Considering the data gathered, this research prompted a more cooperative environment among students in the oral

process. Finally it was a way to motivate other teachers in the school to work with these kinds of strategies. Findings of the study show that all the students at the end of the implementation have different attitude towards group work and the skill of speaking. At the beginning of the process students did not like to work in groups and felt uncomfortable speaking English. After the experience of sharing and learning with others, they found real and concrete reasons to work with that partner. Many values were learned during the process, such as solidarity, responsibility, team spirit, etc. The oral production improvement gave students the opportunity to help and to learn from their partners. They noticed that all of them had something to share and something to be valued in the group and they could express themselves and communicate orally without the pressure of grades or other students' opinions. The previous study has helped the researcher in designing the tools of the current study.

Lourdunathan's and Menon's Study (2006)

The study aimed to observe how interaction strategy training might affect the development of oral competence. The study also examined the frequency and the types of interaction strategies used and the effectiveness of interaction strategy used after training. For this purpose ten groups of students were introduced to and trained in the use of selected interaction strategies. The analysis indicated that training resulted in a significant use of findings of this study were that: (1) training or explicit instruction in interaction strategies improved group interaction, (2) training resulted in nor frequent and varied use of interaction strategies, (3) a limited range of vocabulary or limited language proficiency of the students affected the effective use of interaction strategies and (4) cooperative learning and peer support can be used to motivate limited language proficiency students to contribute more to the general group interaction. From those results, the researcher recommended that the students would have more confidence to use the more difficult interaction strategies such as clarification if they had adequate language support. Also, teachers should use effective strategy training including cooperative learning and peer support because this encourages students not only to clarify themselves but also to contribute more to the discussion. The researcher has benefited from the previous study in choosing the methods of teaching the speaking skill.

Al-Mashharawi's Study (2006)

The purpose of this study was to evaluate teacher's performance in teaching speaking skills communicatively in preparatory stage in Jabalia area. It attempted to reveal if there are statistically significant differences among teachers performance in teaching speaking communicatively due to the variables of gender and experience. The researcher choose a sample which consists of (37) teachers (22 males &15 females). The sample involved teachers, who teach English at preparatory stage in Jabalia area. The researcher used the observation form and applied it on the sample of study. The results show that there are statistically significant differences between teachers performance with reference to the gender variable. There are no statistically significant differences between teachers performance with reference to the experience variable. The previous study has helped the researcher in designing the tools of the current study.

Al-Ghunaimi's Study (2003)

The study aimed at developing the oral communication skills of eleventh grade learners of English in Gaza via suggesting a video program to teach some functions of English language to the target students. The video program was applied through an experimental study including two equivalent groups of the eleventh grade students in Shadia abu- Ghazala secondary school for girls. Each group included (37) students, one of them was an experimental group that was taught the functions of language by the suggested program while the other group was controlled and was taught the same function in the traditional method. The students' achievement was evaluated by valid reliable tests, a listening test and the speaking one. T-test independent sample was used to measure the differences in achievement between the two groups on the listening test and the speaking one were as T-test paired sample measured the differences between the pre-performance of the experimental group and the post-performance of it on both of listening and speaking. Results revealed that the experimental group scored significantly higher than the pre-performance of it on tests of speaking and listening. The researcher recommended that teachers of English language should try to present the language in a natural atmosphere of social communication and the use of instructional films proved to be effective for that purpose. The researcher has benefited from the previous study in writing the theoretical framework which is related to the speaking part.

Murad's Study (2000)

This study aimed to investigate the effect of a task-based language teaching program on developing the speaking skill of Palestinian secondary students and their attitudes towards English.

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

The following instruments were used in this study: A pre-test of speaking skills and a post-test to measure the effect of the instructional program on developing the students' oral social interaction. The test covered the dimensions of accuracy and fluency. A rubric for assessing the students' oral social interaction was used to assess the students' performance before and after implementing the designed program.

A task-based program: The researcher designed an instructional program based on TBLT principles and procedures, including an attitudinal questionnaire that consisted of four dimensions (developmental, instrumental, integrative and travel motivations). The questionnaire aimed at investigating the students' attitudes before and after the implementation of the program.

The findings of the study were the following: Firstly, the TBLT program enhanced significantly the speaking skill of the students of the experimental group and positively affected their attitudes towards English. Secondly, the TBLT program improved the girls' speaking skill more than the boys in the experimental group. Based on the results of this study, it is recommended that EFL teachers adopt the TBLT principles and procedures in their classroom practices. In addition, it is recommended that the English inspectors set up in-service and pre-service training programs to develop the Palestinian EFL teachers' ability to use TBLT when designing and executing their lesson plans. Finally, the researcher recommended that curriculum designers incorporate TBLT principles and procedures in the students' books and teachers' guides. The previous study was important to the researcher in writing the theoretical framework and in designing the tools of the current study.

Al-Dakel's Study (1998)

This study aimed to evaluate speaking skills in Republic of Libya. The researcher used the analytical descriptive approach. He applied a questionnaire in his study. The sample was chosen from two secondary schools in Bani-Waid city in

Libya. The researcher used another questionnaire for a sample of 25 teachers. The results of both questionnaires indicate the existence of a problem in the handled subject. There are poor standards of oral skill among the students. The preliminary result emphasized on the need to attempt to tackle this problem and suggests some measures to face and treat it. The researcher has included this study to help in designing the tools and the current study.

El-Matarawy's Study (1996)

The study investigated the effects of using cooperative learning strategy on developing oral communication skills for the first year students in the department of English at Port Said faculty of education. The purpose of this research was to develop both speaking and listening skills of the prospective teachers of English. This study was applied on all students of the first year in the Department of English at Port Said faculty of education. The researcher applied his study on (30) students (male and female) who were selected randomly for experimental group and others for control group. The researcher used pre and post tests. The statistical analysis of the results proved that the students of experimental group made progress and improvement during experimentation. The results also confirmed by the validity of using the action research method. It is suggested to investigate the effect of using the cooperative learning techniques on developing fluency skills in writing. It recommends the use of the cooperative learning techniques with candidates with different qualifications and in different institutions.

3.1.1 Comments on Previous Studies Related to Teaching Speaking Skill

By going through the previous studies, the researcher's background has been enriched regarding methods of teaching speaking skills. From previous studies, the researcher notice the need of adopting a diversity of methods of teaching speaking skill in order to achieve fulfillment in our schools demands. Some studies confirmed the necessity of applying different methods of teaching speaking skill, others focused on certain methods and confirmed the importance of speaking. On the other hand other studies were about difficulties encounter English teachers in teaching speaking skill.

3.2 Previous Studies Related to Awareness & Attitudes

Chang's Study (2011)

This study aimed at investigating Taiwanese college teachers' attitudes toward CLT and the reasons behind attitudes the teachers had towards CLT. An attitude scale was given to 55 full time English teachers who agreed to participate in the study from two universities using an explanatory mixed method was used in the study. It was a two-phase research design, starting with quantitative data collection and analysis, followed by qualitative data collection and analysis. The qualitative phase was used to explain the results of the quantitative phase. The results of this study indicated that the teachers held favorable attitudes toward principles of CLT and displayed characteristics of CLT in their beliefs. Also, the results demonstrated that Taiwanese college English teachers believe CLT can make English teaching effective and meaningful. This study recommends possible directions for future studies. First, the participants in the study are from two universities in southern Taiwan; thus, the results cannot be generalized to other educational contexts. Further studies may include teachers from universities from other EFL contexts. Additionally, teachers' attitudes are based on the teachers' self-report in the study. Future studies are recommended to examine teachers' CLT practice in more detail and to examine closely how teachers' attitudes towards CLT influence their practice of CLT. The previous study was helpful to the researcher in designing the tools of the current study and in writing the theoretical framework which related to the methods of teaching the speaking skill.

Qadoury Abed's Study (2011)

The present study investigates Iraqi university-level teachers' awareness of strategies adopted and used by their students in learning a second language. A questionnaire is administered to twenty-seven teachers in five department regarding English as their major knowledge. Definitions, importance classifications and teaching second language learning strategies are dealt with. The study shows that these teachers are aware that their students are able to adopt and use a number of these strategies more proficiently than others. Aware and unaware strategies can be regarded as points of strength and weakness, respectively, if a strategy-based instruction is applied inside the classroom. Iraqi university-teachers are aware of these strategies used and adopted by their students inside the classroom. Meta-cognitive

strategies are more adopted and used by students; therefore the less problematic one. However, affective strategies are more problematic than other types of strategies. English academic majors, i.e., linguistics, literature, and translation proved to be effective in students' use of strategies. The previous study helped the researcher in designing the tools of the current study.

Wu's Study (2011)

This study aimed to report the findings of a study on the relationships between beliefs about language learning and the use of the meta cognitive language-learning strategies (MCLLSs) of Chinese-speaking ESL learners undertaking vocational education in Hong Kong. A survey questionnaire containing items measuring these two areas was administered to 243 Chinese-speaking ESL learners at a vocational institute. Learners' beliefs about language learning were found to be weakly related to the use of MCLLSs. More specifically, *Integrative Motivation* and *Language and Communication Strategies* were found to have the strongest positive relationships with MCLLS use. Results of multiple regression analyses indicate that *Integrative Motivation* is a good predictor of the use of all MCLLSs. Self-efficacy could predict the use of some MCLLSs, and *Language and Communication Strategies* was found to be another predictor of the use of most MCLLSs. This paper concludes with some implications for teaching and directions for further research. The researcher has included the previous study because it's relevant to the current study in the speaking topic.

Asuncion's Study (2010)

This study aimed to identify the compensatory strategies most frequently used by ESL college freshman students in a private university and to correlate them with course type, first language, type of high school graduated from and English language grade. The study involved 41 college freshman students randomly selected from eight colleges and schools in a private university. The respondents were asked to fill out a questionnaire asking for their first language (L1), course, and type of high school graduated from about the compensatory strategies the respondents employed were obtained through an oral interview and a picture-cued narration.

The results indicate that from the seven compensatory strategies namely switching to the mother tongue, getting help, using mime, selecting the topic, adjusting the

message , coining words, avoiding communication partially or totally , and the using circumlocution or synonyms, the most frequently used was switching to mother tongue. When the compensatory strategies and the four identified variables were correlated, there was negative relationship between compensatory strategies used and grade in English language.

This implies the need to explicitly teach students these compensatory strategies for them to cope with their limitations in oral communication. The previous study was helpful in choosing properly tools.

Janudom's and Wasanasomsithi's Study (2009)

The study was conducted to examine the benefits of drama and questioning techniques to enhance verbal communicative skills. The attitudes of students towards English instructions employing such techniques were also investigated. The experiment was conducted with an intact group of 15 non-natives under graduate students whose major was not English. To collect data, the speaking achievement pre- and post-tests were administered. The investigation of students' attitudes towards the instruction using drama and questioning techniques was conducted by employing a triangulation of data collection instruments consisting of teacher's diaries, students' journals, and attitude questionnaires. Research findings revealed that there was statistically significant difference between the mean scores students obtained from the pre- and post-tests. The data obtained from students' journals and attitude questionnaires manifested students' positive attitudes towards English instruction delivered through drama and questioning techniques, although the same could not be said with the data obtained through the teacher's diaries. Based on such findings, it could be concluded that drama and questioning techniques could help enhance students' speaking abilities and their positive attitudes towards EFL learning.

Jahan's Study(2008)

This paper aims to explore the problems of teaching speaking in English at tertiary level in Bangladesh and tends to find out the solutions regarding this issue. Since English is a significant vehicle of communication in this era of globalization, the complications in learning and teaching these skills must be solved. Therefore, through questionnaire survey including teachers and students, those conditions have been investigated by some statistical tools and found that the problems lie mainly

within the teaching methods and techniques. Moreover, significant statistical association has been tested between students' satisfaction of language competence in spoken English before instruction and level of their improvement in speaking skills after instruction. The previous study was relevant to speaking topic

Noon-ura's Study (2008)

This study aimed at exploring the results of an intervention designed to improve the listening-speaking skills of students with low English proficiency for 60 hours over three weeks. These twenty-eight students were randomly selected from the lowest group in English ability among the first year students at Thammasat University, Thailand. The students had participated in integrated-skills classes unsuccessfully and had become less motivated in learning English. Three teachers designed a course to help students find English learning more enjoyable, develop a better attitude and get ready to study ESP courses in subsequent years of university. The data was collected from the pre-post tests, pre-post questionnaires, classroom observation, students' self-reflection, and course evaluation. The findings showed that: (1) the scores and the students' readiness, interests, and confidence in learning and using English were significantly increased; (2) some students rated as 0 or 0+ speakers became Level 1+ and Level 2 performers; (3) from classroom observation, the students showed good rapport among themselves and with the teachers; (4) the students reflected on their changes cognitively, affectively and behaviorally; and (5) the students were satisfied with the course as a whole. The research also analyzed the factors for success and gave some recommendations for an EFL situation.

Recommendations: More time should be given to language learning. The speaking skills in language learning and teaching should be reconsidered. Low level learners should not be expected to reach the same successive level as good language learners.

The previous study has helped the researcher in writing the theoretical framework that is related to the speaking skill.

Jeon&Hahn's Study (2006)

The aim of this study was to explore EFL teachers' perceptions of task-based language teaching (TBLT) in a Korean secondary school context. The data for this study were collected through questionnaires from a total of 228 teachers at 38 different middle and high schools in Korea. The survey was conducted from August

through October of the 2005 academic year, and the data were analyzed quantitatively and qualitatively. The overall findings of the survey show that the majority of respondents have a higher level of understanding about TBLT concepts, regardless of teaching levels, but that there exist some negative views on implementing TBLT with regard to its classroom practice. Additionally, some useful implications are proposed based on research findings in order to help teachers and teacher trainers to construct and implement TBLT more effectively. Based on the overall findings, three important implications for teachers and teacher trainers are proposed. First, it is necessary for the teacher, as a practical controller and facilitator of learners' activities in the classroom, to have a positive attitude toward TBLT in order for it to be successfully implemented. Second, teachers should be given the opportunity to acquire knowledge about TBLT related to planning, implementing, and assessing. . Third, when taking into account that one of the major reasons teachers avoid implementing TBLT is deeply related to a lack of confidence, much consideration should be given to overcoming potential obstacles that teachers may come across in a task-based classroom. It is also recommended that teachers consider alternative solutions for classroom management such as leveled tasks, peer assessment, and a variety of various task types including two-way information gap activities as well as one-way activities, such as simple asking and answering.

Hamed's Study (2004)

This study aimed to investigate the language learning strategies used by the eleventh grade students who are learning English as a foreign language in governmental and private schools in Nablus city in Palestine. It also aimed at examining the effects of gender, proficiency, major of study, tutorial lessons and visiting English speaking countries on the use of language learning strategies among the eleventh graders in Nablus city in Palestine.

This study was conducted on the eleventh grade students who are learning English as a foreign language. The whole population consisted of (1955) students, (965) males and (990) females. The researcher randomly chose a sample that consisted of (20%) of the population. The sample consisted of (390) students (264) males and (126) females.

For data collection, the researcher used a questionnaire as an instrument for assessing the frequency of the use of language learning strategies by students. Results revealed the following:

- 1) The level of using language learning strategies (LLS) of the eleventh grade students who are learning English as a foreign language in Nablus city in Palestine were moderate in general.
- 2) There were statistically significant differences among language learning strategies (LLS) domains.
- 3) There were statistically significant differences in language learning strategy use among the eleventh grade students in Nablus city in Palestine in the affective strategies domain due to gender variable in favor of male students.
- 4) There were statistically significant differences in language learning strategy use (LLS) among the eleventh grade students in Nablus city in Palestine due to proficiency variable generally in favor of more proficient students.
- 5) There were statistically significant differences in using language learning strategies (LLS) among the eleventh grade students in Nablus city in Palestine due to the major of study variable in cognitive strategies domain in favor of the scientific stream students.
- 6) There were statistically significant differences in using language learning strategies (LLS) among the eleventh grade students in Nablus xi city in Palestine due to receiving tutorial lessons variable in favor of students who did experience those tutorial lessons.
- 7) There were no statistically significant differences in using language learning strategies (LLS) among the eleventh grade students in Nablus city in Palestine due to visiting English speaking counties variable. The previous study was important in choosing the methods of teaching the speaking skill.

Mulat's Study(2003)

This study is about communicative language teaching. It attempted to find out secondary school English language teachers' attitudes towards communicative language teaching. It also set out to investigate the possible impediments that may hinder the implementation of the approach in the classrooms. Thus, the following two basic questions were formulated: 1) what are teachers' attitudes towards the communicative approach in English language teaching and learning? 2) What are the

constraints that act against a successful implementation of the communicative approach in the Ethiopian English language teaching and learning context? A questionnaire that consisted of 30 items was distributed to 80 English language teachers in ten government secondary schools that are found in West Gojjam and Bahir Dar Special Zones of Amhara Region. The questionnaire was primarily designed for collecting data as regards teachers' attitudes towards communicative language teaching. For in-depth scrutiny of the problems teachers face in implementing CLT, ten teachers (one from each school) were interviewed and subsequently observed while teaching in the classrooms. The collected data was analyzed through means, percentages and z-test. The findings indicated that teachers generally have mildly favorable (positive) attitudes towards communicative language teaching. They, however, articulated a number of constraints that hamper the effective accomplishment of CLT as planned. Though the results indicate that teachers have mildly positive attitude towards communicative language teaching, implementation of CLT can be more effective if teachers have strong attitude towards it. It is, therefore, suggested that policy makers, syllabus designers, teacher educators and other concerned bodies should take into account teachers' attitudes and beliefs. Besides, in adopting an innovation, it is important to consider the circumstances it is operating so that the communicative approach can fit well in to the Ethiopian English language teaching / learning context. The researcher has included this study because it's relevant to the current study.

Al-Khuli's Study (2002)

The main concern of this study was to investigate the effectiveness of using questioning strategy on developing the 1st secondary school students speaking skill. The sample of the pilot study was randomly selected from some secondary schools located in Northern Cairo Educational Directorate. Two questionnaires were designed to identify and select most suitable questioning strategies for the students' needs and interests and to find out the view points of teachers and professional experts in the field. The results of the study showed much higher significant differences in favor of the experimental group and raised many proposals which need to be explored. The previous study has helped the researcher in writing the theoretical framework.

Liang's Study (2002)

The aim of this study was to investigate the effects of cooperative learning on EFL junior high school learners' language learning, motivation toward learning English as a foreign language, and the high- and low-achievers' academic achievements in a heterogeneous language proficiency group. A pretest-posttest group research design was used. The sample population was from two classes of the first year junior high school students in a rural town in central Taiwan. There were totally 70 students involved in this study. The experimental group was taught in cooperative learning for one semester with the methods of Three-Step-Interview, Learning Together, Talk Pair, Inside-Outside Circle, and Student-Teams-Achievement Division. The control group was taught in the traditional method of Grammar Translation with some of the Audio-Lingual approach.

This study collected data from two oral tasks, scores of monthly examinations, motivational questionnaires, student interview, and teacher interview to achieve methodological triangulation. The statistical tools of the Independent Samples Test and Paired Samples Test were used to determine whether there were significant inter and intra-group differences. The results of this study suggested that cooperative learning helped significantly to enhance the junior high school learners' oral communicative competence and their motivation toward learning English. Based upon the conclusions drawn from the study, cooperative learning was thus recommended to be integrated into the junior high school English instruction as part of the Nine-Year Joint Curriculum, the current wave of education reform in Taiwan. Pedagogical implications for the application of cooperative learning in EFL teaching, especially suggestions for teacher development in cooperative learning, were proposed. Finally, suggestions for future research were recommended.

3.2.1 Comments on Previous Studies Related to Awareness & Attitude

Going through the second section of the previous studies, the researcher notices that most studies rely on using speaking skills in teaching languages, yet with generally moderate awareness and attitude in nearby region. Some studies failed to connect between awareness and attitudes with language gaining. This study investigates awareness and attitude of English language teachers to certain methods

3.3 General Commentary on the Previous Studies

Reviewing several studies directly relevant to the theme of this study has enriched the researcher background and extent her scope in this regard. The obtained studies are varied between applied studies and fundamental ones. They were conducted by different researchers in different countries, universities and schools, administrated on different students in different levels from different countries and universities, and adopted different kinds of tools to achieve their aims. There are relationships (similarities and differences) between studies in each domain and between these studies and the current one.

It can be concluded, that there is an increasing interest in teaching speaking skill in a language classroom, as approved by most of the researchers who investigated in this field. Some of the above studies have shown students improvement in language performance as a result of implementing particular teaching methods. These studies covered speaking skills along with attitudes and awareness measurements in several countries and dealt with universities as well as schools; there were many similarities and slight differences between these studies using tests and questionnaires. Some studies revealed that there were no significant differences between males and females teachers according to their age while significance existed according to their years of experience as in Abu-Shrbian's and Al-Mashharawi's studies. Other studies stated that using ALM approach along with cooperative teaching method would result in rising oral communicative competence and motivating students toward learning English as in Liang's and Anggraeni' studies. One of the most effective techniques, TBLM had an extraordinary effect on students gaining as stated by Murad's study, yet Joen's& Hahn's study recommended that teachers should have positive attitudes, arise their knowledge in terms of TBLM and increase their confidence in such a method. However, none of the previous studies had combined the five methods and related to the awareness and attitude of teachers which are the main purpose of this study. Accordingly this study will be applied on English teachers of Secondary schools investigating their awareness and attitude towards the five earlier mentioned methods.

Previewing those related studies may be reflected on the present study as follows:

- Writing the theoretical framework, and introduction.
- Designing the tool of the study.

- Using a suitable statistical analysis to get the data.
- Discussing the results and giving recommendations and suggestions.

Summary

This chapter reviewed some previous studies related to different methods of teaching speaking skill and other studies related to awareness and attitudes towards those methods. It presented how the researcher benefited of those studies and how the current study was different from those studies.

Chapter 4

Research Design and Methodology

Chapter 4

Research Design and Methodology

Introduction

This chapter introduces the procedures followed throughout the study; the methodology, the population and the sample, the variables of the study, the instruments used to collect data that answer the questions of the study and the statistical analysis of the study used to analyze the data statistically.

4.1 Study Design

The researcher used the analytical descriptive approach in the study. It deals with events, phenomena, and existed practices that are available in the study sample as it would be the most valuable as it is explained regarding the study sample.

The researcher used this approach to describe the awareness and attitude of Gaza Secondary EFL Teachers towards the Methods of Teaching Speaking Skill in northern Gaza governorates.

4.2 Population of the study

The population of the study covers all teachers (males and females) working at secondary schools that are related to Ministry of Education in northern Gaza, for the academic year (2011 – 2012). The population of the study was (146) teachers.

4.3 Sample of the Study

4.3.1 Pilot Sample:

The Pilot sample consisted of (20) teachers were selected randomly (males and females) teachers that are working at secondary schools related to Ministry of Education of northern Gaza.

4.3.2 Overall Study Sample:

When the researcher started with the data collection procedure (applying the questionnaires on the teachers to be solved),(26) copies of the questionnaires were not included;(16) teachers didn't respond and(10) copies were omitted because they

were not fully answered, so the final sample consisted of (120) teachers (males and females) that are working at secondary schools in northern Gaza, for the academic year (2011 – 2012).

In order to figure out the characteristics of the study sample, frequencies and percentages were calculated and divided data based on gender, years of experience, educational qualifications for the sample, the results are listed below:

Table (1)
Demographic Characteristics of the Study Sample

Gender	No.	%
Male	53	44.2
Female	67	55.8
Total	120	100
Years of experience	No.	%
Less than 5 Years	35	29.2
5-10 Years	42	35
11-15 Years	25	20.8
More than 15 Years	18	15
Total	120	100
Education Level	No.	%
Diploma	15	12.5
B.A	91	75.8
Master	14	11.7
Ph.D.	0	0
Total	120	100

From the previous table:

For the Gender: Sixty seven of the teachers representing (44.2%) of the total sample were females, while fifty three teachers that make (55.8%) were males.

For the years of experience: Forty two of the teachers that are representing (35%) of the total study sample have years of experience in between 5-10 years, who are representing the most majority, thirty five of the teachers who are representing a rate of (29.2%) of the total study sample have years of experience that is less than 5 years, twenty five of them who are representing (20.8%) of the total sample have total years of experience between 11-15 years, while eighteen of them are representing a rate of (15%) of the total study sample are experienced more than 15 year.

For the Qualification: Ninety one of the teachers representing (75.8%) of the total study sample have B.A degree who are the majority of the total study sample,

15 of them representing a rate of (12.5%) of the total sample study have Diploma, while 14 of the teachers representing the rate (11.7%) have Master.

4.4 Sampling Method

The researcher selected the study sample by using the purposive sampling method, the researcher selected the schools by using a list of names of secondary schools in northern Gaza that are; (male and female schools). She took into consideration a selection criterion involving the aimed teachers working in the schools and she ensured confidentiality of data gathering through ignoring the personal details (name, Address...).

4.5 Instrumentations

The researcher used two instruments to achieve the aim of the study:

- A questionnaire to investigate the attitudes of Gaza Secondary EFL Teachers towards the methods of teaching the speaking skill, based on five methods of teaching speaking skill(Appendix-1)
- Awareness measurement for Gaza Secondary EFL teachers towards the methods of teaching the speaking skill, each method has related questions(Appendix-2)

4.5.1 A questionnaire of attitudes of Gaza Secondary EFL Teachers towards the methods of teaching the speaking skill

The questionnaire was designed by the researcher and it was considered as the main instrument to get the data and information about the attitudes of Gaza Secondary EFL teachers towards the methods of teaching the speaking skill applied on the teachers.

1. The Aim of the questionnaire of attitudes of Gaza Secondary EFL Teachers towards the methods of teaching the speaking skill

The questionnaire is one of the study instruments which aims to investigate the attitudes towards the methods of teaching the speaking skill for the grades 10th, 11th and 12th.

2. The Sources of attitudes' questionnaire

The researcher designed the questionnaire according to previous studies in addition to her own experience. Also the researcher referred to the opinion of specialists, supervisors and experienced teachers (Appendix -1.p.115).

3. Description of the of attitudes' questionnaire Socio-demographic status (developed by the researcher)

- This includes gender, Years of experience, educational level (Appendix- 1).

This checklist consisted of 50 items covering five different Methods of Teaching the Speaking Skill that teachers had been experiencing in their teaching in the classes in Northern Gaza governorates. This checklist covers attitudes of the teachers for five methods of teaching speaking. These methods are: **Communicative Method, Task-Based Language Method, Audio-Lingual Method, Cooperative Method, and Dictogloss Method** (Table 2). Each Method has 10 statements that can be answered by giving each choice a degree as follows: one degree to the answer (strongly disagree), two degrees for the answer (disagree), 3 degrees to (Not sure), four degrees for (Agree), and five marks for (strongly agree).

Table (2)

Distribution of the Attitudes' questionnaire towards the Methods of teaching the speaking skill

No.	Method	No. of items	Total Degree
1	Communicative Method (CM)	10	50
2	Language Method (TBLM)	10	50
3	Audio-Lingual Method (ALM)	10	50
4	Cooperative Method (CM)	10	50
5	Dictogloss Method (DM)	10	50
6	Total	50	250

4. The Validity of the questionnaire

The validity of the questionnaire is performed to check if the measurement can really measure what it was designed to measure, refers to the representativeness of our measurement regarding the phenomenon about which we want information (Mackey and Gass, 2005,p.107)." In other words, the test examines what it is intended to measure.

• The Referee validity

In order to check the Referee validity, the researcher introduced the questionnaire to a group of specialists; including professors from Gaza Universities, supervisors of English language and highly qualified teachers of the related grades. According to their valuable remarks, the questionnaire is modified and finally the

questionnaire was approved as an appropriate instrument to measure the purpose of the study (Appendix -1).

• **The internal consistency validity (Structure validity)**

The internal consistency is the second statistical test that used to test the validity of the questionnaire. The internal consistency indicates the correlation of the total of each item/ statement with the total degree of the method. It also indicates the correlation of the total of each method with the total of the questionnaire (Al Agha, 2004, p.110). The validity has to be calculated by using Person’s Correlation Coefficients. So to test the internal consistency of the questionnaire, the researcher calculated Person's Correlation Coefficient for all the questions of each method and the total degree of the questionnaire. The next tables show that.

Table (3)

Correlation Coefficient of Each Question of the first method and the Total of the method

No.	Items	Pearson correlation
1	The CM pays attention to both form and function.	0.933**
2	CM develops language abilities through use.	0.924**
3	CM takes into account the affective variables in language learning.	0.904**
4	CM is effective in developing learners' speaking skill.	0.868**
5	Creates a safe learning environment.	0.887**
6	Develops learners' autonomy in the learning process.	0.867**
7	Both learners and teachers play more different roles in CM from those in the traditional classroom.	0.788**
8	Involves and encourages learners to interact and communicate in the target language.	0.865**
9	Develops high levels of competence and fluency.	0.846**
10	Interaction is important; the aim of teaching is to make learners speak English.	0.851**

** P<0.01 *P<0.05 // P>0.05

Table (3) shows that all the related items of the first method are strongly correlated to its total degree (all Pearson’s Correlation were more than 0.78) within level of significance<0.01, this indicates the internal consistency of the first method. So it can be said that the questions are valid to measure what it was set for the **Communicative Method**.

Table (4)
Correlation Coefficient of Each Question of the first method and the Total of the Task-Based Language Method

No.	Items	Pearson correlation
1	I have interest in implanting TBLM in the classroom.	0.706**
2	TBLM provides a relaxed atmosphere to promote the target language use.	0.559**
3	TBLM activates learners' needs and interests.	0.636**
4	TBLM pursues the development of speaking skills in the classroom.	0.512**
5	TBLM gives much psychological burden to the teacher as a facilitator.	0.675**
6	TBLM is proper for controlling classroom arrangement.	0.537**
7	Large class size is an obstacle to use TBLM.	0.163\\
8	TBLM encourages learners' motivation.	0.430**
9	TBLM creates collaborative learning environment.	0.513**
10	TBLM provides learners with supportive feedback allowing for opportunities for language use.	0.681**

** P<0.01 *P<0.05 // P>0.05

Table (4) shows that all the related items of the second method are strongly correlated to its total degree (all Pearson's Correlation were more than 0.43) within level of significance<0.01, this indicates the internal consistency of the second method. So it can be said that the questions are valid to measure what it was set for the **Task-Based Language Method**. Except statement (7) that has low level of significance (p-value>0.05), so it was omitted out of the method.

Table (5)
Correlation Coefficient of Each Question of the first method and the Total of the Audio-Lingual Method

No.	Items	Pearson correlation
1	ALM emphasizes the teaching of speaking skills.	0.537**
2	Speaking skill are learned more effectively when use this method.	0.692**
3	ALM encourages learners to produce correct responses.	0.693**
4	ALM encourages learners to initiate interaction.	0.769**
5	ALM uses more interaction between the teacher and the learners.	0.778**
6	ALM gives opportunity to learners to talk individually.	0.564**
7	ALM develops fluency in speaking.	0.828**
8	ALM is more interesting for learners.	0.632**
9	ALM uses pair-work activities to meet the learners' communicative needs.	0.561**
10	ALM encourages learner's motivation.	0.764**

** P<0.01 *P<0.05 // P>0.05

Table (5) shows that all the related items of the third method are strongly correlated to its total degree (all Pearson's Correlation were more than 0.5) within level of significance <0.01, this indicates the internal consistency of the third method. So it can be said that the questions are valid to measure what it was set for the **Audio-Lingual Method**.

Table (6)
Correlation Coefficient of Each Question of the first method and the Total of the Cooperative Method

No.	Items	Pearson correlation
1	In CM learners are active and motivated.	0.534**
2	CM rises the achievement of all learners.	0.607**
3	CM helps teachers build positive relationships among learners.	0.560**
4	CM gives learners the experiences in healthy social, psychological and cognitive development.	0.604**
5	CM improves developing of speaking skills.	0.522**
6	CM encourages learners' speaking.	0.586**
7	CM creates a safe learning environment.	0.545**
8	CM encourages self correctness through group –work.	0.602**
9	CM encourages learners' motivation.	0.676**
10	CM develops learners' confident through collaborative learning environment.	0.668**

** P<0.01 *P<0.05 // P>0.05

Table 6 shows that all the related items of the forth method are strongly correlated to its total degree (all Pearson's Correlation were more than 0.5) within level of significance <0.01, this indicates the internal consistency of the forth method. So it can be said that the questions are valid to measure what it was set for the **Cooperative Method**.

Table (7)
Correlation Coefficient of Each Question of the first method and the Total of the Dictogloss Method

No.	Items	Pearson correlation
1	DM creates open class discussion, group brainstorming and question-answer elicitation.	0.439**
2	In DM learners are engaged in learning and interested in it.	0.474**
3	In DM learners are encouraged to produce their own words.	0.385**
4	DM develops accuracy and fluency.	0.621**
5	DM facilitates discussion and correction of errors.	0.505**
6	DM encourages competition among learners to speak correctly.	0.437**
7	DM engaged learners with the language skills.	0.506**
8	DM activates and motivates learners.	0.492**
9	Guides learners towards noticing the gap between their present competence and their target competence.	0.727**
10	DM promotes communication, collaboration, interaction and self directedness.	0.538**

** P<0.01 *P<0.05 // P>0.05

Table 7 shows that all the related items of the fifth method are strongly correlated to its total degree (all Pearson's Correlation were more than 0.38) within level of significance<0.01, this indicates the internal consistency of the fifth method. So it can be said that the questions are valid to measure what it was set for the **Dictogloss Method**.

Table (8)
Pearson Correlation Coefficient and its statistical level of significance for each method and the total degree of the measure

No.	Method	Pearson Correlation
1	Communicative Method (CM)	0.836**
2	Language Method (TBLM)	0.815**
3	Audio-Lingual Method (ALM)	0.504**
4	Cooperative Method (CM)	0.745**
5	Dictogloss Method (DM)	0.450**

** P<0.01 *P<0.05 // P>0.05

Table (8) shows that all the methods are strongly correlated to the total degree of the measuring tool (all Pearson's Correlation were more than 0.4) in level of significance<0.01, this indicates the internal consistency of the total attitude of all

method. So it can be said that the measuring tool is valid to measure what it was set for the **total teachers attitudes towards the methods of teaching the speaking skill**. According to what was shown in the previous tables (3, 4, 5, 6, 7, and 8) for the correlation coefficient of each method with the whole total of the questionnaire, it can be concluded that the questionnaire has high amount of internal consistency and that makes it an appropriate tool for measuring the objectives of the study.

- **Reliability of the measurement (Attitudes' questionnaire)**

The measurement is said to be reliable when it gives the same results if it is reapplied in the same conditions on the same sample. (Richard, 2004).

The reliability can be measured by both ways: Alpha Cronbach's and the Spilt- half techniques.

To figure out the reliability of the study instrument, the researcher calculated Alpha Cronbach's and the Spilt- half for all the questions of each method of the study instrument and the total degree. The next tables show that:

5. Cronbach's Alpha coefficient

To calculate the reliability of the test, the researcher used the following two methods:

Cronbach's Coefficient Alpha:
$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum_{i=1}^K \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

The researcher calculated the reliability of the test by using Alpha Cronbach's formula, (K) is the number of items of the test, (σ^2_y) is the variance of the total test marks where ($\sigma^2_{Y_i}$) is the component of the test and (i) is sample questions of the test (Cronbach's and Richard, 2004). The normal range of Cronbach's coefficient alpha value between (0.0 and 1.0), and the higher values reflects a higher degree of internal consistency.

Table (9)

Cronbach's Alpha coefficients for all methods of the Measure

Method	No. of items	Cronbach's Alpha
Communicative Method (CM)	10	0.966
Task Based Language Method (TBLM)	10	0.746
Audio-Lingual Method (ALM)	10	0.872
Cooperative Method (CM)	10	0.790
Dictogloss Method (DM)	10	0.687
Total	50	0.924

Table 9 shows the value of Cronbach's Alpha equals (0.924) for the overall measure. This value is considered to be very high, which indicates an excellent reliability of the entire test. That makes the measurement very appropriate for measuring the objectives of the study.

6.Spilt –half coefficients

Table (10)

Spilt –half coefficients for all methods of the Measure

Method	No. Of Items	Correlation Before modify	Correlation after modify
Communicative Method (CM)	10	0.922	0.959
Task Based Language Method (TBLM)	10	0.526	0.690
Audio-Lingual Method (ALM)	10	0.650	0.788
Cooperative Method (CM)	10	0.602	0.752
Dictogloss Method (DM)	10	0.591	0.742
Total	50	0.589	0.741

Table (10) shows that all methods and the total of the overall questionnaire have very high Spilt –half coefficients. It means that the measurement has high amount of reliability because the overall Spilt –half coefficients reached (0.74) which proves the reliability of the questionnaire to be applied on the study sample. So it can be said that the questionnaire is consistent and valid to measure what it was set for.

According to what was shown in the previous tables (9, 10) for the Cronbach's coefficient and the Spilt- half coefficient of each method with the whole total of the test, it can be concluded that the measure has high amount of reliability and that makes it an appropriate tool for measuring the objectives of the study. Which makes the researcher proved that the test was valid, reliable, and ready for distribution for the population sample.

4.5.2 Awareness measurement (test) to measure the awareness towards the methods of teaching the speaking skill

The Awareness measurement (test) was prepared by the researcher to measure the teachers' awareness towards the methods of teaching the speaking skill (Appendix -2).

1. The Aim of the Awareness measurement (test)

The measurement (test) is one of the study instruments which aim at measuring the level of teachers' awareness towards the methods of teaching the speaking skill.

2. The Sources of Designing the Awareness measurement (test)

The researcher designed the test according to the previous studies that related to this study in addition to her own experience. Also she referred to the opinion of some specialists, supervisors and experienced teachers. She designed the test with different types of questions which were based on methods of teaching the speaking skill. (Appendix2).

3. Description of the Awareness measurement (test)

The test contains (25) questions; (5) questions for each method.

For the Communicative Method

The first 4 questions are "multiple choice" exercises where teachers are supposed to choose the single correct answer from different listed choices. The questions are out of 4 marks.

The next question was about rearranging the steps of the procedures of Communicative Method, where teachers are supposed to rearrange the seven unordered listed steps. The question is out of seven marks .

For the Audio-Lingual Method

The first 4 questions are "multiple choice" exercises where teachers are supposed to choose the single correct answer from different listed choices. The questions are out of four marks.

The next question was about rearranging the steps of the procedures of **Audio-Lingual Method**, where teachers are supposed to rearrange from the six unordered listed steps. .

For the Cooperative Method

The first 4 questions are "multiple choice" exercises where teachers are supposed to choose the single correct answer from different listed choices. The questions are out of four marks.

The next question was about rearranging the steps of the procedures of **Cooperative Method**, where teachers are supposed to rearrange the eight unordered listed steps. The question is out of 8 marks.

For the Dictogloss Method:

The first 4 questions are "multiple choice" exercises where teachers are supposed to choose the single correct answer from different listed choices. The questions are out of four marks.

The next question was about rearranging the steps of the procedures of **Dictogloss Method**, where teachers are supposed to rearrange the 4 unordered listed steps. The question is out of 4 marks.

For the Task Based Method:

The first 6 questions are "multiple choice" exercises where teachers are supposed to choose the single correct answer from different listed choices. The questions are out of six marks.

The next question was about rearranging the steps of the procedures of **Dictogloss Method**, where teachers are supposed to rearrange the 3 unordered listed steps. The question is out of 3 marks (Table 11).

Table (11)

The Distribution of the Awareness about Teaching Methods of speaking Skills

Test

Method	Multiple choice	Arranging	Total Marks
Communicative Method (CM)	4	7	11
Task Based Language Method (TBLM)	4	6	10
Audio-Lingual Method (ALM)	4	8	12
Cooperative Method (CM)	4	4	8
Dictogloss Method (DM)	4	3	7
Total (marks)	20	28	48 (25 questions)

4. The Validity of the Measurement:

The validity of a measure is performed to check if the measurement can really measure what it was designed to measure, refers to the representativeness of our measurement regarding the phenomenon about which we want information (Mackey and Gas, 2005, p.107)." In other words, the test examines what it is intended to measure.

• The Referee validity

In order to check the Referee validity, the researcher introduced the test to a group of specialists; including professors from Gaza Universities, supervisors of English language and highly qualified teachers of the related grades. The questions of

the measurement were modified according to their recommendations, and finally the measurement was approved as an appropriate instrument to measure the purpose of the study (Appendix- 3).

• **The internal consistency validity (Structure validity)**

The internal consistency is a statistical test that used to test the validity. The internal consistency indicates the correlation of the total of each item/ statement with the total degree of the method. It also indicates the correlation of the total of each method with the total of the measure (Al Agha, 2004, p. 110). The validity has to be calculated by using Person's Correlation Coefficients to examine the internal consistency of the measuring instrument.

The researcher calculated Person's Correlation Coefficient for all the questions of each method of the measure and the total degree of the measurement. The p-values (level of Sig.) are less than (0.05) for all questions, so the correlation coefficients of all the questions are significant at ($\alpha = 0.05$), so it can be said that the questions are valid to be measured what it was set for to achieve the main aim of the study.

5. Reliability of the Test

To calculate the reliability of the test, the researcher used the following two methods:

• **Cronbach's Coefficient Alpha**

$$\alpha = \frac{K}{K - 1} \left(1 - \frac{\sum_{i=1}^K \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

The researcher calculated the reliability of the test by using Alpha Cronbach's formula, (K) is the number of items of the test, (σ^2_{γ}) is the variance of the total test marks where ($\sigma^2_{Y_i}$) is the component of the test and (i) is sample questions of the test (Cronbach's and Richard, 2004). The normal range of Cronbach's coefficient alpha value between (0.0 and 1.0), and the higher values reflects a higher degree of internal consistency.

When calculating the value of Cronbach's Alpha, it was (0.922). This value is considered to be high which indicates an excellent reliability of the entire test.

4.6 Data collection

The data was collected directly from the teachers, detailed information about the study instrument was given to the teachers using their in Arabic.

4.7 Statistical methods used in the Study

Several appropriate statistical methods have been used in the analysis via the Statistical Package for Social Sciences (SPSS 17). Were the data can be tested in many kinds of statistical tests that are available in the applications in this Package. In the following, a group of statistical methods that are used in the data analysis:

1. **Frequencies** and **percentages** were calculated to identify the personal features of the items for the study sample and to determine their responses to the statements including the main methods of the measuring tool.
2. The **arithmetic mean** in order to find out how high or low are the responses of the sample units for each statement and method of the study, with the knowledge that is useful in order of expressing and distinguishing according to the highest arithmetic mean.
3. **Standard deviation** was used to identify the amount of variations in responses of the sample units (teachers) of the study for each statement, variable, and method/method.
4. **Pearson's correlation** coefficient to measure the strength of the relation between the statements and the methods. **Spearman Brown** formula to determine the stability of the questions and the methods.
5. **Cronbach's alpha** Coefficients to determine the stability of the questions and the methods.
6. **T-test** (two Independent sample t-test) to figure out the differences between the awareness means of males and females in terms of the methods/ methods.
7. Analysis of variance test (**ANOVA**) to figure out the differences between the awareness for the sample within the variable with the three categories or more (years of experience, educational level).
8. **LSD** test (Least Square Differences) for multiple dimensional comparisons between the differences of means in between the categories of the variables, used in figuring out the differences of the expectation of the teachers

toward the teaching methods in terms of the years of experience and the educational level.

Summary

This chapter showed the procedures of designing and applying the instruments used to collect data, the sample of the study and the statistical analysis used to analyze the data statistically.

Chapter 5

Results, Discussions & Recommendations

Chapter 5

Results, Discussions & Recommendations

Introduction

This chapter includes the answers of the questions of the study, testing the hypothesis as well as the discussion of the results. Also, It includes the recommendations suggested by the researcher.

5.1 Answer of the First Question

5.1.1. The first question is” What are the methods of teaching the speaking skill of EFL?”

The five Methods (Communicative Method, Audio-Lingual Method, Cooperative Method, Task-Based Method, Dictogloss Method are explained in chapter 2: Theoretical Framework.

5.2. Answer of the Second Question

5.2.1. The second question is "What is the level of awareness of Secondary EFL Teachers towards the methods of teaching the speaking skill?"

To figure out the level of the teacher’s awareness in terms of the **Awareness** towards the **Methods of Teaching Speaking Skill**, the followings were computed: the means, the percentage weights, means and STD dev for each single method. Related results are shown at the table below:

Table (12)

Results of Descriptive, Presented weight, for awareness of teachers towards Methods of Teaching the Speaking Skill)

No.	Method	No. of Qs.	Total Mark	Mean	Std. Deviation	% weight	Rank
1	Task Based Language Method (TBLM)	8	11	5.36	3.54	48.73	3
2	Audio-Lingual Method (ALM)	7	10	4.31	2.21	43.10	4
3	Dictogloss Method (DM)	9	12	4.27	1.97	35.58	5
4	Cooperative Method (Co .M)	5	8	3.95	1.99	49.38	2
5	Communicative Method (CM)	4	7	4.22	2.12	60.29	1
	Total Methods of teaching Speaking	32	48	22.10	10.02	46.04	-

From the previous table (table 12):

For the overall awareness of the methods of teaching speaking, the mean was (22.1) out of (48) and the percentage weight equals (46.04%) that shows that the teachers had generally moderate awareness in terms of the overall methods of teaching speaking skill.

In order to measure how is the general awareness of the teachers about the methods of teaching speaking skill, the results showed that the methods within the highest expectations were within Communicative Method (CM) with percentage weight equals (60.3%), the second method was the Cooperative Method (Co.M) with percentage weight equals (49.4%), the last method according to the teachers' responses was the Dictogloss Method (DM) with percentage weight equals (35.6%).

5.3 Answer of the Third Question

5.3.1. The third question is” what is the level of Attitudes of Secondary EFL

Teachers in Gaza towards the Methods of Teaching the Speaking Skill?”

To figure out the attitudes of teachers in terms of all methods, the researcher obtained the Attitudes questionnaire about Teaching Methods of speaking skills for 10th, 11th, 12th grades from the Ministry of Education and Higher Education. The questionnaire was applied on the teachers, and then the data analysis was obtained using the different statistical methods. Details are shown as follows:

5.3.1.1. What is the Level of Attitudes of Secondary EFL Teachers’ toward the first method (Communicative Method) and its statements?

To figure out the attitudes of the teachers towards this method, the researchers used means, std. deviation, the percentage weight of each statement and the total method, as shown at the following Table (13):

Table (13)

Means, Std., Deviations and the Percentage Weight of each Statement of the responses of secondary schools EFL for the Communicative Method

No.	Communicative Method Statement	Mean	Std. Dev.	% weight	Order
1	The CM pays attention to both form and function.	3.85	0.81	77.0	9
2	Interaction is important; the aim of teaching is to make learners speak English.	4.09	0.66	81.8	1
3	CM takes into account the affective variables in language learning.	4.03	0.72	80.6	3
4	CM is effective in developing learners' speaking skills.	3.99	0.81	79.8	4
5	Creates a safe learning environment.	3.87	0.55	77.4	6
6	Develops high levels of competence and fluency.	4.07	0.63	81.4	2
7	CM develops language abilities through use.	3.90	0.82	78.0	5
8	Involves and encourages learners to interact and communicate in the target language.	3.87	0.81	77.39	7
9	Develops learners' autonomy in the learning process.	3.74	0.71	74.8	10
10	Both learners and teachers play more different roles in CM from those in the traditional classroom.	3.85	0.82	77.1	8
Total		39.27	4.38	78.5	

From table (13):

- For the attitudes towards “Total Communicative Method”, it had percentage weight equals 78.5%, and mean = 39.27 out of 50), the mean critically equal to the middle value, and that indicates that teachers had moderate positive attitudes about that method.

- The highest two statements in the CM method was:

Statement (2): “Interaction is important; the aim of teaching is to make learners speak English”. came at the first priority place (with percentage weight equals (81.8%), and mean =(4.09)), the mean was more than the middle value (3.0) and that indicates that the teachers have good amount of attitude in that part, which means that most of the teacher think that the interaction is important; and the aim of teaching is to make learners speak English.

Statement (6): “Develops high levels of competence and fluency”, came at the second priority place (with percentage weight equals (81.4%), and mean=(4.07)), the mean was more than the middle value (3.0) and that indicates that the teachers have good expectations in that part, which means that most of the teacher think that the communicative method develops a high levels of competence and fluency.

- The lowest two statements in this method were:
- Statement (1): “The CM pays attention to both form and function”. came at the 9th priority place (with percentage weight equals (77%), and mean =(3.8)), the mean was higher than the middle value (3.0) and that indicates that the teachers had moderated or unspecified expectations in that part, which means that the teachers don’t have clear opinion in that the CM pays attention to both form and function.
- Statement (9): “The CM develops learners' autonomy in the learning process”. came at the 10th priority place (with percentage weight equals (74.8%) , and mean =(3.7)), the mean was higher than the middle value (3.0) and that indicates that the teachers had good expectations in that part, which means that the teacher don’t have clear opinion that the CM develops learners' autonomy in the learning process.

5.3.1.2 What is the Level of Attitudes of Secondary EFL Teachers’ for the Second Method (Task Based Language Method (TBLM) and Its Statements?

To figure out the attitudes of teachers towards this method, the researcher used means, std. deviation, the percentage weight of each statement and the total method, as shown at the following Table(14):

Table (14)

Means, Std. Deviations and the Percentage Weight of each Statement of the responses of secondary schools EFL for the Task Based Language Method

No.	Task Based Language Method Statement	Mean	Std. Dev.	% weight	Order
1	I have interest in implanting TBLM in the classroom.	3.18	0.99	63.6	10
2	TBLM provides a relaxed atmosphere to promote the target language use.	3.52	0.89	70.4	9
3	TBLM activates learners' needs and interests.	3.70	0.84	74.0	5
4	TBLM pursues the development of speaking skills in the classroom.	3.69	0.82	73.8	6
5	TBLM gives much psychological burden to the teacher as a facilitator.	3.66	0.93	73.2	7
6	TBLM is proper for controlling classroom arrangement.	3.55	0.82	71.0	8
7	Large class size is an obstacle to use TBLM.	4.18	0.71	83.6	1
8	TBLM encourages learners' motivation.	4.01	0.75	80.2	2
9	TBLM creates collaborative learning environment.	3.82	0.91	76.4	3
10	TBLM provides learners with supportive feedback allowing for opportunities for language use.	3.70	1.01	74.0	4
Total		37.01	4.84	74.0	-

From the table 14:

- For the attitudes towards “TBLM Method” for, it had percentage weight equals (74%), and mean = (37.01) (out of 50), the mean was more than the middle value of the method, and indicates that the teachers had positive attitudes toward this method.

- The highest two statements in the TBLM method were:

- Statement (7): “Large class size is an obstacle to use TBLM”. came at the first priority place (with percentage weight equals (83.6%), and mean =(4.18), the mean was clearly more than the middle value (3.0), that indicates that teachers have good attitudes in this part, which means that most of the teachers think that Large class size is an obstacle to use TBLM.

- Statement (8): “TBLM encourages learners' motivation”, came at the second priority place (with percentage weight equals (80.2%) , and mean =(4.01), the mean was clearly more than the middle value (3.0), indicates that teachers have good expectations in that part, which means that most of the teachers think that TBLM encourages learners' motivation.

- The lowest two statements in the TBLM method were:

- Statement (2): “TBLM provides a relaxed atmosphere to promote the target language use”. came at the 9th priority place (with percentage weight equals (70.42%) , and mean =(3.5), the mean was lower than middle value (3.0), that indicates that the teachers had moderated good expectations in that part, which means that teachers generally agree that TBLM provides a relaxed atmosphere to promote the target language use.

- Statement (1): “I have interest in implanting TBLM in the classroom”. came at the 10th priority place (with percentage weight equals (63.6%), and mean =(3.18), the mean was lower than the middle value (3.0), that indicates that teachers had moderated or unspecified expectations in that part, which means that teachers don't have clear opinion that they have interest in implanting TBLM in the classroom.

5.3.1.3 What is the Level of Attitudes of Secondary EFL Teachers' for the (Audio-Lingual Method (ALM)) and its statements?

To figure out the attitudes of the teachers towards this method, the researcher used means, std. deviation, the percentage weight of each statement and the total method, as shown at the following Table (15):

Table (15)

Means, Std., Deviations and the Percentage Weight of each Statement of the responses of secondary schools EFL for the *Audio-Lingual Method (ALM)*

No.	Audio-Lingual Method statement	Mean	Std. Dev.	% weight	Order
1	ALM emphasizes the teaching of speaking skills.	3.51	0.85	70.12	9
2	Speaking skills are learned more effectively when using this method.	3.73	0.82	74.6	2
3	ALM encourages learners to produce correct responses.	3.68	0.82	73.6	4
4	ALM encourages learners to initiate interaction.	3.72	0.94	74.4	3
5	ALM uses more interaction between the teacher and the learners.	3.67	0.83	73.4	5
6	ALM gives opportunity to learners to talk individually.	3.58	0.94	71.6	6
7	ALM develops fluency in speaking.	3.51	0.98	70.2	8
8	ALM is more interesting for learners.	3.44	0.97	68.8	10
9	ALM uses pair-work activities to meet the learners' communicative needs.	3.80	0.70	76.0	1
10	ALM encourages learner's motivation.	3.55	0.96	71.0	7
Total		36.19	6.06	72.4	-

From table (15)

- For the attitudes towards “Total *Audio-Lingual Method (ALM)*”, it had percentage weight equals (72.4%), and mean= (36.19) out of (50), the mean was slightly lower than the middle value of this method, and that indicates that the teachers had positive attitudes about that method.

- The highest two statements in the ALM method were:

- Statement (9): “ALM uses pair-work activities to meet the learners' communicative needs”. came at the first priority place (with percentage weight equals (76%), and mean =(3.8)), the mean was clearly more than the middle value (3.0), that indicates that teachers have good amount of attitude in that part, which means that most of the teacher think that ALM uses pair-work activities to meet the learners' communicative needs.

- Statement (2): “Speaking skills are learned more effectively when using this method”. came at the second priority place (with percentage weight equals (74.6%), and mean= (3.73)), the mean was clearly more than the middle value (3.0), that indicates that teachers have good expectations in that part, which means that most of

the teacher think that Speaking skills are learned more effectively when using this method.

- The lowest two statements in the ALM method were:

- Statement (1): “ALM emphasizes the teaching of speaking skills”, came at the 9th priority place (with percentage weight equals (70.12%), and mean =(3.51)), the mean was slightly higher than the middle value (3.0), that indicates that teachers had moderated good expectations in that statement, which means that the teachers generally agree that ALM emphasizes the teaching of speaking skills.

- Statement (8): “ALM is more interesting for learners”, came at the 10th priority place (with percentage weight equals (68.8%), and mean =(3.44)), the mean was higher than the middle value (3.0), that indicates that teachers had moderated or unspecified expectations in that part, which means that teachers don’t have clear opinion that it is sufficient for learners.

5.3.1.4 What is the Level of Attitudes of Secondary EFL Teachers’ towards the Cooperative Method (Co. M) and its statements?

To figure out the attitudes of teachers in towards this method, the researcher used means, std. deviation, the percentage weight of each statement and the total method, as shown at the following Table:

Table (16)

Means, STD, Deviations and the Percentage Weight of each Statement of the responses of secondary schools EFL for the Cooperative Method (Co. M)

N o.	Item	Mean	Std. Dev.	% weight	Order
1	In Co. M learners are active and motivated.	3.74	0.64	74.8	7
2	Co. M gives learners the experiences in healthy social, psychological and cognitive development.	3.55	0.80	71.0	10
3	Co. M creates a safe learning environment.	3.55	0.72	71.09	9
4	Co. M encourages learners' motivation.	3.57	0.80	71.4	8
5	Co. M improves developing of speaking skills.	3.78	0.74	75.6	6
6	Co. M develops learners' confident through collaborative learning environment.	3.81	0.77	76.2	5
7	Co. M helps teachers build positive relationships among learners.	3.87	0.60	77.4	3
8	Co. M encourages self-correctness through group –work.	3.82	0.67	76.4	4
9	Co. M raises the achievement of all learners.	3.90	0.74	78.0	1
10	Co. M encourages learners' speaking.	3.89	0.89	77.8	2
Total		37.48	3.822	75.0	

From table (16)

- For the attitudes towards “Total Cooperative Method (Co. M)”, it had percentage weight equals (75%), and mean = (37.48) out of (50), the mean was more than the middle value of the method that indicates that teachers had general positive attitudes about that method.

- The highest two statements in the Co. M method were:

- Statement (9): “Co. M raises the achievement of all learners” came at the first priority place (with percentage weight equals (78.0%), and mean=(3.9), the mean was clearly more than the middle value (3.0), indicates that the teachers have good attitudes toward that statement, which means most of the teachers think that the Co. M raise the achievement level of all learners.

- Statement (8): “Co. M enhances self- correctness through group- work”, came at the second priority place (with percentage weight equals (77.8%), and mean = (3.82)), the mean was clearly more than the middle value (3.0), that indicates that the teachers have good expectations in that statement, which means that most of the teacher think that Co. M encourages learners' speaking.

- The lowest two statements in the Co. M method were:

- Statement (3): “Co. M creates a safe learning environment”. came at the 9th priority place (with percentage weight equals (71.09%) , and mean =(3.55)), the mean was slightly higher than the middle value (3.0), that indicates that the teachers had moderated good attitudes for that statement, which means that the teachers fairly agree that Co. M creates a safe learning environment.

- Statement (2): “Co. M gives learners the experiences in healthy social, psychological and cognitive development”. came at the 10th priority place (with percentage weight equals (71.0%), and mean =(3.55), the mean was higher than the middle value (3.0), that indicates that teachers had moderated expectations in that statement, which means that the teacher have moderate opinions that Co. M gives learners the experiences in healthy social, psychological and cognitive development.

5.3.1.5 What is the Level of Attitudes of Secondary EFL Teachers' towards the Dictogloss Method (DM) and Its Statements?

To figure out the attitudes of teachers in terms of this method, the researcher used means, std. deviation, the percentage weight of each statement and the total method, as shown at the following Table:

Table (17)

Means, Std., Deviations and the Percentage Weight of each Statement of the responses of secondary schools EFL Dictogloss Method (DM)

No.	Item	Mean	Std. Deviation	% weight	Order
1	In DM learners are encouraged to produce their own words.	3.22	1.38	64.4	9
2	DM encourages competition among learners to speak correctly.	3.37	1.44	67.4	4
3	DM creates open class discussion, group brainstorming and question-answer elicitation.	3.28	1.21	65.6	7
4	DM develops accuracy and fluency.	3.33	1.41	66.6	6
5	DM facilitates discussion and correction of errors.	3.27	1.25	65.4	8
6	In DM learners are engaged in learning and interested in it.	3.15	1.21	63.0	10
7	DM engaged learners with the language skills.	3.36	1.17	67.2	5
8	DM activates and motivates learners.	3.38	1.36	67.6	3
9	Guides learners towards noticing the gap between their present competence and their target competence.	3.44	1.30	68.8	2
10	DM promotes communication, collaboration, interaction and self directedness.	3.48	1.29	69.6	1
Total		33.5	10.9	67.0	

From table (17)

- For the attitudes towards “Total Dictogloss Method”, it had percentage weight equals 67%, and mean = 33.50 out of 50), the mean was higher than the middle value of the method, and that indicates that the teachers had general fairly positive attitudes about that method.

- The highest two statements in the DM method were:

- Statement (10): “DM promotes communication, collaboration, interaction and self directedness”. came at the first priority place (with percentage weight equals (69.6%), and mean = (3.48), the mean was more than the middle value (3.0), that indicates that teachers have good expectations in that statement, which means that most of the teacher think that DM promotes communication, collaboration, interaction and self directedness.

- Statement (9): “Guides learners towards noticing the gap between their present competence and their target competence”. came at the second priority place (with percentage weight equals (68.8%), and mean = (3.44)), the mean was more than the middle value (3) and that indicates that the teachers have good amount of attitude towards that statement, which means that most of the teachers think that it guides learners towards noticing the gap between their present competence and their target competence.

- The lowest two statements in the DM method were:

- Statement (1): “In DM learners are encouraged to produce their own words”. came at the 9th priority place (with percentage weight equals 64.4% , and mean =3.22), the mean was higher than to the middle value (3.0), indicates that teachers have moderated expectations for that statement, which means that teachers fairly agree that DM learners are encouraged to produce their own words.

- Statement (6): “In DM learners are engaged in learning and interested in it”. came at the 10th priority place (with percentage weight equals 63.0%, and mean =3.15), the mean was slightly higher than the middle value (3.0), that indicates that teachers had moderated positive expectations in that statement, which means that teachers fairly agree that DM learners are engaged in learning and interested in it.

5.3.2 What is the Level of Attitudes of Secondary EFL Teachers' for each Method of teaching the Speaking Skill?

To figure out the attitudes of the teachers in terms of the strongest method in teaching speaking skill according to the expectations of the teachers' preferences, the followings were computed: the percentages, the percentage weights, means and STD and dev. for each single method, and the total method. Related results are shown at the table below:

Table (18)

Means, Std., Deviations and the Percentage Weight of each Statement of the responses of secondary schools EFL for the (Methods of Teaching the Speaking Skill)

No.	Method	No. of items	Total Degree	Mean	Std. Deviation	% weight	Rank
1	Dictogloss Method (DM)	10	50	33.50	10.90	67	5
2	Task Based Language Method (TBLM)	10	50	37.01	4.84	74.02	3
3	Audio-Lingual Method (ALM)	10	50	36.19	6.06	72.38	4
4	Communicative Method (CM)	10	50	39.27	4.38	78.54	1
5	Cooperative Method (CM)	10	50	37.48	3.82	74.96	2
	Total Methods of teaching Speaking	50	250	183.45	21.10		-
	Average Mean			36.69		73.38	

From table (18)

In order to find how are the attitudes of teachers regarding Methods of Teaching Speaking Skills, the results showed that the method with the highest rate was the **Communicative Method (CM)** with a percentage weight equals 78.54%, the second method was the **Cooperative Method (CM)** with a percentage weight equals 74.96%, the third place method was to the **Task Based Language Method (TBLM)** with a percentage weight equals 74.02%, in the fourth place came the **Audio-Lingual Method (ALM)** with a percentage weight equals 72.4%, finally came the **Dictogloss Method (DM)** with a percentage weight equals 67%.

For the overall Attitudes toward **Methods of Teaching Speaking Skill**, the total mean average was 36.69 and the percentage weight of the superior method equals 37.48% that shows that teachers had generally good attitudes in terms of the overall Methods of Teaching Speaking Skill.

5.4 Answer of the First Hypothesis

- There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degrees of Awareness of teachers towards the methods of teaching the speaking skill in terms of gender, years of experiences and qualifications.

5.4.1 There are no statistically significant differences in the degrees of Teachers Awareness towards the methods of teaching the speaking skill in terms of gender?

To figure out that, the researcher used two independent samples T-Test was used to figure out the differences between the awareness of teachers towards teaching methods of skill of speaking in terms of the gender (male, female).

Table (19)

Results of T-Test for the Differences of Awareness towards the Methods of Teaching the Speaking Skill in terms of Gender

The Method	Male (N=35)		Female (N=43)		T-test
	Mean	Std. Dev.	Mean	Std. Dev.	
Communicative Method (CM)	5.16	3.46	5.60	3.67	0.54\\
Task Based Language Method (TBLM)	4.21	2.21	4.43	2.24	0.43\\
Audio-Lingual Method (ALM)	4.30	1.85	4.23	2.12	-0.16\\
Cooperative Method (CM)	4.00	2.07	3.89	1.93	-0.25\\
Dictogloss Method (DM)	4.09	2.28	4.37	1.92	0.57\\
Total degree of Methods	21.77	10.15	22.51	9.98	0.32\\

** P-value<0.01

* P-value<0.05

// P-value>0.05

- As shown in table (19), there are no statistically significant differences (P-value>0.05) between the means of awareness of teachers in teaching methods of speaking skill for all methods (Communicative Method (CM)), in terms of the gender, that means that the responses of the males and the females were almost the same for the mentioned methods.

5.4.2 Are there any statistically significant differences in the degrees of Awareness of teachers in teaching methods of speaking skill in terms of years of experience?

To figure out that, the researcher used One-way ANOVA test to figure out the differences between the awareness of teachers towards teaching methods of skill of speaking in terms of years of experience Categories (less than 5, 5-10, 11-15, more than 15).

Table (20)

Results of One-way ANOVA for the Differences of Awareness towards the Methods of Teaching the Speaking Skill in terms of Years of Experience

The Method	Category	Sum of Squares	d.f.	Mean Square	F value
Communicative Method (CM)	Between Groups	41.7	3	13.9	1.11\
	Within Groups	924.1	74	12.4	
	Total	965.9	77		
Task Based Language Method (TBLM)	Between Groups	15.3	3	5.1	1.05\
	Within Groups	361.2	74	4.8	
	Total	376.6	77		
Audio-Lingual Method (ALM)	Between Groups	3.1	3	1.0	0.26\
	Within Groups	296.1	74	4.0	
	Total	299.3	77		
Cooperative Method (Co.M)	Between Groups	4.7	3	1.5	0.39\
	Within Groups	303.0	74	4.0	
	Total	307.7	77		
Dictogloss Method (DM)	Between Groups	0.7	3	0.2	0.05\
	Within Groups	346.5	74	4.6	
	Total	347.2	77		
Total degree of awareness	Between Groups	146.4	3	48.8	0.47\
	Within Groups	7584.6	74	102.4	
	Total	7731.1	77		

** P-value<0.01 * P-value<0.05 // P-value>0.05

The previous table(20) shows that there were no statistically significant differences (P-value>0.05) between the means of awareness of teachers towards teaching methods of skill of speaking in terms of years of experience for the following methods: (Task Based Method, Audio Lingual Method, Cooperative Method, Dictogloss Method, total degree of awareness), which means that all teachers with all amount of years of experience have the same awareness in terms of Methods of Teaching the Speaking Skill.

Table (21)**Results of Description of Awareness towards the Methods of Teaching the Speaking Skill in terms of Years of Experience**

The Method	LES THAN 5 years N=22		5-10 years N=29		11-15 years N=16		MORE THAN 15 years N=11	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Communicative Method (CM)	5.45	3.05	6.00	3.70	4.00	3.52	5.45	3.98
Task Based Language Method (TBLM)	4.59	1.94	4.52	2.14	3.44	1.78	4.45	3.23
Audio-Lingual Method (ALM)	4.41	2.17	4.34	1.95	3.87	1.78	4.36	2.06
Cooperative Method (Co.M)	4.32	1.64	3.72	2.23	3.81	2.04	4.00	2.09
Dictogloss Method (DM)	4.32	2.07	4.10	2.22	4.31	1.92	4.18	2.48
Total degree of Methods	23.09	9.10	22.69	10.21	19.44	9.13	22.45	12.93

5.4.3 Are there any statistically significant differences in the degrees of Awareness of teachers in teaching methods of speaking skill in terms of Qualifications?

To figure out that, the researcher used One-way ANOVA test to figure out the difference between the awareness of teachers towards teaching methods of skill of speaking in terms of Qualification (Diploma, BA, Master).

Table (22)**Results of One-way ANOVA for the Differences in Awareness towards the Methods of teaching the Speaking Skill in terms of Qualifications**

The Method	Category	Sum of Squares	d.f.	Mean Square	F value
Communicative Method (CM)	Between Groups	2.2	2	1.1	0.08\\
	Within Groups	963.7	75	12.8	
	Total	965.9	77		
Task Based Language Method (TBLM)	Between Groups	2.3	2	1.1	0.23\\
	Within Groups	374.2	75	4.9	
	Total	376.6	77		
Audio-Lingual Method (ALM)	Between Groups	1.6	2	0.8	0.20\\
	Within Groups	297.7	75	3.9	
	Total	299.3	77		
Cooperative Method (Co.M)	Between Groups	3.9	2	1.9	0.48\\
	Within Groups	303.8	75	4.0	
	Total	307.7	77		
Dictogloss Method (DM)	Between Groups	2.9	2	1.4	0.32\\
	Within Groups	344.2	75	4.5	
	Total	347.2	77		
Total Awareness/ Attitude	Between Groups	17.1	2	8.5	0.08\\
	Within Groups	7714.0	75	102.8	
	Total	7731.1	77		

** P-value<0.01

* P-value<0.05

// P-value>0.05

The previous table (22) shows that there were no statistically significant differences ($P\text{-value} > 0.05$) between the means of awareness of teachers towards all teaching methods of teaching the skill of speaking in terms of educational level for the following all methods, which means that all teachers with all educational level categories have the same awareness in terms of Methods of Teaching Speaking Skill.

Table (23)

Results of Description of Awareness towards the Methods of Teaching the Speaking Skill in terms of Qualification

The Method	Diploma N=12		B.A. N=58		Master N=8	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Communicative Method (CM)	5.75	3.36	5.28	3.58	5.38	3.88
Task Based Language Method (TBLM)	4.67	1.96	4.28	2.27	4.00	2.33
Audio-Lingual Method (ALM)	4.42	2.10	4.19	2.00	4.63	1.68
Cooperative Method (Co.M)	3.50	2.06	3.98	1.97	4.38	2.20
Dictogloss Method (DM)	4.58	2.10	4.10	2.15	4.50	2.07
Total degree of Methods	22.92	10.5	21.83	9.99	22.87	10.76

5.5 Answer of the Second Hypothesis

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degrees of Attitudes of teachers towards the methods of teaching the speaking skill in terms of gender, years of experiences and qualifications.

5.5.1 There are no statistically significant differences in the Degrees of Teachers' Awareness towards the Methods of Teaching the Speaking Skill in terms of gender?

To check the truthiness of the hypothesis, the researcher used two-independent samples T-test to figure out the differences between the attitudes of male and female teachers towards teaching methods of skill of speaking. The following table shows the result:

Table (24)

Results of T-Test for the Differences between the Male and Female Secondary EFL Teachers Attitudes towards the Methods of Teaching the Speaking Skill

The Method	Male (N=53)		Female (N=67)		T-test
	Mean	Std. Dev.	Mean	Std. Dev.	
Communicative Method (CM)	31.6	11.5	35.9	9.7	2.24*
Task Based Language Method (TBLM)	36.0	4.8	38.3	4.6	2.71**
Audio-Lingual Method (ALM)	34.8	5.7	37.9	6.1	2.90**
Cooperative Method (Co.M)	38.3	4.5	40.5	3.9	2.75**
Dictogloss Method (DM)	36.8	3.5	38.3	4.1	2.17*
Total degree of Methods	177.5	20.0	191.0	20.2	3.67**

** P-value<0.01 * P-value<0.05 // P-value>0.05

“t” table value at (119) d f. At (0.05) sig. level equals 2.07

“t” table value at (119) d f. At (0.01) sig. level equals 2.7

From the previous table (Table 24)

- For the **Total degree of Methods**, there were statistically significant differences (t-value=3.67, P-value<0.01) between the means of attitudes of teachers in teaching methods of speaking in terms of the gender, the differences were higher for the female teachers, which means that the female teachers have better attitudes than male teachers in terms of the total of attitude. The mean of female teachers for this method was (38.2) while for the males was (35.5).

- For the **Communicative Method (CM)**, there were statistically significant differences (t-value=2.24, P-value<0.05) between the means of attitudes of teachers in teaching methods of speaking in terms of the gender, the differences were to the right of the female teachers, which mean that female teachers have better attitudes than male teachers concerning the CM method. The mean of female teachers for the method of CM was (35.9) while for the male was (31.6).

- For the **Task Based Language Method (TBLM)**, there were statistically significant differences (t-value=2.7, P-value<0.01) between the means of attitudes of teachers in teaching methods of speaking in terms of the gender, the differences were infavour of the female teachers, which means that the female teachers have better attitudes than male teachers regarding TBLM method. The mean of female teachers for this method was (38.3) the while for the male was (36).

- For the **Audio-Lingual Method (ALM)**, there were statistically significant differences (t-value=2.9, P-value<0.01) between the means of attitudes of teachers in teaching methods of speaking in terms of the gender, the differences were toward the female teachers which means that the female teachers have better attitudes than male teachers regarding ALM method. The mean of female teachers for this method was (37.9) while for the male was (34.8).
- For the **Cooperative Method (CM)**, there were statistically significant differences (t-value=2.75, P-value<0.01) between the means of attitudes of teachers in teaching methods of speaking in terms of the gender, the differences were higher for the female teachers which means that the female teachers have better attitudes than male teachers regarding CM method. The mean of female teachers for this method was (40.5) while for the male was (38.3).
- For the **Dictogloss Method (DM)**, there were statistically significant differences (t-value=2.17, P-value<0.05) between the means of attitudes of teachers in teaching methods of speaking in terms of the gender, the differences were higher for the female teachers, which means that the female teachers have better attitudes than male teachers regarding DM method. The mean of female teachers for this method was 38.3 while for the male was (36.8).

5.5.2 Are there statistically significant differences between the degrees of teachers' attitudes towards teaching methods of speaking skill, in terms of years of experience?

To check the truthiness of the hypothesis, the researcher used One-way ANOVA test to figure out the differences between the attitudes of teachers towards teaching methods of skill of speaking in terms of years of experience categories (less than 5, 5-10, 11-15, more than 15).

Table (25)**Results of One-way ANOVA for the Differences in Attitudes towards the Methods of Teaching the Speaking Skill in terms of Years of Experience**

The Method	Category	Sum of Squares	d.f.	Mean Square	F value
Communicative Method (CM)	Between Groups	2408.2	3	802.7	7.93**
	Within Groups	11735.7	116	101.1	
	Total	14144.0	119		
Task Based Language Method (TBLM)	Between Groups	45.9	3	15.3	0.64 \\\
	Within Groups	2745.0	116	23.6	
	Total	2790.9	119		
Audio-Lingual Method (ALM)	Between Groups	89.1	3	29.7	0.80 \\\
	Within Groups	4289.4	116	36.9	
	Total	4378.5	119		
Cooperative Method (Co. M)	Between Groups	77.5	3	25.8	1.35 \\\
	Within Groups	2205.9	116	19.0	
	Total	2283.4	119		
Dictogloss Method (DM)	Between Groups	108.1	3	36.0	2.56 \\\
	Within Groups	1629.8	116	14.0	
	Total	1737.9	119		
Total degree of awareness and attitude	Between Groups	3223.1	3	1074.3	2.50 \\\
	Within Groups	49788.5	116	429.2	
	Total	53011.7	119		

** P-value<0.01 * P-value<0.05 // P-value>0.05
 "F" table value at (3,116) d.f. And (0.05) sig. level equals 2.79

The previous table (25) shows that there were no statistically significant differences (P-value>0.05) between the means of attitudes of teachers towards teaching methods of skill of speaking in terms of years of experience regarding the following methods: (Task Based Method, Audio Lingual Method, Cooperative Method, Dictogloss Method, total degree of attitudes), which mean that all teachers with variety amount of years of experience have the same attitudes in terms of Methods of Teaching the skill of Speaking that is mentioned above.

However, there were statistically significant differences (F-value=7.9, P-value<0.05) between the means of attitudes of teachers in teaching methods of speaking in terms of the years of experience in the **Communicative Method (CM)**, the test of LSD (Least Square Differences) was used to figure out the differences in between the categories of years of experience. The test showed that there were statistical significant differences in favor of teachers who are experienced less than 5 years, this means that the teachers who are experienced less than 5 years have lower attitudes than teachers who have experience (11 to 15 years) and (more than 15 years) in teaching speaking skills regarding CM. Other differences were in favor of those teachers who are experienced 5-10 year, this means that the

teachers who are experienced 5-10 years have lower attitudes than teachers who have experiences (11 to 15 years) and (more than 15 years) in teaching speaking skills regarding CM. (Table 26).

Table (26)
Results of LSD for the Differences in Attitudes towards the Methods of Teaching the Speaking Skill in terms of Years of Experience

The Method	Experience	N	Means	More than 15 years	11-15 years	5-10 years	Less than years 5
Communicative Method (CM)	Less than 5 years	35	27.56	0.55 \\\	10.98**	3.40 \\\	1
	5-10 years	42	35.14	7.03*	7.58**	1	
	11-15 years	25	38.54	10.43**	1		
	More than 15 years	18	28.11	1			

** P-value<0.01

* P-value<0.05

// P-value>0.05

5.5.3 There are statistically significant differences in the degrees of teachers' attitudes towards methods of teaching speaking skill in terms of the Qualification (Diploma, BA, and Master)?

To check the truthiness of the hypothesis, the researcher used One-way ANOVA test to figure out the differences between the attitudes of teachers towards teaching methods of skill of speaking in terms of Qualification categories (Diploma, BA, and Master).

Table (27)**Results of One-way ANOVA for the Differences in Attitudes towards the Methods of Teaching the Speaking Skill in terms of the Qualification**

The Method	Category	Sum of Squares	d. f.	Mean Square	F value
Communicative Method (CM)	Between Groups	1756.2	2	878.1	8.29**
	Within Groups	12387.7	117	105.8	
	Total	14144.0	119		
Task Based Language Method (TBLM)	Between Groups	154.7	2	77.3	3.43*
	Within Groups	2636.2	117	22.5	
	Total	2790.9	119		
Audio-Lingual Method (ALM)	Between Groups	195.1	2	97.5	2.73\
	Within Groups	4183.4	117	35.7	
	Total	4378.5	119		
Cooperative Method (Co.M)	Between Groups	155.9	2	77.9	4.29*
	Within Groups	2127.4	117	18.1	
	Total	2283.4	119		
Dictogloss Method (DM)	Between Groups	45.5	2	22.7	1.58\
	Within Groups	1692.4	117	14.4	
	Total	1737.9	119		
Total Awareness/ Attitude	Between Groups	5009.9	2	2504.9	6.11**
	Within Groups	48001.7	117	410.2	
	Total	53011.7	119		

** P-value<0.01 * P-value<0.05 // P-value>0.05

“F” table value at (3,116) d. f. and at (0.05) sig. level equal 2.79

- The previous table shows that there were no statistically significant differences ($\alpha < 0.05$), ($P\text{-value} > 0.05$) between the means of attitudes of teachers towards teaching methods of speaking skill in terms of educational level for the following methods: Audio Lingual Method ($F\text{-test} = 2.73$, $p\text{-value} < 0.05$), Dictogloss Method ($F\text{-test} = 1.58$, $p\text{-value} < 0.05$), which means that all teachers with all educational level categories have the same attitudes in terms of methods of teaching speaking skill that mentioned above.
- There were statistically significant differences ($F\text{-test} = 8.3$, $P\text{-value} < 0.01$) between the means of attitudes of teachers in teaching methods of speaking skill in terms of the educational level in the Communicative Method (CM), the test of LSD (Least Square Differences) was used to figure out the differences in between the categories of educational level. The test showed that the differences were towards those teachers who hold M.A., this means that the teachers who hold M.A, have better attitudes in the CM than teachers who have Diploma or B.A. in teaching speaking in terms of CM. (Table 28)
- There were statistically significant differences ($F\text{-test} = 3.4$, $P\text{-value} < 0.05$) between the means of attitudes of teachers in teaching methods of speaking in terms of the

educational level in the Task Based Language Method (TBLM), the test of LSD (Least Square Differences) was used to figure out the differences in between the categories of educational level. The test showed that the differences were toward those teachers who hold M.A., this means that the teachers who hold M.A., have more attitude than the teachers who have Diploma or B.A. in teaching speaking in terms of TBLM.

- There were statistically significant differences (F-test =4.29, P-value<0.05) between the means of attitudes of teachers in teaching methods of speaking in terms of the educational level in the Cooperative Method (Co.M), the test of LSD (Least Square Differences) was used to figure out the differences in between the categories of educational level. The test showed that the differences were toward those teachers who hold M.Sc., this means that the teachers who hold M.A., have more attitude than the teachers who hold B.A. and Diploma degrees in teaching speaking in terms of CM.

- There were statistically significant differences (F-test =6.11, P-value<0.01) between the means of attitudes of teachers in teaching methods of speaking in terms of the educational level in the Total Attitude of teaching, the test of LSD (Least Square Differences) was used to figure out the differences in between the categories of educational level. The test showed that the differences were toward those teachers who hold M.A, this means that the teachers who hold M.A, have more overall attitude than the teachers who hold B.A. and Diploma degrees in teaching speaking in terms of all the methods. (Table 28).

Table (28)

Shows the Results of LSD for the Differences in Attitudes towards the Methods of Teaching the Speaking Skill in terms of Qualifications

The Method	Educational Level	N	Means	MASTER	B.A	DIPLOMA
Communicative Method (CM)	DIPLOMA	15	26.60	0.26\\	9.06**	1
	B.A	91	35.66	8.80**	1	-
	MASTER	14	26.86	1	-	-
Task Based Language Method (TBLM)	DIPLOMA	15	36.20	2.06\\	1.38\\	1
	B.A	91	37.58	3.44*	1	-
	MASTER	14	34.14	1	-	-
Cooperative Method (Co.M)	DIPLOMA	15	38.53	2.18\\	1.30\\	1
	B.A	91	39.84	3.48**	1	-
	MASTER	14	36.36	1	-	-
Total attitudes of Methods	DIPLOMA	15	178.53	11.25\\	8.21\\	1
	B.A	91	186.75	19.46**	1	-
	MASTER	14	167.29	1	-	-

** P-value<0.01

* P-value<0.05

// P-value>0.05

5.5.3 Answer of the Third Hypothesis

- There are no statistically significant relation between teachers' awareness and attitudes?

To check the truthiness of the hypothesis, the researcher calculated Pearson's Correlation Coefficients to figure out the relation between the overall awareness and attitudes of teachers in terms of teaching methods of speaking skill. The Correlation Coefficients equals 0.16, and the p-value >0.05, which indicates the existence of weak relationship between the awareness and the attitudes of the teachers. Which means that the more attitudes of the teacher has no impact on his awareness towards the methods of teaching speaking.

5.6 Discussion of the findings related to the first question

5.6.1 What are the methods of teaching speaking skill of EFL?

The researcher answers the first question in chapter 2: Theoretical Framework.

5.7 Discussion of the findings related to the second question (Awareness)

5.7.1 What is the level of teachers' awareness towards the methods of teaching the speaking skill?

The second question aimed at examining the awareness of English Language teachers in respect to the studied methods. Results, from a comprehensive view, showed that teachers have weak awareness in respect to the methods of teaching EFL through speaking skill. In the same context, communicative method scored a noticeable difference among other methods yet with a total score that is considered modest in general. Results showed equality in weakness regarding holders of different educational qualifications which implies that degree holders of the different levels didn't focus on speaking skill. Similarly, results showed general weakness in terms of years of experience which means that further experience didn't affect their awareness. Gender didn't affect the general result as well indicating that both genders need assistance and acknowledgement.

5.8 Discussion of the findings related to the third research question (Attitudes)

5.8.1 What is the level of teachers' attitude towards the methods of teaching the speaking skill?

The third question attempts to examine the attitudes of teachers towards teaching methods (Speaking skill methods). Results showed a good degree of attitudes towards teaching methods. It is worth to be mentioned that Communicative Method scored the best attitudes among all methods which indicates the more adoption of such attitudes by teachers. Cooperative Method came at the second place after the Communicative Method with a good amount of attitude as well, implying a general adoption of such attitude. Furthermore, TBLM had a good share of attitude amount also, on the other hand ALM and Dictogloss Method is considered low or unfamiliar with low scores implying ambiguity and ignorance. Results showed a better amount of attitudes to those who hold higher certifications (M.A.) rather than those with lower certifications (Diploma & B.A.) which indicates that further education affects teachers' attitude towards a better result. In favour of years of experience, results showed that the higher the number of years of experience, the better attitudes is in

classes. Regarding gender, female teachers had a better attitude than male teachers and this could be referred to the fact that each of (M.A.) holders and more years of experience credits were higher in regard to female teachers.

5.9 Discussion of the findings related to the forth research question (Relation between Awareness & Attitudes)

5.9.1 Is there correlation coefficient between teachers' awareness and their attitudes?

The forth question attempted to examine the relation between teachers' attitudes and their awareness towards speaking skill methods. Results revealed a weak relation between teachers' awareness and attitudes except for the communicative method which showed a modest level of awareness and was somewhat confirmed by the corresponding attitude scale (CM had the best attitude score). For the remaining methods, awareness measurement showed a weak amount while attitudes scored a good amount to the corresponding method. This implies that teachers behaved spontaneously according to their adopted criteria rather than adopting a single full method or they were not familiar with each method requirements and obligations. We noticed from the above discussions that qualification, years of experience and gender played an essential role in defining better attitudes.

5.10 Discussion of findings related to previous studies

The researcher noticed in the study that teachers had their best attitude in favor of the communicative method (CM) and in accordance a considerable amount of awareness with a relative variance to other methods awareness. In this manner it agrees with Chang's Study (2001) in Taiwan that revealed positive attitudes toward teaching using communicative language teaching and defined it as an effective and meaningful approach, while Mulat's Study (2001) in Ethiopian English language teaching / learning showed that teachers had only mildly favorable attitudes to the communicative method and was recommended by Mulat to adopt communicative language teaching techniques and enhance their attitude. He invited policy makers, syllabus designers, teacher educators and other concerned bodies to consider circumstances while developing their teachers' attitudes which yields to improvements in their students oral capabilities. Another study that investigates the communicative

approach in our UNRWA schools is Abu- Shrbain's Study(2009) revealed a general weakness in teachers performance. Cooperative method took a good share of awareness and attitudes as well, in this study teachers' attitudes most for cooperative method as a method that raises learners achievements and encourages learners to speak. A study done by Liang's Study(2001) to measure the effect of teaching using cooperative methods in central Taiwan revealed that teachers found cooperative methods rise the oral competence of the learners and motivates them towards learning English language.

Task-Based Language Method (TBLM) awareness and attitudes were classified as the third preferable method of the five methods in favor of motivating learners encourage to speak better and easier in small size classes. A similar comment was implied by Murad's (2000) Study conducted on secondary school teachers in the academic year 2000 showed that teachers' attitudes was granted to TBLM speaking enhancement and its effect on learners' attitudes and likewise had its effects on female learners more than male learners. Unlike Murad's study, Joen's & Hahn's Study(2006) on 288 teachers in Korean schools recommended them to gain more positive attitude towards TBLM, rise their knowledge and increase their confidence and self esteem in order to yield further progressive achievements with their students.

According to this study, teachers with more experience had better attitudes as well as teachers with higher certifications which reflected on the female sector more than the male sector mainly towards the Communicative Method, Cooperative Method and TBLM approach which agrees with Abu-Sharbain's Study(2009) outcome on 9th grade of UNRWA schools, yet Al-Mashharawi's Study(2006) that was conducted on preparatory grades showed an opposite result claiming no difference due to years of experience on the outcome of teachers.

Recommendations

Based on the results of the present study, the researcher recommends the following:

5.11.1 Recommendations for English teachers

- The teachers should work on increasing their awareness level to different methods of teaching speaking skills.
- The teachers should depend on certified educational methods rather than spontaneous attitudes.
- The teachers should diversify between speaking skills methods.
- The teachers should increase their recognition to each method requirements and obligations in order to be well prepared.
- Finding a suitable mechanism in which awareness to a certain method is combined with its corresponding attitude in an applicable manner.

5.11.2 Recommendations for decision and policy makers

- Supervisors should provide improved syllabus designs focusing on teaching speaking skill.
- Policy makers should provide and equip schools with English Labs. and provide instruments needed to accomplish effective teaching.
- Responsible official bodies are recommended to conduct activities that increase awareness and the attitude of English language teachers such as: workshops, training courses, etc.

5.11.3 Recommendations for Further Studies

The researcher recommends the following for further studies:

- Using speaking skills in developing students language gaining.
- Conducting studies based on speaking skills strategy to enhance English language for different grades.

Summary

This chapter presented the answers of the questions of the study, tested the hypothesis as well as the discussion and the results. Also, it included the recommendations, suggested by the researcher, for English teachers, for designers and decision makers and for further studies.

References

- Abu Sharbain,I.(2009). Difficulties Encountering UNRWA Ninth-Grade Teachers in Performing their Roles in Light of the Communicative Approach to Teaching Speaking in Gaza Strip. Faculty of education, Islamic university, Gaza: Palestine.
- Afana, I. (2001). "The Effective Size, and its Use in Discovering the Validity of Educational and Psychological Studies", Palestinian Educational Researches and Studies. Journal, Vol.1, No.3, March. , Gaza: Palestine.
- Al-Agha, I. (2004). Educational Research, its Elements, Methodology and Tools. The Internal Consistency Validity. (4th ed.) : Islamic University Gaza: Palestine.
- AL-Ghunaimi, E. (2003)."The Effectiveness of a Suggested Video Program on Developing the Communicative Skills of the 11th Grade Learners of English in Gaza Governorates". Unpublished Thesis. Faculty of Education. AL-Azhar University, Gaza: Palestine.
- AL-Ghussain, R. (2001). "Factual Oral Communication Techniques in Teaching English for 10th Grade Students ". Unpublished thesis. Faculty of Education, AL-Azhar University, Gaza: Palestine.
- Al-Dakel,S. (1998). Evaluating the Speaking Skills in English Language Among the third Year Secondary School Students In Libyan Jamahiriya . Unpublished M.A Study , Faculty of Education Cairo University , Cairo: Egypt.
- Al-khuli, S.(2002).The Effect of Using Some Questioning Strategies in Teaching English on Developing the First Year Secondary School Students Speaking Skills . Faculty of Education, Ain Shams University ,Cairo: Egypt.

- Al-Mashharawi, B.(2006). Evaluating Teachers' Performance in Teaching Speaking Communicatively in Preparatory Stage in Jabalia Area. Faculty of education, Islamic university, Gaza: Palestine.
- Al-Qadi, Kh. (2007). "A Suggested Program for Tackling Difficulties Facing University Students English Communication Skills in Gaza". Master Thesis, Faculty of Education, The Islamic University ,Gaza: Palestine.
- Al-Twairish, B.(2009). "The Effect of the Communicative Approach on the Listening and Speaking Skills of Saudi Secondary School Students: An Experimental Study", MA thesis in Applied Linguistics, Department of English Language and Literature, King Saud University: Saudi Arabian.
- Asuncion, z.(2010). Filipino College Freshman Students Oral Compensatory .Saint Mary's University, Nueva Vizcaya: Philippines.
- Angraeni, P. (2007). Audio Lingual Teaching as an Teaching Speaking, Faculty of Language and Art Semarang State University.
- Baker, J. Westrup, H.(2003). Essential speaking skills: continuum. London.
- Borg, S. (2006). Teacher Cognition in Language Teaching: A review of Research on What Language Teachers Think, Know, Believe and Do. UK: Cambridge University Press.
- Brown, D. (1994). Teaching by Principles: An Interactive Approach to Language Pedagogy. Eagle Cliff. Prentice Hall Regents.
- Brown , H. D. (2007). Principles of language learning and teaching. New York Pearson Education, Inc.
- Buck, G. (2001). Assessing Listening. Cambridge: Cambridge University Press.
- Burns, A &Joyce, H.(1997)Focus on Speaking. Sydney: National Center for English Language Teaching and Research.

- Bygate, M. (2001). Speaking. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- Bygate, M., Skehan, P., & Swain, M.(2001).*Researching Pedagogical Tasks: Second Language Learning, Teaching and Testing*. Harlow, England: Longman Education.
- Calderhead, J.(1993).*Conceptualizing Reflection in Teachers' Development*. Graphicraft Ttypesitters Ltd: Hong Kong.
- Canal,M(2002).*Theoretical Bases of Communicative Approaches to Second language Teaching and Testing*. Oxford University Press.
- Castillo, P. C.(2007). "Improving Eleventh Graders' Oral Production in English Class through Cooperative Learning Strategies". *PROFILE 8*, 007. ISSN 1657-0790. Bogota, Colombia. Pages 75-90. Retrieved on Jan 22, 2010 from <http://www.scielo.org.co/pdf/prf/n8/n8a06.pdf>
- Chang ,M. (2011).*EFL Teachers' Attitudes toward Communicative Language Teaching in Taiwanese College*. Ming Chang Minghsin University of Science and Technology: Taiwan.
- Cohen, A.D. (1998). *Strategies in Learning and Using a Second Language*. NewYork: Addison Wesley Longman.
- Cook, V. (2001). *Second Language Learning and Language Teaching* Oxford: Oxford University Press.
- Cosgun, M.(2009). *Language Learning Strategies -An Evaluation of Compensatory Strategies*. Volume 9 : 1 January 2009.
- Crystal,D.(1997). *English as a Global Language* . Cambridge: Cambridge University Press.

- Cunningham, F.M(1999).English language learners' speaking skill. Eric Digest.
<http://www.Eric.ed.gov>.
- Dewi, P. A. (2010). Teaching Speaking by Using Retelling Story to the Second Year Students of SMP Negeri 1Banyudono. Retrieved on May 21,2010 from
<http://etd.eprints.ums.ac.id/eprints/>.
- Ellis, R. (2003). Task-based language learning and teaching. Oxford: Oxford University Press.
- Ellis, R. (2006). The methodology of task-based teaching. Paper presented at the 2006 Asian EFL Journal Conference, Pusan: Korea.
- EL-Matarawy, A. (1996)." The effects of Using Cooperative Learning Techniques to Develop Oral Communication Skills of The First Year Students in English Department. Unpublished Ph. D. Faculty of Education, Amman University Amman: Jordan
- Eraut,M.(1994).Developing professional Knowledge and Competence: London.
- Gardners, R.(1985).Attitudes and Motivation in Second Language Learning .M.A: Newbury House.
- Graham- Mar, A. (2004) .Teaching Skills for Listening and Speaking.
<http://www.Abax.Co.JP/downloads/extension/ETJ2004>.
- Hamed, y.(2004) .An Investigation of English Language Learning Strategies Used by Eleventh Grade Students in Learning English as a Foreign Language in Governmental and Private Schools in Nablus City in Palestine. Faculty of Graduated Studies, An-Najah National University, Nablus: Palestine.
- Hammerly, H. (1991). Fluency and accuracy: Toward balance in language teaching and learning. Clevedon, UK: Multilingual Matters.

- Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Longman
<http://gsi.berkley.edu/resources/discussion/groupwork.html> (Oct. 28th, 2006).
- Haycraft, J.(2002). *An Introduction to English Language Teaching*. London.
- Jacobs, G. (2001). *Combining Dictogloss and Cooperative Learning to Promote Language Learning :The Reading Matrix Vol .3*
- Jacobs, G.& Farrel, T.(2001).*Paradigm Shift: Understanding and Implementing Chang in Second Language Education*.
<http://www.kyotosu.ac.jp/information/tesl-ej/ej17/toc.html>.
- Janudom,R. & Wasanasomsithi ,P. (2009). *Drama and Questioning Techniques: Powerful Tools for the Enhancement of Students' Speaking Abilities and Positive Attitudes towards EFL Learning*. Chulalongkorn University: Thailand.
- Jeon, I. & Hahn, J. (2006). *Exploring EFL Teachers' Perceptions of Task-Based Language Teaching: A Case Study of Korean Secondary School Classroom Practice* . [ww.asian-efl-journal.com/March06_ijj&jwh.pdf](http://www.asian-efl-journal.com/March06_ijj&jwh.pdf)
- Johnson,D.(1994).*Cooperative Learning, What Special Educators Need to Know*. TSL Journal. <http://iteslj.org/Articles/Yahya-Cooperative.html>.
- Johnson, D.& Holubec, E.(1994).*Circles of Learning, Cooperation in the Classroom*. Edina, MN: Interaction Book. TESL Journal.<http://iteslj.org/Articles/Yahya-Cooperative.html>.
- Johnson, D. Stanne, M. (2000). *Impact of Group Processing on A achievement in Cooperative Groups*. *Journal of Social Psychology*.

- Jondeya, R. (2011). The Effectiveness of Using Information Gap on Developing Speaking Skills for Eighth Graders in Gaza Governorate. Faculty of Education, Al-Azhar University, Gaza: Palestine.
- Kagan, S.(1995).We Can Talk: Cooperative Learning in the Elementary ESL Classroom. ERIK Digest Reproduction NO.ED 382 035.
- Kroph, S.(1990).The Integrated Early Childhood Curriculum. NewYork: Mc Graw-Hill Publishing Compony.
- Larsen-Freeman, D.(2000). Techniques and Principles in Language Teaching. New York: Oxford University Press. مماثلة ومماثلة
- Liang ,T.(2002). Implementing Cooperative Learning in EFL Teaching :Process and Effects.
- Lightbown, P.(1993).Focus on Form and Corrective Feedback in Communicative Language Teaching: Effects on Second Language Learning.
- Littlewood, W.(2007). Communicative Language Teaching. Cambridge: Cambridge University Press.
- Long, M.& Robinson, P.(1998).Focus on Form: Theory, Research, and Practice. Cambridge University Press: United Kingdom.
- Louw,d. & Edwards, D.(1997).Psychology: An Introduction for Students in South Africa. Johannesburg: Heinemann.
- Luoma, S. (2004). Assessing Speaking. Cambridge: Cambridge University Press.
- Mayo, M.(2002). The Effectiveness of Two Form-Focused Tasks in Advanced EFL Pedagogy. Inter National Journal of Applied Linguistics.
- McCarthy, M. &R. Carter (1997). Language as Discourse :Perspectives for Language Teaching. London: Longman.

- Mackey, A.& Gass, S.(2005).Second Language Research, Methodology, and Design. London: Lawrence Erlbaum Associates, publishers.
- Mulat, L.(2003). Teachers' Attitudes Towards Communicative Language Teaching and Practical Problems In Its Implementation . School Of Graduate Studies, Addis Ababa University.
- Murad, T.(2000).The Effect of Task-Based Language Teaching on Developing Speaking Skills among the Palestinian Secondary EFL Students in Israel and their Attitudes towards English. Faculty of Education, Yarmouk University, Irbid: Jordan.
- Noon-ura, S .(2008) ..Teaching Listening Speaking Skills to Thai Students with Low English Proficiency . Thammasat University, Thailand
- Novita, L. (2008). "Improving Student's Speaking Competency by Using Role-PlayTechnique at the Eight Year of SMP Muhammadiyah 2 Surakarta : Classroom Action Research". Skripsi thesis, Universitas Muhammadiyah Surakarta. Reviewed on Jan 22, 2010 from <http://viewer.eprints.ums.ac.id/archive/etd/168>
- Nunan,D. (2003).The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region. TESOL Quarterly, 37(4), 589-613.
- Nuttal, C.(2000). Teaching Reading Skills in a Foreign language. London: Heinemann.
- Oxford, R.L.(1990).Language Learning Strategies: What every teacher should know. Boston: Heinle and Heinle.
- Oxford Advance Learner's Dictionary.(1995). Oxford: Oxford University press.

- Qadoury Abed,A.(2011).Teachers‘ Awareness of Second Language Learning Strategies Adopted and Used by Their Students: Translation Department, College of Arts, Al Mustansiriyah University: Iraq.
- Richards, J,C.(2004). Teaching listening and speaking from theory to practice. Cambridge. Cambridge University Press.
- Richards, J.C. and Rodgers, T.S. (2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.
- Richards, J,C.(2008).Teaching listening and speaking from theory to practice. Cambridge. Cambridge university press.
- Richardson, (1996). The Relationship between Teachers' Beliefs and Practice in Reading Comprehension Instruction. American Educational Journal.
- Rivers, W. M. (2000). Teaching Foreign Language Skills, Chicago: University of Chicago Press .
- Savignon, S.(1991).Communicative Language Teaching: The State of Art TSOL Quarterly.
- Shehadeh, A. (2005). Task-based Language Learning and Teaching: Theories and applications. In Edwards, C and J. Willis (Eds). Teachers Exploring Tasks in English Language Teaching. Palgrave Macmillan.
- Shoemaker ,C.L.& Shoemaker,F.F.(1991).In directive techniques for ESL classroom :Heinle and Heinle
- Skehan, P. (1996). Second language acquisition research and task-base instruction. In Willis, J. and D. Willis (Eds). Challenges andChange in Language Teaching. Oxford: Oxford University Press.
- Splosky, B, (1999). Language of Israel: Policy, Ideology, and Practice. Clevedone: Multilingual Matters Ltd.

- Swain, M. and Lapkin, S. (2001). Focus on form through collaborativedialogue: exploring task effects. In M., Bygate, P., Skehan and M., Swain (Eds). Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing. Pearson Education Limited.
- Thompson, N. (2003). Communication & language : A hand look of Theory &Practice. New York : Palgrave Mcmillan.
- Thornbury, S.(1999).How to teach grammar. Pearson Longman
- Thornbury, S.(2001).Uncovering Grammar. Macmillan Heineman
- Wajnryb, R.(1990). Grammar dictation. Oxford: Oxford University Press.
- Wu,M.(2011).Learners' Beliefs and the Use of Meta cognitive Language-learning Strategies of Chinese-speaking ESL Learners.
- Widiastuti, R. (2008). "Teaching Speaking Through Dialogue to the Eleventh Year Student: a Case Study at SMK Muhammadiyah 1 JATINOM. Skripsi thesis, Universitas Muhammadiyah Surakarta. Reviewed on Jan 22, 2010. <http://viewer.eprints.ums.ac.id/archive/etd/168>.
- Willis , D. and Willis, J. (2007). Challenge and Change in Language Teaching. Oxford: Oxford University Press..
- Wilson, A. (2003). Targets. Eric Cohen Books LTD.
- Wright, T. (2000). Roles of Teachers and Learners. Oxford: Oxford University Press.

Appendixes

Appendix (1): Final Questionnaire

Al- Azhar University of Gaza
Deanship of Postgraduate Studies & Scientific Research
Faculty of Education
Department of Curricula and Teaching Methods



Dear colleagues,

The researcher is carrying out an M. Ed dissertation entitled:

"Awareness and Attitudes of Gaza Secondary EFL Teachers towards the Methods of Teaching the Speaking Skill"

You are kindly requested to answer this questionnaire, which is the tool that will be used to achieve the outcome of the prospective research. It is only for research purposes and has nothing to do with the evaluation of the courses or the teacher. Please, do not write your name, name of your school, or any specifications.

Your participation will be highly appreciated.

Personal information:

Gender: Male

Female

Years of experience: less than 5

5-10

11-15

more than 15

Education Level: Diploma

B.A

Master

PH.D

Randa Mahmoud Radwan

I: Teachers' attitudes towards Communicative Method (CM):

Item	Strongly Disagree	Disagree	not sure	Agree	Strongly Agree
1 CM pays attention to both form and function.					
2 CM develops language abilities through use.					
3 CM takes into account the affective variables in language learning.					
4 CM is affective in developing learners' speaking skills.					
5 CM creates a safe learning environment.					
6 CM develops learners and teachers autonomy in the learning process.					
7 Both learners and teachers play more different roles in CM from those in the traditional classroom.					
8 CM involves and encourages learners to interact and communicate in the target language.					
9 CM develops high levels of competence and fluency.					
10 The aim of teaching is to make learners speak English.					

**II: Teachers' attitudes towards Task Based Language Method
(TBLM):**

Item	Strongly Disagree	Disagree	not sure	Agree	Strongly Agree
1 I have interest in implanting TBLM in the classroom .					
2 TBLM provides a relaxed atmosphere to promote the target language use.					
3 TBLM activates learners' needs and interests.					
4 TBLM pursues the development of speaking skills in the classroom.					
5 TBLM gives much psychological burden to the teachers as a facilitator.					
6 TBLM is proper for controlling classroom arrangement.					
7 Large class size is an obstacle to use TBLM.					
8 TBLM encourages learners motivation.					
9 TBLM creates collaborative learning environment .					
10 TBLM provides learners with supportive feedback allowing for opportunities for language use.					

III: Teachers' attitudes towards Audio-Lingual Method (ALM):

	Item	Strongly Disagree	Disagree	not sure	Agree	Strongly Agree
1	ALM emphasize the teaching of speaking skills.					
2	Speaking skills are learned more effectively when ALM is used.					
3	ALM encourages learners to produce correct responses.					
4	ALM encourages learners to initiate interaction.					
5	ALM uses more interaction between the teacher and the learners.					
6	ALM gives opportunity to learners to talk individually.					
7	ALM develops fluency in speaking.					
8	ALM is more interesting for learners.					
9	ALM uses pair-work activities to meet the learners' communicative needs.					
10	ALM encourages learners motivation.					

IV: Teachers' attitudes towards Cooperative Method (Co.M):

Item	Strongly Disagree	Disagree	not sure	Agree	Strongly Agree
1 In Cooperative Method, learners are active and motivated.					
2 Cooperative Method rises the achievement of all learners.					
3 Cooperative Method helps teachers to build positive relationships among learners.					
4 Cooperative Method gives learners the experiences in healthy social, psychological and cognitive development.					
5 Cooperative Method improves developing of speaking skills.					
6 Cooperative Method encourages learners' speaking.					
7 Cooperative Method creates a safe learning environment.					
8 Cooperative Method encourages self-correctness through group-work .					
9 Cooperative Method encourages learners motivation .					
10 Cooperative Method develops learners' confidant through collaborative learning environment .					

V: Teachers' attitudes towards Dictogloss Method (DM):

Item	Strongly Disagree	Disagree	not sure	Agree	Strongly Disagree
1 DM creates open class discussion, group brainstorming and question-answer elicitation.					
2 In DM learners are engaged in learning and interested in it.					
3 In DM learners are encourages to produce their own words.					
4 DM develops accuracy and fluency.					
5 DM facilitates discussion and correction of errors.					
6 DM encourage competition among learners to speak correctly.					
7 DM engaged learners with the language skills.					
8 DM encourages self-correctness through group-work.					
9 DM encourages learners motivation .					
10 DM promotes communication, collaborative, interaction and self-directedness.					

**Appendix (2):
Awareness Measurement towards the Methods of Teaching the
Speaking Skill**

Communicative Method:

Choose the correct answer:

1-Classroom goals are focused on components of

a-communicative competence

b-grammatical competence

c-linguistic competence

2-Fluency and accuracy are seen as

a-complementary principles

b-not important principles

c-fluency is more important

3-CM procedures often required teachers to acquire

a-less teacher-centered role

b-dominated teacher – centered role

c-learner-teacher role

4-Judicious use of the students' native language is

a-permitted

b-forbidden

c-used some times

Rearrange the procedures of Communicative Method:

- A. oral practice of each utterance of the dialogue segment to be presented that day.
- B. study some of the communicative expressions in the dialogue or one of the structures .
- C. presentation of a brief dialogue or several mini-dialogues, preceded by a motivation .
- D. questions and answers related to the students personal experiences
- E. evaluation of learning.
- F. learner discovery of generalizations or roles underlying functional expression or structure .
- G. oral recognition, interpretative activities, and oral production activities.

1	2	3	4	5	6	7

Audio-Lingual Method

Choose the correct answer

1-Language skills are learned more effectively if the target language are presented in

- a-written form
- b-spoken form
- c-picture

2-The Audio-Lingual Method is

- a-teacher dominated role
- b-learner-centered role
- c-learner –teacher role

3-The Audio-Lingual Method emphasizes the teaching of
 a-listening and speaking before reading and writing
 b-reading and writing before listening and speaking
 c-the four skills together

4-In Audio-Lingual Method correction of mistakes
 a-direct and immediate
 b-ignored
 c-students' responsibility

Rearrange Audio-Lingual Method procedures:

- A. the dialogue is adapted to the students interest or situation.
- B. follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.
- C. students repeat each line of the dialogue ,individually and in chorus.
- D. bases for pattern drills of different kinds .
- E. the dialogue is memorized gradually.
- F. students hear a model dialogue (either read by the teacher or tape).
- G. certain key structures from the dialogue are selected and used as the

1	2	3	4	5	6

Cooperative Method

Choose the correct answer

1-Cooperative Method is defined as

a-system of concrete teaching and learning techniques

b-language teaching approach

c-group learning

2-Cooperative Method raises the achievement of

a-gifted students

b-academically handicapped students

c-all students

3-Give students the experiences they need for

a-social development

b-cognitive development

c-a &b

4-Cooperative Method aims to train

a-communication skills

b-thinking skills

c-a &b

Rearrange the procedures of Cooperative Method:

A.the students work together to write the first paragraph of each composition to ensure that they both have a clear start on their compositions .

B. this procedure is reversed ,with student B describing what he or she is going to write and student A listening and completing an outline of student B's ideas , which is then given to student B .

C. the students then reread each other's compositions and sign their names to indicate that each composition is error free .

D. student A describes what he or she is planning to write to student B ,who gives the written outline to student A.

E. the students individually research the material they need for their compositions.

F. when the students have completed their compositions , they proofread each other's compositions .

G. the teacher assigns students to pairs with at least one good reader in each pair .

H. the students write their compositions individually .

1	2	3	4	5	6	7	8

Dictogloss Method

Choose the correct answer

1-Learners retain the gist of the text and then apply their own

a-linguistic knowledge

b-grammatical knowledge

c-a& b

2-To reconstruct a approximation of the text, the learners work

a-individually

b-in groups

c-in pairs

3-The text length and content should be determine through considering

a-learners level

b-grammatical and lexical needs

c- a& b

4-The role of teacher

a-helper and gaudiness

b-facilitates discussion and correction errors

c-a& b

Rearrange the procedures of Dictogloss Method:

A. analysis and error correction:

Learners analyze and correct their text.

B. preperation:

The teacher introduces the topic and related vocabulary.

C. reconstruction:

After the second reading learners reconstructed the text.

D. dictation:

learners listen to the dictation twice.

1	2	3	4

Task Based Method

Choose the correct answer

1-TBM is seen as particularly well suited for use with

a-children

b-high levels

c-all ages in many learning situations.

2-In TBM the intention is to

a-convey meaning

b-manipulate form

c-grammatical form

3-TBM is characterized

a-learner-centered

b-teacher controlled learning

c-learner-teacher role

4-Tasks serve as the means for

a-achieving natural use of language

b-real communication

c-a& b

Rearrange the procedures of Task-Based Method:

A. task activities.

B. post-task activities.

C. pre-task activities.

1	2	3

Appendix (3): Supervisors & Auditors

NO	Name	Qualification	Institute
1.	Dr. Kamal R. Mourtaga	Ph. D in Methodology	Islamic University
2.	Dr. AwadQeshta	Ph. D in Methodology	Islamic University
3.	Dr. Mohammad Hamdan	Ph. D in Methodology	Gaza University
4.	Belal M. Rajab	M.A. in Methodology	Al-Quds University
5.	Mr. Hani A. El-Helow	M.A. in Methodology	Supervisor at Western Gaza Governorate
6.	Islah A. Ghunaimi	M.A. in Methodology	Principle at Al- Faloujha School
7.	Yusra Al-Kahlout	M.A. in Methodology	Supervisor at Northern Gaza Governorate
8.	Moin A. Khader	B.A. in English	Ahmed Al-Shuqairi School

Appendix (4): Northern Gaza Secondary Schools

The name of school	Address	العنوان	اسم المدرسة	م
Beit Hanoun	Beit Hanoun	بيت حانون	بيت حانون الثانوية للبنات	1
HaielAbd Al-Hamid	Beit Hanoun	بيت حانون	هايل عبد الحميد الثانوية للبنين	2
Shahid Hani Naim (Agriculture)	Beit Hanoun	بيت حانون	الشهيد هاني نعيم (الزراعة)	3
Ahmed Al-Shoqari	Beit Hanoun	عزبة بيت حانون	أحمد الشقيري الثانوية للبنين	4
Hamza bin Abd Al-Muttalib	Umm Al-Nasser Villege	قرية أم النصر	حمزة بن عبد المطلب للبنات	5
NizarRayyan for boys	Beit Lahia	بيت لاهيا	نزار ريان للبنين	6
Tel Zaatar for Girls	Beit Lahia	بيت لاهيا	تل الزعتر للبنات	7
Umm al-Fahm for Girls	Beit Lahia	بيت لاهيا	أم الفحم للبنات	8
Tel Rabee for Girls	Beit Lahia	بيت لاهيا	تل الربيع للبنات	9
Mu'awiyaibnAbiSufyan	Beit Lahia	بيت لاهيا	معاوية بن أبي سفيان للبنين	10
Awni Al-harthani for Girls	Beit Lahia	مشروع بيت لاهيا	عوني الحرتاني للبنات	11
Abu Abeidaibn Al-Garrah	Ber Al-Naaga	بئر النعجة	أبو عبيدة بن الجراح للبنين	12
Othman bin Affan	Jabalia\ Twam	جباليا/ التوام	عثمان بن عفان للبنين	13
Faisal bin Fahd (A) for Girls	Jabalia\ next to baladia	جباليا/مقابل البلدية	فيصل بن فهد (أ) للبنات	14
Faisal bin Fahd (B) for Girls	Jabalia\ next to baladia	جباليا/مقابل البلدية	فيصل بن فهد (ب) للبنات	15
Shadia Abu Ghazaleh (A) for Girls	Jabalia\ Al-Faloga	جباليا/ الفالوجا	شادية أبو غزالة(أ) للبنات	16
Shadia Abu Ghazaleh (B) for Girls	Jabalia\ Al-Falluja	جباليا/ الفالوجا	شادية أبو غزالة(ب) للبنات	17
Al-Falluja for Girls	Jabalia\ Al-Falluja	جباليا/ الفالوجا	الفالوجا للبنات	18
Usama bin Zaid for boys	Jabalia	جباليا	أسامة بن زيد للبنين	19
That Al-Sawari for Girls	Jabalia\ next to Mokhabarat	جباليا/مقابل المخابرات	ذات الصواري للبنات	20
Qustantinia for boys	Jabalia\ next to Mokhabarat	جباليا/مقابل المخابرات	القسطنطينية للبنين	21

”وعي واتجاهات مدرسي اللغة الانجليزية للمرحلة الثانوية نحو طرق تدريس مهارات

التحدث”

إعداد الباحثة/ رندة محمود رضوان

إشراف/

د.سمر سلمان أبو شعبان

أ.د حسن علي أبو جراد

ملخص الدراسة:

هدفت هذه الدراسة إلى معرفة وعي واتجاهات مدرسي اللغة الانجليزية نحو طرق تدريس مهارات التحدث في شمال غزة .
و للاجابة عن أسئلة الدراسة استخدمت الباحثة المنهج الوصفي التحليلي، وكانت عينة الدراسة تتكون من جميع مدرسي ومدرسات المرحلة الثانوية لشمال غزة و ذلك خلال الفصل الثاني للعام الدراسي (2011-2012)، ولقد قامت الباحثة ببناء استبانة مكونة من خمسين فقرة للكشف عن اتجاهات المدرسين، وقامت أيضاً ببناء اختبار (مقياس) للوعي للكشف عن مستوى وعي المدرسين نحو خمس طرق من طرق تدريس مهارات التحدث باللغة الانجليزية.
وقد تم التأكد من ثبات الاختبار والاستبانة من خلال تحكيمهما من مجموعة من المتخصصين، واحتساب معامل بيرسون، وتم حساب معامل الصدق من خلال حساب معامل الفاكرونباخ.
وقد تم تحليل النتائج بالطرق الاحصائية المناسبة لقياس مستوى وعي واتجاهات المدرسين نحو طرق تدريس مهارات التحدث.
بعد تحليل البيانات ومعالجتها احصائيا أظهرت النتائج وجود اتجاهات ايجابية ملحوظة لدى المدرسين ومستوى وعي ضعيف نسبياً.
هذا وقد أوصت الدراسة بأهمية استخدام طرق مختلفة في تدريس مهارات التحدث لإعطاء نتائج أفضل في مستوى هذه المهارات وأيضاً اقترحت الباحثة تفعيل هذه الطرق وتطبيقها بشكل صحيح.