The Effectiveness of Script-based Improvisation on Developing Oral Communication Skills and Learner Autonomy among Seventh Graders in Gaza UNRWA Schools

نوع يوسف موسا جربة

Supervised by:

Prof. Abel Mo’ti Al Agha
Prof. of Curriculum and Instruction

Dr. Mohammed Mosheer Amer
Associate Prof. of Linguistics

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Curricula and Teaching Methods

February/2018
The Effectiveness of Script-based Improvisation on Developing Oral Communication Skills and Learner Autonomy among Seventh Graders in Gaza UNRWA Schools

Declaration

I understand the nature of plagiarism, and I am aware of the University's policy on this.

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

<table>
<thead>
<tr>
<th>Student's name:</th>
<th>نور يوسف جربوع</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td>نور يوسف جربوع</td>
</tr>
<tr>
<td>Date</td>
<td>28/02/2018م</td>
</tr>
</tbody>
</table>
The Effectiveness of Script-based Improvisation on Developing Oral Communication Skills and Learner Autonomy among Seventh Graders in Gaza UNRWA Schools

A. D. M. Nasim, Head of the Department of Religious Studies

The Islamic University of Gaza
الموضوع/استلام النسخة الإلكترونية لرسالة علمية

قامت إدارة المكتبات بالجامعة الإسلامية باستلام النسخة الإلكترونية من رسالة الطالب

الطالب: محمد علي
رقم جامعي: 20140949
قسم: نظم معلومات
كلية: إسراء

وتم الإطلاع عليها، ومطابقتها بالنسخة الورقية للرسالة نفسها، ضمن المحددات المبينة أدناه:

• تم إجراء جميع التعديلات التي طلبتها لجنة المناقشة.
• تم توقيع المشرف/المشرفين على النسخة الورقية لاعتمادها كنسخة معدلة ونهائية.
• تم وضع ختم "عمادة الدراسات العليا" على النسخة الورقية لاعتماد توقيع المشرف/المشرفين.
• وجود جميع فصول الرسالة مجمأة في ملف (PDF) وأخرى (PDF + WORD).
• وجود فهرس الرسالة، والملخصين باللغتين العربية والإنجليزية بملفات مفصلة.
• تطبيق النص في كل صفحة ورقية مع النص في كل صفحة تقابلها في الصفحات الإلكترونية.
• تطبيق التنسيق في جميع الصفحات (نوع وحجم الخط) بين النسخة الورقية والإلكترونية.

ملاحظة: ستقوم إدارة المكتبات بنشر هذه الرسالة كاملة بصيغة (PDF) على موقع المكتبة الإلكترونية.

وحال الباق،

توقيع الطالب
Abstract

The Effectiveness of Script-based Improvisation on Developing Oral Communication Skills and Learner Autonomy among Seventh Graders in Gaza UNRWA Schools

This study aimed at investigating the effectiveness of script-based improvisation on developing oral communication skills and learner autonomy among seventh graders in Gaza UNRWA Schools. The oral communication skills were fluency, pronunciation, vocabulary, grammar and comprehension. For achieving this aim, the researcher adopted the experimental approach. The sample of the study consisted of (66) female students divided into (32) students for the experimental group and (34) students for the control one. It was randomly selected from Rafah Prep. (D) Girls' School. The researcher designed three tools: the achievement test to measure the students' oral communication achievement, the observation card to observe the students' oral communication development, and the learner autonomy scale to measure the students' autonomy level when communicating orally and learning English. The researcher also used the list of oral communication functions and the content analysis as helping tools. The experiment was applied during the first term of 2017-2018 scholastic year and used oral communication functions in English for Palestine, Grade Seven. The experiment lasted for one month; fourteen lessons in seven units were implemented through by using script-based improvisation strategy. The data of the study was analyzed using T-test independent sample, which was used to determine significant differences between the groups. Effect size technique was used to measure the effect size of the script-based improvisation intervention on the experimental group in the total score of the test, observation card, and the scale.

The results of the study revealed that the script-based improvisation has positive effects on students' English language oral communication skills. It has also increased students' autonomy.

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 oral communication skills. The researcher recommends the necessity of implementing script-based improvisation in teaching English language to bring about better outcomes in students’ oral communication skills.
ملخص الدراسة

فعالية استخدام استراتيجية الارتجال المعتمد على النص في تنمية مهارات التواصل الشفوي لدى طالبات الصف السابع بمدارس الأروى في غزة واستقلاليتهن في تعلم اللغة الإنجليزية.

هدفت الدراسة للتحقق من فعالية استخدام استراتيجية الارتجال المعتمد على النص في تنمية مهارات التواصل الشفوي لدى طالبات الصف السابع بمدارس الأروى في غزة والاستقلاليتهن في تعلم اللغة الإنجليزية.

واشتملت الدراسة على خمس مهارات فرعية للتحدث هي الطلاقة والنطق والمفردات والقواعد والمنطق والمناهج. وقد استخدمت الباحثة الدراسة المنهج التجريبي وتكونت العينة من (66) طالبة موزعة على كل من المجموعة التجريبية والضابطة (34) طالبة في المجموعة التجريبية و(32) طالبة في المجموعة الضابطة. صممت الباحثة ثلاث أدوات للدراسة: اختبار تصمييمي لقياس مدى تقدم الطلبة في مهارة التواصل الشفوي باللغة الإنجليزية، بطاقة ملاحظة للتشخيص، مقياس استقلالية المتعمم لقياس مستوى الاستقلال أثناء تعلم اللغة الإنجليزية.

طبقت هذه الدراسة خلال الفصل الأول من العام الدراسي 2017-2018، واستخدمت الباحثة وظائف اللغة المتضمنة في كتاب اللغة الإنجليزية المقرر للمستوى السابع، كما بلغ عدد الدروس المعطاة عبر استراتيجية الارتجال المعتمد على النص (14) درس في (7) وحدات خلال شهر.

وقد تم تحليل نتائج الدراسة إحصائياً باستخدام اختبار (t-test) للعوامل المستقلة لقياس الفروق بين أداء المجموعة التجريبية والضابطة في الاختبار القلبي والبصري. وقد أظهرت نتائج الدراسة أن استخدام استراتيجية الارتجال المعتمد على النص له أثر إيجابي على تنمية مهارات التواصل الشفوي لدى طالبات الصف السابع، وزيادة استقلاليتهن خلال تعلم اللغة الإنجليزية.

وفي ضوء نتائج الدراسة فإن الباحثة اقترحت بعض التوصيات التي تأمل أن تساعد مصممي المناهج والمشرفين ومعلم اللغة الإنجليزية على تطوير مهارات التواصل الشفوي. 
Verily! As for those who believe and do righteous deeds, certainly! We shall not suffer to be lost the reward of anyone who does his (righteous) deeds in the most perfect manner.

(Surah Al-kahf: verse 30)
Dedication

This thesis is dedicated to:

- My great parents, who never stop giving of themselves in countless ways.
- My dearest husband, who leads me through the valley of darkness with light of hope and support.
- My beloved brothers and sisters.
- All my family, the symbol of love and giving.
- My friends who encourage and support me.
- All the people in my life who touch my heart.

I dedicate this research.
Acknowledgments

My deep thanks and gratitude are due to Allah, the Almighty, Who granted me knowledge and bestowed His everlasting mercies and bounties upon me during this long journey. Without His support and guidance, this work would not have been possible. As Prophet Mohammed, peace be upon him said, "He who is thankless to people, is thankless to God". So, I would like to express my deepest gratitude and thanks to all those who paid most attention and effort to helping me to achieve this study.

I would like to acknowledge the contribution of the following faithful and sincere persons who have made the completion of this study possible: First, my respect and appreciation is to my dear parents, the greatest parents in the world, and to my beloved husband who guided, helped, and supported me to carry out this work.

I owe a deep debt of gratitude to my supervisors, Prof. Abdel Mo'ti Al Agha and Dr. Mohammed Mosheer Amer for their invaluable assistance and insightful guidance on every step of the research.

My special thanks and gratitude are paid to the staff of Rafah Prep. "D" Girls' School, its teachers and students especially the school principal, Mrs. Basima Adwan.

I feel a deep sense of gratitude for the jury members who provided me with constructive feedback and valuable comments.

Finally, words cannot express my heartfelt gratitude, appreciation and thanks for all the support and encouragement of my family and my friends. Thanks for their loving considerations and great confidence through these years.

The Researcher

Nour Yousif Jarbou'
Table of Contents

I َ إِفْرَار
Declaration............................................................................................................. I
II َ نَتِيْجةِ َالْحَكَم
Abstract............................................................................................................. III
IV َ ملخص الدراسة
Summary............................................................................................................ IV
V َ اقتباس
List of Abbreviations......................................................................................... V
VI َ تَبَيْنَةٌ
Dedication............................................................................................................. VI
VII َ إِلـْطَزاـَر
Acknowledgments ............................................................................................... VII
VIII َ تَعْنِيـَةٌ
Table of Contents.................................................................................................. VIII
XIII َ ِنَعْهَةُ َالْكِرْم
List of Tables ........................................................................................................ XIII
XV َ ِنَعْهَةُ َالْكِرْم
List of Figures ...................................................................................................... XV
XVI َ ِنَعْهَةُ َالْكِرْم
List of Appendices ............................................................................................... XVI

Chapter 1  Study Background .............................................................................. 1
1.1 Introduction ...................................................................................................... 2
1.2 The Need for the Study ................................................................................... 5
1.3 Statement of the Problem: .............................................................................. 6
1.4 Research Questions: ....................................................................................... 6
1.5 Research Hypotheses: .................................................................................... 7
1.6 Purposes of the Study: ................................................................................... 7
1.7 Significance of the Study: .............................................................................. 8
1.8 Limitations of the Study: .............................................................................. 8
1.9 Operational Definitions of Terms: ................................................................ 9
1.10 List of Abbreviations ................................................................................... 11
1.11 Summary ....................................................................................................... 12

Chapter 2  Literature Review .............................................................................. 13
2.1 Introduction ...................................................................................................... 14
Section I:  Theoretical Framework .................................................................... 14
2.2 Oral Communication Skills .......................................................................... 14
2.2.1 What is Communication .......................................................................... 15
2.2.2 Oral Communication .............................................................................. 16
2.2.3 Communication Process .......................................................................... 16
2.2.4 The Importance of Oral Communication: .............................................. 17
2.2.5 Components Underlying Oral Communication Effectiveness.................. 18
3.10 The Observation Card .................................................................................. 101
3.11 The Learner Autonomy Scale ..................................................................... 104
  3.11.1 The Aim of the Scale ........................................................................... 104
  3.11.2 Steps of Constructing the Scale ............................................................. 105
2.11.3 Description of the Scale ......................................................................... 105
3.11.4 Instructions of the Scale: (for Students) .................................................. 106
3.11.5 Pilot Study ............................................................................................... 107
3.11.6 Validity of the Learner Autonomy Scale: ................................................. 107
3.11.7 Reliability of the Scale ............................................................................. 110
3.12 Controlling Variables .................................................................................. 112
3.13 The Script-based Improvisation Tool .......................................................... 116
3.14 Oral Communication Functions in English for Palestine 7 ......................... 117
3.15 Script-based Improvisation Implementation Plan ......................................... 118
3.16 Teacher's Guide ......................................................................................... 120
3.17 Research Procedures ................................................................................. 123
3.18 Statistical Analysis Procedures: ................................................................. 125
3.19 Summary .................................................................................................... 126

Chapter 4 Results: Data Analysis ..................................................................... 127
4.1 Answer of the first Research Question .......................................................... 128
4.2 Answer of the Second Research Question .................................................... 129
4.3 Answer of the third Research Question ......................................................... 129
4.4 Answer of the fourth Research Question ....................................................... 131
4.5 Answer of the Fifth Research Question ......................................................... 133

Chapter 5 Findings, Discussion, Conclusion, Implications, Suggestions and
Recommendations ................................................................................................. 136
5.1 Findings: ....................................................................................................... 137
5.2 Discussion of Findings .................................................................................. 137
5.3 Interpretation of the results .......................................................................... 138
  5.3.1 Interpretation of the First Question: ....................................................... 138
  5.3.2 Interpretation of the Second Question: ................................................ 139
  5.3.3 Interpretation of the Third Question: ..................................................... 140
  5.3.4 Interpretation of the Fourth Question: .................................................. 141
  5.3.5 Interpretation of the Fifth Question: ....................................................... 142
5.4 Conclusion: .................................................................................................. 143
5.5 Pedagogical Implications: ................................................................. 144
5.5.1 Students ....................................................................................... 144
5.5.2 Teachers: .................................................................................... 144
5.5.3 Teaching ..................................................................................... 145
5.6 Recommendations ........................................................................ 145
5.6.1 Teachers of English ................................................................. 145
5.6.2 Course Designers ....................................................................... 145
5.6.3 English Language Experts, Specialists, and Supervisors .......... 146
5.6.4 Recommendations for Further Research .................................. 146
5.7 Summary: ...................................................................................... 146
References ............................................................................................ 148
First: English References: ................................................................. 149
Second: Arabic References ................................................................. 160
Appendices .......................................................................................... 161
List of Tables

Table (2.1): Differences between students' roles and students' responsibilities in an autonomous learning environment ................................................................. 44
Table (2.2): The Aspects and Roles of Teacher Autonomy .................................................. 45
Table (3.1): Distribution of the Sample ............................................................................. 86
Table (3.2): Correlation Coefficient of Content Analysis through People ......................... 88
Table (3.3): The Distribution of the Achievement Test Questions ................................... 92
Table (3.4): Internal Consistency Validity of the Oral Communication Items ..................... 94
Table (3.5): Internal Consistency Validity of the Vocabulary Items .................................. 95
Table (3.6): Internal Consistency Validity of the Grammar Items ..................................... 96
Table (3.7): Internal Consistency Validity of the Test Domains ....................................... 96
Table (3.8): The Cronbach Alpha for the Achievement Test ............................................. 97
Table (3.9): Split Half Coefficients of the Test Domains .................................................. 98
Table (3.10): KR-20 Test Reliability .................................................................................. 98
Table (3.11): Difficulty and Discrimination Coefficients of the Test Items ....................... 100
Table (3.12): Percentage of agreement between the observers on the observation card. 103
Table (3.13): The Scale Domains ...................................................................................... 106
Table (3.14): Likert Scale Type of Items ...........................................................................106
Table (3.15): Internal Consistency Validity of the First Domain of the Scale .......... 108
Table (3.16): Internal Consistency Validity of the Second Domain of the Scale .......... 109
Table (3.17): Internal Consistency Validity of the Third Domain of the Scale .......... 109
Table (3.18): Internal Consistency Validity of the Scale ............................................... 110
Table: (3.19): The Cronbach Alpha for Each Filed of the Scale ........................................ 111
Table (3.20): Split Half Coefficients of the Scale Domains .............................................. 111
Table (3.21): T- Test results of controlling variables of general achievement of oral communication skills ......................................................................................... 112
Table (3.22): T- Test results of controlling variables of general achievement of the observation card ........................................................................................................ 113
Table (3.23): T- Test results of controlling variables of general achievement of the observation card ........................................................................................................ 113
Table (3.24): T- Test results of controlling variables of general achievement of the observation card ........................................................................................................ 115
Table (3.25): List of functions available in English for Palestine, Grade 7 .............. 117
Table (3.26): Schedule of "script-based improvisation" meetings .................................... 119
Table (4.1): T- Test results of controlling variables of general achievement of oral communication........................................................................................................................................130
Table (4.2): The critical values for effect size levels.........................................................................................131
Table (4.3): T- Test results of controlling variables of general achievement of the observation card........................................................................................................................................132
Table (4.4): T- Test results of controlling variables of general achievement of the observation card........................................................................................................................................133
Table (4.5): T- Test results of controlling variables of general achievement of the learner autonomy scale ........................................................................................................................................134
List of Figures

Figure (2.1): The Communication Process ................................................................. 17
Figure (2.2): Components of Communicative Competence ...................................... 19
Figure (2.3): Oxford's Strategy Classification System ............................................... 24
Figure (2.4): Problems Faced in Speaking Learning .................................................. 30
List of Appendices

Appendix (1): The Referees' List ................................................................. 162
Appendix (2): Refereeing Achievement Test .............................................. 164
Appendix (3): Oral Communication Achievement Test _Final Version ............ 169
Appendix (4): Observation Card ................................................................... 174
Appendix (5): SOLOM Teacher Observation Criteria ................................. 175
Student Oral Language Observation Matrix .................................................. 175
Appendix (6): SOLOM Teacher Observation Interview Topics and Questions ..... 176
Appendix (7): The Learner Autonomy Scale (Arabic Version) ..................... 179
Appendix (8): Learner Autonomy Scale (English Version) .......................... 184
Appendix (9): English for Palestine 7 Content Analysis .............................. 187
Appendix (10): English for Palestine_ Term 1 _ Oral Communication Functions ... 188
Appendix (11): List of oral communication functions/skills and forms available in
English for Palestine, Grade 7, Student’s Book, term 1 : .............................. 190
Appendix (12): Facilitation letter .................................................................. 192
Appendix (13) The Parental Approval .............................................................. 193
Appendix (14) Oral Communication Lessons Preparation Notes .................... 195
Appendix (15): Oral Communication Lessons Preparation Power-point ........... 229
Appendix (16): Photos from the Improvisation Sessions (Experimental group) .... 234
Chapter 1
Study Background
Chapter 1
Background of the Study

1.1 Introduction

This chapter tackles the study background and problem, the questions, the hypotheses, the purposes, and the significance of the study. It also presents the limitations of the study, the definition of variables and operational terms.

Language is a means of control as well as of communication as it permits all people of different cultures to communicate. People can transfer information or messages and express their ideas and emotions through language. Language is also used to express one’s hopes, ambitions, and thoughts. It basically starts via the competence of oral communication during the interaction of people with each other.

The English language is the most widely used language for communication. Al Mashharawi (2006, p.2) says, "English language is an international language, which is taught worldwide. It derives its importance from its influence on politics, science and culture. It is considered as a human activity. It is looked upon as a means of communication and social interaction among individuals". It has become the primary language of communication. Millions of people all over the world use it for the purpose of communication.

In education, English has become the primary language of communication. Genc (2007, p. 6) says that when we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four “language skills”. In order to achieve a good command of the language, it is important that the students master all these language skills.

Communication is considered a vital need for human beings. McDonough and Shaw (1993, p.134) point out, "Human beings genuinely want to communicate something to achieve a particular goal. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and
friendships. To achieve these speaking purposes, human beings need to activate a range of appropriate expressions”.

Oral communication reflects the persistent and powerful role of language and communication in human society. As Halliday (1976) explains, communication is more than merely an exchange of words between parties; it is a "sociological encounter".

Oral communication is a challenge for any language learner. It is considered a two-way process between a speaker and a listener. The roles are interchangeable. Fulcher (2003) argues that second language speaking is complex. He confirms that the learners who want to speak L2 have to master its grammar, vocabulary and sounds. Al-Hosni (2014) believes that children can acquire language without effort. The ability grows with age and this needs practice. Richards & Renandya (2002) point out that achieving proficiency in oral communication is the main dream and motivation which a large percentage of learners bring to language classes.

Therefore, teaching oral communication skills is a hard task for the teachers as it consists of so many skills as eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, and conciseness. Most of the students are unable to participate, argue, share, debate or continue in a conversation. This may be due to the limited exposure to the English language or little participation in class.

There is a strong relationship between the willingness to communicate and learner autonomy. Brown (2007) believes that self-efficacy and WTC (Willingness to Communicate) are related. Moreover, a set of common factors influencing both learner autonomy and WTC can be seen in the literature upon them, namely, attitudes and beliefs, culture, gender, motivation, self-confidence, and self-esteem. Regarding their common importance, Zarrinabadi and Abdi (2011) consider learner autonomy and WTC as parallel and claim that having a high WTC and being autonomous are prerequisites for being successful in the new era of methodology. As a result, the researcher chose the learner autonomy as a second dependent variable to be improved.
Nunan (1999) states that the ability to function in another language is generally characterized in terms of being able to speak that language. People measure the mastery of a language by seeing whether one can speak the language or not. The teaching of speaking should enable the students to use the language orally in real communication. In the teaching of speaking, teachers should encourage the students to communicate each other, to respond to what people say, and to address questions for something we do not know right away. Harmer (2001, pp. 87-88) states that teachers should empower their students by giving speaking tasks that provoke them to use all and any language at their command. Those tasks lead the students to have a change in using English in or outside the class, to give confidence, and to motivate the students. Making students able to speak English is not an easy task. Many English learners are reluctant and unmotivated (Nunan, 1999, pp. 231-233).

The reluctance and the low motivation may be caused by lack of perception of progress, lack of perceived relevant materials, lack of knowledge about the goals of the instructional program, lack of appropriate feedback, uninspiring teaching, and boredom. Gebhard (2000, p. 186) states that some students don't talk because they are too shy or have such high levels of anxiety over speaking. Perhaps, they are shy because they are afraid of making mistakes. They are also anxious because they don't have many chances to speak, or because the teacher always gives criticisms and corrects their mistakes right away. As the result, teachers should not use the teacher-oriented teaching any more (Fauzan, 2012, pp. 146-149).

Considering the facts above, there would be a need to implement a new strategy to improve the student’s speaking ability and their motivation in oral communication. There are many alternative strategies to enhancing the student’s ability in oral communication. Teachers use different strategies to teach oral communication skills and enhance students' ability to communicate in English, but there are still problems facing students in this area.

Therefore, the experts and teachers have to understand and realize the importance of teaching language communicatively through dramatic strategies as script-based improvisation, which has been considered one of the best methods of
teaching languages. It concentrates on teaching language through use and communication.

Improvisation strategy as one of the types of drama can be chosen because it provides a useful springboard for real-life language use (Thornbury, 2005, p.96). The students have a big chance to practice oral communication in English freely in improvisation. According to Gonzalez (cited in O’Malley and Pierce 1996, p.85), improvisations call for students to generate language given an oral or written cue called a prompt. Students interact following the directions on cue cards provided by the teacher. Students thus must speak English spontaneously, without thinking so hard first, and without preparing the words or sentences they want to use (Fauzan, 2012, pp. 146-149).

The researcher tries to use a different way to improve the oral communication skills and to move from theory to practice through a scripted-based improvisation. It’s one of the strategies that a teacher could use to improve learners’ motivation in oral communication. Improvisation is an appealing teaching strategy which promotes cooperation, collaboration, self-control, goal-oriented learning as well as emotional intelligence skills. It bridges the gap between course book dialogues and natural usage, and can also help to bridge a similar gap between classroom and real life situations by providing insights into how to handle tricky situations. The researcher therefore planned an improvisation that begins with a script but evolves into an open-ended, multifaceted confrontation.

The researcher has also designed a number of activities that are hoped to help students improve their oral communication skills and autonomy in order to interact easily using English language.

1.2 The Need for the Study

The need for conducting this study came out of two reasons. First, the researcher, who has been working as a teacher of English language for 5 years in Gaza, has observed that learners are unable to speak a simple meaningful sentence without making mistakes. They suffer a lot in oral communication and its elements because essentially they didn’t get enough opportunities to practice speaking.
Second, through the researcher's review of previous studies, she has found that using improvisation in this field would increase motivation and lead to more interest in oral communication skills. However, it seems that there is a shortage of studies which investigated the effectiveness of using script-based improvisation in developing oral communication skills and learner autonomy. Accordingly, the researcher tries to implement her study on the script-based improvisation in order to help students to improve their oral communication skills and autonomous learning in English language and help the teachers also to adopt a new technique that may contribute in developing oral communication skills.

1.3 Statement of the Problem:

The researcher has been teaching seventh graders for 3 years at UNRWA schools. She noticed that students are unaware of how to have a discussion or respond to a question; they might be hesitant, shy, embarrassed, ignorant of responses or confused with vocabulary choices. The learners are unable to participate, argue, share, debate or continue in a conversation.

Through teachers' observation, parents' opinions, students' results in English exams, and the researcher's solid experience in the field of teaching English language, she has observed that students face great difficulties in oral communication skills. Thus, this study will try to promote script-based improvisation strategy in order to improve the oral skills and autonomy of the seventh graders and help them to deal with language as a means of interaction with others.

1.4 Research Questions:

The problem is stated in the following major question:

What is the effectiveness of script-based improvisation on developing oral communication skills and learner autonomy among seventh graders in Gaza UNRWA Schools?

The following sub-questions were derived from the above major one:

1. What are the oral communication skills needed to be developed for seventh graders?
2. What is the framework of script-based improvisation strategy used to develop oral communication skills and learner autonomy among the seventh graders?

3. Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the achievement post-test between the experimental group and the control group?

4. Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the post application of the observation card between the experimental group and the control group?

5. Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the post application of learner autonomy scale between the experimental group and the control group?

1.5 Research Hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the achievement post-test between the experimental group and the control group.

2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the post application of the observation card between the experimental group and the control group.

3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the post application of the learner autonomy scale between the experimental group and the control group.

1.6 Purposes of the study:

This study aims at achieving the following purposes:

1. Identifying the oral communication skills intended to be developed among seventh graders.

2. Examining the effectiveness of script-based improvisation on developing oral communication skills intended to be developed among seventh graders.

3. Exploring the effectiveness of script-based improvisation on developing learner autonomy among seventh graders.
4. Providing key recommendations, suggestions, and pedagogical implications for both students and teachers who seek to develop English students’ oral communication.

1.7 Significance of the study:

It is hoped that this study will be beneficial for the following reasons:

1- The importance of the study is due to the lack of the previous studies which deal with the implementation of script-based improvisation strategy for improving oral communication skills and learning autonomy. To the best of the researcher’s knowledge, there is no study on this topic conducted in an Arabic context.

2- The study should contribute in giving language teachers and learners an opportunity to begin thinking about the new ways of teaching and learning oral communication skills through script-based improvisation.

3- It can be used to foster the students’ performance in English language and improve their oral communication skills.

4- Students learning oral communication through improvisation will have more opportunities to participate and interact with each other in a more autonomous way. Those students will have more opportunities which enable them to increase their speaking and writing and hence their mastery and proficiency in the language.

5- In addition, the findings of this research could be beneficial to syllabus designers and text book writers in putting their selection, sequencing and grading on a more useful and practical basis.

1.8 Limitations of the Study:

The study was applied in accordance with these limitations:

1. The study took place in the first semester of the academic year (2017 -2018).

2. The population of the study consisted of all the seventh graders enrolled at UNRWA schools in the Gaza Strip. It is conducted only on females not males.
3. The sample of the study was (66) students from Rafah Prep. "D" Girls' School, (34) students in the control group and (32) students in experimental group.

4. The study was limited to learning oral communication skills from English language course book _ English for Palestine for 7th grade, through implementing the experiment.

5. The study was restricted to the units (1, 2, 3, 4, 6, 7, and 8) from the first semester textbook. The revision units (5 and 9) were excluded.

1.9 Operational Definitions of Terms:

Surfing and reviewing the related literature and previous studies, the researcher adopts the following operational definitions as they are comprehensive, clear and to the point.

- **Effectiveness:**
  
  Effectiveness is the degree of improvement in the seventh graders' oral communication skills in the English language and learner autonomy as a result of implementing scripted-based improvisation. It's statistically measured by using Eta square of the effect size.

- **Script-based Improvisation:**
  
  Improvisation is the strategy of teaching where students are given roles to perform dialogues or conversations using their own words or sentences based on the conversation situation/topics on clue cards given (Fauzan, 2012). In this study, improvisation is incorporated with scripted dialogues for their benefits in scaffolding the learning teaching process. Students of seventh graders improvise a certain dialogue based on clues, hints, and prompts individually, in pairs, or in groups, then the most suitable responses are chosen to be scripted, rehearsed, and finally performed. After that, reflection and extension could be applied.

- **Oral Communication:**
  
  It refers to the process of people using verbal and non-verbal messages to generate meaning within and across various contexts, cultures, channels, and media (Frostburg State University, 2006). The researcher defines oral
communication as the productive skill in which seventh graders utter words and sentences for specific purposes to convey certain messages using the appropriate grammatical rules, vocabulary and score of formality in an atmosphere of confidence and comfort through script-based improvisation.

It's measured here by an achievement test, especially designed for this study and by SOLOM observation card.

The study focuses on the following oral communication functions:

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

• Learner Autonomy:

Learner autonomy in foreign language learning is not just a goal of learning how to learn or just a means of improving language learning, it is rather a double process of cognition and metacognition (Fenner, 2006, p.29). In this study, autonomous learning allows for seventh graders to experience learning the English language on their own and to make the learning situation more effective, more motivational and suitable to their individual needs through using script-based improvisation strategy. In the long term, it will make the learners better able to take charge of their own learning in English language.

• Seventh Graders:

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

<table>
<thead>
<tr>
<th>Abbreviations</th>
<th>Stands for</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNRWA</td>
<td>United Nations Relief and Works Agency</td>
</tr>
<tr>
<td>IUG</td>
<td>Islamic University of Gaza</td>
</tr>
<tr>
<td>L2</td>
<td>Second Language</td>
</tr>
<tr>
<td>WTC</td>
<td>Willingness to Communicate</td>
</tr>
<tr>
<td>OC</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>OCS</td>
<td>Oral Communication Skills</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>RT</td>
<td>Reader Theatre</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>CLT</td>
<td>Communicative Language Teaching</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package of Social Sciences</td>
</tr>
<tr>
<td>TEFL</td>
<td>Teaching English as a Foreign Language</td>
</tr>
<tr>
<td>ELLiE</td>
<td>Early Language Learning in Europe</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
</tr>
<tr>
<td>EAP</td>
<td>English for Academic Purposes</td>
</tr>
<tr>
<td>LA</td>
<td>Learner Autonomy</td>
</tr>
<tr>
<td>AfL</td>
<td>Assessment for Learner</td>
</tr>
<tr>
<td>ELT</td>
<td>English Language Teaching</td>
</tr>
</tbody>
</table>
1.11 Summary

This chapter presented the background of the study by including an introduction, the need for the study, statement of the study problem, questions and hypotheses of the study. It also presented the purposes and significance of the study, limitations of the study, operational definitions of terms, and list of abbreviation.

The next chapter displays the literature review of the study which consists of two sections: the theoretical framework and the previous studies related to this study variables, oral communication skills, learner autonomy, and script-based improvisation.
Chapter 2
Literature Review
Chapter 2
Literature Review

2.1 Introduction

In line with the purpose of this study which aimed at investigating the effectiveness of using script-based improvisation on developing seventh graders' oral communication skills and their learner autonomy, this chapter is divided into two sections. The first section presents the theoretical framework which consists of three domains. The first domain discusses the oral communication skills, the second domain focuses on the notion of learner autonomy, and the third concentrates on the strategy of improvisation in teaching.

The second section reviews previous studies related to oral communication skills, learner autonomy, and improvisation as a teaching strategy. Review of these studies entails brief details concerning their objectives, samples, tools, findings, conclusions and recommendations. Finally, the researcher's comments on these previous studies is highlighted.

Section I: Theoretical Framework

The theoretical framework of the current study is comprised of three basic parts:

Oral communication as one of the most important and essential skill that must be practiced to speak English fluently, learner autonomy as it is related to being able to communicate confidently, and the process of implementing script-based improvisation activities for developing this oral proficiency.

2.2 Oral Communication Skills

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English.
The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency (Zourob, 2014, p. 19).

Jones (2013, p.1) states that communication has been called the most practical of the academic disciplines. Even the most theoretical and philosophical communication scholars are also practitioners of communication. Garguilo (2007, p.1) points out that breakthrough communication obliterates barriers and puts us in touch with ourselves and in connection with others. Imagine people deeply connecting with each other. This whole new level of communicating is a place in which active listening to each other, reflecting on our experiences, and synthesizing new insights from each other’s experiences are commonplace.

From the previous statements, it can be concluded that through oral communication, students learn about themselves and others' ideas. Oral communication enables students to participate in society successfully.

2.2.1 What is Communication

Barker (2010, p.2) defines communication as the act of transmitting and receiving information. That word ‘transmitting’ suggests that we tend to think of communication as a technical process.

Cabeza & Kingstone (2001, p. 187) mention that communication is the exchange of thoughts, messages, or information which happens by speech, visuals, signals, writing, or behavior. McPheat (2010, p. 11) defines communication as the art of and process of creating and sharing new ideas. Effective communication depends on the richness of those ideas. According to Narayanrao (2012, p. 20), "Good communication skills" refer to the exchange of thoughts, views and ideas with the intention of conveying information. Communication is a two-way street that includes vocalization as well as gesticulation. The purpose of communication is to convey one's beliefs, ideas, thoughts or needs with clarity so as to reach a consensus or a mutually acceptable solution.
In short, the researcher defines communication as the process of exchanging information, emotions, and ideas verbally and nonverbally in order to create shared understanding.

### 2.2.2 What is Oral Communication

Oral communication is a two-way process between speaker and listener, and it involves the productive skill of speaking and receptive skill of understanding (Brumfit, 1998, p. 76). Oral communication means using the language appropriately in social interactions. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation (Shumin, 1997, p.8). Also Hismanoglu (2000) gives an example of communication strategies, such as circumlocution, gesturing, paraphrasing, or asking for repetition and explanation, all of which are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication.

To sum up, oral communication is an activity to understand and gain information in verbal communication. It's also the activity of expressing ideas and thoughts through verbal language to avoid communication breakdown.

### 2.2.3 Communication Process

Communication is a complex process, and it is difficult to determine where or with whom a communication encounter starts and ends. Models of communication simplify the process by providing a visual representation of the various aspects of a communication encounter as summarized below.

*The transmission model of communication* describes communication as a linear, one-way process in which a sender intentionally transmits a message to a receiver.

*The interaction model of communication* describes communication as a process in which participants alternate positions as sender and receiver and generate meaning by sending messages and receiving feedback within physical and psychological contexts.
The transaction model of communication describes communication as a process in which communicators generate social realities within social, relational, and cultural contexts (Jones, 2013, pp. 16-21).

Konar (2011) explained the process with details in great agreement as the figure below shows:

![Communication Process Diagram](image)

**Figure (2.1): The Communication Process**

As figure (2.1) shows, the communication process begins with the sender, who is also called the source. The sender has some kind of information that he or she wants to share with others. In order for that message to be received, the sender must first encode the message in a form that can be understood and then transmit it via a suitable channel. The receiver, in turn, responds to the sender, indicating comprehension. Feedback may be direct, such as a written or verbal response.

### 2.2.4 The Importance of Oral Communication:

Oral communication is communicating using words when the words are spoken. It is about speaking and listening; that is, comprehending and producing speech. It is about sharing our thoughts, intentions, goals and feelings with others. (Munro, 2011, p. 2).

McPheat (2010, p.10) claims that if you can communicate well, you can get your message across to others in an effective way, and they then have accurate instructions to complete their assigned tasks.

The importance of oral communication skills cannot be underestimated. Good oral communication skills are necessary in all walks of life. The lack of
effective communication skills has a negative impact on the personal as well as professional life of a person (Narayanrao, 2012, p. 20).

Below is the main summary that Hall (1999, pp. 15-50, as cited in Alhabbash, 2012, p. 23) gives relating to communication goal area. "Communication is at the heart of all social life. It is in our communication with others we can develop, articulate, and manage our individual identities, our interpersonal relationships, and our memberships in our communities". Within communication goals there are three macro domains that frame the purposes for learning to communicate in another language:

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

2. The interpretive domain is concerned with activities that involve understanding spoken and written texts for the purposes of developing new meanings, new ideas, new feeling, and new experiences.

3. The presentational domain shapes the communicative activities primarily purposing to present or express ideas, information, feelings, and experiences through both the spoken and written word. These three domains require the development of communicative competence to give effective participation in any of the activities (Hall, 1999, p.16).

In other words, the researcher believes that good communication enables students to assimilate more from the learning process by empowering them to convey thoughts in a clear and precise manner, ask relevant questions and discuss doubts. Effective verbal communication nurtures the process of socialization by facilitating new friendships and these in turn aid the learning process.

**2.2.5 Components Underlying Oral Communication Effectiveness**

Language proficiency is not a unidimensional construct but a multifaceted modality, consisting of various levels of abilities and domains as Carrasquillo (1994, p. 65) clarifies:
**Figure (2.2): Components of Communicative Competence**

- **Grammatical Competence:**
  “Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress” (Scarcella & Oxford, 1992, p. 141).

- **Discourse Competence:**
  In addition to grammatical competence, EFL learners must develop discourse competence, which is concerned with intersentential relationships (Richards & Renandya, 2002, p. 207).

- **Sociolinguistic Competence:**
  Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts (Brown, 1994, p. 238).

- **Strategic Competence:**
  Strategic competence is “the way learners manipulate language in order to meet communicative goals” (Brown, 1994, p. 228).
2.2.6 Functions of Oral Communication

Basically, there are five functions of communication. These are control, social interaction, motivation, emotional expression, and information dissemination. Sopacio and Balgos (2016, p.7) summarize them as follows:

1. Control – oral communication functions to control behavior.
2. Social interaction – oral communication allows individuals to interact with others.
3. Motivation – oral communication motivates or encourages people to live better.
4. Emotional expression – oral communication facilitates people’s expression of their feelings and emotions.
5. Information dissemination – oral communication functions to convey information.

2.2.7 Features of an effective oral communication

In their pioneer book "Effective Public Relations", Professors Broom, Cutlip, and Center (2012) list the 7 Cs of Effective Communication.

1. Completeness: Complete communication is essential to the quality of the communication process in general. Hence, communication should include everything that the receiver needs to hear for him/her to respond, react, or evaluate properly.
2. Conciseness: Conciseness does not mean keeping the message short, but making it direct or straight to the point. Insignificant or redundant information should be eliminated from the communication that will be sent to the recipient.
3. Consideration: To be effective, the speaker should always consider relevant information about his/her receiver such as mood, background, race, preference, education, status, and needs, among others. By doing so, he/she can easily build rapport with the audience.
4. Concreteness: Effective communication happens when the message is concrete and supported by facts, figures, and real-life examples and situations. In this case, the receiver is more connected to the message conveyed.
5. Courtesy: The speaker shows courtesy in communication by respecting the culture, values, and beliefs of his/her receivers. Being courteous at all times creates a positive impact on the audience.

6. Clearness: Clearness in communication implies the use of simple and specific words to express ideas. It is also achieved when the speaker focuses only on a single objective in his/her speech so as not to confuse the audience.

7. Correctness: Correctness in grammar eliminates negative impact on the audience and increases the credibility and effectiveness of the message.

From the above statements, it can be concluded that information should be enriched with concrete, logical and relevant data in case of oral communication. The subject matter should also be simple to catch the attention of the audience. During oral communication, the qualification, knowledge, experience, and motive should be considered by the speaker.

2.2.8 Oral Language and Academic Achievement

Oral communication is a key foundation to students’ ability to learn.

Munro (2011, p.3) asserts that the ability to use oral language to communicate effectively is a key foundation for a student’s academic success in formal education. It predicts, for example, literacy and numeracy achievement. Children’s literacy ability is linked with their ability to:

• use words meaningfully (their vocabulary)

• speak accurately and to use sound patterns in their language (their phonological awareness)

• speak in sentences (that is, to use grammar)

• stay on the topic of a message

• use speech to communicate their goals, intentions and how they feel

• teach themselves new words and ways of speaking.

James (2000, p. 54) says that development of oral ability is a good source of motivation for most learners. Here are some points to pay attention to:
A- Try to find ways of demonstrating to the time by repeating an activity from time such as games.

B- Ensure that controlled practice, when the teacher will monitor and want to correct the learners' performance, is matched by opportunities for free expression. Learners are always motivated when they find they can actually do something with the language.

C- Show the learners how to make the best use of the little they know. Sometimes they cannot express an idea because they do not have the precise language they have in mind.

Munro (2011, p.3) believes that children’s ability to think about spoken messages affects directly what they do when they read. As they speak and listen, they learn to:

- link the ideas to back track and to fit ideas together
- sum up or consolidate what was said in two or three sentences in a story or in a conversation
- build vocabulary
- get a sense of where a spoken message is going, to think ahead, to anticipate and to infer
- detect the general theme of a message
- say sentences they hear in their own words
- link a sentence they hear with the situation or context in which they hear it
- ask questions about what they hear
- detect attitudes and the disposition of the speaker in a spoken text.

2.2.9 Oral Communication Strategies

While learning strategies deal with the receptive domain of intake, memory, storage, and recall, communication strategies pertain to the employment of verbal or nonverbal mechanisms for the productive communication of Information. Brown (2007, pp. 127-141) suggests some strategies for oral communication.
Avoidance Strategies:

Avoidance is a common communication strategy that can be broken down into several subcategories. The most common types of avoidance strategy are:

1. Message abandonment: Leaving a message unfinished because of language difficulties.

2. Topic avoidance: Avoiding topic areas or concepts that pose language difficulties.

Compensatory Strategies

3. Circumlocution: Describing or exemplifying the target object of action (e.g., the thing you open bottles with for corkscrew)

4. Approximation: Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sailboat)

5. Use of all-purpose words: Extending a general, empty lexical item to contexts where specific words are lacking.

6. Word coinage: Creating a non-existing L2 word based on a supposed rule (e.g., vegeta nan is Mo r vegetarian).
Oxford (1990) classifies the oral communication strategies in the following figure:

**Figure (2.3): Oxford’s Strategy Classification System**

(Oxford, 1990)

As figure (2.3) pinpoints, the direct strategies of learning communication strategies are memory, cognitive, and compensation strategies. First, memory
strategies include creating mental linkages, grouping, applying images and sounds, and reviewing after longer intervals of time. Second, cognitive strategies are receiving and sending messages, getting the ideas quickly, analyzing and reasoning, and taking notes. Third, compensation strategies comprise guessing, using linguistic clues, and circumlocution.

2.2.10 Communicative Language Teaching for Oral Communication Skills

At the level of language theory, communicative language teaching has a rich, if somewhat eclectic, theoretical base. Richards & Rodgers (1986, p.71) point out some of the characteristics of this communicative view of language as follows:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

2.2.11 Procedures of Communicative Language Teaching

Finocchiaro and Brumfit (1983, pp.107-108) offer a lesson outline for teaching the function "making a suggestion" for learners in the beginning level of a secondary school program that suggests that CLT procedures are evolutionary rather than revolutionary:

1. Presentation of a brief dialog or several mini-dialogs, preceded by a motivation (relating the dialog situation(s) 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. (At beginning levels, where all the learners understand the same native language, the motivation can well be given in their native tongue).

2. Oral practice of each utterance of the dialog segment to be presented that day (entire class repetition, half-class, groups, individuals) generally preceded by your model. If mini-dialogs are used, engage in similar practice.
3. Questions and answers based on the dialog topic(s) and situation itself. (Inverted wh, or or questions).

4. Questions and answers related to the students’ personal experiences but centered around the dialog theme.

5. Study one of the basic communicative expressions in the dialog 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-dialogs (using pictures, simple real objects, or dramatization) to clarify the meaning of the expression or structure.

6. Learner discovery of generalizations or rules underlying the functional expression or structure. This should include at least four points: its oral and written forms (the elements of which it is composed, e.g. "How about + verb + ing?"); 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 depending on the learning level, the language knowledge of the students, and related factors).

8. Oral production activities-proceeding from guided to freer communication activities.

9. Copying of the dialogs or mini-dialogs or modules if they are not in the class text.

10. Sampling of the written homework assignment, if given.

11. Evaluation of learning (oral only), e.g. "How would you ask your friend to ? And how would you ask me to ?".

To sum up, communicative language teaching procedures of oral communication are presentation of a dialogue topic, oral practice of utterances, posing questions and answers, study of communication expressions, oral production, copying of the dialogue, and finally evaluation of learning.
2.2.12 Oral Communication Learning and Teaching Activities

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises engage learners in communication and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction.

Richards & Renandya (2002, p. 208) devotes considerable attention to the interactive activities. They see that in designing activities, teachers should consider all the skills conjointly as they interact with each other in natural behavior, for in real life as in the classroom, most tasks of any complexity involve more than one macro skill. Effective interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of communicative purposes. Specifically, they should

1. be based on authentic or naturalistic source materials;
2. enable learners to manipulate and practice specific features of language;
3. allow learners to rehearse, in class, communicative skills they need in the real world, and
4. activate psycholinguistic processes of learning.

Littlewood (1981) clarifies that functional communication activities include such tasks as working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; following directions; and solving problems from shared clues. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates.

Richards & Rodgers (1986, p.80) suggest a variety of games, role plays, simulations, and task-based communication activities that have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. In pair communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Others assume different
role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in interactional formats.

Richards & Renandya (2002, pp. 209-210) mention some of the communicative activities for teaching oral communication skills:

1. Aural-oral activities.

   Aural materials such as news reports on the radio will be fine-tuned to a level accessible to particular groups of learners.

2. Visual-oral activities.

   Because of the lack of opportunity of interaction with native speakers, the need for exposure to many kinds of scenes, situations, and accents as well as voices is particularly critical. This need can be met by audiovisual materials such as appropriate films, videotapes, and soap operas.

3. Culture awareness activities.

   Culture plays an instrumental role in shaping speakers’ communicative competence, which is related to the appropriate use of language. Generally, appropriateness is determined by each speech community. In other words, it is defined by the shared social and cultural conventions of a particular group of speakers. Therefore, it is essential to recognize different sets of culturally determined rules in communication.

   In conclusion, effective instruction derived from the careful analysis of this area, together with sufficient language input and speech-promotion activities, will gradually help learners speak English fluently and appropriately. Classroom activities that boost oral communication are often designed to focus on completing tasks that are learner-centered, communicative, authentic, and interactive.

2.2.13 Challenges of Teaching Oral Communication Skills

   Ashour (2014, pp. 44-46) summarizes some of the challenges facing teachers in teaching oral communication skills.
• **Cultural differences:**

Social roles and rules for speaking differ from one culture to another. These roles and rules have strong effect on speakers’ interest, ability, level of professionalism to learn, speak or discuss with others.

• **Personal differences:**

Teachers categorize learners into different types. Some like to learn new things and easily use these new items in their lives. Others are hard-learners and hardly overcome or at least reduce the amount of unwillingness to speak. Teachers should diagnose their learners and categorize them into different levels and then treat them all the appropriate way which helps them all either improve or develop self-confidence.

• **Dealing with lack of confidence**

Unwillingness to speak is a normal result of lack of confidence and embarrassment of uncertainty. To be introduced to people and face new situations make the situation even harder for learners of a foreign language.

To help students overcome their lack of confidence, teachers should offer students a supportive learning environment. In addition, students ought to feel free to ask questions, to comment, to add, or even to make jokes whenever they feel like behaving this way and to feel secure of making mistakes.

• **Limit of speaking time**

Most schools and students focus on examination papers and scores. Most of these examination papers are written, even speaking tasks or exercises are answered in the written form. Some teachers and their students may feel that speaking skills are to be ignored because written skills are more important to be mastered specially to pass the exams.

Patel and Jain (2008, p. 18) blames that oral expression in English depends also upon the oral expression in the mother tongue. So before learning English, a student must be well conversant to express himself freely and fluently in his own mother tongue.
The following figure clarifies the problems faced by an EFL speaking learner:

![Diagram showing problems faced in speaking learning]

**Figure (2.4): Problems Faced in Speaking Learning**

Source: (Patel and Jain, 2008).

One of the common difficulties to communicate freely in the target language may be due to the methods of language teaching and the learning environment which may be said to be unsuitable for learning a foreign language. It puts more emphasis on the other skills than speaking, so little speaking is practiced.

### 2.2.14 Pedagogical Problems of Teaching Oral Communication Skills

Patel and Jain (2008, p. 24) explains that the way of teaching first language is different from the way of teaching second language. They list the pedagogical problems of teaching oral communication skills as follows:

- Lack of good English teachers.
- Little knowledge of linguistics.
- No good methods are practiced.
- Lack of the knowledge of how languages are acquired and learned.
- Lack of resources like authentic material and software.
- Objectives on psychomotor domain are rarely used.
- Teachers don't sometimes have liberty of deciding language activities and material.
• Lack of school technological resources.

To solve these problems, some teaching strategies and principles are needed. Ur (1996, pp. 121-122) lists five strategies:

• Use group work
• Base the activity on easy language
• Make a careful choice of topic and task to stimulate interest
• Give some instruction or training in discussion skills
• Keep students speaking the target language.

2.2.15 Developing Learners' Oral Communication Skills

Porto (1997, p. 55) and Omar (2001, p. 34) indicated that developing oral skills is a real challenge for many EFL teachers since the students do not live in an English speaking environment, and it is difficult to find realistic situations which motivate the students to communicate in the foreign language.

According to Haozhang (1997, p.33), in order to enhance the speaking competence of our students in the oral communication classroom, language learning must be linked to meaningful language use on the part of the learner in the communicative classroom. The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student with a turn to speak or a role to play.

Gruegon, Dawes, Smith, and Hubbard (2000, p. 86) offer some suggestions for developing learners' oral communication:

**Taking opportunities to use talk in the classroom**

Talk in the classroom is crucial to learning. It is where answers to puzzling questions can be found. It is where thoughtful argument and discussion make way for the understanding of new skills and difficult concepts.
Fostering talk as a strategy for learning

Arrangements that help schools come to understand and value talk as a strategy for learning include:

- The adoption of a whole-school approach.
- Supportive attitudes in individual teachers, teaching assistants, parents and other children.
- Careful planning and organisation of speaking and listening opportunities.
- Questioning.

Providing the children with an atmosphere of trust in which to talk.

Developing a sensitive and trusting relationship with the children in your class is the most powerful and effective strategy to stimulate talk. However, ‘quality’ talk cannot be left just to ‘happen’ in the classroom (Grugeon and Dawes et al. 2000, pp. 88-91).

2.2.16 Developing Children’s Oral Skills through Drama

The best way to explore the range of stimulating possibilities that drama can provide for developing children’s oral skills at any age is not by reading about them in a book but by engaging in some high quality practical professional development (Grugeon, Dawes et al. 2000, p.121).

Why using drama is a good strategy to develop children’s oral skills?

The most significant reason is that children find drama activities particularly engaging and enjoyable. So do teachers. It can be an exciting adventure for the whole class and adds a creative, lively element to many aspects of the curriculum.

Another important reason why drama is a powerful strategy for developing children’s oral skills and experience is the powerful impact watching live performance can have on children’s imaginative and linguistic understanding of their own lives. Whether it is a puppet show, a clown, or a full stage production, the performers are modelling a whole range of voice, dialect, humour and dialogue that impacts the children’s imagination and thoughts about their own lives.
Grugeon, Dawes et al. (2000, pp.122-124) hold that drama is thought to have an impact on children’s learning and developing oral skills, and that children are able to construct their own scripted work to entertain and amuse an audience. They can recognize the power of language first hand by having to take into account a real or an imagined audience.

2.2.17 Assessment of Oral Communication:

There are many ways of assessing oral proficiency of students. Florez (1999) suggests the forms could be from oral sections of standardized tests such as the Basic English Skills Test (BEST) or the English as a Second Language Oral Assessment (ESLOA) to authentic assessments such as progress checklists, analyses of taped speech samples, or anecdotal records of speech in classroom interactions. We can simply interview them and assess their responses; or use other techniques such as role-plays, group discussions between learners, monologues, picture-descriptions and so on. Choosing an appropriate elicitation technique, however, is only part of the problem; there are many other difficulties associated with oral test scale design, its administration and assessment. Hence, most language exams do not include oral testing or give it a very low weighting in the final grade (Ur, 1996).

Howe (1997, p. 61) wrote of the difficulties and constraints that beset the assessment of classroom talk:

- The pressure of numbers
- The ephemerality of the medium
- The power that context has over the behaviour, confidence and language use of the participants
- The way in which such behaviour can further alter the context

In one sense, all we can hope for is a system of assessment that recognizes the need to give all pupils a chance to reveal and to develop their spoken language competence, and which therefore gathers evidence over time and over as wide a range of authentic contexts as possible (Howe, 1997,p. 61).

Ur (1996, p.120) lists the characteristics of a successful oral communication activity:
1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

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

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

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

To put it briefly, though oral tests are difficult to design and judge, they are important in teaching practices. Based on appropriate criteria, test results describe levels of performance, and provide useful information to teachers, students, parents, and others interested in understanding both the quality of a performance and how, in the future, that performance might be improved.

2.2.18 Commentary

Oral communication is a valuable skill in both native and foreign language learning contexts. It involves not only thinking, knowledge, and many sub-skills but also requires practice and training (Murphy, 1991, p.65). The target linguistic knowledge cannot successfully engage learners into real-life communications in the target culture. They also need to acquire the target pragmatic competence, the capacity to incorporate cultural knowledge into language use and choose appropriate language in different socio-cultural contexts (Chen, 2005).

The researcher indicates that teachers are required to tailor their instruction carefully to meet the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills develop. Consequently, the give-and-take
exchanges of messages will enable them to create discourse that conveys their intentions in real-life communication.

In other words, developing oral communication is not an easy task for many language learners and teachers. Therefore, the researcher tried to overcome oral communication difficulties by using the script-based improvisation strategy.

This part presents some aspects of oral communication skills as the definitions, the importance, and the process of communication and oral communication. In addition, oral communication teaching strategies, activities, procedures, challenges, and assessment are presented.

2.3 Learner Autonomy

Because of the failure in teacher oriented approaches to help students become autonomous and independent in the process of language learning, the educators shifted their attention to the learner and learner-centered approaches in order to gather information and see how the learners proceed in the process of language learning.

Lamb and Rienders (2008, p. 3) see that since its inception over three decades ago, the autonomy approach in language learning/teaching has fostered a powerful investigation drive that has led to the questioning and the revision of an ever increasing number of pedagogical tenets, assumptions and evidences at all levels of the learning/teaching process.

2.3.1 What is Learner Autonomy

Defining learner autonomy is not an easy matter. When foreign language learners, teachers, teacher educators or researchers are asked what learner autonomy is, one is likely to get a variety of responses.

In his classic definition, Little (1991, p. 4) defines learner autonomy as a ‘capacity – for detachment, critical reflection, decision-making and independent action’. He proposes the following principles for advancing autonomy: learner engagement; learner reflection; and appropriate target language use. He argues that all learning results from meaningful face-to-face interaction.

In one of the earliest works referring to 'learner autonomy', Holec (1981, p. 3) describes it as "the ability to take charge of one's own learning".

Learner autonomy has been implicitly linked to communication as "a continuous process of expression, interpretation, and negotiation of meaning" (Savignon, 1997, p. 14).

Jiménez and Sercu (2007, p. 1) combine learner and teacher autonomy in their definition of ‘autonomy’ as the ‘competence to develop as a self-determined, socially responsible and critically aware participant in (and beyond) educational environments, within a vision of education as (inter)personal empowerment and social transformation’.

Autonomy does not, therefore, imply freedom of action on any given occasion, but rather a more general idea that the individual should “freely direct the course of his or her own life” (Young 1986, p.19).

According to Wall (2003, p. 308), to realize autonomy, one needs several things. One needs at least (1) the capacity to form complex intentions and to sustain commitments, (2) the independence necessary to chart one’s own course through life and to develop one’s own understanding of what is valuable and worth doing, (3) the self-consciousness and vigor necessary to take control of one’s affairs, and (4) access to an environment that provides one with a wide range of valuable options.

From the above definitions, the researcher deduced that learner autonomy is the learners capacity to experience learning the English language on their own and to make the learning situation more effective, more motivational and more suited to their individual needs. The basis of learner autonomy is acceptance of responsibility for one's own learning.
2.3.2 What Makes an Autonomous Learner

Scharle and Szabo (2000, p.4) describe autonomous learners with the following characteristics:

1. Learners who accept the idea that their own efforts are crucial to progress in learning, and behave accordingly. They are simply making an effort in order to learn something not aspiring to please the teacher or to get a good mark.

2. Learners are willing to cooperate with the teacher and others in the learning group for everyone's benefit. Cooperation does not mean that they are always obediently follow instructions: they may ask about the purpose of the activity first, for example.

3. Finally, they consciously monitor their own progress and make an effort to use available opportunities to their benefit, including classroom activities and homework.

2.3.3 Why Should Teachers Develop Learner Autonomy

Scharle and Szabo (2000, p.5) point out that success in learning very much depends on learners having a responsible attitude. Some degree of autonomy is also essential to successful language learning.

Lowes and Target (1998, pp.6-9) clarify that students need to become more autonomous for both educational and practical reasons.

❖ Educational reasons:

1. General aims: In class you can help students to develop and practice the skills of:
   • decision-making
   • self-discipline
   • self-help
   • co-operation

2. Aims specific to learning English:
   In the language class learners need to be given the chance to:
   • work on their own
• correct themselves and each other
• try things for themselves

This way they can gain the confidence to these things outside class.

Practical reasons:

1. Sharing responsibility:

One of the difficulties of a teacher's job is to cater for a large number of very different individuals at the same time. It's helpful for the teacher if students can take some responsibility for learning.

2. Classroom management:

Discipline is much easier if each student is self-directed, if they know what are they doing and why they are doing it. They are likely to be more motivated if they have a say in what they are doing.

Doyle (2008, pp. 7-10) points out that autonomous learning can optimize students' opportunities to learn in many different ways:

1. Involving students in firsthand learning

When students are engaged in firsthand learning experiences, they learn to figure things out for themselves, to believe in the analytical abilities of their own minds, to directly connect with the world around them, and to learn to use their innate curiosity to discover the power of their own learning abilities.

2. Giving students choices about and control of their learning

Many students will be entering into uncharted territory and will need help to learn how to play a more active role in their own learning, which will include learning how to take on new responsibilities and roles that previously belonged to the teacher.

3. Teaching students lifelong learning skills

As an integrated part of teaching our course content, we need to teach the lifelong learning skills that our students will need to live successfully in an ever-expanding global economy.
Based on the previous statements, the researcher concluded that language teachers have to be concerned with more than the knowledge and skills required to learn the language. Teachers need learner autonomy to prepare the learners for life by building their self-confidence, developing their social skills, and having them accept the values and norms that the teacher feels are required for this end.

2.3.4 How can Teachers Develop Learner Autonomy

Scharle and Szabo (2007, pp.7-9) identify some important aspects for developing learner autonomy:

1. Motivation and self-confidence

   Motivation is a prerequisite for learning and responsibility alike. However, for our purposes not any kind of motivation will do. We need to encourage intrinsic motivation, the source of which is some inner drive or interest of the learner.

   Self-confidence contributes to the development of learner autonomy in its own right. The learners must believe that they are capable of managing their own learning, and they can rely on themselves, not only on the teacher.

2. Monitoring and evaluation

   When we encourage students to focus on the process of their learning, we help them consciously examine their own contribution to their learning. By doing so, they can formulate an idea of their level of proficiency.

3. Learning strategies serve as tools to improve one's language competence

   We need to show students the variety of available strategies, help them to find out what works for them, and help them discover how and when to use these strategies.

4. Cooperation and group cohesion

   Cooperation encourages the learners to rely on each other and themselves as well, not only on the teacher. Group work also creates opportunities for feedback from peers.

5. Sharing information with the learners

   Telling students about the aims of a particular activity helps them to feel more responsible for the outcome.
6. Delegating tasks and decisions

Reallocation of some tasks and decisions in classroom work can get students more involved for example in choosing learning materials or correcting mistakes.

To conclude, the researcher suggests that an educational system which is geared to promote widespread autonomy amongst its pupils would provide an environment which stimulated critical self-awareness, a desire to question received wisdom, and self-directedness; and most schools are unable to provide this.

2.3.5 Learner Autonomy in Language Education

Learner autonomy in language education is interpreted in various ways in the literature on the topic, and various terms (‘learner autonomy', 'learner independence', 'self-direction', 'autonomous learning', 'independent learning') have been used to refer to similar concept. Palfreyman and Smith (2003, p. 3) distinguish three broad ways of talking about learner autonomy in language education:

- A 'technical' perspective, emphasizing skills or strategies for unsupervised learning: specific kinds of activity or process such as the 'metacognitive', 'cognitive', and 'social'.
- A 'psychological' perspective, emphasizing broader attitudes and cognitive abilities which enable the learner to take responsibility for his/her own learning;
- A 'political' perspective, emphasizing empowerment or emancipation of learners by giving them control over the content and processes of their learning.

With the learner-centered approaches, learner autonomy has been one of the major concepts that was extensively used in the study of foreign language learning. All language teachers should know about ‘learner autonomy’ as the new word which has been used frequently in different contexts without an anxiety (Rezalou, 2014, p. 12).

Benson (2001, pp.76-103) argues that a full description of the autonomy concept in language learning should have at least three levels that a language learner must exercise:

(a) control over learning management.
(b) control over cognitive process.
(c) control over learning content.

All these three control levels are dependent on each other.

Doing good studies that can show the changes in the quality of language learning actually that would increase our understanding of the relationship between the development of student autonomy and high degree of foreign language achievement. Corno and Mandinach (1983, p. 89) state that learner autonomy can help learners to improve the learners' language proficiency. Ablard and Lipschultz (1998, p. 97) also found out that different high-achievement students applied different autonomous strategies.

The researcher sees that because of the change in the roles and responsibilities of teachers and learners in the language classroom, autonomy and independence have become the main goals of the all learner-centered approaches in language learning contexts.

2.3.6 Pedagogy for Autonomy

In the expression 'pedagogy for autonomy', the term 'autonomy' is defined after Holec (1981) as "the ability to take charge of one's own learning", and a 'pedagogy for autonomy' is any approach that aims to foster that ability in the learner. In the school context, a pedagogy of this kind is always teacher-directed to some degree, so that the word 'autonomization' can be used to refer to the process of developing the learner's autonomy. It is assumed that this process always implies helping the learners learn how to learn, i.e. learner training (Cotter, Crabbe, 1999, p. 149).

It is clear in our view that developing LA does not imply 'teacherless learning', but rather different teacher roles. Esch & John (2003, pp. 16-17) assume that achieving higher levels of learner autonomy must involve teachers in supporting and structuring the planning, performing and evaluation stages of students’ work.

Jimenez and Serca (2007, p. 81) assert that pedagogy for autonomy must provide a quality environment in terms of human, institutional and physical resources. It is crucial that the educators involved, especially the teachers in the
classroom, be equipped, both psychologically and materially, in order to enthusiastically introduce provisions, or expand already existing measures that enrich the educational experience of learners.

A pedagogy for autonomy, which allows the learner to take responsibility for setting learning aims and methods, has to also permit them to work comfortably in the relevant space and time according to their own preferences. Time and place of lessons need to be seen as integral parts of curricular organization (Print et al., 2002, pp.193-210).

The researcher concluded that classroom learning experiences need to be structured in ways that stress the students' active involvement in the acquisition of knowledge, place emphasis on their understanding, recognize their different needs, learning styles and creative potential, and respect their ability to take responsibility for their own learning.

2.3.7 Stages in the Process of Developing Learner Autonomy

Students go through a slow, gradual process as they are approaching learner autonomy. Scharle and Szabo (2000, p. 9) divide this process into the following three phases:

• **Raising awareness** is the starting point. Here we present new viewpoint and experiences to the learners and encourage them to bring inner processes of their learning to the conscious level of their thinking.

• The next step is practicing the skills introduced at the previous stage in order to begin changing attitudes. This is a slow process requiring a lot of practice and patience, since it takes time to go from understanding to practicing new roles and habits.

• **Transferring roles** to the learner requires a considerable change in classroom management, and so it may be the most demanding phase for the teacher.

2.3.8 Learner Autonomy and Teaching Oral Communication

Students have very different abilities and levels of confidence about oral communication in English. Some may:

• be shy about communicating in English
• be nervous about making mistakes
• be embarrassed if they get something wrong
• give up easily if they don't know the right word.

Others:
• are more willing to take risks and, as long as they get their message across,
• do not worry too much about making mistakes.

Anxious students worry about accuracy, and more confident students concentrate on fluency. An important part of developing autonomy for a learner is understanding the process of learning and becoming actively involved by making informed choices. It is important to be explicit about what we are doing and why (Lowes and Target, 1998, pp. 51-52).

2.3.9 Strategies for Fostering Learner Autonomy in Oral Communication Skills

Cotter and Crabbe (1999, p. 69) mention that for several years now, teachers have been urged to involve language learners in their own learning processes through learner strategy training. Books have been written on the subject, and it is becoming increasingly common to find teaching materials containing tasks which focus learners on the learning process. However, the question remains as to whether involving learners in these processes actually helps them become more effective learners.

Students should learn some strategies to get out of difficulty when their communication goes wrong. For example, they need to be able to:
• ask for clarification
• paraphrase what someone else has said to check that they have understood.
• practice new language in pairs and in groups
• improve their pronunciation by reciting poems with strong rhythm and rhymes
• use English with friends and family outside class
• use a cassette to record themselves as they speak (Lowes and Target, 1998, pp. 53-54).
In this study, the researcher used many of these strategies to promote learner autonomy. Students were engaged in improvisation, pair and group work, communication games, role-plays, videos, and other communicative activities which helped in improving learners' autonomy.

2.3.10 Roles and Responsibilities of Students:

Doyle (2008) distinguishes between students’ roles and students' responsibilities in an autonomous learning environment as stated in Table (2.1) below:

Table (2.1): Differences between students’ roles and students' responsibilities in an autonomous learning environment

<table>
<thead>
<tr>
<th>Student Roles</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-teach</td>
<td>Make choices about one’s own learning</td>
</tr>
<tr>
<td>Collaborate with others</td>
<td>Take more control of one’s own learning</td>
</tr>
<tr>
<td>Work in teams/groups</td>
<td>Give input to the evaluation/ assessment methods of the course</td>
</tr>
<tr>
<td>Take part in discovery learning</td>
<td>Give input to course rules and guidelines</td>
</tr>
<tr>
<td>Teach others</td>
<td>Give formative feedback on learning to peers</td>
</tr>
<tr>
<td>Evaluate own learning</td>
<td>Evaluate one’s own learning</td>
</tr>
<tr>
<td>Evaluate others’ learning</td>
<td>Spend more time learning outside of class</td>
</tr>
<tr>
<td>Perform/present learning publicly</td>
<td>Work with people from outside the school on service projects or other authentic learning activities</td>
</tr>
<tr>
<td>Learn new how-to-learn skills and strategies</td>
<td></td>
</tr>
<tr>
<td>Solve authentic problems</td>
<td></td>
</tr>
<tr>
<td>Engage in reflection</td>
<td></td>
</tr>
<tr>
<td>Demonstrate use of teacher feedback to improve performance</td>
<td></td>
</tr>
<tr>
<td>Take learning risks</td>
<td></td>
</tr>
<tr>
<td>Practice more</td>
<td></td>
</tr>
<tr>
<td>Take class notes</td>
<td></td>
</tr>
<tr>
<td>Listen in class</td>
<td></td>
</tr>
<tr>
<td>Read the textbook</td>
<td></td>
</tr>
<tr>
<td>Write papers</td>
<td></td>
</tr>
<tr>
<td>Take tests and quizzes</td>
<td></td>
</tr>
<tr>
<td>Take part in recitation</td>
<td></td>
</tr>
<tr>
<td>Do homework</td>
<td></td>
</tr>
</tbody>
</table>

Source: (Doyle, 2008, p. 15).
2.3.11 Roles of Teacher/Lecturer Autonomy

Lamb and Reinders (2008, p. 245) clarify the aspects and roles of teacher autonomy as follows:

Table (2.2): The aspects and roles of teacher autonomy

<table>
<thead>
<tr>
<th>Aspects of Teacher/Lecturer Autonomy</th>
<th>Role</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>control of teaching and teaching context:</td>
<td>manager</td>
<td>understanding and management of own teaching context, its constraints &amp; its resources</td>
</tr>
<tr>
<td>control of own professional development:</td>
<td>reflective practitioner:</td>
<td>developing awareness of own learners' needs and contexts, their willingness &amp; ability to assume responsibility; self-assessment of own knowledge; evaluation of teaching; action research;</td>
</tr>
<tr>
<td></td>
<td>reflective learner:</td>
<td>developing awareness of self as learner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>subject matter to be learnt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learning context</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learning processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learning from participants/learners;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>self-directed up-dating of professional knowledge.</td>
</tr>
</tbody>
</table>

It's clear that learner autonomy is an achievement, attained interrelationally between the learner and the teacher. It depends upon how the teacher and the learner relate to each other: on their capacities to develop their relationship in ways conducive to learner autonomy.

2.3.12 Challenges and Constraints on Learner Autonomy

Doyle (2008, p. 17) sees that the single biggest challenge teachers face in successfully adopting an autonomous learning approach to teaching is getting our students to buy into the change. The reality is that, without this acceptance, chaos and constant complaining are likely to reign in the classroom. Meeting this challenge requires an effective three-step plan. Step one is to understand why our students are resistant to the roles and responsibilities of a learner-centered environment. Step two
is to share with our students a clear set of reasons, backed up by research, why they need to take on new learning roles and responsibilities, even though they are content with their old ones. Step three is to teach our students the new learning skills they will need to be successful in a learner-centered classroom.

Doyle (2008, pp. 17-19) has jointly identified eight reasons why students resist adopting learner-centered behaviors:

1. Old habits die hard.
2. High schools remain teacher-centered institutions.
3. Learning is not a top reason students give for attending college.
4. Students do not like taking learning risks.
5. Learner-centered teaching does not resemble what students think of as school.
6. Students do not want to put forth the extra effort learner-centered teaching requires.
7. Students’ mind-sets about learning make adapting to learner-centered teaching more difficult.
8. Many students follow the path of least resistance in their learning.

Lowes and Target (1998, p. 11) mention that some teachers worry that they would not be doing their jobs properly if they gave responsibility to the students, they are also unsure just what they can do to develop learner autonomy. They worry that it will mean a very different way of teaching or that it may require very well-equipped classrooms with sophisticated resources. It is in fact, far simpler than many teachers imagine.

2.3.13 Commentary

It can be concluded that developing autonomy involves making very small changes that have a large significance. These changes do not have to mean hard work for the teacher nor uncertainly for the student. They do not require lots of special resources. They also do not mean to happen overnight. The most profound changes usually take place very slowly.
One of the main aspects of an autonomous learning practice is to prepare students for their future learning. To optimize this preparation, we need to help our students develop lifelong learning skills that include the learning-how-to-learn skills and strategies needed to deal with the complex and challenging subject matter they will encounter in college and beyond.

This part discusses some relevant points to learner autonomy, such as the definition, importance, developing, and enhancing learner autonomy in teaching. Besides, strategies for fostering learner autonomy, roles of students and teachers, and challenges of learner autonomy are also reviewed.

2.4 Script-based Improvisation Strategy in Teaching

Every day teachers are challenged to act in accordance with the situational needs and requirements arising in different pedagogical situations.

Learning English language can be so cumbersome to learners, unless it is taught in an interesting way utilizing appropriate learning resources. It is in this regard that adequate and appropriate selection and use of instructional media by both teacher and learner to facilitate better learning of the English language are most desirable (Alphonsus and Bola, 2013, p. 1).

Berlinger (2000, pp. 1-2) suggests that dialogues, scenes and plays that approximate real communication provide a dynamic format in which language skills can be introduced and reinforced. Improvisation greatly enhances this approach.

This section describes how students can create an original dramatic production starting with a "kernel" situation, scripting the opening lines of each scene and improvising a plot that adds characters until every student is included.

Therefore, the researcher planned an improvisation that would begin with a script but evolve into an open-ended, multifaceted confrontation. The researcher goal was to motivate the use of passive and mutually interchanged vocabulary, varied syntax and grammatical adaptation, and in particular the oral communication skills of seventh graders.
2.4.1 What is Improvisation

The Latin root of the word improvisation is “improvisus”, which means “the unforeseen” (Montuori, 2003, p. 240). A dictionary definition refers to “the act of improvising”, or “Something that is improvised, in particular a piece of music, drama, etc. created spontaneously or without preparation” (Oxford Dictionaries, 2017).

In daily use, improvisation often takes place and is understood as an intuitive, spontaneous and responsive activity, sometimes to make the best of things when plans fail or something unforeseen happens (Holdhus, Hoisater, Maland, Vangsnes, Steinar Espeland, and Espeland, 2016, p.4).

Gerber (2007) defines improvisation as a creative act composed without prior thought. While Lubis (1988, p.44) defines improvisation as a dramatic hypothetical situation in which two speakers interact without any special preparation. When working with improvisations, the teacher should have a large supply of hypothetical situation based on hand-situations which are simply stated and challenging to the students’ creativity.

In this study, script-based improvisation is a drama strategy incorporated with scripted dialogues for their benefits in scaffolding the learning teaching process. Students improvise a certain dialogue based on clues, hints, and prompts individually, in pairs, or in groups, then the most suitable responses are chosen to be scripted, rehearsed, and finally performed. After that, reflection and extension could be applied.

2.4.2 The Importance of Improvisation

Improvisation technique has several benefits. Clare (2006) states that improvisations encourage students to use whatever language they have available to communicate, to develop “thinking on your feet” skills and confidence in coping with the unexpected, to get practice in instigating communication from nothing, to focus on getting the message across rather than on repeating dialogues in parrot fashion, to use their imagination, to imagine themselves using the language in real life situations, and to be creative with language (Fauzan, 2012, p. 149).
Berk and Triebe (2009, p. 31) list some benefits of using improvisation for teaching oral communication skills:

- building trust,
- fostering teamwork and better brainstorming,
- improving communication and presentation skills,
- promoting creative problem solving,
- responding quickly and decisively to unanticipated challenges,
- thinking on their feet and recognize opportunities as they arise,
- increasing their comfort level with change and willingness to take risks, and
- managing change and promote a supportive, improvisational corporate culture.

There are four major instructional reasons for using improvisation in the classroom: (1) It is consistent with the characteristics of the current generation of students, also known as the Net Generation, especially their desire to learn by inductive discovery, experientially, their need for social interaction and collaboration, their emotional openness, and their limited attention span; (2) it taps into students’ multiple and emotional intelligences, particularly verbal/linguistic, visual/spatial, bodily/kinesthetic, interpersonal, and intrapersonal; (3) it fosters collaborative learning by helping to build trust, respect, and team spirit as well as listening, verbal and nonverbal communication, ad-libbing, role-playing, risk-taking, and storytelling skills; and (4) it promotes deep learning through the active engagement with new ideas, concepts, or problems; linking the activities or tasks to prior learning; applying the content to real-life applications; and evaluating the logic and evidence presented (Berk and Triebe, 2009, p.33).

The researcher summed up that improvisational techniques derived from the experiences in improvisational theatre can be adapted to leverage the characteristics of the Net Generation, their multiple intelligences and learning styles, and the variety of collaborative learning activities already in place in a learner-centered environment. It can be a powerful teaching tool to promote deep learning. Improvisation encourages students to mobilize their vocabulary, respond to
grammatical and syntactical cues, develop cultural and social awareness, and gain confidence and fluency.

2.4.3 Principles of Improvisation

There are seven principles of improvisation as suggested by Berk and Triebe (2009, pp. 31-32):

1. Trust. In order for a group to be successful and productive, the members of the group, referred to as “players,” must to be able to trust one another.

2. Acceptance. This is the “Golden Rule” of improvisation (Gesell, 1997). Players must be willing to accept a new idea in order to explore its possibilities.

3. Attentive listening. Players must be aware of the partners with whom they are co-creating in order to increase their understanding of each other and to be able to communicate effectively.

4. Spontaneity. Players co-create in the moment, without the opportunity to revise. Each player is motivated by a positive purpose and desire to delight. Spontaneity allows players to initiate words and actions, building trust with the other players (Keefe, 2002).

5. Storytelling. Players develop the ability to create a collaborative narrative that connects their dialogue through a story. This process often results in memorable content.

6. Nonverbal communication. Players use facial expressions and body language to help communicate attitude, character, and trustworthiness.

7. Warm-ups. Warm-ups are structures that provide an opportunity to develop trust and safe environments, where the players can feel free to explore through “contentless” games and structures.

2.4.4 Characteristics of Improvisation

Sawyer (2000, p. 151) suggests five characteristics of improvisation. The five are:

(i) An emphasis on creative process rather than creative product;
(ii) An emphasis on creative processes that are problem-finding rather than problem-solving;

(iii) The comparison of art to everyday language use;

(iv) The importance of collaboration, with fellow artists and with the audience;

(v) The role of the ready-made, or cliché, in art.

Gerber (2007) also describes five features in which improvisation applies to teaching: (1) Creative Collaboration; (2) Fostering Innovation (3) Supporting Spontaneity (4) Learning through Error; and (5) Developing Presentation Skills.

Improvisational classrooms, according to Spolin (1963, p. 22), have three important features: Learning is a shared social activity, is self-regulated, and has a “point of concentration.” An improvisational classroom also de-emphasizes external authority over classroom activity.

2.4.5 Improvisation as a Teaching Strategy

Improvisation is the strategy of teaching where students are given roles to perform dialogues or conversation using their own word or sentences based on the conversation situation and on clue cards given. It’s a kind of role-play full of improvisation to carry out in the classroom activities. Via in Rivers (1987, p.120) states that improvisations is a very useful drama technique, since the focus is on students’ ability to use the language they have acquired without the benefit of a script. All improvisations should be goal-oriented or have a problem to solve. This enables students to have something definite to talk about.

Gonzalez in O’Malley and Pierce (1996, p.85) argues that improvisations call for students to generate language given an oral or written cue called a prompt. Students interact following the directions on cue cards provided by the teacher.

In addition, Clare (2006) states that role-play involves giving students role cards, instructions and time to prepare. Improvisations are more spontaneous since teacher does not give details or language phrases to use. However, improvisations work best if students are given roles and situations and asked to react immediately. Improvisations encourage students to use whatever language they have available to communicate, develop “thinking on your feet” skills and gain confidence in coping
with the unexpected, get practice in instigating communication from nothing, focus on getting the message across rather than on repeating dialogues parrot fashion, use their imagination, imagine themselves using the language in real life situations, and be creative with language (Fauzan, 2012, pp. 156-157).

2.4.6 Improvisation and English Language Teaching

Improvisation is an excellent technique to use in the FL/L2 classroom as it motivates the learners to be active participants in authentic situations. At the beginning students will be hesitant and shy to participate in the activities, but after a few sessions they will become more enthusiastic, and there will be a phenomenal improvement in their confidence level.

According to MeCuslin (1990), dialogue in improvisation is apt to be brief and scanty at first, but with practice words begin to come, and the players discover the possibilities of character development when oral language is added. Alphonsus and Bola (2013, p. 3) point out that the implementation of techniques that aim to improve the FL learners' confidence level will invariably lead to improvement in the use of the target language. Improvisation provides learners with opportunities to not only improve their language communication skills, but also to improve their confidence which will ultimately lead to the development of positive concepts.

According to Johnson (2005), the result of improvisation in English language must be functional, must merit social and scientific recognition, operation and function. Improvisation develops skills in the cognitive, affective and psychomotor domains.

Wagner (2002) suggests that improvisational drama activities are very powerful in the foreign-language classroom because to learn how to improvise new utterances one has not yet heard, at least one other speaker of the target language is needed. In that case, the repeated pressure the drama puts on participants to respond makes it effective for language learning. He argued that it is not enough for students to hear the target language, such as listening to the tapes or watching TV; they need to talk themselves.
The researcher deduced that improvisation in English language is an element of creativity and resourcefulness; it is the use of local resources in our immediate environment to build, construct, mould or make instructional teaching-learning materials that can assist in the transfer of knowledge from teachers to students.

2.4.7 Teaching Oral Communication Skills through Improvisation

One of the strategies that a teacher could use to improve their motivation in oral communication is improvisation strategy. The students have a big chance to practice speaking English freely in improvisation.

Jones (1982, p. 7) argues that in improvisation there is a greater volume of spoken English produced through the interactional “language of discourse, transaction, negotiation, explanation and inquiry” as the participants “suggest, infer, qualify, hypothesize, generalize, or disagree”.

Drama-based activities like improvisations, and rehearsals can help by providing opportunities for autonomous (teacher-free) use of spontaneous spoken language in an informal environment that encourages individuality. In the long run, fluency and clarity of speech could eventuate, even if the language is not structurally accurate. Progressively expanded speech production over time means ongoing practice, and practice makes perfect (Jill, 2013, p. 34).

Stern (1992) argues that unlike formal language instruction, drama-based learning is communicative in nature. Communicative activities promote subconscious learning because learners focus on the message rather than the code. By extension, this could be taken to mean that when they talk freely, without being overly concerned about the constraints of linguistic accuracy and necessity for clarity of speech (pronunciation and articulation), they focus more on what they are saying (message) than the means by which it is said (code) (Jill, 2013, p. 35).

Maurer (1997) refers to improvisation as ‘the fifth skill’ (after reading, speaking, listening, and writing); it tests what learners know of the target language without any assistance from the teacher. According to Reeve, Bolt, and Cai (1999), when students have the autonomy to pick and choose what to say and how to say it, there is greater internalization of, and motivation for, learning. “Frequent
communicative output produces speech acquisition far more readily than formal accurate output”, states Kagan (1995, p. 2).

For the implementation of improvisations, the teacher carries out teaching learning process in three stages; preparation, implementation, and feedback stage. Fauzan, (2012, pp. 158-161) explains them as follows:

1. Preparation:

Before implementing the action, the teacher is concerned of two things which are lesson plan, teaching materials, and seat arrangement.

2. Implementation:

The implementation of drama improvisations for the students should be done in three stages, the pre teaching, whilst teaching, and the post teaching. In the pre teaching stage, the teacher warms the speaking class by making mini-conversation. After the warming session, the teacher can explains how to initiate, maintain, and develop conversations. This stage is a training session in which students are encouraged to perform the improvisation as well as to introduce the technique so that they get used to doing it.

3. Feedback:

In this step, the students are asked to perform in front of the class. The chairs are arranged such a way in the form of semi-circle and the performing students stand, sit, and act in the middle so that everyone could see and hear them then reflect on the performance.

As stated by Nunan (1999), improvisation can improve the oral communication ability of the students. The improvement can happen in the form of:

(1) the students are confident to speak English, and they do not worry of making mistakes or their friends will laugh at them,

(2) they are not shy to speak English,

(3) they do not hesitate to speak English, and

(4) they like speaking English.
ESL learners’ speech has been observed to benefit from drama as follows: (a) they are more motivated to speak due to the creation of an informal, risk-free environment; (b) their participation increases because of expanded opportunities arising from the materials and student-centredness; and (3) their experimentation and risk-taking with English increases (Gill, 2008).

Briefly put, the implementation of improvisations in teaching of oral communication skills can also improve the classroom atmosphere. The students will also have high motivation in joining the teaching learning process. They could cooperate, ask, respond, and express spontaneously. Improvisation technique is a good way to improve students’ confidence to speak English. By having self-confidence, they are able to talk much in English. Talking much in English has a great contribution to build their fluency. Then, their fluency is an effective way to improve their oral communication skills.

2.4.8 Script-based Improvisation in Teaching Oral Communication

Scripts have long been employed in ESL instruction because they permit students to actively acquire the vocabulary, idioms, grammar and syntax of English speech. All dramatic works--dialogues, scenes, or plays--demonstrate both the cognitive principle that information is best assimilated through more than one sensory route, and the behavioral notion that repeated action imprints knowledge upon the mind. Because they involve all aspects of language, scripts that are rehearsed in class can offer students a dynamic encounter with language that comes closest to real communication.

Recognizing the benefits of scripted dialogues, they are incorporated into curriculum with improvisation. Research and experience with improvisations about conflict situations have shown that, in academic contexts, they generate complex, critical thinking and thoughtful, detailed writing. (Berlinger, 2000, pp. 1-2).

Smith (1984) believes that negative experiences like embarrassment, anxiety and loss of confidence are less likely to occur during drama rehearsals. Language-learners participating in rehearsals tend to feel less self-conscious whenever the teacher interrupts, possibly because they feel that they are a part of a formal project being developed and perfected. Besides the psychological dimension, rehearsals can
also help increase learners’ linguistic competence. Rehearsals for play-productions comprising set play-scripts naturally involve line-memorisation, and by constantly repeating their lines at rehearsals, learners internalize the structures and are able to reproduce them automatically when required. As Tognini, Philp, and Oliver (2010, p. 283) put it, “fluency develops as language knowledge becomes more automatized”. Smith (1984) also suggests that rehearsals are better than free conversation as a way of identifying learners’ errors can also help improve learners’ pronunciation, articulation and prosody. The pre-determined, finite language items in a play-script can be used to guide them in a more focused and organized manner compared to random, hit-or-miss attempts at identifying errors from spontaneous language production within a restricted time-frame.

Dodson (2000, p.10) believes that play-reading (an initial component of the rehearsal undertaking) is “excellent for improving pronunciation and intonation”. Besides that, they can also learn how to use their vocal apparatus, i.e. lips, teeth, tongue and throat in new ways, to match the requirements of the target language.

In addition, breathing, articulation, pacing, and rhythm exercises during rehearsals can be of use in developing more effective listening and speaking skills (Dunkel, 1986, Smith, 1984).

In addition, regular practice with a set text can help learners develop a sense of familiarity with it. Familiarity puts them in a comfort-zone, thereby reducing self-doubt, anxiety and self-consciousness (Dodson, 2000). Rehearsals assist learners in overcoming short-term memory constraints and committing learning to long-term memory. Howe (1998) mentions studies that point to the benefits of rehearsals and repetitions by children. Learners memorizing a script remember more of the text with long-term rehearsals. While it is unlikely that all the lines will remain in the performers’ active memories after a period of time following the end of a performance, certain items, particularly those which have left an impression on the learners, can be retrieved. If retrieved on a regular basis, these items might even become a permanent fixture in the speaker’s repertoire.

According to Hill, (1990, p.13), in creating RT scripts, learners increase their knowledge of language structure (vocabulary, syntax and meaning), language use
(forms and functions of language use) and their metalinguistic awareness (the ability to talk about language). Berlinger, (2000, p. 1) recognising the benefits of scripted dialogues in encouraging English expressions, states that scripts have long been employed in EFL instruction because they permit learners to actively acquire the vocabulary, idioms, grammar and syntax of English speech. As they involve all aspects of language, scripts that are rehearsed in class can offer EFL learners a dynamic encounter that comes closest to real communication.

Dougill (1987, p. 22) explains that drama scripts are of particular value to language learning because in contrast to the atomistic approach adopted in the conventional classroom teaching, scripts provide a rich source of comprehensible input in language that is natural and spoken. In addition, scripts also offer psychological security to the learner.

Briefly then, although there is less autonomy during rehearsals, learners get to improve their oral output through constant practice of correct linguistic forms and sounds that exist within the context of a play-script (Gill, 2013, p. 38)

2.4.9 Improvisational Learning Activities

There are many improvisational tasks or activities in today’s ESL classrooms (Nunan, 2004). Prabhu (1987) categorizes the task-based language teaching into three types: information gap, reasoning gap, and opinion gap. Information gap means the transfer of information from one person or group to another person or group, usually requiring the coding or decoding of information from or into language. One example is pair work, where one person has a part of the whole information and attempts to convey orally to another. Reasoning gap refers to using the given information to, by means of inference, deduction, practical reasoning, or perception of the relationships, secure new information. One example of reasoning gap activities is deciding the best course of action (such as the cheapest or the fastest) to achieve a goal within certain constraints. Opinion gap activities involve expressing personal preference, feeling, or attitude toward a given situation, such as completing a story, participating discussion of a social issue.

Pattison (1987) proposes seven types of tasks and activities: questions and answers, dialogues and role-plays, matching activities, communication strategies,
pictures and picture stories, puzzles and problems, and discussions and decisions. In Pattison’s types, all are overlapping with Prabhu’s types except dialogues/role-plays and communication strategies. Dialogues/role-plays can be wholly scripted or wholly improvised, but the improvised are more favoured due to the learning effects and motivation. Communication strategies involve activities such as paraphrasing, borrowing or inventing words, asking for feedback and simplifying.

2.4.10 Limitations of Improvisation in Teaching Oral Communication

Though improvisation activities are highly regarded in their effects on oral proficiency acquisition, they are not free of weaknesses. Nation (1989) points out that the most crucial weakness of the fluency-oriented approach is probably fossilization, errors that have become a permanent part in the way a learner speaks. Ironically, fossilized errors prevent the learner from improving fluency, as higher accuracy is required for improving fluency in each level. Another weakness is that communication in a target language is not always the most effective way to develop oral communication skills.

Furthermore, some learners do show their preference for memorization activities over improvisation activities. Nunan (1989) describes an Australian study (by Alcorso & Kalantsis) that show that learners favor traditional learning activities over more communicative activity types. Kang (1997) assessed Korean middle school students’ language learning strategies and found that most students use non-communicative, mechanical strategies such as repeating, translation, or rote memorization, especially for the lower graders.

One of the biggest fears of teachers, particularly those who are just starting their career, is a classroom in chaos. Many teachers worry that inviting creativity into the classroom will result in curricular chaos.

These seemingly conflicting concerns and commitments result in a paradox in which teachers find themselves balancing two inverse tensions: (1) teaching requisite academic subject matter while still wanting to foster student creativity; and (2) wanting to allow for creativity yet fearing curricular chaos (Sawyer, 2011, p. 94).
2.4.11 Commentary

Learning how to improvise may be more than just getting used to botching things up, or doing something “on the spur of the moment.” It may even be something like a skill for living. Not just doing anything in the moment, but learning how to make use of as much of ourselves and as much of the “context” as possible; learning how to fill the moment (Frost & Yarrow, 1990).

In conclusion then, creating and performing a script-based improvisation can be a highly successful learning experience for ESL students. While it motivates them to generate imaginative and detailed ideas, greatly expand their vocabulary, actively practice language skills and attain far greater fluency, it also provides a setting in which they can explore the social values of a different culture. Finally, participating in this kind of activity strengthens students’ confidence and autonomy in their academic ability, an essential component of successful language acquisition.

This part deals with improvisation strategy in teaching and discusses several related points, such as the definition, importance, principles, and characteristics of improvisation. Moreover, steps, strategies, and limitations of teaching script-based improvisation are presented.

2.5 Summary

The theoretical framework highlights the three main variables of this study: oral communication skills, learner autonomy, and script-based improvisation strategy. The researcher reviewed lots of books, dissertations, research papers, and websites in order to present a solid framework of her study. The section includes the terminology, importance, pedagogy, steps, strategies, features, challenges, and effective activities of the three variable.
Section II
Previous Studies

This section tries to examine 36 previous studies relevant to the topic of the current study in an attempt to benefit from their procedures, tools, results, and recommendations. This section includes three domains that aim at reviewing previous studies related to the current study. The first domain explores studies related to oral communication skills. The second domain presents studies related to learner autonomy. The third domain investigates studies related to implementing improvisation in teaching languages. The studies in all three domains are sequenced thematically, followed by the researcher's comments.

2.6 Previous studies on oral communication skills:

1- Keshta (2016)

This study aimed to investigate the impact of using jigsaw strategy on improving reading comprehension and communication skills among eleventh graders in Rafah. The researcher adopted the experimental approach and employed a sample of (76) EFL female learners. For collecting data, the researcher used three tools: a questionnaire, an achievement test (pre & post-test), and an observation card. The collected data were analyzed and treated statistically through the use of SPSS, T-test and the effect size equation. The findings of the study revealed that there were significant differences in learning English reading comprehension and communication skills between both groups: the experimental and the control ones, in favor of the experimental group due to using the jigsaw strategy. The study recommended the necessity of implementing jigsaw strategy in teaching and learning English reading comprehension and communication skills to bring about better outcomes in students' achievement. Also, the researcher suggested that further research should be conducted concerning the effectiveness of using jigsaw strategy on different English language skills and other school subjects as well.

2- Al Agha (2015)

This study aimed at investigating the impact of using classroom English on developing eleventh graders' communication skills and their attitudes towards
English. To achieve the study aims, the researcher adopted the experimental approach with two groups' pre-posttest design (experimental and control). To collect the data, the researcher prepared an achievement test (pre, post & delayed) and an attitude scale. The tools were implemented on the study sample consisting of (80) male students who were randomly selected from the original population of (1743) students in West Khanyounis Directorate of Education in the scholastic year 2014-2015. After the data had been analyzed using SPSS program, the study revealed that there were significant differences at ($\alpha \leq 0.5$) in the scores of the control and the experimental groups in favor of the experimental group on the posttest, which was attributed to the impact of the classroom English. The findings also pointed out that there were statistically significant differences at ($\alpha \leq 0.01$) in the experimental group students' attitudes towards English in the post application of the attitude scale.

Based upon the previous findings, the study recommended that teachers are advised to use the classroom English while teaching English as it can improve students' achievement level in English and enhance their communication skills. It also suggested that further research should be conducted on the effect of classroom English on other English language, and the treatment of learning difficulties in English.

3- Bruner and Sinwongsuwat (2015)

This paper aimed to reexamine current EFL oral communication teaching practices from the perspectives of teachers and A2 students at two universities, namely Prince of Songkla University (PSU), Thailand and University of Novi Sad (UNS), Serbia and to identify real problems encountered by teachers and students attempting to embrace Communicative Language Teaching (CLT) to improve oral English communication. Represented here were the views of 439 2nd-4th year students with the majority level of English proficiency, Elementary (A2), who were enrolled in the summer courses and administered the Cambridge Quick Placement Test (CQPT). Accordingly the A2 group was chosen as the appropriate participants when analyzing the data from the survey questionnaire. The findings were that oral English communication classes at PSU continue to embrace CLT and that the majority of Thai A2 students were frequently engaged in group activities rather than
in individual and teacher-centered tasks. There was reliance on unrealistic, scripted role plays. Recommendations are placement tests, choices of more advanced elective courses, rigorous enforcement of upper enrollment limit, a balance between group and individual communicative tasks, and replacement of scripted with non-scripted role plays.

4- Akinola (2014)

This study attempted to describe the applications of the practical based approach to teaching oral communication skills in an academic setting. It also investigated the teachers' attitude to adoption of practical task as a complement to the teaching of oral communication skills. The sample size of 25 lecturers was drawn from the five institutions. They were selected based on the fact that those two courses are directly oral communication oriented. To collect data, the researcher used a questionnaire. The findings revealed the stakeholders positive attitude to its adoption in order to complement the theoretical aspect of teaching. The adoption of practical task in the teaching of oral communication would have positive impact on the students. The study recommended stakeholders like government, curriculum designers as well as teachers should ensure that practical task become essential component of language teaching and learning in order to develop student communicative knowledge.

5- Hmaid (2014)

This paper explores the effect of teaching oral Communication Strategies on English language learners. It was carried out in the English department at Misurata University. A pragmatist paradigm is adopted by the researcher in the current study, which combines both the quantitative and qualitative methods. A sample of 40 students from the target population participated. Participants were divided into classes constituting a control group and a treatment group, each with 20 students. The researcher used a questionnaire, an interview, and an observation card to collect data.

The findings of this study reveal that explicit teaching of CSs enhanced English language learners’ effective ability to communicate and raised their awareness of strategy use. The results also showed that language learners had a
positive attitude towards the teaching of CSs and found these strategies useful for improving their conversation. There was also evidence that teaching CSs had a long lasting impact on the communication skills of Libyan English language students.

6- Shabana (2014)

The aim of the present study is to investigate the effectiveness of blended learning in developing English language oral communication skills of Al-Azhar Experimental Secondary Institute Students. The subjects of the study were (42) female participants who were selected at random from Al-Zohor experimental secondary institute for girls at Port-Said. They were divided into two groups (control and experimental). A questionnaire containing lists of listening and speaking skills a pre-post English language oral communication skills test, teacher’s guide and exercise book were designed for collecting data. The results showed that there is statistically significant difference at 0.01 level between the mean scores of the control and experimental groups on the post-test in favor of the experimental in overall skills as well as in each sub-skill. The findings of the present study revealed that a blended learning approach has a positive effect on developing English language oral communication skills of Al-Azhar Experimental Secondary Institute Students.

7- Zourob (2014)

This study aimed at investigating the effectiveness of using Webinar on improving speaking skills for the Rafah UNRWA seventh graders and their anxiety in speaking. For achieving this aim, the researcher adopted the experimental approach. The sample of the study consisted of (48) female students. It was randomly chosen from Rafah Prep (B) Girls’ School. The researcher designed three tools; the achievement test, the observation card and the anxiety scale. The data were analyzed statistically by using Mann Whitney to measure the differences between the performance of the experimental and control group in the pre and the post test. The results of the study revealed that the webinar has affected positively students' English language speaking skills. It has also reduced students' speaking anxiety. The researcher recommends that the Palestinian teachers should update the latest technology tools to get benefit from their advantages.
8- Alam (2013)

This paper focuses on the improvement of oral communication skills (OCSs) of Pakistan's Public School's Grade-6 students who have a lack of opportunities and are seldom exposed to English language generally and OCSs particularly. English language learners in the English department at Misurata University were the wider population. A sample of (40), first year English language learners in the same department were the target population. Qualitative research method was selected in order to improve OCSs of young learners in public school context.

The researcher used a questionnaire, an oral interview, and an observation card as instruments of the study for collecting data.

The Findings of pre and post intervention phases revealed that students’ OCSs had shown a marked improvement by giving opportunities to practice oral languages, providing conducive learning environment and using new teaching strategies.

It also showed that explicit teaching of CSs enhanced English language learners’ effective ability to communicate and raised their awareness of strategy use.

9- Szpotowicz (2012)

The study aimed to explore young learner performance in an interactive oral production task based on an information gap requiring A1-level language performance. The independent variable was an interactive task that elicited language from the learners. An oral production task and a smiley questionnaire used in the ELLiE project (Early Language Learning in Europe) were used in the present study. An empirical study was carried out to determine whether, after four years of learning English as a compulsory school subject, children are ready to engage in oral interaction in a semicontrolled task and produce answers and questions in English. A convenience sample of (6) ten-year-old children was selected from 180 participants in ELLiE2 in Poland. The results of the Year Four oral test (an interactive task) showed that almost all the participating children could respond to questions but only half were able to ask questions. Considering generally positive attitudes to speaking activities, the results suggest that ten-year-old children are already developing their interactive skills and could benefit from more interaction-focused classroom
activities. Further experimental classroom-based studies are necessary to gain better insight into potential oral achievements in this age group.

10- Khan (2010)

This study investigates spoken production strategies on three oral communication tasks among high and low proficiency EFL learners. A repeated-measures design was used in this study. Participants were drawn from EFL student at the UVIC. Over 70 undergraduates enrolled in their first year of compulsory English classes at the UVIC, 48 of which were selected for this study.

The instruments used in the study were a strategy, three communicative tasks, and a reflective questionnaire. Study data collected were entered into SPSS 15 statistical package and exported to Microsoft Excel for designing tables and graphs. Findings of the study show that across-task differences in spoken production and strategy use can be predicted from task characteristics, and task characteristics influence strategy use more than fluency.

11- Patrick (2010)

This study was designed to investigate the attitudes of Japanese EFL learners towards the use of Reader Theatre as a way to enhance their English oral skills. The data for this research were collected through both quantitative and qualitative means. RT was introduced to Japanese EFL learners enrolled in an English programme in the University of Niigata Prefecture (UNP). The RT activity was conducted with two classes of First-year students enrolled in a Core English Class and one class of First-year students enrolled in a Speaking Class. The Core English class consisted of (20) students while the Speaking Class consisted of (40) students. The data for this study was obtained through a survey questionnaire. The findings from this study show that RT enhanced the English skills of Japanese EFL learners as they learned to use English in a real communicative context. Readers Theatre also boosted the confidence of Japanese EFL learners in their spoken English as they experimented with their voices by varying the pitch and volume to portray the characters in their scripts.
12- Boussiada (2010)

The present study aims to explore the effects of cooperative group work on improving learners' oral proficiency and communicative skills. The method of this research work is quite descriptive. The data were gathered through self-completion questionnaires administered to third-year LMD learners and to teachers who have taught Oral Expression at the Department of English, Mentouri University, Constantine. (40) students were the subject of the study. The results have shown that cooperative group work is the right technique for increasing learners' language use and classroom oral participation.

On the basis of these results, the hypothesis was confirmed in that students need to be provided with an adequate technique to develop the speaking skill needed and to create suitable situations where they can use the language without hesitation.

13- Zuheer (2008)

The purpose of the present study is to investigate the effectiveness of using a cooperative learning strategy, "student teams-achievement divisions", STAD-based program on developing some oral communication skills of second level students. The experimental design of the study depended on the voluntary basis of choosing the group of the study, which consisted of (30) second level students. The researcher has used the following tools: A pre-post oral communication skills test, and a cooperative learning strategy STAD based program that contains a teacher's guide and a students' handbook. Paired t-test “SPSS” program was used to measure the effect of the training program on the students’ oral performance. Results revealed that the program was effective in developing students’ oral communication skills as there were statistically significant difference between the pre and post administration of the test. The researcher recommended that during the teaching of oral communication, students should be provided with a relaxing, effective, and interactive environment that fosters interaction and helps to develop the students' oral communication skills.

14- Al-Qadi (2007)

This study aimed at revealing the main difficulties facing English majors in oral communication skills at the Islamic University of Gaza (I.U.G.), 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. The population of the study consisted of (222) English students. (194) English majors were chosen as the sample of the study. The researcher used a list of skills as a questionnaire, a diagnostic test, and a program for tackling difficulties facing students in oral communications skills. To know the causes of these difficulties she interviewed the four oral communication teachers in the English department at I.U.G. Pearson correlation and T- test were used to analyze the data statistically. The results showed that there were difficulties in oral communication skills. There were different causes to these difficulties most of which were related to English majors, teachers, subject, and the university system. There were no statistically significant differences at (α≤0.05) between English majors in oral having oral communication skills difficulties due to the gender (male and female).

2.6.1 Commentary on the first domain

The researcher clearly recognized from the previous studies that all of them concentrated on the great importance of communication skills as the root of learning any second or foreign language. Moreover, there was an emphasis in all these studies on communication skills as playing a prime role in any language learning, which concurs well with the aim of this study.

Obviously, all the fourteen studies agreed with this study in that:

• These studies enlightened the researcher in choosing the oral communication skills as a dependent variable needed to be enhanced among EFL learners and thus choosing a drama technique in order to improve these skills.

• All the previous studies used the experimental method with two groups, control and experimental group, save two which utilized the qualitative, descriptive one as Hmaid (2014) and Alam (2013).

• The studies used many communicative strategies that foster the active learning, such as the blended learning in Shabana (2014), reader theatre in Patrick (2010), cooperative group-work in Boussaida (2010), jigsaw strategy in Keshta (2016), and information gap in Szpotowics (2012).
• The previous studies in this domain depended on study tools for collecting data, such as observation cards as Keshta (2016), questionnaire as Burner and Sinwongsuwat (2015) and Akinola (2014), pre and post achievement tests as Al Agha (2015), and interviews as Alam (2013). The instrumentations utilized in the previous studies drew the attention of the researcher to the use of the achievement test, observation card and the scale. The researcher did some modifications on the tools to be applicable at UNRWA classroom settings.

• For analyzing data, the studies in this section implemented SPSS program, T-test and effect size equation as Keshta (2016), Mann Whitney as Zouroh (2014), and paired t-test as Zuheer (2008).

• This study benefited greatly from the previous studies utilized in categorizing the sub skills of oral communication skills.

The researcher concluded that whenever educational drama was utilized, a great chance was provided for authentic practice and genuine promotion of oral communication skills.

2.7 Previous studies on learner autonomy:

1- Priyatno (2017)

This study aims to report how "Mobile learning" platform facilitated the exercise of learner autonomy in an EAP "English for Academic Purposes” class at an Indonesian higher education. The qualitative case study involved (21) students enrolled in an EAP course that adopted a blended learning method. A questionnaire was used for collecting data. The findings suggested that mobile learning platform helped the students to exercise autonomy in EAP learning. The students exercised their control over learning management, cognitive process, and selection of learning materials. The exercise of autonomy is due to the affordance of mobile learning. First, mobile learning social networking interface facilitated interaction and communication among the students. Second, its mobile application enabled the students to learn English at their pace, time, and place. Third, the media-rich materials encouraged the students to further explore other materials online.
2- Chin (2015)

This study aims to explore the detailed information on the correlations between learner autonomy and learners affective factors in College English Learning in China. In order to obtain reliable data, both quantitative and qualitative approaches are employed in the study. The subjects of this study are the second-year non-English majors in Linyi University. (379) sophomores took part in the questionnaire survey.

A questionnaire is administered to collect quantitative data. The research results showed that 1) the students with high motivation are more skillful at selecting and implementing learning strategies; 2) learners’ ability of monitoring their learning process has the highest level of correlation with all of the three kinds of English learning anxiety, and the learners’ attitude toward learner autonomy shows the lowest coefficient with the English learning anxiety. 3) In the correlation between self-efficacy and learner autonomy, the highest level of correlation is between self-efficacy in learning ability and learners’ attitude toward learner autonomy. Based on the research findings, some teaching strategies are proposed aiming to utilize the positive roles of students’ affective factors in EFL teaching and control the negative ones.

3- Ramírez (2014)

This article presents the findings of an action research study on developing learner autonomy through project work in an English for Specific Purposes class. A descriptive and qualitative case study was carried out to answer the research question. The study was conducted at a Colombian regional and public university with environmental engineering undergraduates. The group consisted of ten boys and six girls of the English major students. The instruments for data collection were field notes, semi-structured interviews, questionnaires, students’ artifacts, and video recordings. The results revealed that learner autonomy could be developed by means of cooperative work in order to achieve common interests and support each other. Students also displayed self-regulation in regard to facing failures through learning strategies; furthermore, this study showed how intrinsic motivation implies the desire for accomplishment and knowledge to fulfill a learning goal.
4- Elizondo and Garita (2013)

The main aim of this study is to examine the role of learner autonomy in the academic achievement and linguistic performance of (6) EFL students in the English Teaching Major at UNA, Brunca Extension. The Learner Autonomy Test and a questionnaire were used for gathering data. Artifact collection was the last data gathering instrument used. Through it, students’ grades were compiled and analyzed. The findings show that the higher the autonomy level, the more successful the linguistic achievement will be. This level of autonomy, as shown by the participants of this study, highly depends on either the learning strategies each learner has devised along the path or the instruction and impact teachers have had on the student’s learning.

5- Khaki (2013)

This study aimed at investigating the relationship between learner autonomy and willingness to communicate (WTC) among Iranian EFL learners. 77 English learners were homogenized out of 100 advanced learners. A learner autonomy questionnaire and a WTC scale were used. The quantitative data gathered through these instruments were analyzed to determine the degree of correlation between these two constructs. The results demonstrated a significant and strong relationship between learner autonomy and trait-like WTC in Iranian EFL learners and a significant but weak correlation between learner autonomy and situational WTC in Iranian EFL learners. So it can be concluded that a significant relationship between learner autonomy and WTC can be seen in Iranian EFL learners. The regression analysis provided further support for this result.

6- Macaskill & Denovan (2013)

This study aimed to develop confidence in first year university students to facilitate autonomous learning. The researcher followed the quasi-experimental method of research. Psychological character strengths were assessed in 214 students on day one at university. The impact of the intervention was assessed against a control group of 40 students who had not received the intervention. The researcher used a questionnaire and a learner autonomy scale for collecting data. The data were entered into SPSS and transformed into z-scores to allow comparison of scores. The
results suggested that students were more confident after the intervention and that levels of autonomous learning increased significantly compared to the controls. Character strengths were found to be associated with self-efficacy, self-esteem, and autonomous learning in ways that were theoretically meaningful.

7- Okazi (2011)

This thesis explores how students can be helped by learner autonomy-focused instruction to develop motivation in learning English in a Japanese university EFL setting. The researcher conducted a longitudinal classroom-based study, involving both qualitative and quantitative research methods. The researcher used a questionnaire, observations, and interviews for collecting data. Both quantitative and qualitative data from 21 students in the group with learner autonomy support and 19 students who received the conventional instruction without learner autonomy support were analyzed. Results suggest that students receiving learner autonomy support performed better and were more motivated than students who did not receive the support. They also indicate that more self-determined motivational development occurred only in the students who received autonomy support.

8- Willis (2011)

This study investigates the qualities of the teacher-student relationship that support student learning autonomy in an assessment for learner (AfL) context.

Three case studies of the interactions of Queensland Middle School teachers and their classes of year 7, 8 and 9 were developed over one year. Data were collected from field notes, video recordings, and interviews. Themes and patterns of interrelationships were identified through thematic coding using a constant comparative approach. Validation was achieved through methodological triangulation.

Four findings that inform an understanding of AfL and the development of learner autonomy emerged. Firstly, autonomy is theorized as a context-specific identity mediated through the teacher-student relationship. Secondly, it was observed that learners negotiated their identities as knowers through AfL practices in various tacit, explicit, group and individual ways. Thirdly, teachers and learners negotiated their participation by drawing from identities in multiple communities of practice.
Finally it is proposed that a new participative identity or narrative for assessment is needed. This study is significant as it affirms the importance of teacher assessment to support learners in developing autonomy.

9- Balcikanli (2010)

This study aims to investigate student teachers’ beliefs about learner autonomy in the Turkish educational context.

This paper reports on a survey on learner autonomy conducted with a group of student-teachers at Gazi University in 2009. The objectives were to assess student-teachers’ perspectives on learner autonomy, the areas of learner autonomy student-teachers consider important, and the constraints they view as obstacles to deployment of learner autonomy. The study used a questionnaire survey, which was designed to gather the student teachers’ perspectives in such areas as the involvement of students in classroom management, homework tasks, and selecting materials. It involved a survey of 112 undergraduates (75 females and 37 males) in the ELT Department.

The overall study findings indicate that student teachers are positive towards the adoption of learner autonomy principles. In light of the findings, teacher educators are recommended to encourage their student teachers to be engaged in out-of-class tasks; to involve them in decision-making on the learning/teaching processes and to employ portfolios and teacher logs for the development of practical knowledge and thinking operations.

10- Sakai and Takagi (2009)

This study explores the relationship between learner autonomy and English language proficiency of Japanese university students from 16 universities. The participants were 721 Japanese students. Questionnaires and vocabulary levels test were administered to the students to clarify the perception they hold of their learning and learner autonomy. The questionnaire was analyzed using factor analysis, and nine factors emerged. For future analysis, ANOVA and multiple comparisons were employed on three levels for those factors. Results show that there were differences in the degree of autonomy among the groups and revealed that good performers show attributes of “independent users”, the middle group stayed at the range of
“independent learners”, and the poor performers were struggling at the “dependent learners” level.

11- Üstunluoglu (2009)

This study was conducted in order to investigate the perceptions of university students and teachers regarding responsibilities and abilities related to autonomous learning, and the autonomous activities both inside and outside the classroom. The study also investigated whether these responsibilities, abilities and activities changed significantly according to motivation level and gender. The sample is restricted to only one English Medium University, located in İzmir, Turkey. The study involves 320 freshman students and 24 English teachers. Data was gathered through interviews and a questionnaire. The t-test was used for the analysis of the findings related to gender, and ANOVA was used to analyze whether responsibility, ability and the activities differ significantly in terms of motivation level. The results suggest that students do not take responsibility for their learning although they have the ability, and teachers, themselves, take on most of the responsibilities. This study suggests that both students and teachers need to understand the necessity of learner independence, and a training program on autonomous learning should be included in the language curriculum.

12- Gokgoz (2008)

The present study seeks to investigate the correlation among reported degree of learner autonomy of the students, strategies they used while coping with speaking problems, and their speaking grade levels. The data has been collected via quantitative instruments. Participants of the present study consisted of 102 pre-intermediate and beginner level preparatory class EFL learners of English at Kütahya Dumlupınar University.

A questionnaire was used for collecting data. Following the completion of the questionnaire, the quantitative data analysis method was performed via SPSS (Statistical Package of Social Sciences) 13.0 by conducting ANOVA and MANOVA tests and some descriptive statistics.

The results of the study revealed that learners with low speaking grades are worse than learners with high speaking grades during the use of strategies for coping
with speaking problems on the whole. Similarly, learners with low speaking grades also reported themselves as less autonomous when compared to high proficiency learners of English, although the difference is not significant between the group of learners in average speaking grade level and high grade level.

2.7.1 Commentary on the second domain:

The researcher noticed from the above mentioned 12 studies that they all agree that most students were not feeling autonomous towards English language learning, and this is due to different reasons such as the boring teaching and teacher-centered methods and techniques used by teachers or the country's policy as well as the lack of motivation towards teaching and learning of English language.

The researcher deduced the following notes from exploring previous studies related to learner autonomy:

• The studies in this domain employed various approaches of research, such as experimental research as in Macaskill and Denovan (2013); qualitative case study as in Priyatno (2017) and Willis (2012); and quantitative approach as in Khaki (2013).

• Samples of the studies in this section ranges between large ones as (112) participants in Balcikanli (2010) and (320) students in Ustunluoglu (2009), and limited samples as (6) students in Elizondo and Garita (2013). However, the researcher used an average sample of (66) students as Macaskill and Denovan (2013).

• Different tools were used to collect data about learner autonomy, such as field notes in Ramiriz (2014), interviews in Okazi (20111), video recording in Willis (2011), learner autonomy test, open-ended question survey in Chen (2015), and most of the studies as Priyatno (2017) and Khaki (2013) used the questionnaire which the researcher used as well.

• Communicative strategies were used to improve learners' autonomy, such as mobile learning in Priyatno (2017), blended learning and cooperative learning in Gokgoz (2008). This use of communicative approach agrees with the current studies through the use of a drama strategy.
• Studies as Khaki (2013) show that there is a significant relation between learner autonomy and the willingness to communicate, and this agrees with the current study.

• Most findings of studies revealed that students with high learner autonomy levels show higher achievement levels in language learning as they're more motivated as Chen (2015) and Gokgoz (2008) which agree with the study findings.

The researcher finds out so much similarity with his current study that students need more active and learner-centered environment of teaching and learning to engage students in the process of learning English language, which can be achieved by using the script-based improvisation strategy.

2.8 Previous Studies on script-based improvisation:

1- Hains & Campbell (2017)

This study examines street performing arts students’ responses to using improvisation for teamwork during a first year, work-integrated learning (WIL) experience. The study followed an action research methodology so that might help in learning by doing, improving practice and undergoing investigative research at the same time. The aim of the study was to investigate: (1) students’ perceptions of improvisation and (2) ways in which to design teamwork assessments that utilize improvisation. The study concentrated on the open-ended, qualitative responses from 22 students who participated in the survey. Also, the study focused on the responses from students who participated in the recorded, focus group discussion. The results highlighted students’ understanding of how improvisation works, how it is learnt and that it requires risk taking. From the findings, specific recommendations for designing teamwork assessments that utilize improvisational processes are made via a three-stage model.

2- Horin (2016)

The aim of this study is to provide theoretical and practical knowledge about strategies and techniques for training primary school education pre-service teachers (PSTs) for Pedagogical Improvisation (PI). The study relied on qualitative research methods. The study was conducted in two primary schools in a small Norwegian
city. Pupils were 3rd graders (ages 8–9). During research, (11) PSTs provided data including videos of interviews following RPI sessions, and reflection notes following the complete interventions. PSTs’ experiences and perceptions were coded and analyzed, leading to the development of a theoretical model on which future trainings for classroom improvisation may be based. Findings showed that training Pedagogical Improvisation in a sequence of preparatory sessions, rehearsing improvisation with pupils, experiencing improvisation in authentic settings, and reflection may impact PSTs’ approach to, and implementation of, improvisation.

3- Okten & Griffin (2016)

This paper describes tasks based on improvisation of real-life scenarios, which triggered reflective thinking, verbalization, and writing, leading to the creation of natural dialogues rather than artificial, dull monologues. This study is qualitative. Data was collected from 30 students at a state university’s Turkish and Foreign Languages Centre. Briefly, data sources included the course-book, reflective paragraphs, and classroom discussions about culture-salient issues.

Action research was conducted to promote more effective communicative styles in a multicultural classroom. Performance data was analyzed inductively, as each activity was adapted into a real-life scenario to study intercultural competence. The results show that the improvisation of real-life scenarios which could present various tasks helped enable students to reach and complete the threshold level (B1) of Turkish relatively quickly and directly, and to achieve a corresponding level of intercultural competence.

4- Salami & Olotu (2014)

This study seeks to examine teachers’ awareness and improvisation skills of scientific visual resources as a determinant to pupils learning outcomes in basic science and technology. Ex-post facto type of the causal comparative research design was adopted. 55 basic science and technology teachers and 550 pupils were involved in the study. Two instruments were used to collect data for this study; Teachers’ Awareness and Improvisation Skills Questionnaire and Pupils Achievement Test in Basic Science and Technology. Data collected were analyzed using mean, standard deviation, percentage and multiple regressions. The results indicated that teachers’
awareness on ways of improvisation was average and their improvisation skills was very low. Pupils’ achievement in Basic Science and Technology was average. There was no significant joint influence of teachers’ awareness and improvisation skills of scientific visual resources on pupils’ attitude to Basic Science and Technology and also in pupils’ academic achievement in basic science and technology. It is recommended that primary school teachers should make effort to acquire more knowledge on various ways by which scientific visual resources could be improvised.

5- Augustine (2013)

The study investigated the effects of student’s improvised instructional materials on students’ achievement in Biology. The study employed a quasi-experimental design, specifically the pretest– posttest non-equivalent group design. (140) students randomly drawn from 2 public primary schools in Potiskum education zone of Yobe State formed the sample of the study. Three experts validated the instrument Biology Achievement Test (BAT). The data were analyzed using mean, standard deviation and ANCOVA. The results revealed that students taught using improvised instructional materials performed better than students taught using conventional material; male students did not perform better than their female counterparts in Biology; rural students performed better than urban students in biology. Based on the findings and implications, it was recommended that teaching of Biology in secondary school should be conducted in a manner that students will effectively understand and learn the concept taught. It was also suggested that further research could be carried out on this topic using true experimental research design.

6- Dillon (2013)

This paper models learning environments as cultural ecologies and reports two case studies where technological resources are introduced into the cultural ecology to investigate the extent to which improvisation in learning arises out of the processes of collaboration facilitated by the technology. A student-oriented study investigated how 34 Master's students shared lecture notes in an online educational community. Data were collected through the respective technological resources and
interviews. Results from both studies suggest that little improvisation occurs of its own accord; rather it requires interventions in the cultural ecology that promote an awareness of possibilities and develop the conditions to support them.

7- Slazak (2013)

This study focuses on teaching high school students improvisational techniques to increase their creative and critical thinking skills. To implement this project, the researcher gathered a small group of 8-12 teenagers. An achievement test was used for collecting data from the sample. Through the use of games, activities, and reflection, the students experienced creativity skills to learn the relationship between the two. During each class, students participated in exercises that engaged them both physically and mentally, based on improvisation skills. After reflection on individual learning, the relationship between these skills and the skills of creativity was discussed. The students were given the opportunity to discuss this vocally, reflect on it in writing, and share their thoughts on videotape. The study findings show that students' abilities in creative thinking increased as their confidence and capacity in improvisation.

8- Becker (2012)

This dissertation aimed to evaluate whether improvisation, a specific type of dramatic technique, was effective for training pre-service teachers in specific characteristics of teacher-child classroom interaction, communication and affective skills development. This study utilized a mixed-method research design based on instructional design and development research. Matched pairs t-tests were used to analyze the self-efficacy. Training skills survey data, pre-service teacher reflections, and interview transcripts were used to triangulate the qualitative data. Results of the t-tests showed a significant difference in participants’ self-efficacy for teaching measured before and after the improvisation training. Qualitative results from pre-service teachers' artifacts and interviews showed that participants reported beneficial personal outcomes.

9- Toivanen (2011)

The purpose of study is to investigate how to move away from structured routines and lead disciplined improvisation in education where the students partially
guide the direction of the class. According to the study hypothesis, drama and improvisation can stimulate creativity and enjoyment in educational processes –both for teachers and students. This study implemented the descriptive approach.

The study examined different reviews from drama education, philosophy of education. The preliminary studies show that mastering the ability to lead interactive and creative teaching is a difficult challenge for teacher students even though it is part of their teacher education. The recurring tension between scripted teaching and creative teaching is a manifestation of deeper, competing conceptions of teaching: in teacher education programs, it was noticed that teacher students find it difficult to move away from scripted teaching. According to the conclusions of this research, good teaching is based on confidence, rich interaction and creative passion, which can be taught through drama and improvisational exercises such as verbal spontaneity games, role playing, and physical movement. Drama work and improvisational exercises also train our interaction skills.

10- Liu (2006)

This study aimed to investigate the effects of two teaching strategies, memorization and improvisation, on ESL (English as a second language) students' oral proficiency and how they perceived the strategies and the activities used in the classroom. Participants were (16) Taiwan ESL students.

Data were collected from perception their oral pre-test and post-test, perception questionnaire, interview, college- wide satisfaction survey and in- class observation. Data were analyzed in both quantitative and qualitative ways.

Results showed that the improvisation group performed significantly better than the memorization group, and the memorization group did better than the combination group. The findings also showed that participants' initial oral language levels made no difference on the rate of oral improvement. In terms of the teaching activities, participants preferred task-based activities to discussion activities, and activities involving multiple people were preferred to monologues such as storytelling and news reports. Nevertheless, preference made no difference on participants' oral improvement.
2.8.1 Commentary on the third domain

This domain contains eleven studies in teaching and learning by improvisation strategy. Overall, the previous studies conducted by different researchers in different countries confirmed the effectiveness of improvisation strategy in teaching and learning any subject especially English language skills.

Concerning the studies of this section which focused on the effect of using improvisation strategy on teaching English language in general and other school subjects, the following points can be noticed:

• Improvisation strategy provided alternative opportunities for teaching and learning any language and subject to the students as Hains and Campbell (2017), Horin (2016), Salami and Oloto (2014), and Augustine (2013) revealed.

• Different tools were used in the previous studies. Interviews were used in Horin (2016) and Dillon (2013). Achievement tests were also used in Slazak (2013) and Salami and Olotu (2014). Other studies as Hains and Campbell (2017) and Liu (2006) used questionnaire as a study tool. This helped the researcher to select the achievement test and autonomy scale as study tools.

• Improvisation strategy encouraged students and teachers to develop their learner autonomy and self-efficacy as Becker (2012) revealed.

• Improvisation strategy was successful in improving students' communication skills as Okten and Griffen (2016) revealed.

• Applying improvisation strategy in teaching English brought better outcomes in students' achievement of English, especially in oral communication skills as Liu (2006) revealed.

• The researcher suggests that further researcher should be carried out on the impact of using improvisation for teaching languages using the experimental search design as Augustine (2013) suggested.
2.9 Commentary on the previous studies:

Having reviewed the previous studies, the researcher enriched her background especially in revealing the effects of improvisation strategy on developing students' oral communication skills and learner autonomy.

Moreover, the researcher familiarized herself with information needed to identify and specify the criteria and tools for evaluating oral communication skills and learner autonomy. Moreover, the researcher believes that it is essential to conduct a study in this context to reveal more about oral communication skills among Palestinian seventh graders.

The obtained studies are varied between applied studies and fundamental ones. They were conducted by different researchers in different countries, universities, and schools, administered on different students of different levels. There are relationships (similarities and differences) between studies in each domain and the current one.

The following conclusions can be driven:

• Most previous studies followed the experimental methodology as Hmaid (2014), Zourob (2014), and Macaskill and Denoyan (2013). The researcher benefited from these studies in designing her study. On the other hand, different studies used other research designs case study in Willis (2012), action research in Okten and Griffin (2016), and mixed-method design in Becker (2012).

• Most of the previous studies in the first domain dealt with oral communication as dependent variable confirmed that there is a need for improving oral communication skills like: Al Agha (2015), Akinola (2014), and Khan (2010).

• All the previous studies in the third domain dealt with the improvisation strategy as independent variable in different materials in general and in the English language in particular as Augustine (2013) and Slazak (2013).

• The varied instruments used in the previous studies have given some insights to carry out this study effectively. Some of the important and suitable used tools to conduct these studies include questionnaires such as the study of Keshta (2016),
observation card as in the study of Hmiad (2014), and achievement test as in the study of Slazak (2013).

- samples of the previous studies were different in number, gender and age. However, it is worth mentioning that these studies varied between large as Bruner (2015) and Al-Qadi (2007); and small groups of participants as Alam (2013) and Elizondo and Garita (2013).

- Results of many previous studies revealed the existence of a general weakness in oral communication skills in all levels which support the need for this study, such as Keshta (2016) and Bruner and Sinwongsuwat (2015).

- Most findings of studies in section two revealed that students with high learner autonomy levels show higher achievement levels in language learning as they're more motivated like: Priyatno (2017) and Chin (2015).

- Most of the previous studies mentioned in section three proved that improvisation had positive role on language teaching of oral communication skills like: Okten and Griffen (2016), Alphonsus and Bola (2013), and Liu (2006).

- The current study differs from these studies in many aspects:
  - None of the previous studies dealt with the questions and the hypotheses of this current study. This indicates the importance of this study in dealing with new questions and test new hypotheses.
  - The current study discusses a very important topic related to English language acquisition. It is applied on the seventh graders of UNRWA schools in Gaza. Moreover, it implemented a very effective strategy for improving students' oral communication skills and learner autonomy, which is script-based improvisation.

To sum up, the previous studies were a guide for the researcher as they helped her to design the procedures and steps of the study, and they especially helped in preparing the teacher's guide, tools as well as the theoretical framework.
2.10 Summary

In this chapter, the researcher attempted to shed light on the literature review of the present study. The researcher explored the theoretical framework related to the oral communication skills, learner autonomy, and improvisation strategy. Then she reviewed the previous related studies divided into three domains. They were very helpful to the researcher in conducting this study as they enriched her educational background concerning the theoretical part of study.

In the next chapter, the researcher presents the methodological procedures, sample, pilot study, instrumentations, and statistical treatment of the findings.
Chapter 3
Methodology
Chapter 3
Methodology

This chapter discusses the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation and the pilot study. In addition, it presents the research design, the data collection tools and the statistical treatment of the findings.

3.1 The Research Design

To achieve the aim of this study, the researcher adopted the experimental approach. Such an adoption was due to the nature of the research, which aimed at finding the effectiveness of using script-based improvisation on developing oral communication skills and learner autonomy.

Two groups were selected, an experimental group and a control one. Both groups are pre-tested. Then the experimental group was taught oral communication by using script-based improvisation. The control group was taught oral communication through the traditional method. The research includes three variables; the first variable is script-based improvisation. The second variable is oral communication skills, and the third variable is learner autonomy. The experiment lasted for a month. This means that the students were subjected to twenty one hours during the treatment.

At the beginning of the experiment, a pre-test, and a learner autonomy scale were administered to both groups. By the end of the experiment, the posttest and the learner autonomy scale were administered again to collect data.

With another teacher, the researcher observed the experimental and control groups' oral communication skills before the experiment and after the experiment as well to measure whether the implementation of the experiment developed the students' oral communication skills.

3.2 Study Population

The population of the study consisted of all seventh graders "female students" at Gaza UNRWA schools enrolled in the first semester of the school year (2017-2018).
3.3 Study Sample

The sample of the study consisted of (66) female students distributed into two groups. One of the groups represented the experimental group consisting of (32) female students and the other group represented the control group consisting of (34) female students. The groups were randomly chosen from a purposive sample from Rafah Prep. "D" Girls' School in Rafah (female students). Table (3.1) shows the distribution of the sample.

Table (3.1): Distribution of the Sample

<table>
<thead>
<tr>
<th>Group</th>
<th>Experimental</th>
<th>Control</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students</td>
<td>32</td>
<td>34</td>
<td>66</td>
</tr>
</tbody>
</table>

The students in both groups were equivalent in their general achievement as revealed in the statistical treatment of their results in the second term of the school year (2016-2017). This is because classes were originally distributed according to their results by the school administration beforehand. The age of the sample was also controlled before the experiment application. A pre-test was used to check the equivalence of achievement of the two groups.

3.4 Study Variables

The study included the following variables:

- An independent variable which was the script-based improvisation strategy.
- The first dependent variable which was the oral communication skills.
- The second dependent variable which was the learner autonomy.

3.5 Research Instrumentation

In order to collect the data that help achieving the aim of the research, The researcher built, developed, adapted, used and evaluated four main instruments as follows:

1- Achievement test (pre and post-test). Appendix (3)

2- Learner autonomy scale. Appendix (8)

3- Oral communication functions and forms. Appendix (10)
3.6 Content Analysis

Content analysis was conducted according to the following procedures:

- **Purpose of the analysis**

  The analysis aimed at identifying to what extent the first semester units in "English for Palestine" for 7th grade (student book) included the suggested list of the prepared oral communication skills.

- **Sample of the analysis**

  The analysis sample included the sub-skills of these domains (comprehension-pronunciation-grammar-fluency-vocabulary) in "English for Palestine" 7th grade (student book) and in the first semester of the scholastic year (2017-2018).

- **Limitations of the analysis**

  The analysis includes the speaking lessons- periods 1 and 6 in units (1-2-3-4-6-7-8) in "English for Palestine" for grade 7.

  - The analysis consists of oral communication skills in the domains (comprehension-pronunciation-grammar-fluency -vocabulary).

  - Using a card to observe the results and the frequency of each analysis unit.

- **Steps of the analysis**

  To analyze the content, the researcher followed some steps:

  - Adequate and careful survey of the content and identifying the targeted communication skills was conducted.

  - Computing the number of indicators to the skills in the card and the frequency of each category.

  - Classifying the results and converting them into percentage to be discussed.
• **Analysis validity**

The tool was presented to a panel of supervisors and experienced teachers to discuss the suitability of the analysis for the aim it was prepared and to make sure that the determined skills are included in the seventh grade curriculum to be analyzed.

• **Analysis reliability**

To examine the reliability of the analysis, two ways may be used: reliability through people or reliability through time. The researcher used reliability through people. The researcher analyzed the content for the skills in the five domains of the card according to their frequencies. A colleague carried out another analysis for the same skills. Holesti formula was used to know the percentage of agreement between the two analyses.

\[
R = \frac{2(C1 \times C2)}{(C1+C2)} \times 100
\]

\[R = \text{Correlation coefficient}\]
\[2(C1 \times C2) = \text{Number of agreements between the two analyses}\]
\[C1 = \text{Total frequency in the first analysis}\]
\[C2 = \text{Total frequency in the second analysis}\]

Table (3.2) shows the coefficient correlations between the two analyses in the domains.

**Table (3.2): Correlation Coefficient of Content Analysis through People**

<table>
<thead>
<tr>
<th>No.</th>
<th>Domain</th>
<th>1st Analysis</th>
<th>2nd Analysis</th>
<th>Agreement</th>
<th>Correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grammar</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>0.90</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
<td>10</td>
<td>13</td>
<td>10</td>
<td>0.87</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>0.89</td>
</tr>
<tr>
<td>4.</td>
<td>Fluency</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>0.84</td>
</tr>
<tr>
<td>5.</td>
<td>Comprehension</td>
<td>11</td>
<td>14</td>
<td>11</td>
<td>0.88</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>59</strong></td>
<td><strong>46</strong></td>
<td><strong>0.88</strong></td>
</tr>
</tbody>
</table>
According to Table (3.2), the correlation coefficient between the two analyses was 0.88, which is acceptable. This is a clear evidence of the reliability of the analysis process.

3.7 List of Oral Communication Functions and Forms:

A- The aim of the list is to identify the oral communication skills and functions that seventh graders should obtain.

B- The Sources of Constructing the List:

The researcher depended on different sources to construct the list. She explored books of oral communication and speaking skills, such as Underhill (1987), Munro (2011), and Littlewood (1998), and previous studies, such as Ashour (2014), Zourob (2014), and Aljadili (2014). Also, the researcher asked specialized teachers who teach these subjects about the main and sub-skills needed for oral communication skills among the seventh graders.

C- Description of the List:

The list includes the main oral communication skills, functions, and forms available in the text book of seven grade and needed to be improved among the seventh graders. The researcher prepared these necessary skills necessary to be used in daily life through different situations. Below are the main oral communication functions. Appendix (10)

D- Oral Communication Functions

- Asking and answering questions
- Using greetings and talking about personal communication
- Discussing world languages and international communication
- Talking about animals communication
- Describing some animals
- Expressing their favourite animal
- Making and responding to telephone calls
- Talking about their preferences in football and other sports
– Talking about crafts and school crafts show, giving advice, instructions and reporting.

– Talking about a hike. Appendices (10, 11)

**E. Validity of the List of Oral Communication Functions**

The researcher showed the list of oral communication functions to a number of referees of English professors, teachers, and education specialists in order to judge the suitability and importance of the tool through adding, deleting or correcting. The juries’ responses revealed that all the functions are very important. The lowest percentage was (80) and the highest one was (100%) and no skills were deleted or added. Appendix (10)

**3.8 Achievement Test**

Tests are the most useful tool of educational research as a data collecting technique and they provide material for most experimental studies in education. They are used to compare the behavior of two or more persons or groups at a particular time or at different times (Deka, 1993, p. 46).

The achievement test was prepared by the researcher to measure the students' skills in three domains: oral communication, vocabulary, and language structure. It was used as a pretest applied before the experiment; a posttest applied immediately after the experiment. The achievement test consisted of such questions that measure the oral communication skills practices available in *English for Palestine* text book for grade 7 to measure the students' development in English language oral communication skills. Appendix (3).

**3.8.1 The General Aim of the Test**

The test aimed at measuring the impact of using script-based improvisation strategy on developing the seventh graders' oral communication skills in English language; accuracy (vocabulary and language structure); fluency (responding to questions). Due to the fact that fluency is very difficult if not impossible to be measured by the written test, the researcher used the observation card.

**3.8.2 The Sources of Constructing the Test**
The researcher depended on the previous studies and books in oral communication skills and on his experience as a teacher of English in constructing the test. Moreover, the researcher consulted the English education specialists in Rafah directorate and UNRWA and some colleagues who have a long experience teaching English language.

3.8.3 The Items of the Test

The test consisted of 6 main questions related to the three oral communication sub-skills. The main questions included 37 items in total when the test was first constructed and applied on the pilot study.

The items of the final version test were distributed into five questions as follows:

1. Match the suitable items from column (A) with the suitable expressions in column (B):

   This question included seven items which evaluated students' ability to develop choosing the suitable response in different situations. One mark was given to each correct answer. Students had to match items from the first column with the suitable responses in the second column.

2. Complete the dialogue from the list:

   This question included six items with seven gaps to be filled with responses from the box which evaluated students' ability to develop oral communication skills. One mark was given to each correct answer.

3. Do as shown between brackets:

   This question included six items which evaluated students' ability to read what was required between brackets and respond accordingly. One mark was given to each correct answer.

4. Finish the sentences with words from the list:

   This question included eight items which evaluated students' ability to choose the appropriate words in a meaningful context. A mark was given to each correct answer.

5. Choose the correct word between brackets:
This question included seven items which evaluated students' ability to choose the correct structure. A mark was given to each correct answer as shown in Table (3.3).

Table (3.3): The Distribution of the Achievement Test Questions

<table>
<thead>
<tr>
<th>Domain</th>
<th>Question</th>
<th>Type</th>
<th>No. of items</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>1. Match the suitable items from column (A) with the suitable expressions in column (B)</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Complete the dialogue from the list</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Do as shown between brackets</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>4. Finish the sentences with words from the list</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>5. Choose the correct word between brackets</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5</td>
<td>34</td>
<td>35</td>
</tr>
</tbody>
</table>

3.9 The Pilot Study

The test was applied to a random sample of (30) seventh graders from Rafah (D) Preparatory Girls School in September, 2017, who had the same characteristics of the population of the study. The results were recorded and statistically analyzed to assess the validity and reliability of the test as well as the time needed. The items of the test were modified in the light of the statistical results.

3.9.1 The Experimentation of the Test:

In order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficients, the test was conducted (as a piloting test) on a randomly selected group of 30 female students. These three groups studied at the same school and were from the same cultural and environmental background. After the implementation of the piloting test, the researcher computed the test time.
3.9.2 Time Estimation

The trial application on the pilot study helped in estimating the time needed for answering the questions according to the following equation:

\[
\frac{\text{Time of the first student} + \text{Time of the last student}}{2} = \frac{37 + 43}{2} = 40
\]

Applying this equation, the researcher found that the time needed for the pretest to be applied was (40) minutes.

3.9.3 Validity of the Test

Al Agha (1996, p.118) states that "a valid test is the test that measures what it is designed to measure". The study used the referee validity and the internal consistency validity. The researcher checked the validity of the test according to the trial application. The following steps were adopted:

a. Referee Validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in governmental schools and UNRWA (See Appendix 1). According to their recommendations, some modifications were made such as giving helping ideas during the test, see appendix (3).

The Referees’ Comments on the Test:

• The researcher ought to use pictures. It helps students' general understanding for the context.

• It was found that (Question 4, discuss the following topics) was not suitable because it depends on writing, so the researcher was advised to delete it.

• Some referees considered using grammar and structures is not preferable because grammar is not speaking. However, the researcher explained that grammar is important for one of the oral communication sub-skills (accuracy).

• The researcher was advised to write the test instructions in Arabic for the seventh graders.
• Another referee asked the researcher to allocate specific time for each section of the achievement test.

• One of the referees believed that written tests can't be used to measure speaking skills. The researcher believed that using the observation card can solve this problem.

b. The Internal Consistency Validity

Al Agha (1996, p.121) asserts that the internal consistency validity indicates the correlation of the score of each item with the total degree of the test. It also indicates the correlation of the average of each domain with the total average and the domains with the test as whole. This validity was calculated by using Pearson Formula.

1. Oral Communication Domain

The researcher used Pearson correlation coefficient to compute the internal consistency of the oral communication items. To measure such validity, Pearson Correlation computed the correlation of the following: the items with their domains, the items with the total test and the domains with the test as a whole. The results are shown in Table (3.4) below.

Table (3.4): Internal Consistency Validity of the Oral Communication Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Correlation Coefficient</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.883</td>
<td>0.000**</td>
</tr>
<tr>
<td>2.</td>
<td>0.783</td>
<td>0.000**</td>
</tr>
<tr>
<td>3.</td>
<td>0.789</td>
<td>0.000**</td>
</tr>
<tr>
<td>4.</td>
<td>0.773</td>
<td>0.000**</td>
</tr>
<tr>
<td>5.</td>
<td>0.743</td>
<td>0.000**</td>
</tr>
<tr>
<td>6.</td>
<td>0.781</td>
<td>0.000**</td>
</tr>
<tr>
<td>7.</td>
<td>0.787</td>
<td>0.000**</td>
</tr>
<tr>
<td>8.</td>
<td>0.784</td>
<td>0.000**</td>
</tr>
<tr>
<td>9.</td>
<td>0.771</td>
<td>0.000**</td>
</tr>
<tr>
<td>10.</td>
<td>0.890</td>
<td>0.000**</td>
</tr>
<tr>
<td>11.</td>
<td>0.780</td>
<td>0.000**</td>
</tr>
<tr>
<td>12.</td>
<td>0.834</td>
<td>0.000**</td>
</tr>
<tr>
<td>Item</td>
<td>Correlation Coefficient</td>
<td>Significance</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>13.</td>
<td>0.880</td>
<td>0.000**</td>
</tr>
<tr>
<td>14.</td>
<td>0.799</td>
<td>0.000**</td>
</tr>
<tr>
<td>15.</td>
<td>0.768</td>
<td>0.000**</td>
</tr>
<tr>
<td>16.</td>
<td>0.781</td>
<td>0.000**</td>
</tr>
<tr>
<td>17.</td>
<td>0.767</td>
<td>0.000**</td>
</tr>
<tr>
<td>18.</td>
<td>0.787</td>
<td>0.000**</td>
</tr>
<tr>
<td>19.</td>
<td>0.882</td>
<td>0.000**</td>
</tr>
</tbody>
</table>

"r" table value at (28) df. At (0.05) sig. level equal 0.315
"r" table value at (28) df. At (0.01) sig. level equal 0.406

2. Vocabulary Domain

The researcher used Pearson correlation coefficient to compute the internal consistency of the vocabulary items. To measure such validity, Pearson Correlation computed the correlation of the following: the items with the vocabulary domain, the items with the total test and the domains with the test as a whole. Table (3.5) describes the internal consistency of the vocabulary items domain.

Table (3.5): Internal Consistency Validity of the Vocabulary Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Correlation Coefficient</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.780</td>
<td>0.000**</td>
</tr>
<tr>
<td>2.</td>
<td>0.834</td>
<td>0.000**</td>
</tr>
<tr>
<td>3.</td>
<td>0.880</td>
<td>0.000**</td>
</tr>
<tr>
<td>4.</td>
<td>0.799</td>
<td>0.000**</td>
</tr>
<tr>
<td>5.</td>
<td>0.783</td>
<td>0.000**</td>
</tr>
<tr>
<td>6.</td>
<td>0.767</td>
<td>0.000**</td>
</tr>
<tr>
<td>7.</td>
<td>0.880</td>
<td>0.000**</td>
</tr>
<tr>
<td>8.</td>
<td>0.882</td>
<td>0.000**</td>
</tr>
</tbody>
</table>

"r" table value at (28) df. At (0.05) sig. level equal 0.315
"r" table value at (28) df. At (0.01) sig. level equal 0.406
3. Grammar Domain

The researcher used Pearson correlation coefficient to compute the internal consistency of the grammar items. To measure such validity, Pearson Correlation computed the correlation of the following: the items with the grammar domain, the items with the total test and the domains with the test as a whole. Table (3.6) describes the internal consistency of the third domain items.

Table (3.6): Internal Consistency Validity of the Grammar Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Correlation Coefficient</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.683</td>
<td>0.000**</td>
</tr>
<tr>
<td>2.</td>
<td>0.893</td>
<td>0.000**</td>
</tr>
<tr>
<td>3.</td>
<td>0.871</td>
<td>0.000**</td>
</tr>
<tr>
<td>4.</td>
<td>0.790</td>
<td>0.000**</td>
</tr>
<tr>
<td>5.</td>
<td>0.777</td>
<td>0.000**</td>
</tr>
<tr>
<td>6.</td>
<td>0.788</td>
<td>0.000**</td>
</tr>
<tr>
<td>7.</td>
<td>0.889</td>
<td>0.000**</td>
</tr>
</tbody>
</table>

"r" table value at (28) df. At (0.05) sig. level equal 0.315
"r" table value at (28) df. At (0.01) sig. level equal 0.406

Table (3.6) shows that correlations of the test items were significant at (0.05), which indicates that there was a consistency between the items and this means that the test was highly valid for the study.

The researcher also computed the correlation of the test domains with the test as a whole. Table (3.7) describes the results:

Table (3.7): Internal Consistency Validity of the test domains

<table>
<thead>
<tr>
<th>Domain</th>
<th>Correlation Coefficient</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication Skills</td>
<td>0.870</td>
<td>0.000**</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>0.811</td>
<td>0.000**</td>
</tr>
<tr>
<td>Grammar</td>
<td>0.859</td>
<td>0.000**</td>
</tr>
</tbody>
</table>

"r" table value at (28) df. At (0.05) sig. level equal 0.315
"r" table value at (28) df. At (0.01) sig. level equal 0.406
Looking at Table (3.7), one notices that all correlation coefficients are significant at 0.05 or 0.01 levels. This means that the test has internal consistency validity.

3.9.4 Reliability of the Test

The test is regarded reliable when it gives the same results in case of applying it again for the same purpose in the same conditions (Al-Agha, 1996:120). The reliability of the test was measured by Cronbach Coefficient Alpha and the Spilt- half technique.

The researcher computed the test reliability coefficients through:

1. **Cronbach Alpha Coefficient**

   This method was used to measure the reliability of the achievement test between each field and the mean of the whole fields of the test. The normal range of Cronbach coefficient alpha value is between 0.0 and + 1.0, and the higher values reflect a higher degree of internal consistency. The Cronbach alpha coefficient was calculated for each field of the test.

   **Table (3.8): The Cronbach Alpha for the Achievement Test**

<table>
<thead>
<tr>
<th>No.</th>
<th>Domain</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Oral Communication Skills</td>
<td>0.811</td>
</tr>
<tr>
<td>2.</td>
<td>Vocabulary</td>
<td>0.874</td>
</tr>
<tr>
<td>3.</td>
<td>Grammar</td>
<td>0.891</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>0.858</strong></td>
</tr>
</tbody>
</table>

   Table (3.8) shows the values of Cronbach Alpha for each section of the test and the entire test. This is considered high; the result ensures the reliability of each section of the oral test. Cronbach Alpha equals 0.858 for the entire test, which indicates an excellent reliability of the entire test. Thereby, it can be said that the researcher proved that the achievement test was valid, reliable, and ready for administration for the sample.
2. Split Half Method:

It depends on splitting the written communication test, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Prophecy Formula (Abu Hattab & Sadeq, 1980, p. 14). Table (3.9) shows split half coefficients for the achievement test domains.

**Table (3.9): Split Half Coefficients of the Test Domains**

<table>
<thead>
<tr>
<th>No.</th>
<th>Domain</th>
<th>Split Half Coefficient</th>
<th>Spearman Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Oral Communication Skills</td>
<td>0.771</td>
<td>0.870</td>
</tr>
<tr>
<td>2.</td>
<td>Vocabulary</td>
<td>0.874</td>
<td>0.932</td>
</tr>
<tr>
<td>3.</td>
<td>Grammar</td>
<td>0.792</td>
<td>0.883</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>0.812</td>
<td>0.896</td>
</tr>
</tbody>
</table>

The results show that the reliability coefficients are acceptable because they are above 0.896 (O’dah, 2002, p. 176), which means that the test is reliable and valid to apply.


The formula for KR-20 for a test with K test items numbered \( i=1 \) to \( K \) is:

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

Where \( p_i \) is the proportion of correct responses to test item \( i \), \( q_i \) is the proportion of incorrect responses to test item \( i \) (so that \( p_i + q_i = 1 \)), and the variance for the denominator is \( \sigma_r^2 \).

**Table (3.10): KR-20 Test Reliability**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Kuder – Richardson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>0.821</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>0.832</td>
</tr>
<tr>
<td>Grammar</td>
<td>0.722</td>
</tr>
<tr>
<td>Total mark</td>
<td>0.791</td>
</tr>
</tbody>
</table>
Table (3.10) shows that KR-20 test reliability is 0.791, which means that there is a high reliability for the items.

3.9.5 Scoring of the Test

The test was scored in a simple traditional way. Each correct answer was given one point. The maximum average was (35) and the minimum was (zero). So the total points for the whole test were (35).

3.9.6 Analysis of the Items of the Achievement Test

a- Difficulty Coefficient

The researcher also computed the difficulty and discrimination factors of the test items. Difficulty coefficient is measured on the pilot study by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994:308). The piloting sample was divided into two groups as follows: the first group included the students who achieved the highest 27% of the scores (15 students). The second group included the students who achieved the lowest 27% of the scores (15 students). The difficulty coefficient of a test item was computed according to the following equation (O’dah, 2002, p. 125):

\[
\text{Co. of difficulty} = \left( \frac{\text{Number of students who gave wrong answers}}{\text{Total number of students}} \right) \times 100\%
\]

b- Discrimination Coefficient:

The discrimination coefficient of a test item is computed according to the following equation (O’dah, 2002, p. 127):

\[
\text{Discrimination Coefficient} = \frac{\text{No. of correct items of high achievers} - \text{No. of correct items of low achievers}}{\text{No. of high achievers + No. of low achievers}}
\]
Table (3.11): Difficulty and Discrimination Coefficients of the Test Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Difficulty</th>
<th>Discrimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.35</td>
<td>0.45</td>
</tr>
<tr>
<td>2.</td>
<td>0.40</td>
<td>0.55</td>
</tr>
<tr>
<td>3.</td>
<td>0.29</td>
<td>0.35</td>
</tr>
<tr>
<td>4.</td>
<td>0.31</td>
<td>0.36</td>
</tr>
<tr>
<td>5.</td>
<td>0.49</td>
<td>0.55</td>
</tr>
<tr>
<td>6.</td>
<td>0.55</td>
<td>0.47</td>
</tr>
<tr>
<td>7.</td>
<td>0.47</td>
<td>0.71</td>
</tr>
<tr>
<td>8.</td>
<td>0.39</td>
<td>0.42</td>
</tr>
<tr>
<td>9.</td>
<td>0.35</td>
<td>0.55</td>
</tr>
<tr>
<td>10.</td>
<td>0.47</td>
<td>0.49</td>
</tr>
<tr>
<td>11.</td>
<td>0.54</td>
<td>0.55</td>
</tr>
<tr>
<td>12.</td>
<td>0.36</td>
<td>0.40</td>
</tr>
<tr>
<td>13.</td>
<td>0.65</td>
<td>0.70</td>
</tr>
<tr>
<td>14.</td>
<td>0.43</td>
<td>0.45</td>
</tr>
<tr>
<td>15.</td>
<td>0.58</td>
<td>0.60</td>
</tr>
<tr>
<td>16.</td>
<td>0.41</td>
<td>0.61</td>
</tr>
<tr>
<td>17.</td>
<td>0.27</td>
<td>0.35</td>
</tr>
<tr>
<td>18.</td>
<td>0.36</td>
<td>0.40</td>
</tr>
<tr>
<td>19.</td>
<td>0.63</td>
<td>0.65</td>
</tr>
<tr>
<td>20.</td>
<td>0.53</td>
<td>0.63</td>
</tr>
<tr>
<td>21.</td>
<td>0.47</td>
<td>0.55</td>
</tr>
<tr>
<td>22.</td>
<td>0.43</td>
<td>0.42</td>
</tr>
<tr>
<td>23.</td>
<td>0.36</td>
<td>0.40</td>
</tr>
<tr>
<td>24.</td>
<td>0.40</td>
<td>0.52</td>
</tr>
<tr>
<td>25.</td>
<td>0.24</td>
<td>0.36</td>
</tr>
<tr>
<td>26.</td>
<td>0.36</td>
<td>0.42</td>
</tr>
<tr>
<td>27.</td>
<td>0.41</td>
<td>0.50</td>
</tr>
<tr>
<td>28.</td>
<td>0.36</td>
<td>0.55</td>
</tr>
<tr>
<td>29.</td>
<td>0.41</td>
<td>0.45</td>
</tr>
<tr>
<td>30.</td>
<td>0.38</td>
<td>0.44</td>
</tr>
<tr>
<td>31.</td>
<td>0.35</td>
<td>0.40</td>
</tr>
<tr>
<td>32.</td>
<td>0.51</td>
<td>0.53</td>
</tr>
<tr>
<td>33.</td>
<td>0.49</td>
<td>0.55</td>
</tr>
<tr>
<td>34.</td>
<td>0.41</td>
<td>0.50</td>
</tr>
</tbody>
</table>
Table (3.11) shows the difficulty coefficient of the test items. As it is noticed, they range from 24.00 % to 65.00 %. These are statistically acceptable because, according to statistics indicators, they are in the acceptable range of 20% - 80% (Abu Lebda, 1982, p.339). Thus the test is within students’ levels.

The discrimination coefficients of all test items are also acceptable since they are above 20% (Al-Zayoud & Elyan, 1998, p. 172).

This means that the test items have good difficulty and discrimination factors.

3.10 The Observation Card

Observation as a tool of research requires a systematic and careful examination of the phenomena being studied. In particular, researchers who use observation must conduct their research in a way that results in accurate, unbiased, and richly detailed information.

When conducting observations, the primary goal is to gather data that are accurate and naturalistic and, to the greatest extent possible, reflect the reality of the situation as the participants see it (Lodico, Spaulding & Voegtle, 2010).

Observation Cards are used to record the students' development process in English oral communication skills simultaneously with the implementation of the experiment. Riche & Tanner (1998, p. 17) cited from (Peberdy 1993, p. 47) that:

"Observation is in some ways rather like breathing: Life depends on it and we do it all the time, usually without reflection. The observation skills of watching, listening, counting and identifying patterns of social interaction are processes we tend to take for granted though we would, quite literally, be lost without them".

A) The Aim of the Observation Card

The aim of the observation card use is to provide careful description of learners' levels in oral communication skills before and after implementing the script-based improvisation strategy on seventh graders' oral communication skills.
B) Construction of the Observation Card

The observation card was conducted using the SOLOM (Student Oral Language Observation Matrix) Teacher Observation. This card was developed by San Jose Unified School District, California (Central Comprehensive Center, 2016) (Website).

The observation card included five scales/skills; comprehension, fluency, vocabulary, pronunciation and grammar. These scales can be categorized into three integrated categories in correlation with the speaking sub-skills of the study; fluency, accuracy and appropriacy. However, the researcher preferred to maintain the SOLOM scale without any modifications for reliability and validity purposes (see appendix 4).

Determining the performance indicators that describe the levels of achievement, how they relate to expectations and what student speaking performance looks like at each level, the scope rate is from 1 – 5. One is very low, and five is very high. Appendix (5). Based on the oral communication skills and the topics of the text-book, the researcher prepared a list of questions for assessing students’ skills. Appendix (7).

C) Validity of the Observation Card

Referee Validity:

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

D) Reliability of the Observation Card:

To prove the reliability of the observation card statistically, the researcher used the general agreement of the observers who are the researcher and her colleague calculating the reliability. At the end of the total period assigned for the observation, they were almost consistent in their observation results. The ratio of the agreement was calculated statistically by using Copper equation. According to Al Agha (1996, p. 121) the formula for calculating the coefficient agreement is as followed:
After the application of the mentioned equation, the ratio of the agreement between the observers is offered in the following table:

Table (3.12): Percentage of agreement between the observers on the observation card

<table>
<thead>
<tr>
<th>No.</th>
<th>Domain</th>
<th>Agreement points</th>
<th>Disagreement Points</th>
<th>Total points</th>
<th>Agreement coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grammar</td>
<td>42</td>
<td>6</td>
<td>48</td>
<td>0.875</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
<td>43</td>
<td>5</td>
<td>48</td>
<td>0.896</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>40</td>
<td>8</td>
<td>48</td>
<td>0.833</td>
</tr>
<tr>
<td>4.</td>
<td>Fluency</td>
<td>41</td>
<td>7</td>
<td>48</td>
<td>0.854</td>
</tr>
<tr>
<td>5.</td>
<td>Comprehension</td>
<td>42</td>
<td>6</td>
<td>48</td>
<td>0.876</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>42</td>
<td>6</td>
<td>48</td>
<td>0.867</td>
</tr>
</tbody>
</table>

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

E) Implementation of the Observation Card

The observation card was used twice; it was used before applying the experiment to determine the level of the experimental group before applying the treatment.

The experimental group development in oral communication skills was the focus of the observation. The researcher and a friend teacher watched the recorded videos for both groups and scored the students' progress in oral communication skills before the implementation of the experiment and after the implementation to be compared.
The researcher implemented the observation card on the experimental and control groups according to the following procedures:

1. The researcher prepared special cards for different oral communication tasks.
2. In these cards, the students read the questions and think of their responses.
3. Students comment or answer the questions written on the special cards.
4. The researcher records their time for answering or commenting by a video camera.
5. The researcher with another teacher of English watched the video recorded for each student.
6. Observer 1 and Observer 2 observe the students oral communication skills.
7. Observer 1 and Observer 2 write evaluation of the students' performance and rank their performance from 5-1 in the five scopes written in the observation card.
8. This happens twice, one time before the experiment and another time after the experiment.
9. The researcher then analyzed both observers' evaluation to find agreement and disagreement items and how much development students have achieved in their oral communication skills performance.

3.11 The Learner Autonomy Scale

A learner autonomy scale was prepared by the researcher to measure the effect of script-based improvisation on developing learners' autonomy in English language among the seventh graders. This scale was used before and after the experiment for the control and the experimental groups (See Appendix 7).

3.11.1 The aim of the scale

The autonomy scale aimed at measuring the learners' autonomy in English language before and after the experiment for both the control and experimental groups.
3.11.2 Steps of Constructing the Scale

Constructing this scale, the researcher followed the following procedures:

1. Reviewing related literature, such as Ustunluoglu (2009) and Sakai & Takagi (2009).

2. Forming the domains and the statements of the scale in the light of reviewed the previous studies.

3. Consulting specialists about learner autonomy in general.

4. Including positive and negative statements.

5. Presenting the scale to the referee committee in order to measure: Suitability of the number of the items for the seventh graders; Clarity of the meaning of the statement to the respondents; Language used in the scale; and Extent to which each item of scale represents the intended domain.

6. Refereeing the scale by university professors, specialists and experts, as well as some colleagues.

7. The researcher carried out a pilot study for this scale on a group of (30) students to assess the scale validity and reliability.

2.11.3 Description of the Scale

The scale consists of three domains. The same scale was carried out before the experiment and after teaching with improvisation strategy. Results of the pre and post scale were recorded, statistically analyzed and compared. Students were asked to indicate the extent of their agreement with each statement, on a five-point scale from strongly agree to strongly disagree.

The scale consisted of three domains:

(1) responsibilities for English language

(2) abilities of learning English language

(3) activities in English language.

The scale items were constructed to measure learners’ autonomy in English language. The researcher took into consideration the following:
The scale items were specific, each included one idea in order to express specific attitude.

The items were related to scale domains and autonomy subject.

The items were short as much as possible.

The items were simple, easy and suitable for the students' level.

The five-point Likert scale was used to measure students' responses. The levels of the scale responses varied between strongly agree, agree, not sure, disagree and strongly disagree. The students were asked to put (√) sign under their responses. Scores from 5 to 1 were assigned for positive responses and from 1 to 5 for the negative ones. The final version of the scale after modification consisted of 39 items distributed into three domains as outlined in Table (3.13).

### Table (3.13): The Scale Domains

<table>
<thead>
<tr>
<th>Domain</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responsibilities for English language</td>
<td>11</td>
</tr>
<tr>
<td>2. Abilities of learning English language</td>
<td>10</td>
</tr>
<tr>
<td>3. Activities in English language</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

Based on Likert scale, we have the following:

### Table (3.14): Likert Scale Type of Items

<table>
<thead>
<tr>
<th>Type of item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive sentences</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Negative sentences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

3.11.4 Instructions of the Scale: (for students)

The researcher gave the instructions to the students. To avoid ambiguity, the statements of the scale were translated into Arabic in order to get students to understand the items easily and accurately (Appendix 7).
Respondents were asked to rate each item of each domain as follows:

- In the positive items, students rated the items as follows: (5) = strongly agree, (4) = agree, (3) = not sure, (2) = disagree, and (1) = strongly disagree.

- In the negative items, students rated the items as follows: (1) = strongly agree, (2) = agree, (3) = not sure, (4) = disagree, and (5) strongly disagree.

3.11.5 Pilot Study

In September, 2017, the scale was applied on a pilot sample of (30) seventh graders from Rafah "D" Prep. Girls School. It was applied in order to check the clarity of the scale items and instructions. It was also applied to identify the scale validity and reliability.

3.11.6 Validity of the Learner Autonomy Scale:

Before administering the scale, it was proved valid. According to Mackey and Gass (2005, pp. 106-107), a scale is considered valid when it measures what it is supposed to measure. Validity should also have “significance not only to the population that was tested, but, at least for experimental research, to a broader, relevant population” (Mackey and Gass 2005, p. 107). To ensure the validity of the pretest, the researcher examined the following:

a. Referee Validity:

The test was refereed by a panel of specialists in English language and methodology, in Gaza universities and colleges, supervisors and experienced teachers (See Appendix 1). According to their recommendations, some modifications were made.

b. Internal Consistency Validity

The researcher used Pearson correlation coefficient to compute the internal consistency of the scale items. To measure such validity, Pearson correlation computed the correlation of the following: the items with their domains, the items with the total test and the domains with the test as a whole.
Internal Consistency of the First Domain

Table (3.15) shows the correlation coefficients between each item of the first domain and the overall rate of items, which shows that the correlation coefficients indicated a function at the level of significance (0.05), where the level of significance of each item is less than 0.05 and the value of r is greater than the calculated value of r spreadsheet which is equal to 0.315, and these are considered the first domain items.

Table (3.15): Internal Consistency Validity of the First Domain of the Scale

<table>
<thead>
<tr>
<th>Item</th>
<th>Correlation Coefficient</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.663</td>
<td>0.000**</td>
</tr>
<tr>
<td>2.</td>
<td>0.683</td>
<td>0.000**</td>
</tr>
<tr>
<td>3.</td>
<td>0.589</td>
<td>0.000**</td>
</tr>
<tr>
<td>4.</td>
<td>0.573</td>
<td>0.000**</td>
</tr>
<tr>
<td>5.</td>
<td>0.755</td>
<td>0.000**</td>
</tr>
<tr>
<td>6.</td>
<td>0.781</td>
<td>0.000**</td>
</tr>
<tr>
<td>7.</td>
<td>0.787</td>
<td>0.000**</td>
</tr>
<tr>
<td>8.</td>
<td>0.750</td>
<td>0.000**</td>
</tr>
<tr>
<td>9.</td>
<td>0.771</td>
<td>0.000**</td>
</tr>
<tr>
<td>10.</td>
<td>0.576</td>
<td>0.000**</td>
</tr>
<tr>
<td>11.</td>
<td>0.733</td>
<td>0.000**</td>
</tr>
</tbody>
</table>

"r" table value at (28) df. At (0.05) sig. level equal 0.315
"r" table value at (28) df. At (0.01) sig. level equal 0.406

Internal Consistency of the Second Domain:

Table (3.16) shows the correlation coefficients between each item of the second domain and the overall rate of items, which shows that the correlation coefficients indicated a function at the level of significance (0.05), where the level of significance of each item is less than 0.05 and the value of r is greater than the calculated value of r spread sheet which is equal to 0.315, and these are considered the second domain items.
Table (3.16): Internal Consistency Validity of the second domain of the scale

<table>
<thead>
<tr>
<th>Item</th>
<th>Correlation Coefficient</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.511</td>
<td>0.000**</td>
</tr>
<tr>
<td>2.</td>
<td>0.605</td>
<td>0.000**</td>
</tr>
<tr>
<td>3.</td>
<td>0.612</td>
<td>0.000**</td>
</tr>
<tr>
<td>4.</td>
<td>0.669</td>
<td>0.000**</td>
</tr>
<tr>
<td>5.</td>
<td>0.755</td>
<td>0.000**</td>
</tr>
<tr>
<td>6.</td>
<td>0.654</td>
<td>0.000**</td>
</tr>
<tr>
<td>7.</td>
<td>0.754</td>
<td>0.000**</td>
</tr>
<tr>
<td>8.</td>
<td>0.740</td>
<td>0.000**</td>
</tr>
<tr>
<td>9.</td>
<td>0.731</td>
<td>0.000**</td>
</tr>
<tr>
<td>10.</td>
<td>0.656</td>
<td>0.000**</td>
</tr>
</tbody>
</table>

"r" table value at (28) df. At (0.05) sig. level equal 0.315
"r" table value at (28) df. At (0.01) sig. level equal 0.406

Internal Consistency of the Third Domain:

Table (3.17) shows the correlation coefficients between each item of the third domain and the overall rate of items, which shows that the correlation coefficients indicated a function at the level of significance (0.05), where the level of significance of each item is less than 0.05 and the value of r is greater than the calculated value of r spread sheet which is equal to 0.315, and these are considered the third domain items.

Table (3.17): Internal Consistency Validity of the Third Domain of the Scale

<table>
<thead>
<tr>
<th>Item</th>
<th>Correlation Coefficient</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.584</td>
<td>0.000**</td>
</tr>
<tr>
<td>2.</td>
<td>0.615</td>
<td>0.000**</td>
</tr>
<tr>
<td>3.</td>
<td>0.617</td>
<td>0.000**</td>
</tr>
<tr>
<td>4.</td>
<td>0.596</td>
<td>0.000**</td>
</tr>
<tr>
<td>5.</td>
<td>0.570</td>
<td>0.000**</td>
</tr>
<tr>
<td>6.</td>
<td>0.754</td>
<td>0.000**</td>
</tr>
<tr>
<td>7.</td>
<td>0.654</td>
<td>0.000**</td>
</tr>
<tr>
<td>8.</td>
<td>0.640</td>
<td>0.000**</td>
</tr>
<tr>
<td>Item</td>
<td>Correlation Coefficient</td>
<td>Significance</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>9.</td>
<td>0.431</td>
<td>0.000**</td>
</tr>
<tr>
<td>10.</td>
<td>0.556</td>
<td>0.000**</td>
</tr>
<tr>
<td>11.</td>
<td>0.754</td>
<td>0.000**</td>
</tr>
<tr>
<td>12.</td>
<td>0.774</td>
<td>0.000**</td>
</tr>
<tr>
<td>13.</td>
<td>0.652</td>
<td>0.000**</td>
</tr>
<tr>
<td>14.</td>
<td>0.751</td>
<td>0.000**</td>
</tr>
<tr>
<td>15.</td>
<td>0.711</td>
<td>0.000**</td>
</tr>
<tr>
<td>16.</td>
<td>0.678</td>
<td>0.000**</td>
</tr>
<tr>
<td>17.</td>
<td>0.674</td>
<td>0.000**</td>
</tr>
<tr>
<td>18.</td>
<td>0.642</td>
<td>0.000**</td>
</tr>
</tbody>
</table>

"r" table value at (28) df. At (0.05) sig. level equal 0.315
"r" table value at (28) df. At (0.01) sig. level equal 0.406

The researcher also computed the correlation of the scale domains with the scale as a whole. Table (3.18) describes the results.

Table (3.18): Internal Consistency Validity of the Scale

<table>
<thead>
<tr>
<th>Domain</th>
<th>Correlation Coefficient</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibilities</td>
<td>0.874</td>
<td>0.000**</td>
</tr>
<tr>
<td>Abilities</td>
<td>0.789</td>
<td>0.000**</td>
</tr>
<tr>
<td>Activities</td>
<td>0.893</td>
<td>0.000**</td>
</tr>
</tbody>
</table>

"r" table value at (28) df. At (0.05) sig. level equal 0.315
"r" table value at (28) df. At (0.01) sig. level equal 0.406

Looking at table (3.18), one notices that all correlation coefficients are significant at 0.05 or 0.01 levels. This means that the test has internal consistency validity.

3.11.7 Reliability of the Scale

A scale is regarded reliable when it gives similar results if it is administered twice within similar conditions (Mackey and Gass 2005, p. 128). The researcher computed the test reliability coefficients through:
1. Cronbach Alpha:

This method was used to measure the reliability of the scale between each field and the mean of the whole fields of the autonomy scale. The normal range of Cronbach Alpha Coefficient value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach coefficient alpha was calculated for each field of the scale.

Table: (3.19): The Cronbach Alpha for each domain of the scale

<table>
<thead>
<tr>
<th>Domain</th>
<th>Items</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibilities</td>
<td>11</td>
<td>0.871</td>
</tr>
<tr>
<td>Abilities</td>
<td>10</td>
<td>0.779</td>
</tr>
<tr>
<td>Activities</td>
<td>18</td>
<td>0.895</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>0.848</td>
</tr>
</tbody>
</table>

Table (3.19) shows the values of Cronbach Alpha for each section of the scale and the entire scale. This is considered high; the result ensures the reliability of each section of the scale. Cronbach Alpha equals 0.848 for the entire scale, which indicates an excellent reliability of the entire scale. Thereby, it can be said that the researcher proved that the scale was valid, reliable, and ready for distribution for the population sample.

2. Split Half Method:

It depends on splitting the scale into two halves, calculating the correlation between the parts, then making a correction for the correlation coefficient by Prophecy Formula (Abu Hattab & Sadeq, 1980, p. 14).

Table (3.20): Split Half Coefficients of the Scale Domains

<table>
<thead>
<tr>
<th>Domain</th>
<th>Split Half coefficient</th>
<th>Spearman–Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibilities</td>
<td>0.871</td>
<td>0.931</td>
</tr>
<tr>
<td>Abilities</td>
<td>0.795</td>
<td>0.885</td>
</tr>
<tr>
<td>Activities</td>
<td>0.822</td>
<td>0.902</td>
</tr>
<tr>
<td>Total</td>
<td>0.829</td>
<td>0.906</td>
</tr>
</tbody>
</table>
The results show that the reliability coefficients are acceptable because they are above 0.906 (O'dah, 2002, p. 176), which means that the scale is reliable and valid to apply.

### 3.12 Controlling Variables

The researcher tried to control some variables that might affect the results of the research such as the achievement test, the scale and age variables to ensure valid results and avoid any possible external interference. Mackey and Gass (2005, p. 128) emphasize that "it would be important that each group of students be relatively homogeneous. Were they not homogeneous, one cannot be sure about the source of the results".

To make sure that both groups are equivalent in oral communication, the study applied the pre-test. Independent Samples T Test was also used to show the mean and the standard deviation of each group in oral communication. Table (3.20) shows the results.

**Table (3.21): T- Test results of controlling variables of general achievement of oral communication skills**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>std deviation</th>
<th>T</th>
<th>Sig</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Control</td>
<td>34</td>
<td>3.812</td>
<td>10.22</td>
<td>1.389</td>
<td>0.170</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.163</td>
<td>11.42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Control</td>
<td>34</td>
<td>1.493</td>
<td>1.79</td>
<td>0.908</td>
<td>0.367</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>1.414</td>
<td>1.47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>Control</td>
<td>34</td>
<td>1.031</td>
<td>3.29</td>
<td>0.752</td>
<td>0.455</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>1.502</td>
<td>3.53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total mark</td>
<td>Control</td>
<td>34</td>
<td>4.585</td>
<td>15.22</td>
<td>1.129</td>
<td>0.263</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>4.016</td>
<td>16.42</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*) the critical value t at 0.05 level and df=64 equal 1.99
(**) the critical value t at 0.01 level and df=64 equal 2.65

Table (3.21) shows that the T- Test computed value, t = 1.129, is less than the tabulated t value. This shows that there is no significant differences between the experimental group and the control group in terms of general achievement of oral communication.
• Observation Card  Variable

1. First Observation

To make sure that both groups are equivalent in the total mean score of the pre application of the observation card between the experimental group and the control group, the study applied the pre-test. Independent Samples T Test was also used to show the mean and the standard deviation of each group. Table (3.22) shows the results.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std deviation</th>
<th>T</th>
<th>Sig</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Control</td>
<td>34</td>
<td>1.44</td>
<td>0.613</td>
<td>0.460</td>
<td>0.647</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>1.38</td>
<td>0.554</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Control</td>
<td>34</td>
<td>1.91</td>
<td>0.753</td>
<td>0.689</td>
<td>0.493</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>2.03</td>
<td>0.647</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Control</td>
<td>34</td>
<td>1.74</td>
<td>0.710</td>
<td>0.277</td>
<td>0.783</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>1.69</td>
<td>0.693</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Control</td>
<td>34</td>
<td>1.79</td>
<td>0.808</td>
<td>1.264</td>
<td>0.211</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>1.56</td>
<td>0.669</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Control</td>
<td>34</td>
<td>2.24</td>
<td>0.654</td>
<td>0.600</td>
<td>0.550</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>2.13</td>
<td>0.833</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Control</td>
<td>34</td>
<td>1.82</td>
<td>0.472</td>
<td>0.550</td>
<td>0.584</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>1.76</td>
<td>0.522</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*) the critical value t at 0.05 level and df=64 equal 1.99
(**) the critical value t at 0.01 level and df=64 equal 2.65

Table (3.22) shows that the T- Test computed value, t = 0.550 , is less than the tabulated t value. This shows that there is no significant differences between the experimental group and the control group in terms of general achievement of the observation card.

2. Second Observation

To make sure that both groups are equivalent in the total mean score of the pre application of the observation card between the experimental group and the control
group, the study applied the pre-test. Independent Samples T Test was also used to show the mean and the standard deviation of each group. Table (3.23) shows the results.

**Table (3.23): T- Test results of controlling variables of general achievement of the observation card**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>std deviation</th>
<th>T</th>
<th>Sig</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Control</td>
<td>34</td>
<td>1.26</td>
<td>0.448</td>
<td>0.149</td>
<td>0.882</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>1.28</td>
<td>0.457</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Control</td>
<td>34</td>
<td>1.91</td>
<td>0.668</td>
<td>0.426</td>
<td>0.672</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>1.84</td>
<td>0.628</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Control</td>
<td>34</td>
<td>1.62</td>
<td>0.604</td>
<td>0.047</td>
<td>0.962</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>1.63</td>
<td>0.660</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Control</td>
<td>34</td>
<td>1.74</td>
<td>0.751</td>
<td>1.051</td>
<td>0.297</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>1.56</td>
<td>0.564</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Control</td>
<td>34</td>
<td>2.29</td>
<td>0.676</td>
<td>1.155</td>
<td>0.253</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>2.09</td>
<td>0.734</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Control</td>
<td>34</td>
<td>1.76</td>
<td>0.413</td>
<td>0.815</td>
<td>0.418</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>1.68</td>
<td>0.418</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*) the critical value t at 0.05 level and df=64 equal 1.99
(**) the critical value t at 0.01 level and df=64 equal 2.65

Table (3.23) shows that the T- Test computed value, t = 0.815, is less than the tabulated t value. This shows that there is no significant differences between the experimental group and the control group in terms of general achievement of the observation card

- **Learner Autonomy Scale**

To make sure that both groups are equivalent in the total mean score of the pre application of learner autonomy scale between the experimental group and the control group, the study applied the pre-test. Independent Samples T Test was also used to show the mean and the standard deviation of each group. Table (3.24) shows the results.
Table (3.24): T-Test results of controlling variables of general achievement of the observation card

<table>
<thead>
<tr>
<th>Domain</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>std deviation</th>
<th>T</th>
<th>Sig</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibilities</td>
<td>Control</td>
<td>34</td>
<td>2.00</td>
<td>0.598</td>
<td>1.381</td>
<td>0.172</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>2.17</td>
<td>0.415</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abilities</td>
<td>Control</td>
<td>34</td>
<td>1.88</td>
<td>0.571</td>
<td>0.167</td>
<td>0.868</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>1.90</td>
<td>0.420</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Control</td>
<td>34</td>
<td>2.19</td>
<td>0.626</td>
<td>1.975</td>
<td>0.053</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>2.46</td>
<td>0.465</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Control</td>
<td>34</td>
<td>2.05</td>
<td>0.496</td>
<td>1.713</td>
<td>0.093</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>2.23</td>
<td>0.333</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*) the critical value t at 0.05 level and df=64 equal 1.99
(**) the critical value t at 0.01 level and df=64 equal 2.65

Table (3.24) shows that the T-Test computed value, t = 1.713, is less than the tabulated t value. This shows that there are no significant differences between the experimental group and the control group in terms of general achievement of learner autonomy scale.

• **The teacher variable**

Both groups were taught by the same teacher, the researcher. This was to prevent any other factors related to the difference in the teachers from affecting the results.

• **Time Variable**

Both groups received four-week instructions. The control group was taught traditionally. The experimental group was taught through the use of the script-based improvisation.

• **Age variable**

The researcher recorded the students' ages from the school's files for the scholastic year (2017-2018) and made sure that they were all of the same age ranging between [11-12] years old which in turn indicates that both the experimental and the control groups were equivalent in the age variable.
3.13 The Script-based Improvisation Tool

Aims of script-based improvisation tool

The general aim of the tool is to improve the students' oral communication skills and their learner autonomy.

Objectives of script-based improvisation tool

It is expected by the end of using script-based improvisation among 7th graders that they will be able to:

1. speak about the specified topics fluently.
2. speak about the specified topics accurately.
3. speak about the specified topics comprehensibly.
4. acquire the appropriate vocabulary required for making speaking discourse.
5. learn and speak English with more autonomy.
6. relate topics to their personal experience and opinions.

Study Expectations

By the end of the strategy implementation, the researcher expected that the learners would be able to speak fluently, accurately, and appropriately in the target functions. It was also expected that the implementation of the strategy would improve the learners' autonomy in learning English language.

It was also expected that the implementation of the study would help students build self-confidence to speak English in public (give a speech), speak with their peers, speak in groups and speak to English language native speakers.

Supportive Activities with Script-based Improvisation

The researcher used some communicative activities in implementing the tool, such as brainstorming, pair work, group work, picture discussion, video showing, pantomime, guessing games, onion rings, acting, telephone chain, and role-play as well. Pictures, sounds, movements and real videos were used in order to activate the students' interest, attitudes, attention and understanding of the topics and to pay their attention to the correct pronunciation and intonation. In addition, the researcher
added related activities to each lesson to improve the oral communication comprehension skills.

3.14 Oral Communication Functions in English for Palestine 7

The tool includes all the oral communication lessons in English for Palestine 7, First Term from Unit 1 to Unit 9. The researcher found that 13 functions are available; each unit included one or two functions.

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

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

A) Dialogue, vocabulary and language.

B) Reading, vocabulary and language.

C) Skills development and unit task.

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

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

Table (3.25): List of Functions Available in English for Palestine, Grade 7

<table>
<thead>
<tr>
<th>No.</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Asking and answering questions  Using greetings and talking about personal communication</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Discussing world languages and international communication</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Talking about animals communication  Describing some animals  Expressing their favourite animal</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Making and responding to telephone calls</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Talking about their preferences in football and other sports.</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Talking about crafts and school crafts show  Planning for a craft show.</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Talking about a hike  Giving advice and instructions.</td>
</tr>
</tbody>
</table>
The content of the tool was chosen, organized and modified according to the difficulties that students face when communicating orally in English.

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

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

3.15 Script-based Improvisation Implementation Plan

Project Management

In order to make the strategy a success, we need to give an accurate implementation timing, clear resources, staff members and others.

a. Timing

The implementation of the strategy with the experimental group took place according to earlier agreed upon schedule prepared by the researcher. Implementation preparation started in the twelfth of September, 2017 and continued during September and October till October, 23.

b. The Schedule

The schedule below included all lessons presented by the researcher herself. Each lesson lasted for 60 minutes. Summative evaluation, observing students' progress with another observer, and feedback gathering purposes were also performed during the basic oral communication lessons. Three school periods every week were assigned for each speaking lesson. Each lesson needed 2 hours. Therefore, 14 meetings were held for implementing 7 units (14 periods). The program was implemented in the first semester of the scholastic year 2017-2018 from 12th September to 23rd of October, 2017, but applying the tools on students was to 30th October.
### Table (3.26): Schedule of "Script-based Improvisation" Meetings

<table>
<thead>
<tr>
<th>No.</th>
<th>Day</th>
<th>Date</th>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tuesday</td>
<td>12/9/2017</td>
<td>-</td>
<td>Introductory meeting</td>
</tr>
<tr>
<td>2.</td>
<td>Saturday</td>
<td>16/9</td>
<td>-</td>
<td>Pre-test</td>
</tr>
<tr>
<td>3.</td>
<td>Monday</td>
<td>18/9</td>
<td>-</td>
<td>Pre application of the scale</td>
</tr>
<tr>
<td>4.</td>
<td>Wednesday</td>
<td>20/9</td>
<td>-</td>
<td>Pre application of the observation card</td>
</tr>
<tr>
<td>5.</td>
<td>Saturday</td>
<td>23/9</td>
<td>Unit (1)</td>
<td>Oh, hello. Using greetings</td>
</tr>
<tr>
<td>6.</td>
<td>Monday</td>
<td>25/9</td>
<td>Unit (1)</td>
<td>Oh, hello. Communication around the world</td>
</tr>
<tr>
<td>7.</td>
<td>Wednesday</td>
<td>27/9</td>
<td>Unit (2)</td>
<td>World languages. Discussing world languages and international communication</td>
</tr>
<tr>
<td>8.</td>
<td>Saturday</td>
<td>30/9</td>
<td>Unit (2)</td>
<td>World languages. <strong>Evaluation and feedback</strong></td>
</tr>
<tr>
<td>9.</td>
<td>Monday</td>
<td>2/10</td>
<td>Unit (3)</td>
<td>Animal magic. Describing some animals</td>
</tr>
<tr>
<td>10.</td>
<td>Wednesday</td>
<td>4/10</td>
<td>Unit (3)</td>
<td>Animal magic. Expressing their favourite animal.</td>
</tr>
<tr>
<td>11.</td>
<td>Saturday</td>
<td>7/10</td>
<td>Unit (4)</td>
<td>Keep in touch. Making and responding to telephone calls</td>
</tr>
<tr>
<td>12.</td>
<td>Monday</td>
<td>9/10</td>
<td>Unit (4)</td>
<td>Keep in touch. <strong>Evaluation and feedback</strong></td>
</tr>
<tr>
<td>13.</td>
<td>Wednesday</td>
<td>11/10</td>
<td>Unit (6)</td>
<td>Goal. Talking about their preferences in football and other sports</td>
</tr>
<tr>
<td>15.</td>
<td>Monday</td>
<td>16/10</td>
<td>Unit (7)</td>
<td>The craft show. Talking about crafts and school crafts show</td>
</tr>
<tr>
<td>16.</td>
<td>Wednesday</td>
<td>18/10</td>
<td>Unit (7)</td>
<td>The craft show. <strong>Evaluation and feedback</strong></td>
</tr>
<tr>
<td>17.</td>
<td>Saturday</td>
<td>21/10</td>
<td>Unit (8)</td>
<td>The hike. Giving advice and instructions</td>
</tr>
<tr>
<td>18.</td>
<td>Monday</td>
<td>23/10</td>
<td>Unit (8)</td>
<td>The hike. <strong>Evaluation and feedback</strong></td>
</tr>
<tr>
<td>19.</td>
<td>Wednesday</td>
<td>25/10</td>
<td>-</td>
<td>Post-test</td>
</tr>
<tr>
<td>20.</td>
<td>Saturday</td>
<td>28/10</td>
<td>-</td>
<td>Post application of the scale</td>
</tr>
<tr>
<td>21.</td>
<td>Monday</td>
<td>30/10</td>
<td>-</td>
<td>Post application of the observation card</td>
</tr>
</tbody>
</table>

c. **Resources**

- English for Palestine, Grade 7, Student's Book, Term 1, Speaking skills is the source for the lessons, planning, and using the accurate audio-visual aids for inspiring the English teachers to develop their techniques.
Some teaching websites were also used for the same previous purposes as:

(Ferlazzo, 2009); (Mcknight, 2017); (TEFL.Net, 2016) (websites).

Teaching English as a Foreign Language books were used to get more information, ideas, and activities which were used in the implementation.

3.16 Teacher's Guide

The researcher has prepared a teacher's guide which includes lesson plans for the chosen lessons of integrated skills allowed oral communication skills in *English for Palestine 7* textbook.

**a. The General Aim of the Teacher's Guide**

In order to guide the teacher who desires to practice script-based improvisation activities and who are in need to develop students' oral communication skills, the researcher designed the teacher's guide which was based on adapting the implementation of improvisation activities as one of the communicative approach methods (see appendix 14).

**b. The Sources of Designing the Teacher's Guide**

The researcher depended on the review of literature, juries' and teachers' opinions, student's book, teacher's guide of English for Palestine 7, some educational websites, and the results of analysis to design the teacher's guide and lesson plans.

**c. Description of the Teacher's Guide**

The researcher prepared a teacher's guide which contains an explanation for script-based improvisation activities and how to deal with integrated skills for oral purposes. The researcher suggested a lesson plan that would make up a model for teaching integrated skills focusing on oral communication skills according to the purpose of the study and including the following points: (the objectives, key words, key structure, key functions, audio-visual aids, useful expressions, steps and procedures, evaluation and follow-up activities).
d. Stages of script-based Improvisation Lesson

The teachers must be careful during preparing for lesson plan, so they have to choose the most appropriate ways to implement their lessons successfully.

1. Objectives

The objectives of each lesson are respectively derived from the integrated skill texts. The researcher took into consideration the oral communication skills intended to be developed in this study and student centered activities.

2. Key functions

The key functions of each lesson are chosen to apply improvisation activities to help in understanding the text. Moreover, the functions are related to the topic and the main theme of the text.

3. Key words

The key words were chosen from the highlighted words in the lesson.

4. Audio-visual Aids

The student's book, the worksheets, the evaluation sheets, video, pictures, maps, newspaper, LCD, lap top, realia and other materials are used as resources and teaching aids. They are selected appropriately for each lesson.

5. Warming up

In this activity, the teacher uses different games and communicative strategies in order to tune students' brains into English and to encourage them to speak English confidently and comfortably.

6. Revision

In this step, the relevant language and structure are reviewed.

7. Procedure and techniques

The teacher implemented the script-based improvisation strategy following three main steps:

1. Open the dialogue and set the scene.

2. Brainstorm and improvise.
3. Rehearse.

4. Record and evaluate. See appendix (14)

**Step 1. Open the dialogue and set the scene**

The teacher, with the participation of the students, presents the new vocabulary, phrases and language using different ways as, (photos, sentence examples, miming, acting, demonstration, elicitation, and drilling). The new theme of the lesson is presented by displaying a poster, pictures, a video, or a written script for the students in order to elicit the topic and to open the scene. Then the teacher and the students organize the setting of the class to be suitable for the scene topic.

**Step 2. Brainstorm and improvise:**

Through improvisational games and activities, the students brainstorm some ideas, characters, the place and the time of the scene either in pairs or in groups. Next they improvise questions and responses related to the topic of the script. After that, the teacher listens to the students' responses and chooses one suitable response to be written on the board or LCD. Students copy the first part of the script and improvise more ideas.

**Step 3. Rehearse:**

Using simple stage directions, the teacher gets the characters read and rehearse the script. As they read, have the class create new characters one at a time. As each is created, elicit more ideas, write the script on the board or an overhead projector, and have the class copy it.

Rehearse the play from the beginning as often as possible. Be sure the scripted dialogue is repeated before the students are allowed to improvise new responses.

**Step 4. Record and evaluate:**

In this stage, students are ready to perform the whole scene in front of the class. The teacher here videotapes the students' performance in order to be evaluated. Students add their suggestions and changes.
8. Evaluation

Here students perform the scripts (dialogues, interviews, and plays) in pairs or in groups then the teacher with the whole class give feedback, discuss the scene, and suggest changes.

Walking around the room observing learners during the activity gives a chance to know how well learners use and understand English in the activity and write down some notes.

9. Following-up

The teacher asks students to work in groups to rehearse the scenes out of the class, add more scenes and characters, and evolve the dialogues. Extension activities, homework, readings, and handouts may be given to students to practice orally out of the class.

e. The Validity of the Teacher's Guide

The researcher checked the validity of the teacher's guide by consulting a group of qualified juries who have long experience in teaching methods. According to their recommendations and suggestions, the researcher did the necessary modifications. (see appendix 14)

3.17 Research Procedures

The study progressed according to the following steps:

1- Reviewing literature and previous studies related to improvisation strategy and its effect on oral communication skills and learner autonomy of the students. In addition, the researcher reviewed previous studies related to the pre& post-test, learner autonomy scale, and observation card depending on the most important oral communication skills.

2- Deciding on the problematic oral areas for 7th graders by consulting specialists, including professors of teaching methodology, supervisors of English language and experienced teachers.

3- Designing an achievement test, observation card and learner autonomy scale depending on the previous studies and then introducing these instruments to
specialists, including professors of teaching methodology, supervisors of English language and experienced teachers.

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

5- Choosing the appropriate activities to develop the oral communication skills through:
   a- Identifying the objectives of the strategy.
   b- Preparing the lessons' preparation notes.
   d- Deciding suitable strategies and activities of teaching oral communication skills through improvisation.
   e- Managing time "lessons and activities ".
   f- Evaluating the strategy.

6- Preparing the achievement test (pre and post-test).

7- Preparing the learner autonomy scale (pre and post) after reviewing the literature and consulting specialists.

8- Preparing the observation card to support the results of the written test and applying it.

9- Checking the validity and the reliability of the test and the scale through the following:
   a- Consulting the specialists.
   b- Applying the test and the scale on a pilot sample which have the same characteristics of the study sample and the results are recorded.
   c- Finding out the internal consistency coefficients using "Pearson formula".
   d- Estimating the reliability using "Alpha Cronbach" formula.
   e- Identifying the difficulties and the discriminations of the test.
   f- Assessing the effect size using Eta square.

10- Choosing the sample of the study.
11- Applying the pre-test, the pre observation card and the pre-autonomy scale on the sample of the study, on both the experimental and the control groups in the first term of the scholastic year (2017-2018) and computing the results.

12- Controlling the variables to make sure that both groups were equivalent.

13- Implementing the experiment using the scripted-based improvisation strategy according to the teacher preparation notes.

14- Applying the post-test, the post-observation card, and the post-autonomy scale on the sample of the study after applying the experiment and computing the results.

16- Analyzing and interpreting the results statistically.

17- Deducting the suggestions and the recommendations at the end of this study accordingly.

3.18 Statistical Analysis Procedures:

The data were collected and computed by using Statistical Package for Social Sciences (SPSS). The significance level used was 0.05. The following statistical techniques were used:

1. T. Test Independent Samples to control the intervening variables and to measure the statistical differences in means between the two groups due to the study variables.

2. Effect size level by using T value to check the effect size (extent) of the evident significant differences between the two groups and within the experimental group Afana (2000).

3. Pearson correlation coefficient to identify the correlation of the items of the test and the scale to confirm the test internal consistency validity.

4. Kuder-Richardson and Spilt–half techniques were used to confirm the test validity and reliability.

5. Cronbach Alpha was used to measure the reliability of the test and the scale.
3.19 Summary

This chapter outlined the procedures of designing and applying the instruments, the participants, and the statistical analysis that the researcher adopted in analyzing the results of the pre and post application of the written test, the learner autonomy scale, and the observation card. The next chapter presents the data analysis and results of the study questions.
Chapter 4
Results: Data Analysis
Chapter 4

Results: Data Analysis

The study aims at investigating the effectiveness of script-based improvisation on developing oral communication skills and learner autonomy among the seventh graders in Gaza UNRWA Schools.

This chapter tackles the findings of the study in regard to the research questions. The researcher used different statistical methods in order to treat the collected data by using the Statistical Package for Social Sciences (SPSS). One fundamental goal of this chapter is to present the analysis of the data collected by different instruments and analyzed by different statistical styles, formulas, and equations. This goal was to develop a base of knowledge about the use of script-based improvisation strategy on the students’ oral communication skills.

Data Analysis

- Examination of Research Questions

4.1 Answer of the First Research Question

The first question is stated below:

What are the oral communication skills needed to be developed for the seventh graders?

To answer this question, the researcher analyzed different oral communication skills in the text book for seventh graders and adopted a list of oral communication skills and functions intended to be developed through some activities and exercises. These skills were chosen and have been shown to panel of referees. The researcher classified those skills into five levels: comprehension, pronunciation, fluency, grammar, and vocabulary. Then the researcher analyzed the units (1-9) in the first semester chosen from the text book to be the sample of the analysis to determine the skills needed to be developed through the use of script-based improvisation. As a result of the analysis, the skills were distributed into the five levels of oral communication skills and functions (Appendices 4 and 10 ).
4.2 Answer of the Second Research Question

The second question inquired the following:

**What is the framework of script-based improvisation strategy used to develop oral communication skills and learner autonomy among the seventh graders?**

To answer this question, the researcher used the following:

The researcher used the script-based improvisation with consideration to oral communication skills and varied activities to enhance learning. It included lesson plan, student's book, multi-media resources, and varied evaluation tools. Appendix (14). Several teaching activities were used in classes such as role-plays, dialogues, videos and many communicative games. Moreover, pair work and group work were used to enhance the students' oral communication through improvisation. The researcher used three tools to evaluate the effectiveness of improvisation strategy: the pre and post-test, observation card, and the pre and post learner autonomy scale. Appendices (3-4-7-8).

Implementing the tool started at the 12th of September to the 23rd of October, 2017, but applying the tools on students was till the 30th of October. The intervention lasted for one month (14 periods).

4.3 Answer of the Third Research Question

The third question inquired the following:

**Are there statistically significant differences at \( \alpha \leq 0.05 \) in the total mean score of the achievement communication post-test between the experimental group and the control group?**

To answer this question, the researcher tested the first null hypothesis: "**There are no statistically significant differences at \( \alpha \leq 0.05 \) in the total mean scores of the achievement post-test between the experimental group and the control group.**"

To examine this hypothesis, means and standard deviations of both groups' results on the posttest were computed. Independent Samples T-test was used to measure the significant differences.
The researcher used the difference between the students’ marks in the pre-test and their marks in the posttest to deal with the true mark gained by the student. To make sure that both groups are equivalent in oral communication, the study applied the posttest. Table (4.1) describes the results.

Table (4.1): T- Test results of controlling variables of general achievement of oral communication

<table>
<thead>
<tr>
<th>Domain</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>Sig.</th>
<th>significant</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>communication</td>
<td>Control</td>
<td>34</td>
<td>12.11</td>
<td>3.565</td>
<td>6.351</td>
<td>0.000</td>
<td>significant</td>
<td>0.386</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>16.89</td>
<td>2.385</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Control</td>
<td>34</td>
<td>4.20</td>
<td>1.493</td>
<td>6.426</td>
<td>0.010</td>
<td>significant</td>
<td>0.392</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>5.31</td>
<td>1.891</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>Control</td>
<td>34</td>
<td>4.38</td>
<td>1.231</td>
<td>2.647</td>
<td>0.047</td>
<td>significant</td>
<td>0.098</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>4.90</td>
<td>0.817</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total mark</td>
<td>Control</td>
<td>34</td>
<td>20.70</td>
<td>4.719</td>
<td>2.023</td>
<td>0.000</td>
<td>significant</td>
<td>0.060</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>27.20</td>
<td>3.811</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*) the critical value t at 0.05 level and df=64 equal 1.99
(**) the critical value t at 0.01 level and df=64 equal 2.65

Table (4.1) indicates that the T- Test computed value, t = 2.023, is more in all the skills and in the total mark of the test than the tabulated t value. This shows that there are significant differences at (α ≤ 0.05) between the experimental group and the control group in favor of the experimental group in terms of general achievement of oral communication. There is also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group is 20.70 in relation to the total score of the test, the mean of the experimental group is 27.20. It can be noticed that communication domain of the experimental group has the highest mean (16.89) while grammar has the lowest mean (4.90). Based on such findings, it can be claimed that those differences are attributed to the impact of using the script-based improvisation.

The following equation, according to Hassan (2011, p280) was employed to calculate the effect size:  \[ \eta^2 = \frac{t^2}{t^2 + df} \]
Where:

t : the computed value t
df: degree of freedom

The calculated ($\eta^2$) values were interpreted according to table (4.2).

Table (4.2): The critical values for effect size levels

<table>
<thead>
<tr>
<th>Scale</th>
<th>Small</th>
<th>Medium</th>
<th>Large</th>
<th>Very Large</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\eta^2$</td>
<td>0.01</td>
<td>0.06</td>
<td>0.14</td>
<td>0.20</td>
</tr>
</tbody>
</table>

Table (4.2) shows that the effect size of script-based improvisation (0.06) is medium on students oral communication skills. This means that the effect of the script-based improvisation is significant, and this is due to the fact that it left some impact on oral communication better than the traditional method applied on the control group.

4.4 Answer of the Fourth Research Question

The fourth question is stated as:

Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the post application of the observation card between the experimental group and the control group?

To answer this question, the researcher tested the second null hypothesis:

"There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores of the post application of the observation card between the experimental group and the control group."

1. First Observation

To make sure that both groups are equivalent in the total mean score of the post application of the observation card between the experimental group and the control group, the researcher applied the pre observation card. Independent Samples T Test was also used to show the mean and the standard deviation of each group. Table (4.3) shows the results.
Table (4.3): T-Test results of controlling variables of general achievement of the observation card

<table>
<thead>
<tr>
<th>Domain</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>std deviation</th>
<th>T</th>
<th>Sig</th>
<th>significant</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Control</td>
<td>34</td>
<td>1.79</td>
<td>0.729</td>
<td>5.149</td>
<td>0.000</td>
<td>significant</td>
<td>0.292</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>2.72</td>
<td>0.729</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Control</td>
<td>34</td>
<td>2.50</td>
<td>0.788</td>
<td>5.352</td>
<td>0.000</td>
<td>significant</td>
<td>0.309</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.44</td>
<td>0.619</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Control</td>
<td>34</td>
<td>2.50</td>
<td>0.826</td>
<td>3.789</td>
<td>0.000</td>
<td>significant</td>
<td>0.183</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.22</td>
<td>0.706</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Control</td>
<td>34</td>
<td>2.35</td>
<td>0.812</td>
<td>3.412</td>
<td>0.001</td>
<td>significant</td>
<td>0.153</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.06</td>
<td>0.878</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Control</td>
<td>34</td>
<td>3.03</td>
<td>0.758</td>
<td>4.215</td>
<td>0.000</td>
<td>significant</td>
<td>0.217</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.88</td>
<td>0.871</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Control</td>
<td>34</td>
<td>2.44</td>
<td>0.639</td>
<td>5.199</td>
<td>0.000</td>
<td>significant</td>
<td>0.296</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.26</td>
<td>0.653</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*) the critical value t at 0.05 level and df=64 equal 1.99
(**) the critical value t at 0.01 level and df=64 equal 2.65

Table (4.3) shows that the T-Test computed value, t = 5.199, is more than the tabulated t value. Whereas the mean of the control group is 2.44 in relation to the total score of the card, the mean of the experimental group is 3.26. It can be noticed that communication domain of the experimental group has the highest mean (3.88) while grammar has the lowest mean (2.72). This shows that there are significant differences at (α ≤ 0.05) between the experimental group and the control group in favor of the experimental group in terms of general application of the observation card, and the effect size (0.296) is very large. Based on such findings, it can be claimed that those differences are attributed to the impact of using the script-based improvisation.

2. Second Observation

To make sure that both groups are equivalent in the total mean score of the post application of the observation card between the experimental group and the control group, the study applied the pre-test. Independent Samples T Test was also used to show the mean and the standard deviation of each group. Table (4.4) shows the results.
Table (4.4): T- Test results of controlling variables of general achievement of the observation card

<table>
<thead>
<tr>
<th>Domain</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>std dev</th>
<th>T</th>
<th>Sig</th>
<th>significant</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Control</td>
<td>34</td>
<td>1.74</td>
<td>0.710</td>
<td>4.714</td>
<td>0.000</td>
<td>significant</td>
<td>0.257</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>2.56</td>
<td>0.716</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Control</td>
<td>34</td>
<td>2.53</td>
<td>0.748</td>
<td>4.699</td>
<td>0.000</td>
<td>significant</td>
<td>0.256</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.34</td>
<td>0.653</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Control</td>
<td>34</td>
<td>2.47</td>
<td>0.825</td>
<td>3.027</td>
<td>0.000</td>
<td>significant</td>
<td>0.125</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.06</td>
<td>0.759</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Control</td>
<td>34</td>
<td>2.38</td>
<td>0.817</td>
<td>4.089</td>
<td>0.001</td>
<td>significant</td>
<td>0.207</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.19</td>
<td>0.780</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Control</td>
<td>34</td>
<td>2.82</td>
<td>0.758</td>
<td>5.044</td>
<td>0.000</td>
<td>significant</td>
<td>0.284</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.84</td>
<td>0.884</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Control</td>
<td>34</td>
<td>2.39</td>
<td>0.576</td>
<td>5.465</td>
<td>0.000</td>
<td>significant</td>
<td>0.318</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.20</td>
<td>0.630</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*) the critical value t at 0.05 level and df=64 equal 1.99
(**) the critical value t at 0.01 level and df=64 equal 2.65

Table (4.4) shows that the T- Test computed value, t = 5.465, is more than the tabulated t value. There is also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group is 2.39 in relation to the total score of the card, the mean of the experimental group is 3.20. It can be noticed that communication domain of the experimental group has the highest mean (3.84) while grammar has the lowest mean (2.56). This shows that there are significant differences at (α ≤ 0.05) between the experimental group and the control group in terms of the general achievement of the observation card, and the effect size (0.318) is very large. Based on such findings, it can be claimed that those differences are attributed to the impact of using the script-based improvisation.

4.5 Answer of the Fifth Research Question

The fifth question is stated as:

Are there statistically significant differences at (α ≤ 0.05) in the total mean score of the post application of learner autonomy scale between the experimental group and the control group?
To answer this question, the researcher tested the third null hypothesis:

"There are no statistically significant differences at (α ≤ 0.05) in the total mean score of the post application of learner autonomy scale between the experimental group and the control group."

To examine this hypothesis, mean and sum of ranks of the experimental and the control groups' results on the post-learner autonomy scale were computed.

To make sure that both groups are equivalent in the total mean score of the post application of learner autonomy scale between the experimental group and the control group, the study applied the pre-test. Independent Samples T Test was also used to show the mean and the standard deviation of each group. Table (4.5) shows the results.

**Table (4.5): T- Test results of controlling variables of general achievement of the learner autonomy scale**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>Sig</th>
<th>Significant</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibilities</td>
<td>Control</td>
<td>34</td>
<td>2.59</td>
<td>0.766</td>
<td>4.980</td>
<td>0.000</td>
<td>Significant</td>
<td>0.279</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.48</td>
<td>0.662</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abilities</td>
<td>Control</td>
<td>34</td>
<td>2.57</td>
<td>0.726</td>
<td>2.976</td>
<td>0.004</td>
<td>Significant</td>
<td>0.121</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.07</td>
<td>0.636</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Control</td>
<td>34</td>
<td>2.79</td>
<td>0.602</td>
<td>6.271</td>
<td>0.000</td>
<td>Significant</td>
<td>0.380</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.63</td>
<td>0.481</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Control</td>
<td>34</td>
<td>2.68</td>
<td>0.620</td>
<td>5.629</td>
<td>0.000</td>
<td>Significant</td>
<td>0.333</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>32</td>
<td>3.44</td>
<td>0.471</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*) the critical value t at 0.05 level and df=64 equal 1.99
(**) the critical value t at 0.01 level and df=64 equal 2.65

Table (4.5) shows that the T- Test computed value, t = 5.629, is more than the tabulated t value. There is also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group is 2.68 in relation to the total score of the card, the mean of the experimental group is 3.44. It can be noticed that activities domain of the experimental group has the highest mean (3.63) while abilities domain has the lowest mean (3.07). This shows that there are significant differences at (α ≤ 0.05) between the experimental group
and the control group in terms of the general achievement of the learner autonomy scale, and the effect size (0.333) is very large. Based on such findings, it can be claimed that those differences are attributed to the impact of using the script-based improvisation.

4.6 Summary:

– This chapter dealt with data analysis and results. The results of each hypothesis were analyzed statistically using different statistical techniques according to the nature of the hypothesis and the data collection tool used in the study.

– The first hypothesis proved that there was a significant difference between the experimental and control groups in the communication achievement test scores in favour to the experimental group due to the implementation of the script-based improvisation. This hypothesis was proved by the achievement post-test and later confirmed by the statistical analysis of the observation card recordings.

– The results of the second hypothesis indicated that there was a significant difference between the experimental and control group in the post application of the observation card in favour to the experimental group due to the implementation of the script-based improvisation.

– The results of the third hypothesis indicated that there was a significant difference between the experimental and control group in the post application of the learner autonomy scale in favour to the experimental group due to the implementation of the script-based improvisation. This meant that the implementation of the script-based improvisation tool increased the learners' autonomy in learning English language.

– The next chapter presents findings, discussion, implications and recommendations of the study.
Chapter 5
Findings, Discussion, Conclusion, Implications, Suggestions and Recommendations
This chapter discusses the results of the study and summarizes the conclusions drawn in the light of the study results and the pedagogical implications that the researcher reached. It also puts forward the recommendations for further studies. Such recommendations are expected to be beneficial for course designers, English teachers, supervisors, students and educators.

### 5.1 Findings:

Based on the findings of this study, results reveal that implementing the script-based improvisation as a tool to improve students' oral communication skills has significant effects on the seventh graders' oral communication skills.

The researcher used different techniques and strategies during the lessons; different activities, tasks, worksheets, songs, games, pictures, realia, photos, and music.

English language oral communication lessons were explained to students via script-based improvisation using different classroom organizations; individual work, pair-work and group work. This classroom organization created a lively, energetic, and positive learning atmosphere.

This joyous atmosphere affected positively and reduced the barriers of English language speaking skill; shyness, hesitation, anxiety, worry and lack of knowledge.

It was also observed that the seventh graders gained a relatively substantial amount of improvement in comprehension, pronunciation, grammar, fluency, and vocabulary; oral communication skills.

### 5.2 Discussion of Findings

Most of our students in Palestine are struggling with oral communication skills and feel anxious and shy when communicating in English. However, most of
them are motivated to learn and speak English as it is an international language and the language of the age. The experiment was designed to determine if these students would make progress in their oral communication skills and feel more autonomous during communication through the use of script-based improvisation strategy.

All students of the experimental group showed improvement in their performance in communication achievement posttest and in the post application of the observation card. In addition, the experimental group showed obvious improvement in autonomous learning in English language on the post application of the autonomy learning scale after the implementation of the experiment.

This means that exposing students to script-based improvisation was very effective because most, if not all, of the students nowadays prefer to learn English communicatively and via drama use. The researcher could observe and deduce the preference of the students to learn English communicatively through implementing the current strategy.

The findings of the researcher's current study agree with many previous studies that showed the effective role and impact of the improvisation on teaching and learning process worldwide such as those of Hains & Campbell (2017), Horin (2016), Okten and Griffen (2016), Salami & Olotu (2014), Augustine (2013), Dillon (2013), Slazak (2013), Becker (2012), Toivanen (2011), and Lui (2006).

5.3 Interpretation of the results

Following is a more detailed discussion of the study findings in relation to the study questions:

5.3.1 Interpretation of the First Question:

The first question is stated as below:

**What are the oral communication skills needed to be developed for the seventh graders?**

To answer this question, the researcher reviewed the literature concerning the notion of oral communication. She came to the conclusion that oral communication skill is the ability to speak the target language to communicate with others.
The researcher advocated that judging a competent speaker can be assessed holistically as a performance can be judged as one unit or analytically by breaking oral communication skills into different components.

In analyzing the Palestinian setting, oral communication skill is taught through a series of mechanical repetition. Subsequently, very few learners are capable of achieving a native–like standard in all respects.

In the same context, the researcher utilized the following criteria taking into consideration the Palestinian UNRWA seventh graders' level and the degree of expectation. She utilized the domains of the speaking skills in the observation card and achievement test (communication, fluency, vocabulary, pronunciation and grammar) to assess the students' performance analytically.

The researcher also analyzed English for Palestine, Grade 7 and prepared a list of oral communication functions and forms needed to be developed among seventh graders. (See appendices, 10 and 11)

The results of this question agree with previous studies, such as Al Agha (2015) and Zourob (2014).

5.3.2 Interpretation of the Second Question:

The second question is stated as below:

What is the framework of script-based improvisation strategy used to develop oral communication skills and learner autonomy among the seventh graders?

The researcher used the script-based improvisation strategy with consideration to oral communication skills and implemented varied activities to enhance learning. It included lesson plan, Student's book, multi-media resources, and varied evaluation tools. Several teaching aids were used such as pictures, videos, realia and written scripts.

The researcher used three tools to evaluate the effectiveness of the strategy: the pre, post-test, the pre and post observation card, and the pre and post learner autonomy scale (See Appendices 3, 4, and 7).
The strategy was validated and experimented by a pilot sample. It was finally applied on the experimental group while the traditional method was used with the control group. At last, a post test was applied on the two groups and the results were statistically analyzed using (SPSS). Finally, results showed positive effect of the script-based improvisation and clear development in oral communication skills reflected on students' achievement in the post test.

5.3.3 Interpretation of the Third Question:

The researcher investigated the third question which examined if there were statistically significant difference at \((\alpha \leq 0.05)\) in the mean scores of the achievement post-test between the experimental group and the control group.

The results concerning the third question indicated that the T. computed value (2.023) was greater than tabulated t value in the test, which means that there were significant differences at \((\alpha = 0.05)\) in the total mean score of the post-test between the experimental and control group in favor of the experimental group, which was exposed to script-based improvisation. There was also a significant difference between the means of both groups in favor of the experimental group. The mean of the experimental group was (27.20) whereas that of the control group was (20.70).

In addition, the researcher found that the effect size was medium in the total scores of the post test. This effect is attributed to the impact of using script-based improvisation strategy.

The researcher believes that the script-based improvisation strategy affected positively the students' personalities, life-skills and oral communication skills of English language.

The researcher also attributes these findings to the joyous atmosphere of learning during the implementation sessions, using songs and improvisation games, developing new learning strategies such as self-learning, using drama, role-plays, ways of correcting speaking mistakes, building self-confidence by talking to strangers, taking notes, revising, practicing, trusting others, asking questions, responding to questions skills, and responding to external and internal incentives.
Students were very motivated to start their lessons after school time. They were very eager, ambitious and curious about the teacher of today and the topic they were about to learn. They were always ready to give feedback, talk about some problems and ask questions to the teachers. As a result, it can be simply said that the script-based improvisation strategy was effective to develop the seventh graders' oral communication skills.

The results of this question were in agreement with the results of the previous studies conducted by a number of researchers, such as Okten and Griffen (2016), Alphonsus and Bola (2013), and Lui (2006).

5.3.4 Interpretation of the Fourth Question:

The researcher investigated the fourth question which examined if there were statistically significant difference at ($\alpha \leq 0.05$) in the mean scores of the post application of the observation card between the experimental group and the control group.

The results concerning the fourth question indicate that the computed (t) value was greater than the tabulated (t) value in the seventh graders' total scores of the post application of the observation card of the experimental group. This means that there are significant differences at ($\alpha= 0.01$) and (0.05) between the experimental group and the control one in favour of the experimental group.

Whereas the mean of the experimental group is (3.26) in relation to the total score of the, test the mean of the control group is (2.44).

The researcher implemented the effect size equation to find out that the effect size of all questions was large in total as most questions varied between the small effect and the very large one. This in total large effect reflected the success of implementing the script-based improvisation strategy in oral communication skills teaching.

The researcher believes that the script-based improvisation strategy affected positively the students' personalities, life-skills and speaking English language skills.

The researcher also attributes these findings to the fact that improvisation strategy can maximize students’ opportunities to speak during the English lesson and
provide the potential benefits of student-student interaction. In order to elicit information and opinions and improvise more responses, the students needed to interact among them. They should spend most of the time working in pairs and groups. The students have reasons to interact orally in order to fulfill the tasks.

These results of this question were in agreement with the results of the previous studies conducted by a number of researchers, such as Horin (2016), Salami and Oloto (2014), and Augustine (2013).

5.3.5 Interpretation of the Fifth Question:

The researcher investigated the fifth question which examined if there were statistically significant differences at (α ≤ 0.05) in the total mean score of the post application of learner autonomy scale between the experimental group and the control group.

The results concerning fifth question indicate that the (t) computed value was greater in the total mean scores of the post autonomy scale towards oral communication skills than the (t) table value in the post autonomy scale towards oral skills. This means that there are significant differences at (α= 0.01) and (0.05) between the experimental group and the control one in favour of the experimental group.

There was also a significant difference between the mean scores of both groups in favour of the experimental group. The mean score of the experimental group is (3.44) in relation to the total mean score in the post application of the learner autonomy scale and the mean score of the control group is (2.68). This means that the script-based improvisation strategy can improve the students' autonomous learning in English language.

The researcher implemented the effect size equation to find out that the effect size of all items was large in total as most items varied between the small effect and the very large one.

The researcher attributes these results to the advantages of implementing the script-based improvisation strategy as a new English teaching and learning strategy.

Script-based improvisation is an interesting strategy; Learners are more enthusiastic because the learning atmosphere attracts their attention strongly and
makes them more responsible for their learning. In improvisation classes, students prepare, brainstorm ideas in pairs and in groups, act, and play communicative and improvisational games. Moreover, they improvise, rehearse, practice, and evaluate their learning through learner-centered activities, and do follow-up activities out of the class. All that help students to concentrate on participation and being active rather than passive; positive rather than negative; and self-confident rather than hesitant. Students raced in exchanging information and ideas. Therefore, they were autonomous through learning oral communication skills and performing the scripts.

These results of this question were in agreement with the results of the previous studies conducted by a number of researchers, such as Toivanen (2011) and Becker (2012).

5.4 Conclusion:

Based on the findings, derived from the results of this study, the following conclusions were reached:

Language teaching and learning are of high importance to education system, as well as they are very challenging. The researcher believed that speaking hesitation and shyness are due to lack of knowledge, confidence, experience, and practice. In this experiment, the seventh graders produced oral language in their real contexts. The objectives of the lessons were real, clear, and motivating.

Activities done via improvisation offered the appropriate opportunity for the Gaza students to practice English language oral communication skills. It was found that students benefited from the experiment in their own personalities, life skills and their speaking skills abilities. The seventh graders were able to speak English for the purposes of greeting, talking about sports, animals communication, crafts, personal communication and hike, giving instructions and advice, making and responding to telephone calls and discussing world languages.

It's true that the activities were all done inside the classroom, but they were performed and presented within contextual situations by preparing the suitable setting of the class, realia, and prompts. Interaction between the students was very considerable.
The study investigated the development on the students' achievement, personalities, life-skills, oral production skills and autonomous learning in English language as a foreign language.

So script-based improvisation strategy which is a drama tool affected the students' oral communication skills and made them active participants in the learning process.

The researcher came to the conclusion that the script-based improvisation strategy gave the students an opportunity to be involved in language learning and use. The students felt comfortable and autonomous during the implementation through the joyous learning atmosphere existed while implementing the experiment.

5.5 Pedagogical implications:

5.5.1 Students

The findings of the results showed many pedagogical implications related to the students' personalities, life-skills and oral communication skills. The researcher revealed that script-based improvisation increases the students’ motivation to learn because the effort that they must put into the given task goes beyond the walls of the classroom.

In addition, script-based improvisation creates an opportunity for collaboration as students need to work together to complete the given task. This will also helps maintain motivation at a higher level as they must continue to work together toward achieving a common goal.

Furthermore, script-based improvisation provides students with immediate feedback and different types of reinforcement through the formative and summative evaluation after each activity. Script-based improvisation helps students learn English language oral communication skills confidently and autonomously.

5.5.2 Teachers:

The script-based improvisation strategy helps teachers to collaborate with their colleagues in order to find new teaching techniques and solve oral communication problems. It also offers new strategies of teaching oral
communication skills for teachers and opens the gate in front of the teachers to update their skills and find new resources of their career development.

5.5.3 Teaching

The script-based improvisation strategy meets in harmony the cooperative learning and collaborative methodologies and creates the effective atmosphere of learning. As a matter of fact, the script-based improvisation strategy confirms that oral communication skills must happen in real-life situations rather than artificial situations. Moreover, it increases students' talking time inside the classroom and motivates them to practice oral communication with strangers.

Additionally, the script-based improvisation strategy enables students to evaluate their own performance and others' performance as well.

5.6 Recommendations

In the light of results of the study, the following recommendations are offered:

5.6.1 Teachers of English

Teachers of English are recommended to:

1) Think of implementing new drama strategies as improvisation to enhance their students' improvement mainly oral communication skills.

2) Pay more attention to the different oral communication skills and how to create real-life situations in order to facilitate the teaching process.

3) Offer more opportunities for students to use the language they know.

5.6.2 Course Designers

Course designers are recommended to:

1- Put in consideration new methodologies in teaching languages when designing curriculum especially those help build the students' character to master leadership skills; problem-solving, decision making, team building, time management and task performance.
2- Benefit from new education theories; collaboration, self-evaluation, and autonomous learning relying on learning styles, individual differences, critical thinking and creativity.

3- Put in consideration the searching for information and data in the curriculum with an eye on drama and autonomous learning activities.

5.6.3 **English language experts, specialists, and supervisors**

English language experts, specialists, and supervisors are recommended to:

1) Organize workshops for teachers to implement drama strategies including script-based improvisation in teaching different school subjects including English language.

2) Get teachers implement different drama strategies including script-based improvisation to develop their teaching abilities and skills.

3) Organize workshops on improvisation strategy with experts from different countries all over the world to exchange experiences on how to develop oral communication skills and learner autonomy and promote the level of education in Palestine.

5.6.4 **Recommendations for Further Research**

Other researchers are recommended to:

1. Conduct studies on script-based improvisation strategy to develop oral communication skills and learner autonomy among other graders.

2. Conduct studies on script-based improvisation strategy to find out its effect on improving the low-achievers' oral communication skills.

3. Conduct studies on script-based improvisation strategy to investigate the effect of the strategy on the students' speaking anxiety.

5.7 **Summary**

In this chapter, the researcher discussed the findings of the study in which it was proved that the script-based improvisation strategy had a large effect on the students' oral communication skills. It was also proved that the script-based improvisation strategy had a large effect in the students' autonomy in learning English language.
The researcher believes that the study has many pedagogical implications in the students' learning, personalities, oral communication skills and life. The study also has implication in teaching speaking skills as it helps reduce worry, shyness and hesitation.

The researcher also recommended language experts to benefit from the study and make online courses for experience exchange and train teachers to use such drama technique.

Finally, the other researchers are recommended to conduct the script-based improvisation in other scholastic topics and among other graders.
References
References:

First: English References:


Porto, B. C. (1997). *Developing speaking skills by creating our own simulations for the EFL courses*. ERIC.


**Second: Arabic References**


Appendices
# Appendix (1):
The Referees' List

<table>
<thead>
<tr>
<th>No.</th>
<th>Referee</th>
<th>Position</th>
<th>Organisation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prof. Awad Kishtah</td>
<td>Professor</td>
<td>IUG-Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Ass. Prof. Akram Habib</td>
<td>Associate Professor</td>
<td>IUG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Ass. Prof. Hassan Al-Nabih</td>
<td>Associate Professor</td>
<td>IUG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Prof. Waleed Amer</td>
<td>Professor</td>
<td>IUG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Mrs. Najat Nasr</td>
<td>EL Specialist</td>
<td>Ministry of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Mr. Ismail Harb</td>
<td>Technical Director</td>
<td>Ministry of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Mrs. Sireen El Shareef</td>
<td>EL specialist</td>
<td>UNRWA-Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Mrs. Suhair Abu Shawish</td>
<td>English Teacher</td>
<td>UNRWA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Mr. Ziad El-Nada</td>
<td>English Teacher</td>
<td>Ministry of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Mr. Mohammed El-Nahhal</td>
<td>English Teacher</td>
<td>Ministry of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Mr. Hammam Al Faqawi</td>
<td>Instructor</td>
<td>Al Aqsa University-Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Mr. Mustafa Abu Hatab</td>
<td>Lecturer</td>
<td>Al Aqsa University-Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Mr. Mohammed Shubair</td>
<td>Instructor</td>
<td>Al Aqsa University-Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Mr. Adham Abu Hatab</td>
<td>Lecturer</td>
<td>Al Aqsa University-Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Achievement test.
2. Learner autonomy scale.
3. Oral communication functions and forms available in English for Palestine, Grade 7, Student's Book, term 1.
4. Observation card.
5. A sample lesson using the strategy.
Dear Mr./Mrs.………………………….

The researcher is conducting a study entitled: "The Effectiveness of Script-based Improvisation on Developing Oral Communication Skills and Learner Autonomy among Seventh Graders in Gaza UNRWA Schools", to obtain a Master Degree in Curriculum and Methodology.

In order to achieve the purpose of the study, the researcher prepared the following tools to be refereed:

1. Achievement test.
2. Learner autonomy scale.
3. Oral communication functions and forms available in English for Palestine, Grade 7, Student's Book, term 1.
4. Observation card.
5. A sample lesson using the strategy.

You are kindly requested to check each instrument and write your response.

Your comments will be highly appreciated.

Thanks a lot

The researcher: Nour Yousif Jarbou'

220143049
Appendix (2):
Refereeing Achievement Test

The Achievement Test- First Version

Dear referee,

The researcher is conducting a study entitled "The Effectiveness of Script-based Improvisation on Developing Oral Communication Skills and Learner Autonomy among Seventh Graders in Gaza UNRWA Schools" to obtain a Master Degree in Curriculum and English Teaching Methods.

You are kindly invited to check the attached achievement test, which is designed to collect data for the study.

Your notes and comments will be highly appreciated and confidential. Any modifications, additions, or omissions will be taken into consideration.

<table>
<thead>
<tr>
<th>Item</th>
<th>High</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The test items reflect the objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The test items suit seventh graders’ level.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The layout is acceptable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The time assigned is suitable for 7th graders.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any further comments are highly appreciated

..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................

Name of the referee: ....................

Degree: ..........................  Position: ..........................

Thanks for your time and efforts

The Researcher: Nour Yousif Jarbou' 

0595383352
Achievement Test
Seventh Grade_2017

Student's Name:……………………………

Class:……………………………

Time: 50m.

Mark: ……../40 marks.

First: Oral Communication Skills

1) Match the suitable items from column A with the suitable expressions in column (B): (7 marks)

<table>
<thead>
<tr>
<th>(A)</th>
<th>(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How are your parents?</td>
<td>I don't like them. They're dangerous.</td>
</tr>
<tr>
<td>2. What languages are you learning?</td>
<td>They are very well. Thanks.</td>
</tr>
<tr>
<td>3. What do you think of gorillas?</td>
<td>Wow. It's really a good goal.</td>
</tr>
<tr>
<td>5. He's scored a wonderful goal!</td>
<td>Sorry. You've got the wrong number.</td>
</tr>
<tr>
<td>6. What are you doing here?</td>
<td>We are learning English and Arabic.</td>
</tr>
<tr>
<td>7. Have you finished work yet?</td>
<td>We are having some cakes for my father's birthday.</td>
</tr>
</tbody>
</table>

2) Complete the following dialogues from the box: (6 marks)

- You should take water with you.
- Hello! It's very nice to meet you.
- What's your favourite animal?
- It's Osman. Can I speak to Ahmed, please?
- They speak English.
- I don't think so. I don't like football.
1. A: Hi. How are you? I haven't seen you for ages!
   B: .........................................................

2. A: What language do people speak in Britain?
   B: .........................................................

3. A: .......................................................?
   B: My favourite animal is the whale.

4. A: Hello! Who's speaking?
   B: .........................................................

5. A: Football is very interesting.
   B: .........................................................

6. A: We will go hiking tomorrow.
   B: .........................................................

3) Do as shown between brackets: (6 marks)

   1. I will go to the sea tomorrow. (Give an instruction)
      .........................................................
   2. I feel tired. (Give an advice)
      .........................................................
   3. I have just cooked food. (Make a question)
      .........................................................
   4. What have you done recently? (Answer)
      .........................................................
   5. What do you think of cats? (Express opinion)
      .........................................................
   6. ....................................................... (Make a phone call)
      Sorry. Malak isn't at home now.
4) Discuss the following topics: (6 marks)

1) There are lots of places to visit
   What places are you going to visit?
   What should you take to eat/drink/wear?
   …………………………………………………………………………………
   …………………………………………………………………………………
   …………………………………………………………………………………
2) Arabic speakers are increasing every year.
   Why is Arabic important?
   In which countries do people speak Arabic?
   …………………………………………………………………………………
   …………………………………………………………………………………
   …………………………………………………………………………………
3) Some people like animals, others don’t.
   Do you like animals?
   What is your favourite animal?
   …………………………………………………………………………………
   …………………………………………………………………………………
   …………………………………………………………………………………

Second: Vocabulary

5) Finish the following sentences with words from the list: (8 marks)

<table>
<thead>
<tr>
<th>chat</th>
<th>rub</th>
<th>instructions</th>
<th>pleasures</th>
<th>United Nations</th>
<th>tidy up</th>
<th>crafts</th>
<th>team</th>
</tr>
</thead>
</table>

1. I'm very ............to meet you again.
2. The .................uses six different languages.
3. Giraffes ...............their necks to say 'you're my friend'.
4. I love to ...............with my friend Nuha in the evening.
5. The red ..............haven't scored yet.
6. Palestine is famous for traditional ..............
7. I ...............my room everyday.
8. Before going on a hike, I'm going to give you some ..............
Third: Grammar

6) Choose the correct word between brackets: (7marks)

1. The number of people in the world (is – are – am) growing.
2. More people are (communicate – communicating – communicates) in English everyday.
4. The Egyptian team have already (win – won – winning) the match.
5. Dad (have – has – had) just cleaned the car.
6. The football match has (yet – just – often) started.
7. He was born in Amman. He is (Egyptian – Palestinian – Jordanian).
Appendix (3):
Oral Communication Achievement Test _Final Version

The Islamic University of Gaza
Deanship of Graduate Studies
Faculty of Education
Curriculum & English Teaching Methods Department

Dear Student;

The researcher is conducting an experimental study to fulfill the requirements of the master degree in curriculum and methodology. The title of the study is "The Effectiveness of Script-based Improvisation on Developing Oral Communication Skills and Learner Autonomy among Seventh Graders in Gaza UNRWA Schools".

For this purpose, the researcher has designed this test to measure the students' English oral skills before and after the implementation of the strategy and whether the implementation improves the students' achievement.

Keep in mind: Read the questions carefully. This test is for research purposes only. Take it seriously when responding to the questions. Time allowed is 40 minutes.

The researcher: Nour Yousif Jarbou'.
Achievement Test

Seventh Grade_2017

<table>
<thead>
<tr>
<th>Student's Name:……………………</th>
<th>Class:……………………</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time: 40 minutes.</td>
<td>Mark: ……../35 marks.</td>
</tr>
</tbody>
</table>

First: Oral Communication Skills

1) Match the suitable items from column (A) with the suitable expressions in column (B): (7 marks)

<table>
<thead>
<tr>
<th>(A)</th>
<th>(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How are your parents?</td>
<td>I don't like them. They're dangerous.</td>
</tr>
<tr>
<td>2. What languages are you learning?</td>
<td>They are very well. Thanks.</td>
</tr>
<tr>
<td>3. What do you think of gorillas?</td>
<td>Wow. It's really a good goal.</td>
</tr>
<tr>
<td>5. He's scored a wonderful goal!</td>
<td>Sorry. You've got the wrong number.</td>
</tr>
<tr>
<td>6. What are you doing here?</td>
<td>We are learning English and Arabic.</td>
</tr>
<tr>
<td>7. Have you finished work yet?</td>
<td>We are having some cakes for my father's birthday.</td>
</tr>
</tbody>
</table>

7 minutes
2) Complete the following dialogues from the box: (7 marks)

9 minutes

-You should take water with you.
-Hello! It's very nice to meet you.
-What's your favourite animal?
-It's Osman. Can I speak to Ahmed, please?
-They speak English.
-I don't think so. I don't like football.
-They are very well.

1. A: Hi. How are you? I haven't seen you for ages!

   B: ..............................................................

   A: How is your family?

   B: ..............................................................

2. A: What language do people speak in Britain?

   B: ..............................................................

3. A: ..............................................................?

   B: My favourite animal is the whale.

4. A: Hello! Who's speaking?

   B: ..............................................................

5. A: Football is very interesting.

   B: ..............................................................
6. A: We will go hiking tomorrow.
   B: ..............................................

3) Do as shown between brackets: (6 marks) 9 minutes

1. I will go to the sea tomorrow. (Give an instruction)
   ..............................................
2. I feel tired. (Give advice)
   ..............................................
3. I have just cooked food. (Make a question)
   ..............................................?
4. What have you done recently? (Answer)
   ..............................................
5. What do you think of cats? (Express opinion)
   ..............................................
6. ..............................................? (Start a phone call)
   Sorry. Malak isn't at home now.

Second: Vocabulary

4) Finish the following sentences with words from the list: (8 marks)

8 minutes

crafts – team.

1. I'm very ............ to meet you again.
2. The ................. uses six different languages.
3. Giraffes............. their necks to say 'you're my friend'.
4. I love to .......... with my friend Nuha in the evening.
5. The red .......... haven't scored yet.
6. Palestine is famous for traditional ............
7. I ................. my room every day.
8. Before going on a hike, I'm going to give you some ..........
Third: Language Structure

5) Choose the correct word between brackets: (7 marks)
7 minutes

1. The number of people in the world (is – are – am) growing.
2. More people (communicate – are communicating – communicates) in English every day.
4. The Egyptian team have already (win – won – winning) the match.
5. Dad (have – has – had) just cleaned the car.
6. The football match has (yet – just – often) started.
SOLOM Teacher Observation
Student Oral Language Observation Matrix

Student's Name: ____________________  Grade: ________ Date: _______
Language observed: ________________  Administered by:______________

<table>
<thead>
<tr>
<th>Skill/ Scale</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix (5):
SOLOM Teacher Observation Criteria

Student Oral Language Observation Matrix

<table>
<thead>
<tr>
<th>A. Comprehension</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannot be said to understand even simple Conversation.</td>
<td>Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.</td>
<td>Understands most of what is said at slower-than-normal speed with repetitions.</td>
<td>Understands nearly everything at normal speech, although occasional repetition may be necessary.</td>
<td>Understands everyday conversation and normal classroom discussions without difficulty.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Fluency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible.</td>
<td>Usually hesitant, often forced into silence by language limitation.</td>
<td>Speech in everyday conversation and classroom discussion frequently disrupted by student’s search for the correct manner of expression.</td>
<td>Speech in everyday conversation and classroom discussions generally fluent with occasional lapses while the student searches for the correct manner of expression.</td>
<td>Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Vocabulary</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
<td>Misuse of words and very limited vocabulary, comprehension quite difficult.</td>
<td>Student frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.</td>
<td>Student occasionally uses inappropriate terms and or must rephrase ideas because of lexical inadequacies.</td>
<td>Use of vocabulary and idioms approximate that of a native speaker.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Pronunciation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation problems so severe as to make speech virtually unintelligible</td>
<td>Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself of herself understood.</td>
<td>Pronunciation problems necessitate conversation on the part of the listener and occasionally lead to misunderstanding.</td>
<td>Always intelligible, though one is conscious of definite accent and occasional inappropriate intonation patterns.</td>
<td>Pronunciation and intonation approximate that of a native speaker.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Grammar</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible</td>
<td>Grammar and word-order errors make comprehension difficult. Must often rephrase and or restrict himself or herself into basic patterns.</td>
<td>Makes frequent errors of grammar and word-order which occasionally obscure meaning.</td>
<td>Occasionally makes grammatical and or word-order errors which do not obscure meaning.</td>
<td>Grammatical usage and word-order approximate that of a native speaker.</td>
<td></td>
</tr>
</tbody>
</table>

Based on your observation of the student, indicate with an “X” across the square in each category which best describes the students’ abilities.

- The SOLOM should only be administered by person who themselves score at level “4” or above in all categories in the language being assessed.
- Students scoring at level “1” in all categories can be said to have no proficiency in language.

Developed by San Jose Unified School District, San Jose, California.
### Appendix (6):
**SOLOM Teacher Observation Interview Topics and Questions**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Questions</th>
</tr>
</thead>
</table>
| 1.   | **Oh, hello!**         | What do you say to start a conversation? And what do you say to end it?  
What do people do in some countries when they meet a friend?  
What do you say/do to greet your friend?  
What do you say when you meet an old friend?  
What do you do when you meet a new person?  
How can you say "hello" without words?  
What is the best way to say "hello"? |
| 2.   | **World languages**    | Name the countries which speak Arabic?  
Why is Arabic important?  
What countries speak English?  
Do you think learning English is important for you?  
Why? How could it help you in the future?  
What do people do to communicate?  
How could you communicate with people from different countries? What language would you speak?  
Why specifically?  
What languages are used in the United Nations?  
Can you name any important language?  
Why do you think it's important? Would you like to learn it? How could you learn it?  
What language would you like to learn? Why? |
How can animals communicate? Can you give me an example?  
What do you think of giraffes?  
What information do you know about them?  
{I like/ dislike….. They're …..and……}  
What do you think of dogs?  
What do you think of cats/ whales/ elephants?  
What do you know about giraffes/ cats/ dogs/ whales/ elephants? |
| 4.   | **Keep in touch!**     | How do you communicate with your friends? Which way do you prefer? Why?  
What do you say to start a phone call? Then?  
Who do you like to talk to on the phone? When?  
Where is she/he? What do you like to talk about?  
What do you say if you get a wrong number? Let's act a phone call. |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Questions</th>
</tr>
</thead>
</table>
| 6.   | **Goal!** | What's your favourite sport? Why do you like it?  
What do you know about it? What do you wish to know about it?  
What do you know about football?  
Do you like football? Why?  
What do you like about football matches?  
Which team is your favourite? Who's your favourite player? Why? What skills make him perfect?  
What sport would you like to learn? Why? Where would you like to learn and practice it?  
How can it help you in your life? |
| 7.   | **The craft show** | Do you like crafts? Have you ever tried making a craft? Tell us when/how did you make it? Who helped you? Was it easy or hard to make? How much time did it take?  
What crafts can you make?  
What do you need to prepare a craft show?  
What do you need to make a sign for a craft show?  
What have you done recently?  
Have you ever been to Jerusalem yet? Do you hope to do so in the future? Why?  
Would you like to visit another city? Which one?  
What is it famous for? What do you know about it?  
Have you made crafts at school? What? How did you make it?  
What traditional crafts would you like to learn? What are the skills needed for making this craft? |
| 8.   | **The hike** | Do you like hiking? Why or why not?  
Tell me about a movie or a program you've watched about hiking. What are the characters? What is your best part/character?  
Where would you like to hike? What would you prepare for it?  
Have you ever gone on a hike? Where? With whom? Did you enjoy? What did you do there?  
Give instructions to someone who is going on a hike.  
What should you take when you go on a hike? What is the most important thing you should take to a hike? Why? |
السيد/ة: ........................ حفظه الله.

السلام عليكم ورحمة الله وبركاته.

الموضوع: تحكيم مقياس استقلالية المتعلم في تعلم اللغة الإنجليزية.

تقوم الباحثة بإعداد دراسة للحصول على درجة الماجستير في التربية، تخصص مناهج وطرق تدريس بعنوان:

"The Effectiveness of Script-based Improvisation on Developing Oral Communication Skills and Learner Autonomy among Seventh Graders in Gaza UNRWA Schools"

ومن متطلبات إجراء هذه الدراسة: إعداد مقياس استقلالية المتعلم لدى طلاب الصف السابع بهدف معرفة الأمور التي تهم استقلاليتهم في تعلم اللغة الإنجليزية والتغلب على الأمور التي تحد من استقلالية المتعلم، لذا أرجو من سعادتكم الاطلاع على المقياس وإبداء رأيكم حول مدى:

1. وضوح تعميمات مقياس استقلالية المتعلم.
2. مناسبة العبارات لمستوى طلاب الصف السابع.
3. مناسبة الصياغة اللغوية لعبارات المقياس.
4. ارتباط العبارات بالهدف الذي وضعت من أجله في المقياس.
5. انتقاء كل عبارة للمحور الخاص بها.
6. حذف بعض الفقرات أو إضافة فقرات أخرى لم ينتبه إليها الباحث.

بارك الله في جهودكم الطيبة لخدمة البحث العممي.

الباحثة: نور يوسف جربوع
Appendix (7):
The Learner Autonomy Scale (Arabic Version)

Mقياس استقلالية المتعمم

عزيزتي الطالبة،

السلام عليكم ورحمة الله وبركاته،

تقوم الباحثة بإجراء دراسة لنيل درجة الماجستير في المناهج وطرق التدريس من الجامعة الإسلامية بغزة. وقد اختارت الباحثة عنوان دارستها "فاعلية استخدام استراتيجية الارتجال المعتمد عمى النص في تطوير مهارات التواصل الشفوي واستقلالية المتعمم لدى طالبات الصف السابع في مدارس الأنروا بغزة". للتعريف على مدى استقلالية تعلمنك في اللغة الإنجليزية.

وقد أعدت الباحثة لهذا الغرض مقياساً لأجل البحث العلمي فقط وليس له تأثير على درجاتك المدرسية، فالمراجعة منك أن تجيب عن فقراتك بكل صدق وجدية حتى يتحقق الغرض.

يحتوي هذا المقياس على مجموعة من العبارات وأمام كل عبارة خمسة من الخيارات وهي (أوافق بشدة، أوافق، غير متأكد، أعارض، أعارض بشدة).

ويعبر التدرج المقابل لكل عبارة عن درجة الموافقة عليها:

1. أوافق بشدة: إذا كانت العبارة تتفق معك دائماً.
2. أوافق: إذا كانت العبارة لا تتفق معك غالباً.
3. غير متأكد: إذا كانت العبارة لا تتطابق عليك ولا تستطيعين أن تقرري.
4. أعارض: إذا كانت العبارة لا تتفق معك غالباً.
5. أعارض بشدة: إذا كانت العبارة لا تتفق معك دائماً.
المطلوب هو أن تقرأ كل عبارة بإمعان وتضع علامة ( / ) أمام العبارة تحت أحد الاختيارات التي تعبر عن رأيك.
والآن يمكنك البدء بالاجابة مع اتباع التعليمات التالية:
* اقرأ العبارات بتمعن ودقة.
* لا حظي أنه لا توجد اجابات صحيحة وأخرى خاطئة.
* لا تتركي أي عبارة بدون اجابة.
* لا تضع أكثر من علامة أمام العبارة الواحدة.

الباحثة: نور جربوع
مقياس استقلالية المتعلم: بما يتعلق بتعلم اللغة الإنجليزية.

المحاور:
1. تحمل المسؤولية.
2. القدرات.
3. الأنشطة.

<table>
<thead>
<tr>
<th>الفقرات</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. أحد أهداف تعلم مادة اللغة الإنجليزية.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. أحد هدفي من دراسة اللغة الإنجليزية خلال كل فصل دراسي.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. أقوم برصد مدى التقدم الذي أنجزه في اللغة الإنجليزية.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. أعدد المواد والكتاب المدرسي التي استخدمها في الفصل في اللغة الإنجليزية.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. أحد النشاطات والموضوعات التي نتعلمها في اللغة الإنجليزية.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. أحد نوع النشاطات الصغيرة في حصة اللغة الإنجليزية مثل: الفردية والثنائية والجماعية.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. أحد أساليب التقييم مثل: الحضور والاختبارات والتقييم الذاتي.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. أحد كمية ونوع تكرار النشاط البيتي.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. أعرف نقاط قوتي وضعفي في اللغة الإنجليزية.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. أستطيع تقييم تعلمي.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. أحتفظ بسجلات الدراسة مثل: الأنشطة البيتية والحضور ونتائج الاختبارات.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>الفترات</td>
<td></td>
<td>أعارض بشدة</td>
<td>أعارض</td>
<td>محاذ</td>
<td>أوافق بشدة</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------------</td>
<td>--------</td>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. أستطيع أن أحدد الأهداف التعليمية داخل الفصل.
2. أستطيع أن أحدد الأهداف التعليمية خارج الفصل.
3. أستطيع أن أختار النشاطات التعليمية داخل الفصل.
4. أستطيع أن أختار النشاطات التعليمية خارج الفصل.
5. أستطيع أن أختار المواد التعليمية داخل الفصل.
6. أستطيع أن أختار المواد التعليمية خارج الفصل.
7. أستطيع أن أقرر ما يجب أن أتعممو فيما بعد في دروس اللغة الإنجليزية.
8. أستطيع أن أحدد الفترة الزمنية لكل نشاط.
9. لدي القدرة على تعلم اللغة الإنجليزية بشكل جيد.
10. أستطيع اختيار الكتب والتدريبات التي تناسبني لتعلم اللغة الإنجليزية.

1. أقرأ صحف وصفحات الإنترنت باللغة الإنجليزية.
2. أشاهد برامج تعلم اللغة الإنجليزية على التلفاز.
3. أتحدث مع أجانب باللغة الإنجليزية.
4. أمارس تحدث اللغة الإنجليزية مع أصدقائي.
5. أطبق قواعد اللغة الإنجليزية.
6. أستخدم مفردات باللغة الإنجليزية.
7. أقوم بالتحضير والمراجعة لحصص اللغة الإنجليزية.
8. أقرأ كتب ومجلات باللغة الإنجليزية.
9. أكتب بريد الكتروني باللغة الإنجليزية.
10. أحتفظ بمذكرة باللغة الإنجليزية.
11. أمارس اللغة الإنجليزية في مركز تعلم اللغة الإنجليزية.
<table>
<thead>
<tr>
<th>الفقرات</th>
<th>أعارض بشدة</th>
<th>أعارض</th>
<th>محاذٍ</th>
<th>أوافق بشدة</th>
<th>أوافق</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. أذهب لمقابلة معلمة اللغة الانجليزية لمناقشة أعمالي.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. أقوم بحل الأنشطة البيتية الإختيارية.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. أكتب الكلمات الجديدة ومعانيها.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. أشارك في مجموعات الدراسة في حصص اللغة الانجليزية.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. أقوم بعرض مقترحات على معلمة اللغة الانجليزية.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. أقوم بربط دراسي الحالي بخبراتي ومعارفي السابقة.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. أقوم بتلخيص المعلومات خلال دراسي للغة الانجليزية.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix (8):
Learner Autonomy Scale (English Version)

Domains:

(1) responsibilities for English language
(2) abilities of learning English language
(3) activities in English language.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Responsibilities</td>
<td>I decide the objectives of my English course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. I decide my goal of studying English in one semester.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. I check how much progress I make in learning English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. I decide the textbook and materials I use in the English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. I decide topics and activities I learn in the English class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. I decide the type of classroom activities, such as individual, pair and group work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. I decide ways of assessment, such as attendance, essay and self-evaluation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. I decide the amount, type and frequency of homework in English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. I identify my strengths and weaknesses in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. I evaluate my learning in English classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. I keep record of my studies for English language such as assignments, attendance and test scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Abilities</td>
<td>I choose learning objectives in English class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. I choose learning objectives outside English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domains</td>
<td>Items</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>3. I choose learning activities in English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. I choose learning activities outside English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. I choose learning materials in English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. I choose learning materials outside English Class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. I decide what I should learn next in my English lessons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. I decide how long to spend on each activity in English classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I think I have the ability to learn English well.</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. I choose books, exercises which suit me, neither too difficult nor too easy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Activities</td>
<td>1. I read newspaper and web pages in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. I watch English learning programs on TV.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. I talk to foreigners in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. I practice speaking English with my friends.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. I apply English grammar rules.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. I use English vocabulary words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. I prepare and review for English classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. I read magazines and books in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. I write an e-mail in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. I keep a diary in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. I practice English in a center for learning English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. I go to see my teacher of English in order to discuss my work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domains</td>
<td>Items</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>13. I do assignments which are not compulsory.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15. I do group studies in English lessons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16. I make suggestions to the teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17. I activate my prior knowledge while studying.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18. I summarize my studies while studying.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

186
# Appendix (9):
## English for Palestine 7 Content Analysis

<table>
<thead>
<tr>
<th>Unit and contexts</th>
<th>Language</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Oh, hello!</strong></td>
<td>ages, bored, bow, foid arms, hug, important, kiss, nod, often, perhaps, pleased, shake hands, smile, surprised, upset, way</td>
<td>4</td>
</tr>
<tr>
<td>– using greetings and talking about personal communication</td>
<td><strong>Structure:</strong> Present simple tense with adverbs of frequency</td>
<td></td>
</tr>
<tr>
<td>– writing an email</td>
<td><strong>Punctuation:</strong> revision – full stops, question marks, capital letters</td>
<td></td>
</tr>
<tr>
<td><strong>2 World languages</strong></td>
<td>artist, billion, businessman, Chinese, communicate, different, hard, Holy Qur’an, leader, learn, Middle East, number, prepare, Russian, standard, technology, United Nations</td>
<td>12</td>
</tr>
<tr>
<td>– discussing world languages and international communication</td>
<td><strong>Structure:</strong> Present continuous tense to describe changes</td>
<td></td>
</tr>
<tr>
<td>– describing changes</td>
<td><strong>Punctuation:</strong> revision – exclamation marks and apostrophes for contractions</td>
<td></td>
</tr>
<tr>
<td><strong>3 Animal magic</strong></td>
<td>afraid, bark, common, distance, gorilla, intelligent, kilometre, know, maybe, neck, popular, rub, story, tail, warning</td>
<td>20</td>
</tr>
<tr>
<td>– talking about animals and animal communication</td>
<td><strong>Structure:</strong> Stative verbs (not used in the present continuous form)</td>
<td></td>
</tr>
<tr>
<td><strong>4 Keep in touch!</strong></td>
<td>address, chat, come over, contact, double, half, home, lose, message, moment, postcard, save, send, text, wrong</td>
<td>28</td>
</tr>
<tr>
<td>– making and responding to telephone calls</td>
<td><strong>Punctuation:</strong> revision</td>
<td></td>
</tr>
<tr>
<td>– saying telephone numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– writing an email</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5 REVISION</strong></td>
<td>Revision of the language in Units 1–4</td>
<td>36</td>
</tr>
<tr>
<td><strong>6 Goal!</strong></td>
<td>already, competition, dangerous, enormous, enter, final, freezing, goal, just, match, pitch, score, team, win, World Cup***, yet</td>
<td>40</td>
</tr>
<tr>
<td>– talking about football and other sports</td>
<td><strong>Structure:</strong> Present perfect tense + just, already, yet (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Punctuation:</strong> apostrophes for contractions</td>
<td></td>
</tr>
<tr>
<td><strong>7 The craft show</strong></td>
<td>amazing, ceramic, clay, crafts, cut up, excited, fascinating, loads of, put away, report, shape, sure, sweep up, throw away, tidy up, traditional</td>
<td>48</td>
</tr>
<tr>
<td>– talking about crafts and a school crafts show</td>
<td><strong>Structure:</strong> Present perfect tense + just, already, yet (2)</td>
<td></td>
</tr>
<tr>
<td>– writing an informal letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8 The hike</strong></td>
<td>carry on, dark, differences, each other, excellent, go on, group, instructions, kilometre, part, plan, put on, remember, return, shade, soon, strange</td>
<td>56</td>
</tr>
<tr>
<td>– talking about a hike</td>
<td><strong>Structure:</strong> Giving instructions and advice with should: reflexive pronouns + each other</td>
<td></td>
</tr>
<tr>
<td>– giving instructions and advice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9 REVISION</strong></td>
<td>Revision of the language in Units 6–8</td>
<td>64</td>
</tr>
<tr>
<td><strong>My dictionary</strong></td>
<td></td>
<td>68</td>
</tr>
</tbody>
</table>
Appendix (10):
English for Palestine _ Term 1 _ Oral Communication Functions

The Islamic University of Gaza
Deanery of Graduate Studies
Faculty of Education
Curriculum & English Teaching Methods Department

Dear referee,

The researcher is conducting an M.Ed. thesis entitled "The Effectiveness of Script-based Improvisation on Developing Oral Communication Skills and Learner Autonomy among Seventh Graders in Gaza UNRWA Schools". One of the study's requirements is to construct an achievement test for oral communication skills. In order to do this, we need to identify the most important oral communication functions in English for Palestine, Student's Book, Grade 7- Term 1.

You are kindly invited to check the attached list, which is designed to collect data for the study.

Your notes and comments will be highly appreciated and confidential. Any modifications, additions, or omissions will be taken into consideration.

Any further comments:

................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

The Researcher: Nour Yousif Jarbou'
### Oral Communication Functions:

<table>
<thead>
<tr>
<th>No.</th>
<th>Functions</th>
</tr>
</thead>
</table>
| Unit 1 | Asking and answering questions  
Using greetings and talking about personal communication |
| Unit 2 | Discussing world languages and international communication |
| Unit 3 | Talking about animals communication  
Describing some animals  
Expressing their favourite animal |
| Unit 4 | Making and responding to telephone calls |
| Unit 5 | Repeated skills from units 1-4 |
| Unit 6 | Talking about their preferences in football and other sports. |
| Unit 7 | Talking about crafts and school crafts show  
Planning for a craft show. |
| Unit 8 | Talking about a hike  
Giving advice and instructions. |
| Unit 9 | Repeated skills from units 6-8 |
### Appendix (11):

List of oral communication functions/skills and forms available in English for Palestine, Grade 7, Student's Book, term 1:

<table>
<thead>
<tr>
<th>No.</th>
<th>Unit</th>
<th>Topic</th>
<th>Functions</th>
<th>Forms</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>Oh, hello!</td>
<td>Use some expressions of greetings.</td>
<td>Hi</td>
<td>Brainstorming</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practice a conversation with an old and new friend using greetings.</td>
<td>Hello, how are you?</td>
<td>Pair work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Describe pictures about communication around the world.</td>
<td>Pleased to meet you.</td>
<td>Picture discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I've heard a lot about you.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2</td>
<td>World Languages</td>
<td>Discuss world languages.</td>
<td>Present con.</td>
<td>Asking and answering questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Describe changes using present continuous.</td>
<td>_The number of Arabic speakers is rising.</td>
<td>about a picture.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Video showing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group work</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
<td>Animal Magic</td>
<td>Discuss facts about animals' communication.</td>
<td>What do you think of…?</td>
<td>Pantomime</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>What do you know about them?</td>
<td>Guessing game</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Onion rings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group and pair work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TV program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Acting</td>
</tr>
<tr>
<td>4.</td>
<td>4</td>
<td>Keep in touch!</td>
<td>Make and respond to telephone calls.</td>
<td>Hello. Can I speak to…?</td>
<td>Act out a phone call</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Who's speaking?</td>
<td>to a friend and make plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Saying phone numbers</td>
<td>Game</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussing information about football.</td>
<td>The match has just started.</td>
<td>Make a short report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Board race game</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sound-off video</td>
</tr>
<tr>
<td>No.</td>
<td>Unit</td>
<td>Topic</td>
<td>Functions</td>
<td>Forms</td>
<td>Activities</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>----------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>7.</td>
<td>7</td>
<td>The craft Show</td>
<td>Demonstrate a craft show.</td>
<td>Already-yet</td>
<td>Pair and group work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Talk about things students have/haven't done recently.</td>
<td>Have you finished yet?</td>
<td>Picture discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>We've done it all!</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>8</td>
<td>The hike</td>
<td>Give and respond verbally and nonverbally to instructions.</td>
<td>Read the instructions.</td>
<td>Classification in pairs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Give advice using (should)</td>
<td>Don't be late.</td>
<td>Role-play</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>You should take water with you.</td>
<td>Group work.</td>
</tr>
</tbody>
</table>
Appendix (12): Facilitation letter
عزيزي ولي أمر الطالبة: ............................................ المحترم،،،


مع خالص الشكر والتحية

الباحثة:

نور يوسف جربوع.
طلب إلتحاق طالبة في جلسات تعلم مهارات التواصل الشفوي للصف السابع

<table>
<thead>
<tr>
<th>اسم الطالبة</th>
<th>رقم هوية الطالبة</th>
</tr>
</thead>
<tbody>
<tr>
<td>عنوان السكن</td>
<td>رقم الهاتف</td>
</tr>
<tr>
<td>مهنة ولي الأمر</td>
<td>رقم جوال ولي الأمر</td>
</tr>
</tbody>
</table>

أوافق أنا ولي أمر الطالبة ................................. على إلتحاق ابنتي في جلسات تعلم مهارات التواصل الشفوي وأنا مسئول مسئولية كاملة عن هذه الموافقة. كما أتعهد بمواطبة ابنتي على حضور جميع الجلسات وحضور الامتحان القبلي والبعدي.

<table>
<thead>
<tr>
<th>اسم ولي الأمر</th>
<th>توقيعه</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

توقيع|

<table>
<thead>
<tr>
<th>توقيع المديرة</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>توقيع</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>توقيع المديرة المساعدة</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>توقيع</th>
</tr>
</thead>
</table>

194
Appendix (14)
Oral Communication Lessons Preparation Notes

Rafah Prep (D) Girls' School
TEACHER PREPARATION NOTES
Oral Communication Lessons Preparation Notes
Rafah  Prep (D) Girls' School

Teacher Preparation Notes

Date:  Day:
Grade: 7  Unit: 1  Period: 1, 6, 8

Objectives: By the end of the lesson, students are expected to:

_ use greetings when meeting new people or friends.
_ practice a conversation with an old friend.
_ describe pictures about communication around the world.

Functions: greeting people using different expressions.


Useful expressions: I haven't seen you for ages!

We're all fine. Pleased to meet you.

Revised language: Hi! Hello, how are you?

AVM: flash cards- photos – LCD working-sheets _ realia e.g. mobile phones_ laptop _ white boards _ markers.
### Steps | Roles | Procedures
--- | --- | ---
**Warming-up** | T. Ss. | introduces herself for the class. greetings sing a welcome song.
**Revision** | Ss. Ss. Ss. | brainstorm different ideas around "greeting people". give various responses. give expressions of greetings they know e.g. hello, hi, how are you, how do you do, smile.
**Presentation** | Ss. Ss. T/C T. Ss. | help the teacher to present the new vocabulary and phrases using different ways (photos, sentence examples, miming, acting, definitions.). Give the meaning, synonyms and antonyms. Drilling the new words and expressions. (T., C, Gs, Ss.) displays some pictures of people from different countries around the world and asks: 1. Do all people have the same way of communication? 2. How are people in those pictures greeting each other? Shake hands, nod, bow, and smile) 3. What other ways of greetings can you mention? 4. What do people in Palestine do/say when they meet other people?
**Activity (1)** | T. Ss. Ss. Ss. T. Ss. Ss. T/C. | shows a photo of two girls hugging each other. answer the following questions: What can you see? Where are they? What are they doing? What do you think are they saying? give different answers e.g. they are two girls/friends. They are in Paris. They are greeting each other/hugging/ smiling. They're saying: hi, hello, how are you? etc. displays the expressions of greetings on the board. elicit the opening of the dialogue as if they really meet their old friends. e.g. A: Hi! How are you? I haven't seen you for ages. Elicit the setting (street or school) characters and topic of the dialogue (meeting an old friend, talking about life, family or school). create the set for the meeting between the girls inside the class
**Activity (2)** | Ss. Gs. T. | work in groups then decide the response to the start of the dialogue. give their responses praises their efforts and writes the most suitable and
<table>
<thead>
<tr>
<th>Steps</th>
<th>Roles</th>
<th>Procedures</th>
</tr>
</thead>
</table>
| **Activity (3)** | Ss. | common response on the board or LCD.  
|  | Ss. | copy the first part of the dialogue *(start of the script).*  
|  | Ss. | A: Hi! How are you? I haven't seen you for ages.  
|  | Ss. | B: Hello! How are you? You look great. I'm pleased to see you again. We're all fine  
|  | T. | A: How is your family? I miss them all.  
|  | Ss. | B: They're very well, thank you. How about your parents? I haven't seen them for ages?  
|  | Ss. | Rehearse the first part of the script in pairs.  
|  | Ss. | Elicit some topics they can talk about e.g. family, school, city, friends.  
|  | T. | Models with a good student.  
|  | Ss. | Work in pairs to ask and answer questions about one of the suggested topics.  
|  | Ss. | Perform the second part of the script.  
|  | T. | A: Fine, thanks. But my father is sick.  
|  | Ss. | B: Oh, What's wrong with him?  
|  | Ss. | A: He has a stomachache.  
|  | T. | B: Sorry to hear that. I hope he gets better soon.  
|  | Ss. | A: Thanks a lot. I'm so happy to meet you.  
|  | Ss. | B: See you soon. Goodbye.  
|  | T. | Writes one of the dialogues on the black board or LCD.  
|  | T. | rehearse the second part.  
|  | T. | records the scene using video tape, audiotape, or note-taking.  
| **Evaluation** | Ss. | perform the dialogues in pairs and in front of the class. *(do it again; do it better).*  
|  | T/C | Give feedback, discuss the scene, and suggest changes.  
| **Following Up** | T. | asks students to work in groups to rehearse out of the class and add more scenes and characters and evolve the dialogue. |
Activities:

**Activity (1):** Brainstorm some ideas and words about "greeting people":

**Activity (2):** Look at the pictures and answer the following questions:

1. Do all people have the same way of communication?
2. How are people in those pictures greeting each other? Shake hands, nod, bow, and smile)
3. What other ways of greetings can you mention?
4. What do people in Palestine do/ say when they meet other people?
**Activity (3):** Look at the picture and answer the following questions:

What can you see? Where are they? How did you know?

What are they doing?

Are they happy? How did you know?

What do you think they are saying?
Objectives: By the end of the lesson, ss. are expected to describe changes about world languages using present continuous tense. _express the importance of world languages in a television interview.

Functions: describing changes through present continuous.


Useful expressions: Good idea!

Revised language: languages _ present continuous.

AVM: flash cards- photos- world map – LCD _ working-sheets _ realia e.g. glasses, microphone, jacket..
<table>
<thead>
<tr>
<th>Steps</th>
<th>Roles</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming-up</td>
<td>T</td>
<td>Introduces herself for the class.</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>Greetings</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>Warms them up using (game, puzzle, riddle, brain teaser, etc)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shows the world map and asks:</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>What language do you speak?</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>How many Arabic-speaking countries can you name?</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>What other languages do you know?</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>Shows some example sentences of present continuous.</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>Elicits the parts of sentences, the meaning and the use.</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>Elicits new use for present con._ to describe changes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Present new vocabulary and phrases using different ways(photos_sentence examples_miming_definitions..).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give the meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drilling the new words and expressions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Displays a song of children from different countries around the world and asks:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do all people speak the same language?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What languages do they speak? In the videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Say: Arabic, English, Chinese, Russian..</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What are the six languages spoken in the United Nations?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shows a chart demonstrating the numbers of world language speakers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>which language speakers number is rising/ falling?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask and answer questions about the chart in pairs.</td>
</tr>
<tr>
<td>Presentation</td>
<td>T/Ss</td>
<td>_displays a video of a television interview of famous characters, a leader, a writer and an interviewer speaking about world languages.</td>
</tr>
<tr>
<td></td>
<td>Ss</td>
<td>Uses video sound off and pauses strategy.</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>Asks: what can you see? What are they doing? Who are they? What do you think are they talking about?</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>Give different answers.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>_displays some useful expressions about world languages on the board.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e.g. good idea, that's why..., Arabic is important because.... Etc.</td>
</tr>
<tr>
<td>Activity (1)</td>
<td>T.</td>
<td>Elicit the setting_characters_topic of the dialogue.</td>
</tr>
<tr>
<td>Open the dialogue</td>
<td>Ss.</td>
<td>Elicit the opening of the interview.</td>
</tr>
<tr>
<td>Set the scene</td>
<td></td>
<td>Interviewer: Hello everybody. Welcome to our program &quot;Our World&quot;, And today we're presenting a professor in Arabic</td>
</tr>
<tr>
<td>Steps</td>
<td>Roles</td>
<td>Procedures</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>language Prof.....</em>&lt;br&gt;<em>And the famous writer Mr...... Hello.</em>&lt;br&gt;<em>Prof.: Hi Writer: Hello.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create the set for the interview inside the class. &lt;br&gt;Gets ss copy the first part of the dialogue. &lt;br&gt;Rehearse the first part of the script. &lt;br&gt;Elicit some questions they can ask through the interview. &lt;br&gt;<em>A: What are the most important languages can you mention?</em>&lt;br&gt;<em>B: Arabic and English are very important world languages.</em>&lt;br&gt;<em>C: Chinese is also important.</em>&lt;br&gt;<em>A: Great.</em>&lt;br&gt;Models with a good student. &lt;br&gt;Work in groups to ask and answer questions about the importance of world languages as Arabic and English. &lt;br&gt;Perform the second part of the script. &lt;br&gt;<em>A: Let's start with Arabic language. Why is it important?</em>&lt;br&gt;<em>B: It help you to communicate with people in a lot of countries.</em>&lt;br&gt;<em>C: It's also the language of the Holy Qura'n.</em>&lt;br&gt;<em>A: That's great. What else?</em>&lt;br&gt;<em>B: It's one of the six languages people use at the United Nations.</em>&lt;br&gt;<em>C: Really?</em>&lt;br&gt;Writes one of the dialogues on the black board or LCD. &lt;br&gt;Rehearse the second part of the script. &lt;br&gt;Records the scene using video tape, audiotape, or note-taking.</td>
</tr>
<tr>
<td>Activity (2)</td>
<td>T/C T. Ss. Ss.</td>
<td>Rehearse Record</td>
</tr>
<tr>
<td>Activity (3)</td>
<td></td>
<td>Evaluation</td>
</tr>
<tr>
<td></td>
<td>Ss</td>
<td>Perform the dialogues in pairs and in front of the class. (do it again; do it better). &lt;br&gt;Give feedback, discuss the scene, and suggest changes</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>Following Up</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>Asks ss to work in groups to rehearse out of the class and add more scenes and characters and evolve the interview.</td>
</tr>
</tbody>
</table>
Activities:

Activity (1): Look at the map and answer the following questions:

What language do you speak?

How many Arabic-speaking countries can you name?

What other languages do you know?

Activity (2): Finish the sentences from the list:

<table>
<thead>
<tr>
<th>number</th>
<th>standard</th>
<th>Nations</th>
<th>hard</th>
<th>communicate</th>
<th>different</th>
</tr>
</thead>
</table>

1. Learning Russian language is not easy but it is ..................
2. We use ................. Arabic to communicate with people in a lot of Arab countries.
3. People in Syria speak ................. Arabic from People in Palestine.
4. French language is one of the six languages of the United ..................
5. The .................. of Chinese speakers is rising.

Activity (2): Complete the dialogue from the list:
Amir: Why are you learning................Arabic?

Jake: To .................... with people in a lot of Arab countries.

Amir: Good idea!

Jake: Is the ............... of Arabic speakers rising every year?

Amir: .........., it is.

Jake: Why is Arabic language very............?

Amir: Because it is a language at the ............... Nations.

**Activity (3):**

**What are the people doing in the following picture?**

Use (is- am – are + v-ing):
Objectives: By the end of the lesson, ss. are expected to:

- talk about animals' communication.
- express opinions about their favourite animals.

Functions: Talking about how animals communicate.
Expressing opinions.

New language: bark, neck, rub, tail, warning, intelligent, gorilla.

Useful expressions: I don't think so.

What do you mean? What do you think of ...? I love.... I think they're....

Revised language: some animals e.g. dog, cat, gorilla, whale, and giraffe.

AVM: flash cards - photos – LCD _ working-sheets _ realia e.g. mobile phones _ lap-top _ white boards _ markers _ comic strips.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Roles</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming-up</td>
<td>T</td>
<td>introduces herself for the class. greetings</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>warms them up using (game, puzzle, riddle, brain teaser, etc)</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>pantomime: acting &quot;My favourite animal is....&quot;</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>give the sentence.</td>
</tr>
<tr>
<td>Revision</td>
<td>T</td>
<td>guessing game : T displays some sounds of animals</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>guess the name of the animal they've heard.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>imitate more sounds of animals and give their names</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>and any other information they know about.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>writes Ss. responses on the board.</td>
</tr>
<tr>
<td>Steps</td>
<td>Roles</td>
<td>Procedures</td>
</tr>
<tr>
<td>---------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Presentation</td>
<td>T.</td>
<td>presents new vocabulary and phrases using different ways (photos_examples_miming_definitions_sentence examples..). give the meaning.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Drilling the new words and expressions.</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>displays some comic strips of animals e.g. dog, cat, whale, gorilla, and giraffe and asks:</td>
</tr>
</tbody>
</table>
|               | T.    | 1. Do all animals have the same way of communication?  
|               | Ss.   | 2. Do people understand what animals say?  
|               |       | 3. What does it mean when dogs bark?  
|               |       | 4. How do whales communicate?  
|               |       | 5. Why do giraffes rub their necks?  |
| Activity (1)  | Ss.   | "Onion Rings"                                                                                   Make inner and outer circles to ask and answer the following questions: *How does ..... communicate? What do you think of .....? |
| Open the dialogue |       | Move on one place each time to have a new partner.                                                                                              |
| Set the scene | Ss.   | Chooses different responses from the ss and writes them.                                                                                      |
| Activity (2)  | T.    | Gives each group a small white board for writing responses.                                                                                      |
| Brainstorm-improvise |       | starts the opening of a program called "Animal Magic" interviewing a scientist to ask him about animals.                                      |
|               | Ss.   | A: Hello. Do people understand what animals say? each group writes a response and the T. chooses one then writes it.                                      |
|               | Ss.   | Add more questions and answers.  
|               | Ss.   | Copy the first part of the dialogue script. e.g.                                                                                                  |
|               | Ss.   | A: Hello. Do people understand what animals say?  
| Activity (3)  | Ss.   | B: People don't always understand what animals say.                                                                                           |
| Rehearse      | T/S.  | A: Do all animals have the same ways of communication.                                                                                    |
| Record        | Ss.   | B: No, they have different ways of communication.                                                                                               |
|               | Ss.   | elicit more questions and answers.  
|               |       | models with a good student.  
<p>|               |       | work in pairs to ask and answer questions about one animal.                                                                                     |</p>
<table>
<thead>
<tr>
<th>Steps</th>
<th>Roles</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ss. Ss. T.</td>
<td>Perform the second part.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>A:</strong> <em>Let's talk about dogs. What does it mean when a dog barks?</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>B:</strong> <em>Maybe it's angry, or it warns you that something is happening.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>A:</strong> <em>What about whales? How do they communicate?</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>B:</strong> <em>They communicate by singing.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>copy of the rest of the script from the board or the LCD.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rehearse the second part of the script.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>records the scene using video tape, audiotape, or note-taking.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Ss. T/C</td>
<td>perform the dialogues in pairs and in front of the class. (do it again; do it better).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>give feedback, discuss the scene, and suggest changes.</td>
</tr>
<tr>
<td>Following Up</td>
<td>T.</td>
<td>asks Ss. to work in groups to rehearse out of the class and add more scenes and characters and evolve the script adding more questions about other animals.</td>
</tr>
</tbody>
</table>
**Activities:**

**Activity (1):** Match the words with the pictures:

1. afraid  
2. rub  
3. tail  
4. warning  
5. bark

```
afraid  rub  tail  warning  bark
```

```
[Image of a lizard]  [Image of dogs barking]  [Image of a man standing with a dog and children]  [Image of a woman scrubbing a turtle]  [Image of a man and a tiger]
```

**Activity (2):** Look and answer in pairs:

Do all animals have the same way of communication?

Do people understand what animals say?

What does it mean when dogs bark?

How do whales communicate? Why do giraffes rub their necks?
Activity (3): Work in groups. Look at the pictures.

1. What do you think of ………?  I like it. I think it's ……………

2. How does ………..communicate?

1. [Giraffe image]
2. [Dog image]
3. [Gorilla image]
4. [Whale image]
Date:                            Day:
Grade: 7

Unit: 4 "Keep in Touch"                Period: 1, 6, 8

Objectives: By the end of the lesson, ss. are expected to:

_make and respond to telephone calls.
_act out a phone call to a friend and make plans to do something together.

Functions: making and responding to telephone calls.

New language: chat, come over, message, moment, wrong.

Useful expressions: just a moment.

Who's speaking?

Revised language: greetings: hi, hello, good morning.

AVM: flash cards- photos – LCD_ working-sheets _ realia e.g. telephone, mobile phone, outfits.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Roles</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming-up</td>
<td>T.</td>
<td>introduces herself for the class.</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>greetings</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>warms them up using ( game, puzzle, riddle, brain teaser, etc</td>
</tr>
<tr>
<td>Revision</td>
<td>T.</td>
<td>starts a conversation with a student using expressions of greetings.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>greet themselves in a chain.</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>gathers the expressions of greetings ss. know.</td>
</tr>
<tr>
<td>Presentation</td>
<td>T./Ss.</td>
<td>present the new vocabulary and phrases using different ways (photos _ examples _ miming _ definitions..).</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>give the meaning .</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>drilling the new words and expressions.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>use the words in simple sentences by giving ss pictures. (in groups)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion using a ball &quot;Toss the ball&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Do you have a telephone/ mobile phone?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. How do you communicate with your friends?</td>
</tr>
<tr>
<td>Steps</td>
<td>Roles</td>
<td>Procedures</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Have you ever called wrong number? What did you do?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. How can we say the phone number 985541274?</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td><strong>Telephone Chain.</strong> Student A calls any student (Student B) about anything. When conversation finished, student B calls any student (Student C) about anything.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>keep the chain going. Must be fast.</td>
</tr>
<tr>
<td></td>
<td>S.</td>
<td>the student who answers must make the next call (to maintain the dynamic).</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>listen to the start of a phone call</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>elicit the opening of the dialogue.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Man:</strong> Hello.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Girl:</strong> Hi Uncle Kamal. Can I speak to Noha, please?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Groups elicit the setting _characters _and topic of the dialogue.</td>
</tr>
<tr>
<td>Activity (1)</td>
<td></td>
<td>create the setting for the telephone calls inside the class preparing a telephone, mobile phone, and outfits.</td>
</tr>
<tr>
<td>Open the dialogue</td>
<td></td>
<td>Make the call longer by calling a wrong phone number.</td>
</tr>
<tr>
<td>Set the scene</td>
<td></td>
<td><strong>Man:</strong> Hello.</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td><strong>Girl:</strong> Hi Uncle Kamal. Can I speak to Noha, please?</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td><strong>Man:</strong> Sorry. You've got the wrong number.</td>
</tr>
<tr>
<td>Activity (2)</td>
<td>Ss.</td>
<td><strong>Girl:</strong> Oh, I am sorry. Goodbye.</td>
</tr>
<tr>
<td>Brainstorm-improvise</td>
<td></td>
<td>copy the first part of the script.</td>
</tr>
<tr>
<td>Activity (3)</td>
<td>Ss.</td>
<td>rehearse the first part.</td>
</tr>
<tr>
<td>Rehearse</td>
<td>Ss.</td>
<td>work in pairs to ask and answer questions to complete the second part of the phone call.</td>
</tr>
<tr>
<td>Record</td>
<td></td>
<td><strong>Girl:</strong> Hi uncle. Can I speak to Noha, please?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Uncle:</strong> I'm sorry. She's out with her sister. Can I take a message?</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td><strong>Girl:</strong> Yes, please. Can you ask her to call me on this number: 2135789?</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td><strong>Uncle:</strong> Yes, of course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Girl:</strong> Thank you. Bye.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>perform the second part of the script.</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>writes one of the dialogues on the black board or LCD. rehearse then perform the second part.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>brainstorm ideas for the third part of the phone call (talking about plans).</td>
</tr>
<tr>
<td>Steps</td>
<td>Roles</td>
<td>Procedures</td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>give their responses and improvise in groups.</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td><strong>The third part of the script:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>A:</em> Mona! Hi!</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>B:</em> Hello. I am calling to invite you to my birthday party.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>A:</em> Really! When and where is it going to be?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>B:</em> Next Friday at my home. We'll have lots of fun.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>write and rehearse the third part of the script.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>records the scene using video tape, audiotape, or note-taking.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Ss.</td>
<td>Perform the dialogues in groups and in front of the class. (do it again; do it better).</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>Give feedback, discuss the scene, and suggest changes.</td>
</tr>
<tr>
<td>Following Up</td>
<td>T</td>
<td>Asks Ss to work in groups to rehearse out of the class and add more scenes and characters and evolve the phone conversation.</td>
</tr>
</tbody>
</table>
**Activities:**

**Activity (1):** Say the following phone numbers:

1) 58900236  
2) 78896340  
3) 11159764

**Activity (2):** Complete the phone conversation from the list:

<table>
<thead>
<tr>
<th>wrong – speaking – sorry – speak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman : Hello, Who's ...................?</td>
</tr>
<tr>
<td>Huda : Hello Aunt Alia. Can I ................to Rania, please?</td>
</tr>
<tr>
<td>Woman : Sorry. You've got the ................number.</td>
</tr>
<tr>
<td>Huda : Oh, I am ...................Goodbye.</td>
</tr>
</tbody>
</table>

**Activity (3):** Finish the following sentences with one of the words in the list:  
{chat- come over- message- postcard- wrong}

1. Hala is sending me a ..................... from Jerusalem.  
2. Please ..................... to meet my family.  
3. Faten isn't at home. Can I take a ..................... for her?  
4. I love to ..................... with my friend Nuha in the evening.

**Activity (4):** Ask and answer in pairs:

Do you have a telephone/ mobile phone? What do you use it for?  
How do you communicate with your friends?  
Have you ever called wrong number? What did you do?
**Date:**
**Grade:** 7

**Unit:** 6 "Gaol"

**SB:**

**Objectives:** By the end of the lesson, ss. are expected to:

- express their favourite sport.
- discuss information about football.
- make a short report commenting on a football match.

**Functions:** Talking about sports and actions that have just finished.

**New language:** goal, match, score, team, win.

Present perfect + just, already, yet.

**Useful expressions:** I don't think so!

Never mind. I've changed my mind.

**Revised language:** My favourite sport is……

**AVM:** flash cards - photos – LCD_ working-sheets _ realia e.g. microphone, headphones.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Roles</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming-up</td>
<td>T</td>
<td>Introduces herself for the class.</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>Greetings</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>Warms them up using (game, puzzle, riddle, brain teaser, etc)</td>
</tr>
<tr>
<td>Revision</td>
<td>T.</td>
<td><strong>Board Race Game</strong></td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Draws a column on the board for each group.</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>write sports they know in turns when hearing the whistle.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Praises the winning group.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Discuss the sports.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Answer the following questions:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you like spots?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why are sport important?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What's your favourite sport?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How often do you play it?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What do you need to play it? How many players are in this sport?</td>
</tr>
<tr>
<td>Steps</td>
<td>Roles</td>
<td>Procedures</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Presentation</td>
<td>T/Ss.</td>
<td>Present new vocabulary and phrases using different ways(photos_examples_ miming _definitions..).</td>
</tr>
<tr>
<td></td>
<td>Ss</td>
<td>Give the meaning.</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>Drilling the new words and expressions.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>take pictures to write suitable sentences using the learnt words.</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>Corrects the sentences and writes them on the board</td>
</tr>
<tr>
<td></td>
<td>Ss</td>
<td>Asks ss about the ( parts, form, meaning, key words, and use) of the present perfect in the sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The player has just scored a goal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The red team haven’t scored yet.</td>
</tr>
<tr>
<td>Activity (1) Open the dialogue</td>
<td>T.</td>
<td>_shows a short part of a football match. (Sound-off Video)</td>
</tr>
<tr>
<td>Set the scene</td>
<td>Ss.</td>
<td>watch and answer the following questions:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What’s the sport? What do you know about it?</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>How many teams are in football? How many players are in each team?</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>What do you need to win? What team do you support?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Which teams are playing in the match? Where is the match played?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elicits the opening of the match oral report from ss.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Displays the match while sound off.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity (2) Brainstorm-improvise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work in groups then decide on: what_ who_ and where of the scene.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Create the set for the match oral report inside the class using realia e.g. microphone, headphone, and outfits.</td>
</tr>
<tr>
<td></td>
<td>T/Ss.</td>
<td>copy the first part of the sport report.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Good evening and welcome to Sports Today. I'm speaking to you from the football match between Palestine and Jordan, here in Australia.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Rehearse then perform the first part of the script.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Watch the second part of the football match and answer:</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>What happened?</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Describe the audience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>elicits more comments on the match.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>work in pairs to write their own report.</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>Rehearse the second part of the script.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>It's a very exciting match. The people are amazing. The first half has just started. It's really a good match.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writes one of the comments on the black board or LCD.</td>
</tr>
<tr>
<td>Steps</td>
<td>Roles</td>
<td>Procedures</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>perform the second part.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Watch the last part of the match and answer:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_What happened?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who has scored a goal?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who has won the match?</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>What's the score of the match?</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>elicit the last part of the report.</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>rehearse and perform the last part of the script.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wow! GOAL! What a great goal! The Palestinian team has just scored a goal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They are winning. The score is 1:0 for Palestine.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>records the scene using video tape, audiotape, or note-taking.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Ss.</td>
<td>Perform the sport report individually and in front of the class.</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>(do it again; do it better).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give feedback, discuss the scene, and suggest changes.</td>
</tr>
<tr>
<td>Following Up</td>
<td>T.</td>
<td>Asks ss to work in groups to rehearse out of the class and add more scenes and characters and evolve the match oral report.</td>
</tr>
</tbody>
</table>
Activities:

Activity(1): Look at the pictures and answer the questions in pairs:

1) Name the sports in each picture.
2) What do you know about them?
3) What's your favourite sport?
4) What sport would you like to learn?

Activity (2): Match A with B:

1- He's scored a wonderful goal.‼
   ( ) It's really interesting.

2- Our team have won the match.
   ( ) Wow. It's really a good goal.

3- That player has fallen.
   ( ) Oh. I love them‼.

4- Can we go home now?
   ( ) That's so dangerous.

5- What do you think of sport?
   ( ) It's freezing cold.

Activity (3): Watch a football match video and complete the oral report.
You can use these hint phrases: { he scores - number 7 passes to... - good goal – the score is ... - the team has scored ..}
Objectives: By the end of the lesson, ss. are expected to:

_introduce a craft show.

_talk about things they have/ haven't done recently using present perfect.

Functions: asking about things that have happened.
Expressing surprise "Wow, fantastic, amazing, great".

New language: crafts, cut up, put away, sweep up, tidy up, traditional

Useful expressions: Have you finished yet?
We've done it all.

Revised language Present perfect + just, already, yet.

AVM: flash cards- photos – LCD_ working-sheets _ realia e.g. crafts, ceramics, embroidery, boxes.
<table>
<thead>
<tr>
<th>Steps</th>
<th>Roles</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming-up</td>
<td>T</td>
<td>Introduces herself for the class.</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>Greetings</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>Warms them up using (game, puzzle, riddle, brain teaser, etc.)</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td><strong>Group work</strong></td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>work in groups to write sentences expressing the picture using the present perfect.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>discuss and correct the sentences.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>give the (form, meaning, key words, and use) of the present perfect in the sentences.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>What's the meaning of: just, already, yet?</td>
</tr>
<tr>
<td>Revision</td>
<td>T/.Ss.</td>
<td>present the new vocabulary and phrases using different ways (photos, examples, miming, definitions.)</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Give the meaning.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Drilling the new words and expressions.</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>review words in a game (Hot Seat).</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Asks some questions using the game &quot;Toss the Ball&quot;:</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Have you ever participated in a craft show?</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>What did you do?</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Was it fantastic?</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>What things did you do to tidy up the place?</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>What things have/haven't you done recently?</td>
</tr>
<tr>
<td>Presentation</td>
<td>T/Ss.</td>
<td>_shows pictures of some Ss. conducting a craft show._answer in a chain:</td>
</tr>
<tr>
<td>Activity (1)</td>
<td>T.</td>
<td>where are they? How old are they?</td>
</tr>
<tr>
<td>Activity (1)</td>
<td>Ss.</td>
<td>What are they doing?</td>
</tr>
<tr>
<td>Activity (1)</td>
<td>Ss.</td>
<td>What do you need to make a craft show?</td>
</tr>
<tr>
<td>Activity (1)</td>
<td>Ss.</td>
<td>What are the steps for organizing a craft show?</td>
</tr>
<tr>
<td>Activity (1)</td>
<td>Ss.</td>
<td>_imagine that you were in the place of those Ss and speak as if you were there._Elicit the setting, characters, and topic of the dialogue.</td>
</tr>
<tr>
<td>Activity (1)</td>
<td>Ss.</td>
<td>Elicit the opening of the dialogue.</td>
</tr>
<tr>
<td>Activity (1)</td>
<td>T/Ss.</td>
<td><strong>Have you finished yet? What do we need to make a sign?</strong></td>
</tr>
<tr>
<td>Activity (2)</td>
<td>T/Ss.</td>
<td>create the setting for the dialogue inside the class e.g. crafts, posters, cards, boxes, and colors.</td>
</tr>
<tr>
<td>Activity (2)</td>
<td>Ss.</td>
<td>give different responses and answers to complete the first part of the script.</td>
</tr>
<tr>
<td>Activity (2)</td>
<td>Ss.</td>
<td>writes the most suitable responses.</td>
</tr>
<tr>
<td>Activity (3)</td>
<td>T.</td>
<td>A: Have you finished yet?</td>
</tr>
<tr>
<td>Activity (3)</td>
<td>Ss.</td>
<td>B: We've almost finished. We've made a poster to decorate our class for the craft show.</td>
</tr>
<tr>
<td>Steps</td>
<td>Roles</td>
<td>Procedures</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Rehearse</td>
<td>Ss.</td>
<td><strong>A: Great. It's fantastic. What have you done to prepare the poster?</strong></td>
</tr>
<tr>
<td>Record</td>
<td></td>
<td>copy the first part of the dialogue.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Rehearse the first part of the script.</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>Elicits more questions and answers.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Writes one of the scripts on the black board or LCD.</td>
</tr>
<tr>
<td></td>
<td>Rehearse then perform the second part of the script.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C: I've cut up those boxes for the poster.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>B: and then I've painted the poster with beautiful colors.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C: I put the boxes away and swept the floor.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>B: and I tidied up the class.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A: Very nice. It will be a wonderful craft show.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>Records the scene using video tape, audiotape, or note-taking.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Ss.</td>
<td>Perform the dialogues in groups of 3 or 4 and in front of the class. (do it again; do it better).</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>Give feedback, discuss the scene, and suggest changes.</td>
</tr>
<tr>
<td>Following Up</td>
<td>T.</td>
<td>Asks ss to work in groups to rehearse out of the class and add more scenes and characters and evolve the dialogue.</td>
</tr>
</tbody>
</table>
Activities:

Activity (1): Finish the following sentences with one of the words in the list:

{ cut up - throw away- tidy up – traditional crafts }

1. I ……………… my room every day.

2. Palestine is famous for ………………… .

3. I'm going to ……………… this shirt. I don't need it.

4. The boys ………………….. an old cardboard box to make a poster.

Activity (2): Put the pictures in correct order. Then tell a short story:

1. Where are they?

2. What are they doing?

3. What does the man give to the boys? Why?
**Activity (3):** Practice a dialogue with your partner about a craft show you're preparing:
Objectives: By the end of the lesson, ss. are expected to:
- give and respond verbally and nonverbally to instructions.
- give advice using "should".

Functions: _giving positive instructions using the verb at the beginning.
- giving negative instructions using don't at the beginning.
- giving advice using should.

New language: group, instructions, put on, hike.

Useful expressions:
Be quiet. Don't be late. You should take water.

Revised language:

AVM: flash cards–photos–LCD–working-sheets–realia e.g. hats, bottles of water, trees.
<table>
<thead>
<tr>
<th>Steps</th>
<th>Roles</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warming-up</strong></td>
<td>T</td>
<td>introduces herself for the class.</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>Greetings</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>warms them up using (game, puzzle, riddle, brain teaser, etc)</td>
</tr>
<tr>
<td><strong>Revision</strong></td>
<td>Ss.</td>
<td>revise the previously learnt and related vocabulary.</td>
</tr>
<tr>
<td></td>
<td>Ss</td>
<td>give the meaning of the words and put them in sentences</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>praises Ss' efforts.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>T/Ss.</td>
<td>Present the new vocabulary and phrases using different ways (photos <em>examples</em> miming _definitions _translation.).</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Drilling the new words and expressions.</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>gives ss pictures to write suitable sentences using the learnt words.</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>answer some questions (Think_ Pair _ Share):</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>1. Have you ever gone on a hike?</td>
</tr>
<tr>
<td></td>
<td>Ss</td>
<td>2. Where did you go?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. With whom?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Did you enjoy it? Describe it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. How did you prepare yourself for it?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. What did you do there?</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>_writes some instructions and advice for Ss to classify in pairs.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Check answers on the board and clarify how we give instructions and advice.</td>
</tr>
<tr>
<td><strong>Activity (1)</strong></td>
<td>T.</td>
<td>_shows pictures of some ss going on a hike.</td>
</tr>
<tr>
<td><strong>Open the dialogue</strong></td>
<td>T</td>
<td>hands out pictures for the groups to open the dialogue.</td>
</tr>
<tr>
<td><strong>Set the scene</strong></td>
<td>Ss.</td>
<td>elicit the setting _characters _and topic of the dialogue.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>create the setting for &quot;the hike&quot; script inside the class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>elicit the opening of the dialogue.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher: Before you start the hike, I need to give you some instructions.</td>
</tr>
<tr>
<td><strong>Activity (2)</strong></td>
<td>Ss.</td>
<td>give different instructions to complete the script.</td>
</tr>
<tr>
<td><strong>Brainstorm-</strong></td>
<td>Ss.</td>
<td>writes the most suitable response.</td>
</tr>
<tr>
<td><strong>improvise</strong></td>
<td>T.</td>
<td>copy the first part of the dialogue.</td>
</tr>
<tr>
<td><strong>Activity (3)</strong></td>
<td></td>
<td>T. (1): Before you start the hike, I need to give you some instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T. (2): Be quiet, please, everyone! Listen to your teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rehearse the first part.</td>
</tr>
<tr>
<td>Steps</td>
<td>Roles</td>
<td>Procedures</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Rehearse</td>
<td>Ss.</td>
<td>elicits more instructions and advice before the hike.</td>
</tr>
<tr>
<td>Record</td>
<td>T.</td>
<td>work in groups to play the roles of the students and the teachers.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>copy and rehearse the second part of the script.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>perform the second part of the script.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>perform the second part of the script.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>S.: Who are our group leaders?</td>
</tr>
<tr>
<td></td>
<td>T. (1)</td>
<td>T. (1): Let’s see. I think we said Hiba and Nada.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Ss.: Ah yes, thank you.</td>
</tr>
<tr>
<td></td>
<td>T. (1)</td>
<td>T. (1): And you should take water with you.</td>
</tr>
<tr>
<td></td>
<td>Ss.</td>
<td>Ss.: Can we stay until sunset?</td>
</tr>
<tr>
<td></td>
<td>T. (2)</td>
<td>T. (2): No, you should be here before sunset. Enjoy yourselves!</td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td>Records the scene using video tape, audiotape, or note-taking.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Ss.</td>
<td>perform the dialogues in groups and in front of the class. (do it again; do it better).</td>
</tr>
<tr>
<td></td>
<td>T/C</td>
<td>Give feedback, discuss the scene, and suggest changes.</td>
</tr>
<tr>
<td>Following</td>
<td>T.</td>
<td>asks ss to work in groups to rehearse out of the class, add more scenes and characters and evolve the role-play.</td>
</tr>
</tbody>
</table>
Activities:

**Activity (1): Read the sentences and classify:**

1. Be quiet.
2. Stay with your group.
3. You should take water with you.
4. Try not to hurt yourself.
5. You shouldn't make noise at class.

<table>
<thead>
<tr>
<th>Advice</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity (2): Do as shown between brackets:**

1) Your friend wants to go out and it is so hot outside. (give advice)

..........................................................

2) I will go on hike with my friends. (give instructions)

..........................................................
Activity (3): Ask and answer the following questions in pairs then in groups:

1. Have you ever gone on a hike?
2. Where did you go?
3. With whom?
4. Did you enjoy it? Describe it.
5. How did you prepare yourself for it? What did you do there?

Activity (4):

_You're the group leader of a school hike. What instructions and advice do you need to give your members in order to be safe?_
Appendix (15):
Oral Communication Lessons Preparation Power-point

- **ages** (n) = a very long time
- **often** (adv) = Many times / frequently/in many cases
- **kiss** (v)
- **hug** (v)
- **surprised** (adv)
- **smile** (v)
- **pleased** (adj) = happy
- **bow** (v)
- **bored** (adj)
- **Unit 1/ Oh, hello!**
- **Greeting People**
- **Look and Answer**
1. What can you see? Where are they? How did you know?
2. What are they doing?
3. Are they happy? How did you know?
4. What do you think they are saying?

**Chinese (adj)**

学习 (v)

hard (adj)

= difficult/complicated

(Opp: easy/simple)

communicate (v)

**World Languages**

What languages can you see?

**different (adj)**

= not the same

(Opp: same/similar)

**number (n)**

1 2 3

**PRESENT CONTINUOUS**

UNITED NATIONS

ownership (n)

standard (adj)

(used about language)

that people generally accept as normal and correct

e.g. standard Arabic

EXAMPLES

I'm learning standard Arabic these days.
The number of English speakers is increasing all over the world.
We're preparing for the exam.
The world is changing very quickly.

ACTIVITY (3): What are the people doing in the following picture?

USE (IS - AM - ARE + V -ING):

Actor: What are you learning? Arabic?

Actor: Yes, I'm learning Arabic with people in a lot of Arab countries.

Actor: Great idea!

Actor: It's a very difficult language, isn't it?

Actor: Why is Arabic a difficult language?

Actor: Because it is a language of the future.
1. Do you have a telephone/mobile phone?
2. How do you communicate with your friends?
3. Have you ever called wrong number?

match (n)  goal (n)  already (n)

yet (adv) win (v) team (n) score (v)

Activity (1): Watch a football match video and complete the oral report. You can use these hint phrases: (the scores-number 2 passes to a goal— the score is - the team has scored.)

Activity (2): Match A with B:
1. You scored a wonderful goal! (It's really interesting)
2. Our team won the match. (Wow, it's really good goal.)
3. That player has fallen. (Oh, I hope you don't have a bad injury.)
4. Can we go home now? (There's no diagnosis.)
5. What do you think of sport? (It's freezing cold.)

1) Name the sports in each picture.
2) What do you know about them?
3) What's your favourite sport?
4) What sport would you like to learn?

excited (adj) cut up bread with knife cut up (v) = cut into pieces crafts (n)

traditional (adj) tidy up (v) throw away (v) sweep up (v) put away (v)
Appendix (16):
Photos from the improvisation sessions (Experimental group)