The Effect of "Role-playing" on Students' Achievement and Motivation in the Governmental Schools of Bethlehem District in Palestine

Maha Abdallah Rasheed Joma[1], Suad Fadel Mohammad Al-Abed[2] and Jamal Subhi Ismail Nafi[3*]

[1]*Department of Education, Faculty of Educational Sciences, Al-Quds University, P.O.Box:20002, East Jerusalem-Abu Dies, Palestine.*
[2]*Department of Education, Faculty of Educational Sciences, Al-Quds Open University, P.O.Box:51800, Bethlehem, Palestine.*
[3]*Department of English, Faculty of Arts, Al-Quds University, P.O.Box:20002, East Jerusalem-Abu Dies, Palestine.*

Authors' contributions

This work was carried out in collaboration between all three authors. Authors MARJ, SFMA and JSIN designed the study and wrote the protocol. Author SFMA managed the analyses of the study. Author MARJ wrote the first draft of the manuscript. Author JSIN managed the literature searches and edited the manuscript. All authors read and approved the final manuscript.

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ABSTRACT

Aims: The study aims at investigating the effect of using role-playing on students' achievement and motivation in the English speaking skills of eighth Graders.
Methods: This study followed the quasi-experimental design and was applied to two groups (experimental and control). Then the two experimental and control groups were divided into 4 sub-groups "two experimental and two controls." The experimental group was received instruction by

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Corresponding author: E-mail: jamalnafi@gmail.com, nafi@staff.alquds.edu;

using (Role-play) method; while the other group received it by the ordinary method. The sample consisted of 125 8th grade students in the governmental schools in Bethlehem District in the academic year 2015/16. The researchers prepared a speaking achievement test and a questionnaire. Content validity and reliability were established for all instruments. It was 0.9 for the questionnaire and 0.8 for the test. The experiment lasted two months. A pre-test and post-test were performed using the speaking skills' achievement test, and the questionnaire was used to measure the effect of using role-playing technique. The means and standard deviation, (2-way ANCOVA) test was used in the study.

Results: The findings of the study showed that there were statistically significant differences in students' speaking skills achievement due to the interaction between teaching method and gender. Moreover, there were statistically significant differences in students' speaking skills achievement due to the teaching method in favor of the experimental group. Also, there were statistically significant differences in students' speaking skills achievement due to gender in favor of the female group. In addition, there were no statistically significant differences in students' motivation towards speaking skills due to method of instruction. But there were statistically significant differences in students' motivation towards speaking skills due to gender in favor of the female group.

Conclusion: Based on those findings, the researchers concluded that training programs should be offered to train teachers on using the role-playing technique, students should be provided with opportunities to practice using it, and more studies should be conducted on different variables and subjects.

1. INTRODUCTION

1.1 Background of the Study

Globalization and the expansion of economic markets have encouraged a related increase in the number of learners of English as a Foreign Language (EFL) worldwide. English continues to be the lingua franca in the vast majority of EFL situations despite the growth in Asian economies.

Hence, the most important thing one needs to communicate with others is language, especially in English which is an international language that is used everywhere. [1:5] stated that researchers like to call English "the language of communication." [1] added that it is considered to be one of the most important languages in the world for many reasons such as: English is the most commonly spoken language in the world; it is based on a simple alphabet, and it is fairly quick and easy to learn compared to other languages. English is the language of the media, industry and the Internet; therefore everyone should learn it.

Language in general, is the mean by which results of human thoughts and actions are passed on. [2] said that it is a system of rules by which items are stored in the mind and manipulated so as to form infinite sets of combinations. Moreover, it is an arbitrary system of vocal symbols used to communicate ideas and to express feelings among the members of a certain social community. Because English is an international language, we need to teach it. We need to know what we mean by "Communicative Language Teaching" (CLT).

Hence, [3] stated that the 21st century skills' learning calls for active participation, yet so many educators are still consigned to sit politely in rooms and conference theatres listening to experts, some of whom may not have been in the classroom for many years. Educators need time and space to develop personal learning communities that go beyond their staffroom to help bring new ideas into their classroom. Most of our learning spaces were designed in an era with the dominant pedagogy was that students need to sit in one place, ideally in front of board soaking up knowledge, in order to learn. Learning has changed and so, too, should the design of our classrooms.

Consequently, in order to prepare our students to succeed in the 21st century, we are challenged to teach curriculum essentials in ways that are coherent, relevant, and technologically current. It is not simply a matter of transmitting information and skills [4]. With so much available on the Internet and elsewhere, we are challenged to help students make sense of large quantities of

information, to critically evaluate ideas, assertions, analyze, solve problems, synthesize, communicate their own conclusions and recommendations. In addition, to help students think critically and to solve problems effectively, we need to promote their ability to work well with others as they do so. These cognitive and social processes depend on effective communication skills, including oral, written, graphic, pictorial, and digital communication. There is a need to create classrooms that offer students opportunities to exercise their creativity and imagination. As a result, teachers can use modern techniques from communicative approaches that will help students to be more active in class.

Hence, using role-playing as a classroom activity is one of the new techniques which have been used in the 21st century due to the changes in the educational system, and it helps to increase the motivation of students. In addition, it is considered to be one of the most important speaking activities. Speaking is one of the main four skills in English namely: Listening, Speaking, Reading and Writing. [5] stated that listening is a receptive skill where we receive language rather than produce it. When we are in a conversation, we listen and respond appropriately, and sometimes stop the conversation to ask the speakers to repeat what they said, or clarify what they have said; this is an active listening where the listener has some control of what they are listening to, and there are also times when listening is more passive and we do not have to respond. [6] added that role- play is considered to be one of the speaking activities.

In such situations, pupils speak very little English, and when they do so, much of what they say will be in response to questions from the teacher. Learning to speak English is more effectively achieved by speaking than by listening or reading. Learners, therefore, must have the opportunity to express their feelings, attitudes and ideas. Without training in the productive skill of speaking, learners' ability to communicate in the spoken English will be meager, no matter how much knowledge they assimilate of the rules of pronunciation, grammar and sentence formation that they assimilate. Moreover, speaking involves putting together a combination of sounds in a particular order to form words, phrases and sentences.

This study aims to investigate the effect of using the communicative method that emphasizes

using the structure or tense in a realistic situation as much as possible. The teacher introduces communication techniques in which the given structure is used, such as role-playing. Because of the importance of role-playing as a speaking skill and according to its effect on students' motivation and achievement; this study is an attempt to investigate the effect of using role-playing on students' motivation for and achievement in the speaking skill of eighth grade learners in the governmental schools of Bethlehem District in Palestine.

1.2 Statement of the Problem

Learners face many problems in learning English such as the inability to master the speaking skill, which negatively affects learners' achievement in and motivation towards leaning a foreign language. Learners cannot convey a simple message in English because they lack the confidence while speaking in English. There are several reasons for this problem; some are related to the learner, teacher, methods of instruction, and the instructional material might be a reason for this problem. So, it is important to find a way to help teachers and learners to overcome this problem. Therefore, this study attempts to investigate the effect of using role-playing on students' achievement and motivation in the speaking skill of English of eighth grader learners in the governmental schools of Bethlehem District. The study is conducted to help overcome or find a solution to the problem mentioned above.

1.3 Purpose of the Study

The purpose of the study is to investigate the effect of role play on students' achievement and motivation in the English speaking skill for eighth graders in government schools in Bethlehem district. Further, the study aims to determine how the methods of teaching interact with gender of the learner in determining students' achievement and motivation in English speaking.

1.4 Questions of the Study

The study tries to answer the following questions:

1. Is there an effect of using "role-playing" on 8th graders' achievement in the speaking skills of the English language?

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2. Does this effect differ due to the teaching method, gender and interaction between them?
3. Is there an effect of using "Role-playing" on 8th graders' motivation in the speaking skills of the English language?
4. Does this effect differ due to the teaching method, gender and interaction between them?

1.5 Hypotheses of the Study

This study aims at testing the following null hypotheses:

1. There are no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 8th graders' achievement in the speaking skills of the English language due to the teaching method, gender and interaction between them.
2. There are no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 8th graders' motivation in the speaking skills of the English language due to the teaching method, gender and interaction between them.

1.6 Significance of the Study

Curriculum planners may benefit from this study to cope with the curriculum changes to meet the different and changing learning styles of the students; they may revise the curriculum to make sure it contains the role-play technique. Lots of methods and strategies have been applied to EFL classrooms; the majority seemed to emphasize the role of teachers rather than the role of learners. Hence, learners will benefit from this study and learn how to become active learners in the classroom, instead of being passive learners who sit on desks and receive information delivered to them by their instructors.

1.7 Limitations of the Study

This study is limited to the following:

Firstly, eighth grade students in the governmental schools of Bethlehem District in Palestine. Secondly, the study will be limited to two teachers, one (1) male, one (1) female, who received training on how to teach using role play Lastly, this study is restricted to the use is role-play in teaching speaking.

2. LITERATURE REVIEW & RELATED STUDIES

2.1 Literature Review

2.1.1 Speaking skills

Several language experts have attempted to categorize the functions of speaking in human interaction. According to [7], the ability to speak in a natural way is required in order to create good communication. That is why sometimes some students avoid this kind of situation because they often lose words and feel difficulty in presenting a good image of themselves. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner- learner interaction as the key to teaching language for communication. Since "communication derives essentially from interaction" [8:43].Consequently, the giving and taking exchanges of information will enable them to create discourse that conveys their intentions in real- life communication.

This type of speaking refers to situations where the focus is on what is said or done. [9] distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participations focus primarily on what is said or achieved. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meanings. So it is very important for students to obtain those two kinds of talks to master the speaking ability, as [10] suggests that, students need to become patent at both "message-oriented" or transactional language and interactional language, for maintaining social relationships.

Talk as performance refers to public speaking. It is the talk which transmits information before an audience such as morning talk, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue such as giving a class report about a school trip, conducting a class debate, and giving a lecture. So, "talk as performance needs to be prepared in the form of a written text" [11:6]. Consequently, it is very important when teachers teach English to take care in applying these functions.

[12] points that learners are often hesitant to speak because they are afraid of pronouncing the words incorrectly or feel really shy about talking in front of other students. Sari also states that many students who had enough knowledge about English grammar had the difficulty to speak because they were not used to speak or had less confidence.

According to [13], speaking is one of the elements of communication happened in a formal environment between teacher and students. In this regard, [14] stated that Oral communication is a process or an activity which places equal emphasis on speaking and listening and recognizes their independence. As a process, oracy assumes a dual role and reminds children that communication is a two-way affair. As communication derives essentially from interaction, it is recommended to activate educational drama sessions to promote communication.

Teachers perceive control as keeping order. It is control over the behavior of children to avoid losing order. [15] investigates the role of control in the classroom; he concluded that it happens in authoritarian and oppressive learning settings where everything is in the hands of the teacher. Such control over language is also seen as a control over the minds of the learners, as they have to unquestionably accept the teacher's instructions. Such a control limits the opportunities of interaction.

Teaching the speaking skill is necessary for learners to acquire English as a second or foreign context. EFL teachers should create a classroom environment where learners have real life communication, authentic activities, and meaningful tasks that encourage oral language practice. So learners should feel that English must meet their needs [13].

The second category forms a group of "communicative activities", which [16] adds, divides into two further categories: "functional activities", and "social interaction activities". The aim of the functional communication activities is to practice students' ability to get meaning across as effectively as possible. Little wood includes here activities based on sharing information with restricted and unrestricted cooperation (identifying pictures, discovering sequences, locations, missing information, "secrets", differences, etc.), sharing and processing information (reconstructing story sequences, pooling information to solve a problem, etc.), or processing information (for example, groups must decide what they will take for a trip). On the other hand, social interaction activities, in addition to overcoming an information gap or solving a problem, extend the social meanings of the language through, for example, simulation and role-play activities, discussions or conversations thus developing also social acceptability in the language use [16].

When classifying activities focusing on the development of speaking skills, [17] besides taking into consideration organizational forms to be involved in the activities and their focus either on accuracy or fluency of the language, also considers their teacher or learner centeredness.

2.1.2 The notion of teaching speaking

Therefore, some researchers and experts have tried to assign the notion of teaching speaking like [18] who has clarified it as to teach English language learners to produce the English speech sounds and sound patterns. Use words and sentence stress, intonation patterns and the rhythm of the second language; select appropriate words and sentences according to the proper social settings, situation and subject matter; organize their thoughts in a meaningful and logical sequence. Use language as a means of expressing values and judgments, and use the language quickly and confidently. Teaching speaking, in the researchers' opinion, is the way for students to express their emotions, communicative needs, interact with other persons in any situation, and influence others. For this reason, in teaching speaking skills it is necessary to have clear understanding involved in speech, and also encourage the potential of the learners to develop their speaking skills naturally. Overall, teaching the speaking skills emphasizes the activities that make students active and creative.

2.1.2.1 Pair work and group work

Learners need to be put into groups or pairs so that they can practice more speaking. If learners only speak to the teacher, their opportunity for practice is limited. If it takes a long time to get your learners into groups in every lesson, the teacher can divide the learners up into a set of groups at the beginning of the year. This means that learners always use the same group and do not have to spend time deciding whom to form group with. One can change these grouping

every few months if he wants learners to practice working with different people.

2.1.2.2 Pair work

To begin with, [17] divides pair work into three kinds: "open pairs", "fixed pairs", and "flexible pairs". During "open" pair work, learners talk to one another across the class under the teacher´s control. While working in "fixed pairs", learners work with the same partner in order to complete a task (for example, dialogue). Finally, working in "flexible" pairs presupposes that learners keep changing their partners (for example: interviewing other classmates).

[19:224] claimed that "pair work increases the amount of learners' practice, encourages co-operation, which is important for the atmosphere of the class and for the motivation it gives to learning with others, and enables learners to help each other to use and learn the language. In addition, the teacher is able to act as an assessor, prompter or resource." as [19] believes. The problem is in concerning noise and indiscipline during pair work and depends, according to [19], on the task set by the teacher and teacher´s attitude during the activity.

According to the movement of learners during a group activity, [19] and [20] distinguish between flexible and fixed groups. While working in flexible groups, [20] suggests that students start in set groups, and as an activity progresses the groups split up and reform; or they join together until the class is fully reformed. In addition, it is wise, according to Ur, to settle fixed groups or at least semi-permanent groups to avoid problems every time the groups are about to form, for that reason, [20:7] suggested that "the physical reorganization can be done very simply by getting some students to turn face to those behind them if they are normally in rows. This may need a little modification...but once the students are settled into fixed groups, they will assume them quickly and with little fuss each time."

[20:7] agreed that group work provides some learners with confidence and courage: "students, who are shy of saying something in front of the whole class, or to the teacher, often find it much easier to express themselves in front of a small group of their peers". Another point expressed by methodologists concerns the amount of learners´ participation and mutual co-operation among learners during activities carried out in groups.

2.1.3 Role-play technique

[21] stated that teachers use the term "role-play" to refer to a number of different activities, ranging from simple dialogues promoted by specific information on role cards, to more complex simulations which pass through a number of stages. A number of advantages have been claimed for role-play as a fluency activity if it is performed in pairs or groups rather than one group acting in front of the class. It encourages participation of a large number of students. If it is based on real life situations, both transactional and interpersonal, it is useful rehearsal for these. Some students find role -play easier than free discussion because they do not have to face the cognitive challenge of finding original and intelligent things to contribute. Some students enjoy the opportunity to act and to assume other personae. A role-play which has a clear goal gives a purpose and a direction to the discussion. It is interesting when role-play involves both competitive and co-operative elements. Moreover, as students take on variety of roles during a program of role-plays, they will practice language which varies according to the setting, the formality of the situation, and the function required for the particular role.

[21] added that, however, the success of role-play depends on overcoming some of its limitations. Perhaps the main limitation is to do with asking students to take on roles, and whether or not they are able to empathize with the role they choose or are given. And this may well depend on the degree of distance between the reality of the student's own roles in life and "fantasy" of the role imposed. Functional roles do not present a great problem as all speakers need to apologize or offer help. However, professional roles may begin to present difficulty as many role-plays involving transactional language assign one students of a part role. The problem is exacerbated when roles require students to change their status, personality, or even gender. Ultimately it will depend on the willingness and motivation of students to change persona.

[4] stated that, in common they are concerned with revealing systems and interaction and analogues which focus on some simplified aspects of behavior, cutting out the complexity but engaging emotions as well as the power of thinking. Also this is proved by [22] when he stated that many games include the element of role play. Players are given the name and some characteristics of a fictive character. However,

these are not role-plays in the true sense, as the role play element is always subordinate to the game for the purposes of language use. The outcome of a game is "closed once cards distributed, it develops in a certain predetermined way, while role play's outcome is open-ended and may develop in any number of ways" [22:5].

As has been said, Role-playing is considered to be a technique of cooperative method in learning. Cooperative learning was first conducted by [23] who reviewed 122 studies on cooperative learning. Research findings indicated that achievement will be higher when learning situations are structured cooperatively rather than competitively or individualistically. According to students' attitudes towards cooperative learning, many researchers indicated that cooperative learning experience promotes greater competencies in critical thinking, more positive attitudes toward the subject areas studied, greater psychological health and greater perception of the grading system as being fair [24].

Role-play and games are concerned with revealing systems and interactions and analogues which focus on some simplified aspects of behavior, cutting out the complexity but engaging emotions as well as the power of thinking. Also this is proved by [22] when he stated that "Many games include the element of role-play. Players are given the name and some characteristics of a fictive character. However, these techniques are not role-plays in the true sense, as the role play element is always subordinate to the game for the purposes of language use. The outcome of a game is "closed"; while role play's outcome is open-ended and may develop in any number of ways. Role-play, on the other hand, can be quite simple and brief technique to organize. It is also highly flexible, leaving more scope for the exercise of individual variation, initiative and imagination.

2.1.4 Motivation

Intelligence is not the only determinant of academic achievement. High motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of students' success. Development of academic intrinsic motivation in young children is an important goal for educators because of its inherent importance for future motivation, as well as for children's effective school functioning [25].

In any school setting, whether it be elementary, secondary, or higher education, a student's motivation for learning is generally regarded as one of the most critical determinants, if not the premier determinant, of the success and quality of any learning outcome [26]. Examining the construct of intrinsic motivation in young elementary school children is significant and important, because academic intrinsic motivation in the early elementary years may have profound implications for initial and future school success [25]. Students who are more intrinsically than extrinsically motivated fare better and students who are not motivated to engage in learning are unlikely to succeed. Higher academic standards make it even more important to motivate even the disengaged and discouraged learners [27].

[28] stated that motivation is important in the teaching learning process for two reasons: (a) It becomes the main preoccupation of effective teachers who want their students to become interested in certain kinesthetic, intellectual and aesthetic activities and show corresponding demonstrable behavior, after formal teaching has ended – that is, it emphasizes the development of students' cognitive, effective and psychomotor domains which constitute the core purpose of teaching; (b) It serves as a medium used by results-oriented teachers to get their students to acquire the requisite knowledge, understanding or skills in the teaching-learning process.

2.1.5 Achievement

[29] mentioned that students' achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the level of ability and prepare students for adulthood. Defining student's achievement and factors that impact progress is critical to becoming a successful teacher.

[29] said that student's achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide his/her instruction. Student achievement will increase when quality instruction is used to teach instructional standards. He added that Factors that Impact Student's achievement, There are many variables that can impact successful a student's achievement, but the most critical are classroom instruction and learning

disabilities. It is important to remember that all students do not learn the same way or at the same rate. Students are like leaves on a tree; there are no two exact same leaves. Just as a leaf comes in unique colors, shapes and sizes, each student has their own a unique learning style. The instructor must use a variety of teaching methods and understand the background and individual needs of each student. Furthermore, classroom instruction is the most important factor that impacts student achievement. As a teacher, one influences the quality of instruction, set expectations for learning, and measure the level of understanding. For example, when a standard is not presented in a way that students can understand or in a way that is boring, it can be very difficult for a student to meet the required level of achievement.

A good teacher will use strategies, such as discussion among students, videos or stories, to gain students' attention and to support the learning process. He/she should constantly be thinking of ways to make learning fun and appropriate. For example, in looking at our to-do list the learner may pre-pay for his/her cleaning to get a discount or join a friend to make the study session more interesting. Likewise, students' achievement involves well-thought out strategies to improve the quality of learning! A learning disability is a condition that causes a student to learn at a slower pace than students of the same age or grade level. A learning disability can make understanding of some standards more difficult, but it does not mean a student with this condition cannot achieve academically. It is important to remember that when it comes to student achievement; all students can learn!

2.2 Related Studies

2.2.1 Studies related to Role-play

[30] carried out a study to investigate the effectiveness of cooperative learning in English language classrooms to enhance Yemeni students' speaking skills and attitudes. A quasi-experimental interrupted time series design was used with sixty undergraduates enrolled in the foundation English program at Hadramout University. The data of the study were gathered at multiple points of time before and after the end of the experiment to determine the effectiveness of cooperative learning on the sample's speaking skills and attitudes. In practical terms, the sample's speaking skills were first examined

through an English oral test; prior to and after some cooperative learning instructional activities were provided. Next, a five-Likert scale questionnaire was administered to the sample before and at the end of the course to identify students' attitudes towards the use of cooperative learning in English classes. The data were analyzed using basic and inferential statistical methods including mean scores, standard deviations, paired sample t-test, and effect size. The findings showed a remarkable development in the students' speaking skills and attitudes after the introduction of cooperative learning techniques. In light of the findings, the researchers recommend that teachers should benefit from applying CL in English classes, which may in turn develop students' speaking skills and change attitudes.

[31] focused on exploring the effects of these interactive techniques on students' learning experiences and used them as tools to build their confidence and increase motivation in the process of learning grammar. He reflected on their experiences and feelings while they played with and acted upon the grammar categories taught to them. The study was conducted using a classical content analysis approach. The participants were videotaped during the interviews. Classroom observations and after-class discussions were conducted and documents were reviewed to collect data. This research study was necessary to contribute to knowledge that might help learners and practitioners English as a Second Language (ESL). The main concept that emerged from the interview data based on participants' descriptions and insights was that role-play and simulations have essential meanings for second language learners in the process of studying grammar. These interactive techniques increased learners' motivation, confidence, and use of language structures in meaningful contexts. The themes were important to understanding the participants' perceptions of being comfortable in the target language environment and not fearing grammar, which contributes to student achievement. The study contains recommendations and practical suggestions to the ESL community in reflecting on an alternative approach to grammar instruction and making the process of teaching and learning grammar a more meaningful and enjoyable experience.

[32] conducted a study where the sample was selected in a purposed way from Al Arroub Boys Basic School and Al Arroub Girls Basic School. It

consisted of 123 male and female students distributed on four sections. The researchers taught the two experimental groups by using role-playing, while the two controlled groups were taught by using the traditional way. In order to achieve the main aim of the study, the researchers prepared an achievement test. The researchers assured the validity and reliability of the test. The four groups were given an achievement test so as to measure the effect of teaching method on second grade students' achievement in Arabic Language. One of the results of the study is that there were statistically significant differences between second grade students achievement in Arabic Language due to the method of the teaching, in favor of the experimental group. And one of the recommendations in the light of the results is that the researchers recommended using role-playing in teaching Arabic Language in our schools.

2.2.2 Studies related to speaking skills

[33] published a paper that 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 the English language generally and OCSs particularly. Since more importance is given to reading and writing skills of English in which results overlook the importance of OCSs and due to which students are found to be silent, shy or have a profound fear of being wrong. It further highlights self developed strategies of students in improving accuracy and fluency in which the National Curriculum for English Language (NCEL) was taken as a guiding tool and action planner through which systematic lessons were delivered in classrooms. Findings of Pre and post intervention phases of four participants revealed that children's OCSs had shown a marked improvement by giving opportunities to practice oral languages, providing conducive learning environment and using new teaching strategies. This study also claims that code switching, peer and self error correction, short pauses and speech fillers are inevitable to improve speaking skills in the process of second language learning. It shows new ways in order to improve students' speaking skills and has implications for second language learners and teachers.

[34] attempted to show that classroom interaction can be the best pedagogical strategy to develop not only the learners speaking skill, but also to foster their capacity to generate new language.

This study is based on two questionnaires administrated to both the third year License, Master, Doctorate (LMD) students and teachers of Oral Expression to get information about the impact of classroom interaction on developing the learners" speaking skill. The analysis of the questionnaire showed that both learners and teachers consider classroom interaction as an important pedagogical strategy in enhancing the skill of speaking.

2.2.3 Studies related to achievement

[35] conducted a study which follows a recent line of research and examines the impact of different teaching practices on student test scores in the United States. It does so against the background of a series of proposed teaching reforms which call for an increase in the use of "modern" teaching practices at the cost of more "traditional" ones, thus implicitly assuming that the former are better at raising student achievement. Using student survey data from the 2007 wave of the trends in international mathematics and science study and an estimation strategy which allows him to control for the subject invariant part of unobserved student ability. The researcher finds evidence which points in the opposite direction. While he traditional-teaching measure has a substantial positive effect on student achievement, the estimated impact of my modern teaching measure is much smaller and statistically insignificant. This result is robust to a series of robustness checks.

[36] examines close teacher-student relations, classroom characteristics, and interaction effects on student academic grades and standardizes achievement scores. Classroom characteristics including teacher instructional practices, class mean teacher-student relationships, and a classroom index of academic risk are evaluated for their influence on student achievement. The participants are 24,328 students (kindergarten through fifth grade) nested within 946 classrooms from 45 public schools in Virginia. Multilevel analysis tests the student- and classroom-level associations separately for each grade level. Results indicate that close teacher-student relations and teacher self-reported use of good instructional practices predicts positive student academic achievement. Interaction results indicate that the association between close teacher-student relations and student achievement is slightly stronger in classrooms with more

academic risk, according to the models examined.

2.2.4 Studies related to motivation

[37] investigated the relationships between motivation and speaking strategy factors of Bangladeshi university students to learn oral communication in English. 355 university students participated in the study. To measure students' degree of motivation, a modified version of questionnaire used by [38] was administered. Participants reported their strategy use on a modified version of SILL (7.0) (Oxford, 1990). Exploratory factor analysis was used to identify the motivation factors and speaking strategy factors. Seven motivation factors were extracted: (a) Positive attitude, (b) L2 (second/foreign language) speaking anxiety, (c) Determination to learn, (d) Instrumentality, (e) Intrinsic motivation, (f) Social appeal, (g) Immigration tendency; and five speaking strategy factors were extracted: (a) Sharing strategies, (b) Coping strategies, (c) Active processing strategies, (d) Memory strategies, (e) Involving strategies. To examine the relationships between motivation factors and speaking strategy factors, Pearson Correlations were performed. According to the correlation results, motivation factors c, d, e, and a (mentioned above) had positive correlations, and motivation factor b had negative correlations with many speaking strategy factors.

[39] carried out a study to examine the relationship between classroom motivation and academic achievement in first and third graders. The subjects included 122 first grade children and 129 third grade children from a mid-sized, southern city. The total sample was comprised of 251 children, 59% non-white and 57% female. The findings from the current study were consistent with the literature reviewed in that higher levels of mastery motivation and judgment motivation were found to be related to higher grades in third graders. It is important to note, however, that only higher levels of mastery motivation, not judgment motivation, were found to be related to higher grades in first graders.

As has been seen above, the researchers find that there is good number of studies which dealt with each variable alone, while what makes this study is special is the connection between these variables. From the previous review of the related literature the researchers in surveying the related literature faced several problems; one of these problems is that there is limited studies which connect between the variables which the researchers talk about in the study. On the other hand, this is good to the researchers to do this study. By carrying this study the researchers hope to enrich the empirical studies in this field of English teaching and evaluation. The technique of using role-playing already exists in teaching-learning process, but as the researchers notice, there are a small number of studies which talk about it.

As a result, role-playing activity is a good technique to solve this problem, so the researchers try to make this connection between these variable to have the opportunity to see the effect of using this technique on students' achievement and motivation on speaking skills of English.

3. RESEARCH METHODOLOGY AND DESIGN

3.1 Methods

This study followed the quasi-experimental design and was applied to two groups (experimental and control). Then the two experimental and control groups were divided into 4 sub-groups "two experimental and two controls." The experimental group was taught by using (Role-play) method; while the other group received by the ordinary/traditional method.

3.2 Population and Sample

The population of this study comprised of all Eighth Graders (male\female) in the governmental Schools at Bethlehem District in the first semester in the academic year 2015-2016. The whole population was 3509 students documented according to the [40] records. They were about 1744 females and 1765 males.

The subjects of the study were taken from two schools for both males and females which are located close to the researchers' residences and are approachable by them. Students were distributed between four sections. Those students formed two main groups (male 58, female 68) as shown in table number (3.1), their ages ranged from 13-14 years. The sample of the study consists of (126) grade eight students who formed the two main groups (male, female), which were divided into four groups chosen by using simple random sampling. All participants were non-native speakers of English. They have been learning English for 8 years, and have the same socio-economic environment. Each group was assigned to one experimental and

one control group by using simple random sampling.

The following table shows how the respondents were distributed

Table 3.1. Distribution of the respondents between groups

Group	Experimental	Control	Total
Male	29	28	57
Female	30	38	68
Sum	59	66	125

3.3 Design and Variables of the Study

Subjects in this study were pre-tested using a speaking test to determine their level of speaking and to control the effect of their previous knowledge. Then they were post-tested using the same instrument, 4 weeks later. The sample received the same instructions before they sat for the post-test. In this design the independent variable is the method of instruction which had two levels:

1-Methods

- a- Role-playing technique.
- b- Ordinary method (lecture and demonstration).

2-Gender

- a- Male.
- b- Female.
- c- Interaction between the method of teaching and gender.

On the other hand, the dependent variable was the speaking skills' achievement and students' motivation towards speaking skills which were measured by the subjects' performance on the pre-posttest.

EG.R	O1	X	O2
CG.R	O1	---	O2

EG: Experimental group   R: random treatment
CG. control group   X: treatment
O1: pre-test   O2: post test

3.4 Instruments of the Study

This study used the following tools:

1- Pre-Post tests which consisted of speaking activities according to the measures.

2- A questionnaire used to measure students' motivation.

3.4.1 Validity of the instruments

To test the validity of the test and questionnaire, they were displayed to several juries of supervisors and expert teachers at schools and university professors in the field. And to ensure the validity of the test's content, it was presented to a group of arbitrators with competence and experience who gave their opinions on the activities in order to ensure the validity and suitability of the instruments.

3.4.2 Reliability of the instruments

To check the reliability of the test, test re-test were applied as a pilot study on 8th grade students on two weeks. From the population but out of the sample, Eighth grade students from "Beit-Fajjar Secondary School for Girls" were used to assure an understanding of words, instruction, and time appropriateness and to check reliability. Cronbach's alpha reached 0.82., and the Pearson correlation reached 0.8.

Pearson correlation co-efficient was used to reveal the relationship between the use of role-playing and students' development in speaking. Test re-test was also applied on the pilot study to check reliability within two weeks. A pilot study on eighth grade learners from the population but out of the sample from "Beit –Fajjar Secondary School for Girls," used to assure understanding of words, instructions, and time appropriateness and to check reliability. After an interval of two weeks, the same questionnaire was reapplied on the same students; Cronbach's Alpha formula was applied to the data from the pilot study mentioned above. The value of Alpha reached (0.9), which is considered quite high [41]. Thus, the test was found statistically reliable.

3.5 Statistical Analysis

In the process of analyzing data, the Statistical Packages for Social Sciences (SPSS) program means & standard deviations were obtained, as well as Pearson Correlation Coefficient & Cronbach Alpha, Analysis of Co-variance "Two-way ANCOVA" to test the hypotheses of the study.

4. RESULTS OF THE STUDY

This study aimed at investigate the effect of using role-playing on students' achievement and motivation in the speaking skills of English

language of eighth graders in the governmental schools in Bethlehem District. Therefore, it investigated the effect of the proposed way of teaching (role-playing) and the ordinary way of teaching. The findings of the study are presented in this section according to the research questions.

4.1 Results Related to the First and Second Questions

Is there an effect of using "role-playing" on 8th graders' achievement in the speaking skills of the English language?

Does this effect differ due to the teaching method, gender and interaction between them?

There are no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 8th graders' achievement in the speaking skills of the English language due to the teaching method, gender and interaction between them.

To answer the first question, the mean scores and standard deviations were calculated for the learners' score in the groups (2 experimental groups- 2 control groups) as shown in Tables 4.1, 4.2, and 4.3.

According to the previous Table, the researchers noticed that the mean scores in the pre-test for the male experimental group is 12.00 and the standard deviation scores is 1.13 while the mean score in the pre-test for the male control group is 10.36 and the standard deviation is 1.31. However, the mean score of the male experimental group in the post-test is 14.21 and the standard deviation is 1.20 and the score of the male control group in the post-test is 11.18 and the standard deviation is 1.67. Moreover, the mean scores in the pre-test for the female experimental group is 12.60 and the standard deviation scores is 1.52 while the mean score in the pre-test for the female control group is 10.82 and the standard deviation is 0.76. However, the mean score of the female experimental group in the post-test is 16.20 and the standard deviation is 1.18 and the score of the female control group in the post-test is 12.05 and the standard deviation is 1.11. According to the previous results, the researchers conclude that the experimental group's mean scores in both groups (male and female) has increased during the application of the study which means that there was an effect of using role-playing technique on students' achievement, their performance which has improved during the application of the study.

Table 4.1. Mean scores and standard deviations of groups

		Number	Pre-test		Post-test	
Group	Gender		Mean	Standard deviation	Mean	Standard deviation
Control	Male	28	10.36	1.31	11.18	1.67
	Female	38	10.82	0.76	12.05	1.11
	Total	66	10.62	1.04	11.68	1.43
Experimental	Male	29	12.00	1.13	14.21	1.20
	Female	30	12.60	1.52	16.20	1.18
	Total	59	12.31	1.36	15.22	1.55
Total	Male	57	11.19	1.46	12.72	2.10
	Female	68	11.60	1.45	13.88	2.63
	Total	125	11.42	1.47	13.35	2.31

Table 4.2. Results of the two ways ANCOVA test due to the interaction between method and gender on students' achievement

Source	Sum of squares	Df	Mean square	F	Sig
Pre (Covariate)	133.04	1	133.04	226.40	0.000
Method	87.05	1	87.05	148.14	0.000
Gender	27.43	1	27.43	46.68	0.000
Gender*method	7.61	1	7.61	12.95	0.000
Error	70.51	120	0.58		
Total	22949.000	**125**			

The results of ANCOVA in Table 4.2 shows that F value for the differences between learners' mean scores for the two groups (male, female) groups in the achievement test was (46.68) and the significant level equal (0.000) this value is less than the significant value (α ≤ 0.05), so there is significant differences between learners in the two groups (male, female) group. In addition, the Table shows that F value for the differences between learners' mean scores for the two groups (experimental, control) groups in the achievement test was (148.14) and the significant level equal (0.000), this value is less than the significant value (α ≤ 0.05), so there are significant differences between learners in the two groups (Experimental, Control). Moreover, it shows that F value for the interaction between the group and gender was (12.95) and the significant level was (0.000), and this value is less than the significant level (α ≤ 0.05), so there are significant differences due to the interaction between group and gender.

According to these results, the researchers noticed that there are significant differences between learners due to method of instruction and gender, and to identify the source of these differences, Table 4.3 shows the differences between mean and standard deviation with regard to group (experimental and control).

Table 4.3. Adjusted means and standard errors of the post test scores by groups

Group		Mean	Standard deviation errors
Control	1	12.34	0.10
Experimental	2	14.42	0.11

Data shows in Table 4.3 that the adjusted mean for the experimental group (14.42) and that is more than the control group means which was (12.34) so, the difference between the two groups is in favor of the experimental group.

Table 4.4 shows the adjusted means and standard errors of the post test scores by gender. For the male group, it was (12.90) and that is less than the female group means which was (13.86) so, the difference between the two groups is in favor of the female group

Table 4.4. Adjusted means and standard errors of the post test scores by gender

Group	Mean	Standard deviation errors
Male	12.90	0.10
Female	13.86	0.09

Table 4.5 shows the adjusted means and standard errors of the post test scores by the interaction between method and gender. The adjusted mean for the interaction between gender and method toward students' achievement is in favor of the experimental group in general, and in favor of female experimental group specially.

Table 4.5. Adjusted means and standard errors of the post test scores by the interaction between method and gender

Method	Gender	Mean	Standard deviation errors
Control	Male	12.11	0.15
	Female	12.58	0.12
Experimental	Male	13.69	0.14
	Female	15.15	0.15

4.2 Results Related to the Third and Fourth Questions

Is there an effect of using "Role-playing" on 8th graders' motivation in the speaking skills of the English language?

Does this effect differ due to the teaching method, gender and interaction between them?

There are no statistically differences at (α ≤ 0.05) in the mean scores of 8th graders' motivation in the speaking skills of the English language due to the teaching method, gender and interaction between them.

To answer this question, the mean scores and standard deviations were calculated for the learners' score in the groups (experimental groups, control groups) as shown in Tables 4.6, 4.7, 4.8, 4.9 and 4.10.

According to the Table 4.5, the researchers notice that the mean scores in the pre-test for the male experimental group is 114.52 and the standard deviation scores is 15.64 while the mean scores in the pre- test for the male control group is 98.00 and the standard deviation scores is 15.11. However, the mean scores for the male experimental group in the post test is 114.93 and the standard deviation scores is 16.21, while the mean scores in the post test for the male control group is 107.31 and the standard deviation is 16.07. Moreover, the mean scores in the pre-test for the female experimental group is 119.77 and the standard deviation is

13.23, and the mean scores for the female control group in the pre-test 114.95 and the standard deviation is 12.23. In addition, the mean scores for the female experimental group in the post test is 131.60 and the standard deviation is 10.72, and the mean scores for the female control group in the post test is 121.26 and the standard deviation is 11.41.

According to the previous Table 4.5, the researchers conclude that the mean score for the experimental group (female) has increased more than (male) during the application of the study which means that there was an effect of using role-playing technique on students' motivation.

Table 4.7 shows the results of two way ANCOVA test due to the interaction between method and gender on students' motivation. They show that the F value for the differences between learners' mean scores for the two groups (male, female) groups in the achievement test was (18.53) and the significant level equal (0.000) this value is less than the significant value (α≤ 0.05), so there is a significant differences between learners in the two groups (male, female) group. In addition, the table shows that F value for the differences between learners' mean scores for the two groups (experimental, control) groups in the achievement test was (2.68) and the significant

level equal (0.104), this value is more than the significant value (α≤ 0.05), so there's no significant differences between learners in the two groups (Experimental, Control). Moreover, shows that F value for the interaction between the group and gender was (3.77) and the significant level was (0.054), and this value is more than the significant level (α ≤ 0.05), so there are significant differences due to the interaction between group and gender.

According to these results, the researchers notice that there are no significant differences between learners in the two groups with regard to method. Moreover, there is a significance differences between learners in two groups refer to gender (male, female) and to identify the source of these differences Table 4.8 between the adjusted mean score for the post test according to group. In addition, to identify the source of differences Table 4.7 between the adjusted mean score for the post test according to gender.

Data shows in the Table 4.8 that the adjusted mean for the experimental group (61.01) and that is more than the control group means which was (58.46) so, the differences between the two groups are in favor of the experimental group.

Table 4.6. Mean scores and standard deviation of groups

Method	Gender	Number	Pre-test		Post-test	
			Mean	Standard deviation	Mean	Standard deviation
Control	Male	28	98.00	15.11	107.21	16.07
	Female	38	114.95	12.23	121.26	11.41
	Total	66	107.76	15.85	115.30	15.18
Experimental	Male	29	114.52	15.64	114.93	16.21
	Female	30	119.77	13.23	131.60	10.72
	Total	59	117.19	14.58	123.41	15.96
Total	Male	57	106.40	17.37	111.14	16.46
	Female	68	117.07	12.81	125.82	12.18
	Total	125	112.21	15.92	119.13	16.01

Table 4.7. Results of two way ANCOVA test due to the interaction between method and gender on students' motivation

Source	Sum of squares	Df	Mean square	F	Sig
Pre (Covariate)	5837.35	1	5837.35	42.06	0.000
Method	372.31	1	372.31	2.68	0.104
Gender	2572.16	1	2572.16	18.53	0.000
Gender*method	524.33	1	524.33	3.77	0.054
Error	16653.78	120	138.78		
Total	1805751.00	**125**			

Table 4.8. Adjusted means and standard errors of the post test scores by groups

Group		Mean	Standard deviation errors
Control	1	58.46	0.78
Experimental	2	61.01	0.82

Table 4.9 shows the adjusted means and standard errors of the post test by gender. The adjusted mean for the female group was (123.87) and that is more than the male group means which was (114.02) so, the differences between the two groups are in favor of the female group.

Table 4.9. Adjusted means and standard errors of the post test by gender

	Gender	Mean	Standard deviation errors
Motivation	Male	114.02	1.62
	Female	123.87	1.49

Table 4.10 shows the results related the interaction between groups and gender. The adjusted mean for the interaction between gender and method toward students' motivation is in favor of the experimental group in general, and in favor of the female experimental group in particular.

Table 4.10. Results related the interaction between groups and gender

Method	Gender	Mean	Standard deviation
Control	Male	114.27	2.478
	Female	119.90	1.923
Experimental	Male	113.78	2.195
	Female	127.84	2.227

5. DISCUSSION

5.1 Discussion of the Results of the First and Second Questions

Is there an effect of using "role-playing" on 8th graders' achievement in the speaking skills of the English language?

Does this effect differ due to the teaching method, gender and interaction between them?

The results didn't support the null hypothesis, which indicated that there were no statistically differences at ($\alpha \le 0.05$) in the mean scores of 8th graders' achievement in the speaking skill of the

English language, due to the interaction between the teaching method and gender. The results of ANCOVA show that F value for the interaction between gender and method was (12.95) and the significant level equal (0.000), which is less than ($\alpha \le 0.05$), so the null hypothesis is not accepted.

In addition, The results showed that F value for the differences between learners' mean scores for the two groups (experimental, control) in the achievement test was (148.14) and the significant level equals (0.000), this value is less than the significant value ($\alpha \le 0.05$), so there are significant differences between learners in the two groups (Experimental & Control), and to identify the source of these differences Table of the adjusted mean score for the post test according to group was done. The results show that the difference was in favor of the experimental group. Moreover, it shows that F value for the differences between learners' mean scores for the two groups (male, female) groups in the achievement test was (46.68) and the significant level equal (0.000) this value is less than the significant value ($\alpha \le 0.05$).

According to this, the research indicates that the new method "Role-playing" supports the learning process, so the researchers think that teachers should adopt it with their students in their classes. Role-play techniques have many positive effects on students; it helps them to:

1- Be exposed to a variety of experiences into the classroom.
2- Be trained in the speaking skills in any situation.
3- To use and develop those forms of language which are so necessary in oiling the works of social relationships but also are so often neglected by our language teaching syllabi.
4- Create a friendly and safe environment in the classroom.
5- Be able not just to acquire set phrases, but to learn how interaction might takes place in a variety of situations.
6- To interact with others, especially shy students.
7- To bring some fun and joy to the class by changing the routine.

This result agreed with [32] study, one of its results is that there were statistically significant differences between second grade students' achievement in Arabic Language due to the method of teaching, in favor of the experimental

group. Also, it has been agreed on with [41] which came up with a final result that "the experimental group developed significantly after the implementation of role playing. That is, there was progress on the levels of speaking proficiency." However the results of this study did not agree with [42] whose results proved that there were some progress, but it was not significant as far as statistics were concerned. However, the findings proved that the pictures were more effective in developing students' speaking skills.

5.2 Discussion of the Results of the Third and Fourth Questions

Is there an effect of using "role-playing" on 8th graders' Motivation in the speaking skills of the English language?

Does this effect differ due to the teaching method, gender and interaction between them?

The results support the null hypothesis, which indicates that there are no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 8th graders' motivation in the speaking skill of the English language, due to the interaction between the teaching method and gender.

The results of ANCOVA in Table 4.7 showed that F value for the differences between learners' mean scores for the two groups (male, female) groups in the achievement test was (18.53) and the significant level equal (0.000) this value is less than the significant value ($\alpha \leq 0.05$), so there is a significant differences between learners in the two groups (male, female) group. In addition, the Table showed that F value for the differences between learners' mean scores for the two groups (experimental, control) groups in the achievement test was (2.68) and the significant level equal (0.104), this value is more than the significant value ($\alpha \leq 0.05$), so there's no significant differences between learners in the two groups (Experimental, Control). Moreover, showed that F value for the interaction between the group and gender was (3.77) and the significant level was (0.054), and this value is more than the significant level ($\alpha \leq 0.05$), so there are significant differences due to the interaction between group and gender.

According to these results, the researchers noticed that there are no significant differences between learners in the two groups with reference to method. Moreover, there is a significance differences between learners in two groups refer to gender (male, female).

[43] stated that the teacher of English as a foreign language should recognize that all students posses positive and negative attitudes in varying degrees, and that the negative ones can be changed by thoughtful instructional methods, such as using material and activities that help students achieve an understanding and appreciation of the foreign culture. According to these results, the researchers indicate that there were some significant differences in the mean scores of students' motivation towards using role-playing due to the method in favor of the experimental group, and there was significant differences in the mean scores of students' motivation towards using role-playing due to the gender in favor of the females group, but there was no significant differences in the main scores of students' motivation towards using role-playing due to the interaction between method and gender, which means that both groups have progressed, but the females progressed more than the males; this could be because their teacher uses different educational aids, such as: e-learning, power point lessons and others. Moreover, the teacher uses new techniques of evaluation in comparison with the males' teacher. The females' teacher also takes into account individual differences which allow them to participate more during classes and motivates them to use English more. Also the females' teacher used rewards. Another reason is related to the Principal of the school who supported using different techniques in learning.

The researchers indicated that the teachers need to establish learning environment to compensate the authentic atmosphere in language learning using pair-group work which helps in carrying out the learning process to be a successful work in developing and adopting new techniques that will help to improve the speaking skills. Furthermore, motivation among the related theories in educational psychology, as an important element in the learning process, emphasizes "how" rather than" what" way of evaluation. Teachers need to emphasize using new methods like "Role-playing", and other new techniques to motivate students towards learning English.

These results didn't agree with [39] whose findings were consistent with the literature reviewed in that higher levels of mastery and motivation, and judgment motivation were found to be related to higher grades in third graders.

The results agreed with [37] in which 355 university students participated. To measure students' degree of motivation, a modified version of questionnaire used by Crookes [38] was administered. To examine the relationships between motivation factors and speaking strategy factors, Pearson Correlations were performed. According to the correlation results, motivation factors c, d, e, and a (mentioned above) had positive correlations, and motivation factor b had negative correlations with many speaking strategy factors.

6. CONCLUSION AND RECOMMENDA-TIONS

As seen from the discussion in this study, role-playing has a great effect on students' achievement and motivation in developing the speaking skills of learners of English as a foreign language, especially 8th graders. The results of the study proved that there were significant differences among the students' achievement in the speaking skill due to the method, in favor of the experimental group. In addition, there were significant differences in the students' motivation toward speaking skill due to gender in favor of female group. Role-play improved certain speaking proficiency components, so the researchers think that it is a good technique to be used in classes and it may help to solve some problems that students face during the teaching-learning process. Other studies on different skills on different samples and places could be conducted as future research.

In light of the above results, the researcher finds it important to give the following recommendations to develop students' speaking proficiency:

- First, curriculum designers should emphasize the productive skills of speaking and make sure that learning materials emphasize role-playing techniques.
- Second, teachers should establish learning environment to compensate for the authentic atmosphere in language learning using pair work and group work which help to make the learning process successful.
- Finally, they teachers encourage shy students to participate orally by using different activities of role-playing that depend on project team work. Third, more research should be done on the topic with different samples and variables.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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APPENDICES
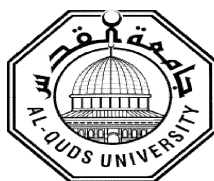
<u>Appendix (1) questionnaire</u>

The Effect of Using Role-playing on Students' Achievement and Motivation in the Speaking Skills of English Language of Eighth Grade Graders in the Governmental Schools in Bethlehem District.

Dear Dr./Mr./Mrs. ----------------------------

The researchers are doing an experimental research to identify the effect of using role-playing on students' achievement and motivation in the speaking skills of eighth graders in the governmental schools in Bethlehem District.

We appreciate your efforts if you would kindly judge the questionnaire and give your opinion.

Thank you very much for your cooperation.

Personal information:

Gender:	❏Male		❏Female	
Section:	❏A	❏B	❏C	❏D

Researchers

The Questionnaire is designed to measure students' motivation toward English Language.

Part two: This part consists of the statements of the study:

This is NOT a test. There are no 'right' or 'wrong' responses to the statements that follow. A response is only 'right' if it reflects your *personal* reaction, and the *strength* of your reaction, as accurately as possible.

Please put (√) in the bracket that indicates the level of your agreement with statements about your actions and thinking in the speaking lessons.

NOW please read through the statements and respond:

First domain: Internal motivation					
Items	Strongly agree	agree	Neutral	Disagree	Strongly disagree
1-I enjoy speaking in English very much.					
2- It embarrasses me to talk voluntarily in English.					
3-The speaking skill is an important skill to me.					
4- When I forget a word, I use a word or phrase that means almost the same thing.					
5-I enjoy using the English language.					
6-I use the English language whenever I have an opportunity.					
7-I use English to follow the life-style of native English speakers.					
8- I know English well, but I don't do well in speaking.					
9-Speaking is harder than other language learning skills (reading, writing, and listening).					
10-I practice pronouncing new English words several times so that I can use them in speaking.					
11-I am aware of my mistakes while speaking, so I use self-correction.					
12-I plan to improve my speaking skill in English.					
13-I plan my schedule to gain enough time to learn oral English.					
14-I watch English TV shows or movies to help me do better in speaking.					
15- I practice using new English words in speaking, so I can remember them.					
Second domain: External motivation					
	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
1-When the teacher speaks in English in class, I feel motivated.					
2-I try to relax when I feel anxious when I speak in English.					
3-If I do not understand something in the conversation, I ask the speaker to slow down or say it again.					
4-I co-operate with other learners while learning.					
5-I find it easier when **s**peaking exercises involve interaction between teacher and students.					

6-I feel motivated to study the English language in order to extend my knowledge in the future.					
7- Speaking in English is a challenge that I enjoy.					
8- English can help others to communicate effectively.					
9- I want to speak in English because it is useful or needed when traveling to many countries.					
10- I improve my English speaking skills to motivate my colleagues using it.					
11-Working with others encourages me to use English.					
12-Educational aids motivate me to use English easily.					
13-Using various techniques of evaluations urge me to use English most of the time.					
14-Rewards from the teacher motivate me to use English.					
15-Diversify the teaching methods to take into account individual differences allow me the opportunity to participate by using more language.					

Appendix (2) Speaking Activity

Period 1

UNIT 2   A taste of Palestinian culture

1 Listen and repeat.

Age	culture	develop	feel like	guitar	pizza	quite	seem	sound

2 Describe the picture on page 17.
1 Everyone at the table is looking at a restaurant.
2 The place looks the girl next to her.
3 The Arab girls seem to be friends.
4 The two girls look happy.

3 Listen and answer the questions.
1 Who are the people at the restaurant?
2 What kind of restaurant is it?

4 Listen and read. Find the words from activity 1.
Tina and Mike are having dinner with the Kamal family at an Arab restaurant.
Tina: This looks good. It looks like a pizza.
Nadia: But it isn't. It's *sfeeha*.
Sami: And here's the next thing – *kebabs*.
Mike: They smell delicious.
MrsKamal: They taste delicious, too. Everyone, please start.
Tina: Can you cook Arab food, Nadia?
Nadia: I can make things like *kebabs*, but I can't cook a big meal.
Mike: Listen! That drum music sounds great. Is it Arab?
Mr Kamal: Yes, that drum is a *tablah*. … And now you can hear an *'oud*.
Mike: That *'oud*sounds like a guitar, Mr Kamal. Is it?
Mr Kamal: Well, modern guitars developed from the *'oud*long ago.
Tina: It's exciting music. I feel like dancing!
Mrs Kamal: I'm not surprised. You see, it's a wedding dance.
Mike: You seem to know a lot about the *'oud*, Mr Kamal. Do you play it, too?
Mr Kamal: I could play it quite well at the age of 18, but not now. Work got busy, so I couldn't find time to play.
Sami: But Dad, you still play at parties, and you're the best!

It is a happy evening, and Mike and Tina are enjoying their first taste of Arab culture.

1: Activity (**Comprehensibility and Pronunciation)**) **Time**: (10-15) minutes

2-Activity description: (Comprehensibility and Pronunciation)

Description: comprehensibility means able to be understood; intelligible.

While, Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in.

3: **Aims:**

By the end of the activity, students are expected to achieve the following aims:

> Aims: the aims of this role-playing activity are
>
> 1- To practice the pronunciation of the new words
>
> 2-To differentiate between musical instruments.

4: Techniques: pair work: every two students are going to work together according to the division by their teacher.

5-Time: pairs are going to work under the pressure of a limited time. 5 minutes to work together, 5 minutes to work with their teacher, and 5 minutes to present their productions.

6-Materials: pictures –cards-papers-board-book- posters.

7-The procedure of running on the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, and assigning leaders for each group.

2-Each two students are going to work together. Student "A" asks the questions and student "B" is going to answer them. Vice verse orally.

3-After that, every two students present their product and evaluation comes at the end.

 4-Working in pairs is limited (15-20) minutes.

5-Each pair will be given a limited time to discuss the question, and later "5 minutes" for presentation.

6-The teacher moves around the pairs to share with them the discussion "external, and internal motivation", and arguing students to use English.

7-When the teacher ends his\her round, the pairs move to work orally.

8-The role moves from one pair into the other until pairs end their presentation.

The teacher divides the students into 3 groups each group contain "3-4" students; they have a conversation about different types of musical instrument. Student "1, 2" they play a role of different people who are sitting outside their home, and listening to strange sounds. and the other students is

going to play a musical instrument role. By pretending that (s)he is the musical instrument and give information about it.

A: Is there a quite sound coming from outside?
B: Can you hear it?
B: Yes, I can
A-what is it?
B: I think it is a guitar
C: What do you know about it?

The guitar is a popular <u>musical instrument</u> classified as a <u>string instrument</u> with anywhere from 4 to 18 strings, usually having 6. The sound is projected either acoustically. It is typically played by strumming or plucking the strings with the right hand while fretting (or pressing against the <u>fret</u>) the strings with the left hand. The guitar is a type of <u>chordophone</u>, traditionally constructed from wood and strung with either nylon or steel strings and distinguished from other chordophones by its construction and tuning
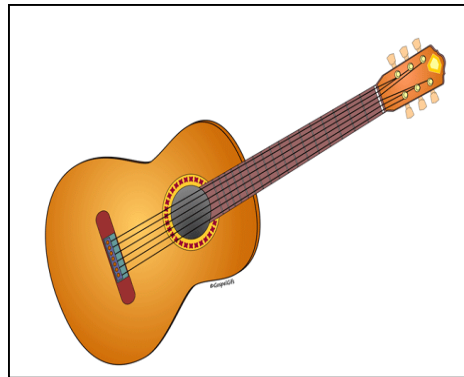
A: I think that there is another sound?
B: Yes, there is. But I can't decide what it is?
C: I can, it's an 'oud
A: what do you know about it?

'**oud**: is a <u>pear</u>-shaped stringed instrument commonly used in <u>Arabic</u>, The oud was created during the early pharaonic era, and according to <u>Farabi</u>, the oud was invented by <u>Lamech</u>, the sixth grandson of <u>Adam</u>. However, there is no historical basis for such legends. Modern-day ouds fall into two categories: <u>Arabic</u> and <u>Turkish</u>.
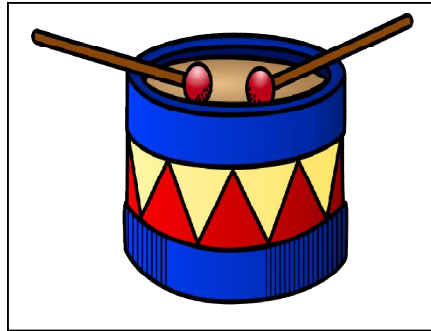
A: Oh, there is an annoying sound.
B: It is a drum sound.
A: I didn't like it.
B: No, it sounds very good, but I think that they don't know how they should play on it .
A: What do you know about it?

C: Drum: Drums are usually played by striking with the hand, or with one or two sticks. In many traditional cultures, drums have a symbolic function and are used in religious ceremonies. Drums are often used in <u>music therapy</u>, especially hand drums, because of their tactile nature and easy use by a wide variety of people. The drum is the oldest known instrument in the world dating back to 4000 BC in <u>Egypt</u>.