Ain Shams University
Women's College
Department of Curricula and Methods of Teaching

The Effect of Using Student-Made Dialogues to Develop the Speaking Skill of Students at the English Department

A Thesis

Submitted for the Degree of M.A. in Education, Curricula and Methods of Teaching English as a Foreign Language

By

Amira El-Amir Khater

Demonstrator at the Department of Curricula and Methods of Teaching (English) Women's College, Ain Shams University

Supervised by

Dr. Zeinab El Naggar
Professor of Curricula and Methods of Teaching English as a Foreign Language Faculty of Education, Ain Shams University

Dr. Mahmoud Samy El Sébai
Professor of Curricula and Methods of Teaching, Women's College, Ain Shams University

Dr. Howaida El Alfy
Lecturer of Curricula and Methods of Teaching English as a Foreign Language, Women's College, Ain Shams University

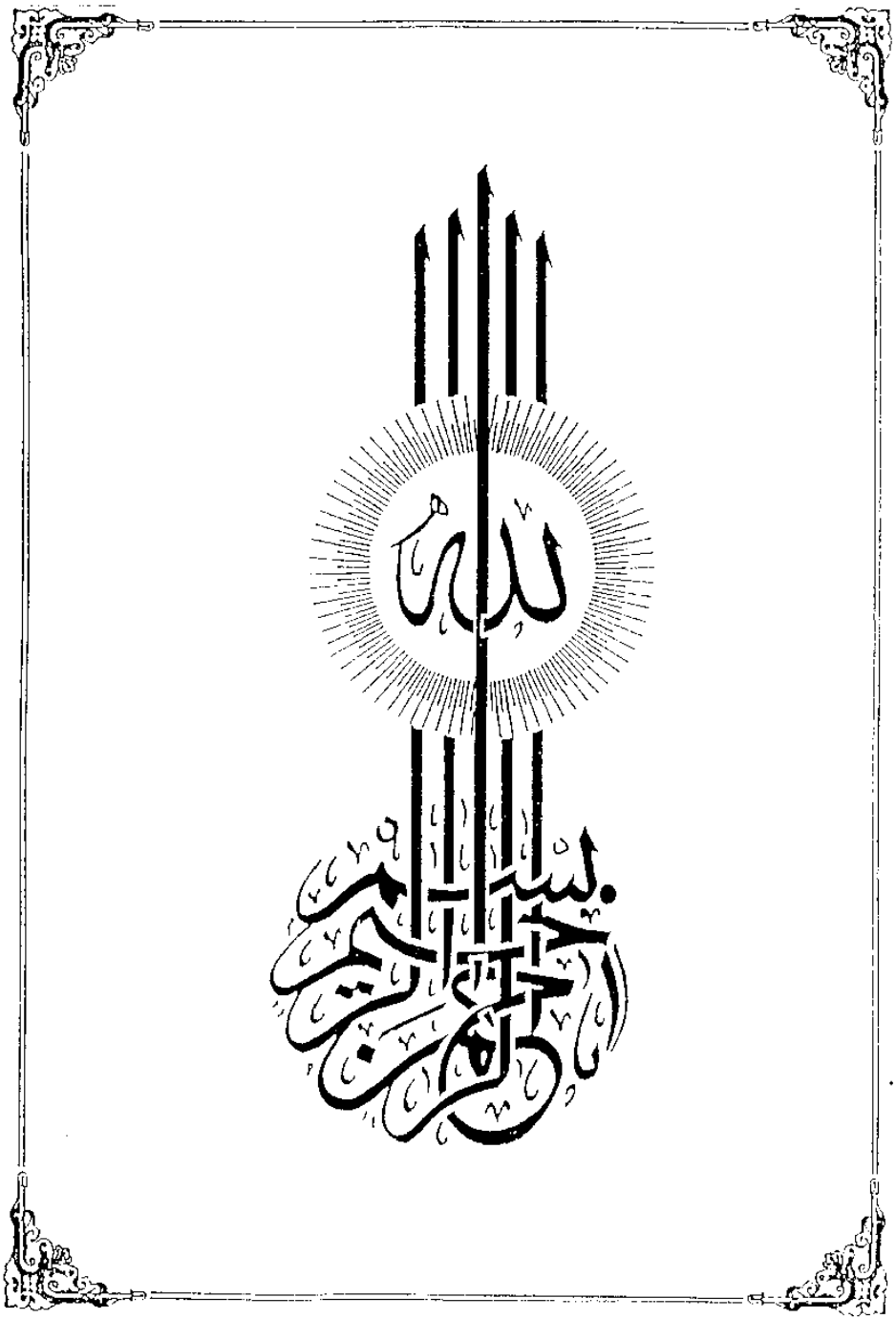
May - 1997

Names of Supervisors

Name of the Researcher : Amira El Amir Khater
Title of the Research : The Effect of Using Student-Made Dialogues to Develop the Speaking Skill of Students at the English Department

Supervisors

No.	Name	Position
1	Prof. Dr. Zeinab Ali El-Naggar	*Professor of Curricula and Methods of Teaching English as a Foreign Language, Faculty of Education, Ain Shams University.*
2	Prof. Dr. Mahmoud Sami El Sebai	*Professor of Curricula and Methods of Teaching, Women's College, Ain Shams University*
3	Dr. Howaida A. El Alfy	*Lecturer of Curricula and Methods of Teaching English as a Foreign Language, Women's College, Ain Shams University*



Central Library - Ain Shams University

Approval Sheet

Name of the Researcher : Amira El Amir Khater

Title of the Research : The Effect of Using Student-Made Dialogues to Develop the Speaking Skill of Students at the English Department

Names of Examiners

No.	Name	Position
1	Prof. Dr. Rita C. Sadek	*Professor Emeritus, Department of Curricula and Methods of Teaching, Benha Faculty of Education, Zagazig University.*
2	Prof. Dr. Zeinab A. El-Naggar	*Professor of Curricula and Methods of Teaching English as a Foreign Language, Faculty of Education, Ain Shams University.*
3	Prof. Dr. Mahmoud S. El Sebai	*Professor of Curricula and Methods of Teaching, Women's College, Ain Shams University*
4	Prof.Dr. Kawther M. Abou-Haggar	*Assistant Professor of Curricula and Methods of Teaching, Faculty of Education, Helwan University*

Date of Examination : 8 - 6 - 1997

The researcher has been awarded the degree of M.A. in Education, Curricula and Methods of Teaching "..Excellent -

No.	Name	Signature
1	Prof. Dr. Rita C. Sadek	
2	Prof. Dr. Zeinab A. El-Naggar	
3	Prof. Dr. Mahmoud S. El Sebai	
4	Prof.Dr. Kawther M. Abou-Haggar	

Table of Contents

	Page
Chapter One : Background of the Problem	1
Chapter Two : Related Literature and Previous Studies.....	9
I. Review of Literature	9
II. Related Studies	31
Chapter Three : Method	43
1. The Design of the Experiment	43
2. The Sample of the Study	43
3. Time of the Experiment	44
4. Tools of the Study	44
5. Materials	47
6. Procedures of the Technique	47
Part 1	49
Part 2	53
Chapter Four : Data Analysis and Discussion	59
Data Analysis	59
Discussion of the Results	63
Chapter Five : Summary and Recommendations	69
A) Summary	69
B) Conclusion	74
C) Recommendations	75
D) Suggestions for Further Studies	76

Page

Bibliography 77

Appendices

Appendix A : The Pre-Post Test .....
85

Appendix B : Speech Production Scale 105

Appendix C : The Names of the Jury 107

Appendix D : A Sample of Students' Answers About Acting 109

Appendix E : The Researcher's Scenario and Dialogue Models 115

Appendix F : Students' Scenario Models 123

Appendix G : Students' Dialogue Models 131

Appendix H : Comments on the Technique ... 139

List of Tables:-

Table 1 :- Students'overall performance on the speaking skill test 59

Table 2 :- Students'performance in Grammar 60

Table 3 :- Students'performance on Pronunciation 61

Table 4 :- Students'performance in Vocabulary 62

Table 5 :- Students'performance in Fluency 62

Table 6 :- Students' performance in Appropriateness 63

Acknowledgments

The researcher is deeply grateful to her supervisors :

1- **Professor Dr. Zeinab A. El Naggar**
2- **Professor Dr. Mahmoud S. El-Sebai**
3- **Dr. Howaida A. El-Alfy**

The researcher thanks the co-operation of :

1- Assistant Professor, Dr, Abdul-Latif El-Gazzar
2- Dr. Gihan S. Margushi
3- Mrs. Sawsan Mahmoud

The researcher is also grateful for the assistance and the support of :

1- The members of the department of Curricula and methods of Teaching.
2- The members of the Department of English Language and Literature.

The researcher would like to express her thanks to the Jury and the raters, for their generous co-operation and their fruitful opinions :

1- Professor Dr. Ibtsam M. Atia.
2- Prof.Dr. Kawther M. Abou-Hagger
3- Dr. Magdi M. Ali
4- Dr. Azza A. Abdeen
5- Dr. Howaida A. El-Alfy
6- Mrs. Hanan E. Ali

Table of Contents

	Page
Chapter One : Background of the Problem	1
Chapter Two : Related Literature and Previous Studies.....	9
I. Review of Literature	9
II. Related Studies	31
Chapter Three : Method	43
1. The Design of the Experiment	43
2. The Sample of the Study	43
3. Time of the Experiment	44
4. Tools of the Study	44
5. Materials	47
6. Procedures of the Technique	47
Part 1	49
Part 2	53
Chapter Four : Data Analysis and Discussion	59
Data Analysis	59
Discussion of the Results	63
Chapter Five : Summary and Recommendations	69
A) Summary	69
B) Conclusion	74
C) Recommendations	75
D) Suggestions for Further Studies	76

Page

Bibliography 77

Appendices

Appendix A : The Pre-Post Test 85

Appendix B : Speech Production Scale 93

Appendix C : The Names of the Jury 95

Appendix D : A Sample of Students' Answers About Acting 97

Appendix E : The Researcher's Scenario and Dialogue Models 103

Appendix F : Students' Scenario Models 111

Appendix G : Students' Dialogue Models 119

Appendix H : Comments on the Technique ... 127

List of Tables:-

Table 1 :- Students'overall performance on the speaking skill test 59

Table 2 :- Students'performance in Grammar 60

Table 3 :- Students'performance on Pronunciation 61

Table 4 :- Students'performance in Vocabulary 62

Table 5 :- Students'performance in Fluency 62

Table 6 :- Students' performance in Appropriateness 63

Chapter One

Background of the Problem

Chapter One

Background of the Problem

Introduction :

Studying foreign language is a must in the present age which is characterized as the age of information and technology.

Therefore, teaching foreign languages in Egypt is no more limited to language schools as it was in the past. The new educational policy of the Ministry of Education bridged the gap between the language schools and the governmental schools when it was stipulated that languages should be taught at the primary level (Ministerial Decree 1994). This means that the language teacher's responsibility is maximized, specially the English language teacher as the first foreign language in Egypt. Therefore, many studies concentrated on English language curricula at all levels of education and on English teaching methods. Many studies concentrated on the text book : its preparation, content, aims and evaluation. While other studies lay much importance on English tests.

But, in the last few years the need for more studies in the field of teacher preparation appeared, because the teacher is the essence of the learning process (Abdul Messih, 1982).

The English language teacher has much responsibility for two reasons : first, he has to teach young children at primary level to communicate with their teacher and with each other using a completely new language. Second, through the English language teacher, the students learn the four skills of the language. If the

teacher is weak in any of these skills, the students will never acquire this skill.

Taking into account these facts, the English language teacher is supposed to equally master the four English language skills : listening, speaking, reading and writing. But what is happening is completely the opposite because much stress is laid on reading and writing rather than speaking and listening. Even the exams take the written form whereby the student-teachers are becoming more passive (El-Gameel, 1982).

It is noticed in recent years there has been a decline, in many countries, in the ability of college students to use their own language. A lack of training in foreign language creates linguistic barriers between the students and the language (Rivers, 1981). Student-teachers do not have much opportunity to practise speaking either in the classroom or outside it. The learning process depends mainly on lecturing and note-taking rather than on discussion, expressing points of view and other activities which make learning exciting and vivid. That is why most students know about language, but they cannot use it to express their own meaning (Rivers, 1987).

In Egypt many studies proved that student-teachers are aware of their decreased ability in the speaking skill and they require special courses to improve this skill (El-Naggar, 1986).

The oral mistakes committed by student-teachers in grammar, pronunciation and morphology are much more than the mistakes committed in writing (Zaher, 1986). This weakness is reflected in much Arabic talk, much silence and hesitation while speaking as they are trying to think about and translate what they want to say from Arabic to English (Selim, 1987). They are not used to communicate and thinking in English.