



شبكة المعلومات الجامعية

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



شبكة المعلومات الجامعية
@ ASUNET



شبكة المعلومات الجامعية التوثيق الالكتروني والميكرو فيلم



شبكة المعلومات الجامعية

جامعة عين شمس

التوثيق الالكتروني والميكرو فيلم

قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها
علي هذه الأفلام قد أعدت دون أية تغيرات



يجب أن

تحفظ هذه الأفلام بعيدا عن الغبار

في درجة حرارة من ١٥-٢٥ مئوية ورطوبة نسبية من ٢٠-٤٠%

To be Kept away from Dust in Dry Cool place of
15-25- c and relative humidity 20-40%

بعض الوثائق الأصلية تالفة

بالرسالة صفحات لم ترد بالاصل

Menoufia University
Faculty of Education
Department of Curriculum, Instruction &
Educational Technology



The Effectiveness of a Simulation-Based Programme in Enhancing the Oral Interaction and Writing Skills of Secondary School Superior Students

A Dissertation Submitted in fulfillment of the Requirement for
the Degree of Philosophy in Education
(Curriculum and Methods of Teaching English)
By

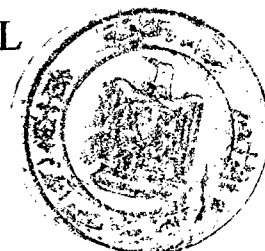
Shereen Abdul Fattah Nassef

Supervised By
Professor
Ahmad Hassan Seifeeddin

Professor of Curriculum and Methods of Teaching EFL
&

Vice Dean for Community and Environment Affairs

Faculty of Education Menoufia University





جامعة المنوفية

كلية التربية

قسم المناهج وطرق التدريس وتكنولوجيا التعليم

قرار لجنة المناقشة و الحكم

بشأن منح درجة دكتوراة الفلسفة فى التربية "مناهج وطرق تدريس اللغة الإنجليزية"

إسم الباحثة: شيرين عبد الفتاح ناصف

عنوان الدراسة: فاعلية برنامج قائم على المحاكاة لتنمية مهارات التفاعل الشفهى و الكتابة فى اللغة الإنجليزية للطلاب الفائقين فى المرحلة الثانوية.

لجنة المناقشة و الحكم

م	الاسم	الوظيفة
١	أ.د. سهير إبراهيم سليم	أستاذ المناهج وطرق تدريس اللغة الإنجليزية ورئيس قسم المناهج وطرق التدريس السابق بكلية التربية جامعة حلوان رئيساً ومناقشاً
٢	أ.د. أحمد حسن سيف الدين	أستاذ المناهج وطرق تدريس اللغة الإنجليزية ووكيل الكلية لشئون خدمة المجتمع وتنمية البيئة بكلية التربية جامعة المنوفية مشرفاً
٣	د. محمد حسن إبراهيم	أستاذ المناهج وطرق تدريس اللغة الإنجليزية المساعد بكلية التربية جامعة الزقازيق مناقشاً

تاريخ المناقشة: ٢٠٠٤/٤/٢٧

قرار اللجنة: توصى اللجنة منح الطالبة/ شيرين عبد الفتاح عبد التواب ناصف درجة دكتوراة الفلسفة فى التربية "مناهج وطرق تدريس اللغة الإنجليزية".

توقيعات الأساتذة لجنة المناقشة و الحكم

التوقيع

أد/ سهير إبراهيم سليم

أد/ أحمد حسن سيف الدين

د/ محمد حسن إبراهيم

Abstract

Language learning in the recent era of express and intensive exchanges of information and influence of thoughts and ideas is definitely distinctive. This requires a great interest in the interaction skills rather than separate systematic memorization of some language structures and formal exchanges. Results of a questionnaire in addition to the practical observation of the researcher of the present study revealed aspects of shortage in these vital skills. Therefore the present study intended to improve the interaction skills either orally or via writing among the first-year secondary stage students.

The main aim of the present study is to investigate the effectiveness of an advanced interactive technique named as simulation in improving the oral interaction and writing skills of the first-year secondary students. The research specified the superior students to be the sample of the study to cope with the advanced technique's regulation and simultaneously to invest their superior abilities through an advanced programme specially designed for them.

The researcher of the present study hypothesized that the use of a simulation-based programme would enhance the students' oral interaction and writing skills. To investigate this hypothesis the researcher designed oral interaction and writing tests as well as a simulation-based programme. Both tests were administered to the study sample which included sixty first-year students, thirty of them served as the control group while the other thirty served as the experimental group. Pre-testing emphasized that both groups are homogeneous in the target skills.

The experimental group went through the suggested programme while the control group were taught the regular prescribed course. Post-testing confirmed the hypotheses of the study. Thus, the simulation-based programme enhanced the oral interaction and the writing skills of the experimental group. This enhancement proved to be statistically and educationally significant.

Findings revealed that:

- There is a severe shortage in the process of identification, selection, and placement of superior students in our secondary school.

- The poor scores of the subjects on the oral interaction and writing pre-tests reflect the severe negligence of such important skills from the side of the curriculum, the teacher, and the learners themselves.
- Implementing a simulation-based programme can result in improving crucial skills in learning a language such as oral interaction and writing.

Acknowledgments

I would like to express my sincere gratitude to Professor Ahmed Hassan Seifeddin my supervisor, for his great effort that helped me to accomplish this thesis. I do appreciate his endless guidance and valuable remarks that put me on the right track in writing many versions of this thesis to be more efficient. I also appreciate his everlasting readiness to donate his precious time reviewing my work, encouraging and guiding me throughout the steps of fulfilling this study from the very beginning.

I am also so grateful to Dr. Ali Shokry for offering his valuable advice and consultation. My deepest gratitude to Professor Hussein Gharib for his continuous support and remarks of encouragement that have overwhelmed me since I first started my post-graduate studies.

The gratitude is further extended to every staff member in the Department of Curriculum and Instruction in the Faculty of Education in Shebin AL-Koam for their available knowledge and to my fellow researchers in the same department for their encouragement. Thanks and gratitude go to the staff members of the Department of Curriculum and Instruction in Tanta Faculty of Education as well as in Benha Faculty of Education for their aid in judging and modifying the instruments of this study.

I do thank my colleagues and superiors in The Old Secondary School for Girls in Shebin Al Koam for facilitating the implementation of my experiment. Words of thanks are extended to my colleagues and superiors in The Sport Secondary School for Girls for their support and consideration.

No words can ever describe my special gratitude for the great favour of my parents. I owe accomplishing my thesis to their endless patience, generous support and dedication of effort and time. They are the most precious motive and agent to fulfil my study. Finally, and most precious praise be to Almighty Allah for His blessings and for granting me the ability to learn and study.

Table of Contents

Title	Page
Abstract	I
Acknowledgement	III
Table of Contents	IV
Index of Table	VI
Chapter One: The Problem	
Introduction	1
Rationale for the Study	4
Statement of the Problem	6
Questions of the Study	8
Hypotheses of the Study	9
Significance of the Study	9
Sample of the Study	10
Limitations of The Study	11
Instruments of the Study	11
Procedures of the Study	12
Terminology	13
Chapter Two: Theoretical Framework	
Interactive Techniques	15
Interactive Techniques as Means of Active Learning	17
Types of Interactive Techniques: Similarities and Differences	17
Simulation What and Why?	23
Types Of Simulation	25
Phases Of Simulation	26
Characteristics and Conditions of Simulation	31
Roles in Simulation	36
Psychological Rationale	38
Pedagogical Rationale	39
Chapter Three: Review of the Related Literature	
A- Simulation As an Interactive Technique and the Target Skills	43
General commentary	51
B- Superior Students	53
Definition	53
Identification	55
Learning and Behavioural Characteristics of Talented Students	58
Teaching superior students	62
Simulation and Superior Students	64
A Model Enrichment Programme	66

Chapter Four: Methodology and Experimentation

A-Sample of the Study	67
B-Instruments and Materials:	68
1-Questionnaire	69
2- The oral interaction Test	71
3-The writing Test	75
4-The Suggested Programme	76
C- Validating the Instruments and Computing their Reliability	76
1-The Questionnaire	77
2-The Tests	80
D-Experimentation	81
Pre-testing	83
Implementing the Suggested Programme	83
Post-testing	83
Marking the Test	83

Chapter Five: Results and Discussion

A-Statistical Tools	85
B-Results and Discussion	86
1-Oral interaction Skills Development	86
Hypothesis One	86
Hypothesis three	89
Hypothesis Four	90
2-Writing Skills Development	92
Hypothesis Two	92
Hypothesis Five	93
Hypothesis Six	95

Chapter Six: Conclusions Recommendations and Suggestions for Further Studies

Conclusions	99
Recommendations	103
Suggestions for Further Studies	104
Bibliography	106
Appendix A: Questionnaire Form	117
Appendix B: Instruments Validating Jury	126
Appendix C: The Oral Interaction Test	127
Appendix D: The Writing Test	132
Appendix E: the Simulation-Based Programme	135
Appendix F: Statistics	188
Appendix G: Ongoing Simulation Model	217
Appendix H: Test for Selecting Superior Students	223
Arabic Summary	

Index of Tables

Table	Title	Page
(2-1)	Terms that Are Suitable and Unsuitable in Simulation	24
(2-2)	Convergent and Divergent Models of Simulations	26
(5-1)	Statistical treatment comparing the scores of both groups on the oral interaction pre-test	87
(5-2)	Statistical treatment comparing the scores of both groups on the oral interaction post-test	89
(5-3)	Statistical treatment comparing the scores of the experimental group on the oral Interaction pre and post-tests	91
(5-4)	Statistical treatment comparing the scores of both groups on the writing pre-test	92
(5-5)	Statistical treatment comparing the scores of both groups on the writing post-test	94
(5-6)	Statistical treatment comparing the scores of the experimental group on the writing pre and post-tests	95
(1)	Scores on oral interaction pilot test	188
(2)	Scores on writing pilot test	188
(3)	The Scores of Both Groups on the Oral Interaction Pre-test	189
(4)	The Scores of Both Groups on the Writing Pre-test	190
(5)	The Scores of Both Groups on the Oral Interaction Post-test	191
(6)	The Scores of Both Groups on the Writing Post-test	192
(7)	Raw scores by both scorers of the experimental group on oral interaction pre-test	193
(8)	The correlation coefficient between the two scorers' marking of the experimental group scores on the oral interaction pre-test	194
(9)	Raw scores by both scorers of the experimental group on oral interaction post-test	195
(10)	The correlation coefficient between the two scorers' marking of the experimental group scores on the oral interaction post-test	196
(11)	Raw scores by both scorers of the control group on oral interaction pre-test	197
(12)	The correlation coefficient between the two scorers' marking of the control group scores on the oral interaction pre-test	198
(13)	Raw scores by both scorers of the control group on oral interaction post-test	199
(14)	The correlation coefficient between the two scorers' marking of the control group scores on the oral interaction post-test	200
(15)	Raw scores by both scorers of the experimental group on the writing pre-test	201