



The Effect of Using Simulation Technique in Teaching Preparatory School Students By Enas Falah Aeid Al-Faras

Abstract

This study aims at determining the effectiveness of using simulation as a technique for teaching English to fourth preparatory school female students .In order to achieve this aim , three hypothesis are formulated :

- 1- There is no significant difference between the scores on the Mid –year test and those on the Post –test of the control group.
- 2- There is no significant difference between the scores on the Mid-year test and those on the Post-test of the experimental group.
- 3- There is no significant difference between the mean scores of the experimental group and those of the control group , on the achievement test (oral and written).

An achievement test (oral and written) is constructed and exposed to a jury of specialists for the purposes of ascertaining its face validity. A Person Correlation Coefficient Formula is applied to calculate the inter scorer reliability . The sample of this study consists of fifty preparatory school female students selected from Al-Kansa'a Secondary School for Girls during the academic year 2011-2012. The sample is divided into two groups A and B .Both groups are equalized in the variables of parents' level academic and mid-year exam .

The experimental design of the study involves two groups ; control group and experimental group . The experiment started on 19th of February and ended at 1st of May . Both groups are taught units 3 and 4 by the researcher herself. The collected data have been analyzed by using t- test formula .Results show:

1-There is no significant difference between the achievement of the control group in mid-year test and that of the post –test .

2- There is significant difference between the achievement of the experimental group in mid-year test and that of the post-test.

3- There is significance difference between the post -test scores of the experimental group and those of the control group , and in favour of the experimental one.

Hence, the first hypothesis is accepted whereas the second and third ones are rejected.

This indicates that simulation has an effective role in students' achievement in English .In the light of the study findings ,
a number of recommendations and suggestions are put forward .

Section One Introduction

1-1 Statement of The Problem:

Teaching is the process by means of which learning is expected to take place .Teaching English as a foreign language (EFL, for short) constitutes an important process in the whole of educational system of Iraq .A great deal of work has been carried out to develop the field of teaching and learning EFL .Modern approaches of teaching language emphasize fluent and critical thinking rather than correctness (Ryan ,2004:1).

The focus is on learning to generate ideas and students be encouraged to apply knowledge and make sense of material covered in class .Hence ,students should be giving a lot of practice not only in the structures of the language but also in the process of using them in real life situations . However , it has been noticed that



students of English suffer from many problems when they are taught English .

Moreover , teachers of English ,at different instructional stages believe that most students lack experience in learning English . They often spend their time in many hard tasks which make language learning boring. Therefore , the EFL teacher needs to adopt more practical and student- centered approaches to language teaching and this may be effective for teaching some aspects of English lesson in the school curriculum especially some students come with deeply rooted psychological ones (David , 2004:28). Moreover , one of the basic principles of the modern language learning is that learning should be enjoyable . It is

necessary to achieve such enjoyment through using various pleasant techniques or activities. Students must be adapted to such kind of activities that deal with their attitudes and desires. The use of simulation technique in language instruction at different levels has been reported to be of high motivational values .This is one of the most distinctive features of simulation which makes it acceptable at all levels of teaching because if any teaching technique succeeds in creating motivation in learner ,all other problems may drastically reduce (chauchan,1979:38). Hence , this study is an attempt to exploit simulation as a teaching technique in improving students' achievement in English .

1.2 Aim of The Study :

This study aims at empirically determining the effectiveness of using simulation as a technique for teaching English to fourth preparatory school students.

1.3 Hypotheses of The Study :

In order to achieve the aim of this study , these null hypothesis are put forward:

1.3.1 There is no significant differences between the scores on the Mid-year Test and those on the post –Test of the control group.

1.3.2 There is no significant differences between the scores on the Mid-year Test and those on the Post-Test of the experimental group.

1.3.3 There is no significant differences between the scores of experimental group and those of the control group on achievement test (oral and written).

1-4 Limits of The Study :

This study is limited to the fourth year female students of preparatory or secondary schools who are studying Iraq Opportunity (Book 8) during the academic year 2011-2012.

1.5 Value of Study:

Teachers need to know various forms of classroom techniques that can be used to perform a variety of functions and they must be able to choose the most appropriate forms that enable their students to use English in social contexts .In order to teach EFL effectively at various grades of instructions , certain activities are to be added by teachers to the teaching process so as to motivate their learners and enable them to use English communicatively (Rinvouloucri,1984:3).One of the techniques that the researcher suggests for improving students' achievement in EFL is simulation.

Simulation tends to correct the teacher- student asymmetry of conventional classroom and allows the introduction of exactly the type of authentic communication .In other words , there is a move away

from the authority structure of the traditional classroom and students become more active (Watson ,1986:36) .

The use of simulation technique where students are allowed to project themselves into new classroom roles helps to improve active participation and transfer of learning. Simulation offers an excellent opportunity to learn the language .By simulation students can choose any subject from art or music to history and life will be trained in public situation (Hatch,1983:64).Through simulation the attention is drawn to the importance of learners' wishes , feelings , and attitudes in the learning process .Therefore, students must be adapted to such kind of activities which lead them to critical and active thinking (Schumann ,1975: 48).

Hence, the value of the study stems from the significance of :

1- Simulation in offering a lot of opportunities to EFL students to learn language through choosing any subject or situation.

2- Simulation in enabling learners to participate in authentic and active interaction .

3- Encouraging EFL learners to bring to classroom situations of their own skills ,experience, knowledge and to manipulate a given situation or set of data in the class.

4- Giving the opportunity to experience the pleasure of being able to communicate using English language .

5- Theoretically , the findings of this research can be useful for educationalists as well as specialists in knowing about the practical efficiency of simulation in improving students' achievement in English.

6- Such type of study is also expected to have pedagogical implications since its findings would help teachers of English to realize the actual effect of using simulation in teaching students .

7- Practically , teachers of English in the preparatory schools may use the findings of the research as an effort to improve their students' achievement in English.

8- Researchers who have an interest in this topic can refer to this study for a reliable and update sources of information for further studies on related issues .

1.6 Definitions of Basic Terms :

The following is the operational definition of :

1.6.1 Achievement:

Achievement means the extent to which the preparatory schools students have learned the English material and tasks presented to them during the experiment of this study.

1.6.2 Effectiveness :

It means the ability or the degree of success which simulation technique has in improving students' achievement in English .

1.6.3 Technique :

A technique is specific classroom activities implemented by teachers and consistent with the adapted method of teaching .

1.6.4 Simulation Technique :

Simulation refers to the teaching technique which allows learners of EFL to play functional roles into groups and use real life equipments while they are expressing themselves to their peers within classroom setting .

Section Two Theoretical Background

2.1 Simulation Concept :

The first simulation is created in Europe in the late 1970s . It has a common feature: offering small

homogeneous communities which can be called small or micro-world. A simulation activity is one where the learners discuss problems within a defined setting (Clark,2009:82). It usually contains more complex structures and often large groups of 6 to 20 students where the entire group is participating an imaginary situation as a social unit , in order to solve some specific problems (Brown,2001:183).

Simulation activities also interaction activities with various categories of dialogue . One category would be social formulas and dialogues such as, greeting ,introduction , compliments and complaints. They can teach students how to communicate a social situation with the appropriate social niceties .Another category of simulation is a community oriented task where students learn how to cope with shopping ,buying a ticket at a bus station stop or doing something else. This sort of students' communicative participation in community help them in the task of collecting important information .

(Livingstone,1983 :211) has pointed out that ' the main concern for the language teacher is the opportunities role-play and simulation provide . Simulation has many functions and it is also called functional simulation .The function of simulation is to give participants the opportunity to practise talking on a specific role and improving with a specific situation on the assumption that with practice , participants will play their roles more effectively when their classes involving similar skills occur in real life situations .

A simulation activity provides a specific situation within which students can practise various communication skills like asserting oneself , expressing opinions , convincing others ,arguing electing opinions group problem –solving , analyzing situations and so on (smith,1984:63).

(Richards,2001:271) adds that " simulation is individualized activities in the very special sense that allow students to experiment some of the role attributes and potentials which collectively define their individuality."

Simulation can provide a motivating stimulus for language teaching and continually changing scenario for learners to talk about. The main purpose of functional simulation is to develop the negotiation skills of students in specified situations (Jones, 1987:63).

In simulation the individual participants reflect themselves and they usually work in small groups ,with no audience. It gives participants a situation plus a problem or task and they must engage in it and express their ideas and thoughts (Penny,1989:132).

Simulation also termed "global simulation ". It is a script or scenario framework which allows group of learners , up to whole class of about 30 students , to create a universe of an apartment block , a village , an Iceland , a hotel to intimate it with characters interacting with each other and to simulate language functions which are needed within this framework at the same time a thematic place and a universe of communication (Hill,2002:44).

When using global simulation , the whole class is invited to create a factious world within a giving context ,to invent the characters living in this fictitious world and to make them interact .

Global simulation is particularly suited for language tasks that require brainstorming , fact-finding ,exploring and problem solving (ibid). Simulation can substitute for real items which are too big or too small or too complex to be made available in the classroom or learning lab;

non-essential element can be omitted ; models are frequently smaller than the original (Ken,1987:134).

Finally it can be referred to simulation in language learning as " communication " since it is designed to achieve communication reality (Bambrough, 1994:16).

2.2 Simulation Kinds

There are several ways to categorize simulation. Researchers who focus on the nature of participants' roles and interface with the modeled situation, divide simulation into two categories :

1-Experiential and Symbolic: In an experiential simulation, the participants are meant to view themselves as components within a larger changeable situation (Brown,1999:32). An experiential simulation is one in which a participant is placed in a situation that attempts to offer a degree of verisimilitude ,a sense of reality . It can be based upon case study or scenario and include role-playing and activity (psotka,1995:431)

Experiential simulation is a student cooperation in solving task of an authentic environment and real life experience (Maharg,2006:57). It is a social microcosms ,because learners interact with real world scenarios , experiences, feelings, questions ,and concerns associated with their particular role (Gredler,2004: 581).

Symbolic simulation is different from the experiential one .It is more abstracted representation of a system or set of processes (Gredler,1996:521) Symbolic simulation " depict the characteristic of a particular population ,system or process through symbols ... the users performs experiments with the variable that is a part of the program's population" .The participant remains "outside" the simulated environment while exerting control by adding or removing variable and in symbolic simulation , the student functions as a researcher or

investigator and tests his or her conceptual model of the relationships among the variables in the system (Barles,2006:98).

Whony (2001:116) distinguishes between continuous and discrete simulations .In a continuous simulation, the underlying space-time structure as well as the set of possible states of the system is assumed to be continuous.

Allessi & Trollip (2001:76) categorize simulations into two groups according to whether their educational objective is to teach about something or to teach how to do something . The "about something" group can be subdivided into two subcategories ;physical and interactive simulation and the "how to do something " group that can be subdivided into two subcategories ; procedure and situational simulation . In physical simulation a physical object or phenomenon is represented on a screen ,giving the users an opportunity to learn about its underlying principles .One can learn from physical simulation by manipulating the various objects or variables observing how the overall system changes as results .Interactive simulation differs from physical one in the manner in which learners interact with the simulation .The purpose of procedures simulation is to teach a sequence of actions to accomplish some goals . Situational simulation is the least common type of educational simulation perhaps because they are more difficult and expensive to develop ,giving the great complexity of human and organization behaviour (Clark,2009:181).

2.3 Merits of Using Simulation in the Classroom

1- It motivates learners : Simulation activities give learners a chance to be involved in language use (Kozma,1991:22).

Jones (1980:9) states that "A basic reason for simulation is that mistakes are both inevitable and desirable . It is experiential language not programmed language in rehearsed event ."

Simulation encourages motivation because it ensures that communication is purposeful rather than artificial . Participants are involved as they identify with their roles and they have the freedom to choose the meanings they want to express . Because students can bring their background experience into class and make their own decisions ,more interest and excitement is created in learning .

2- It gives opportunity for meaningful practice of language .

Simulation and language are interrelated because simulation involves verbal or nonverbal interaction .However simulation is useful for oral courses where learners learn to voice their opinions and listen to one another (Johnson ,1994:124) . Taylor (1988:35) assert that : " the interconnection and interdependence of ideas help to generate a rich group dialogue."

3- It injects feelings of realism and relevance into the classroom . This makes the language learning more exciting as teachers move away from just using textbook or written material for the practice . Well planning will certainly encourage learners to complete the tasks and as Jones (1982:14) points out, learners may even 'become oblivious to anything that is not directly relevant to simulation experience ' once they get into the task.

4- It can be used as an assessment technique .Oral examination can make use of simulation where students are given different roles to play in groups of four or five and left to interact on their own .The teacher observes and scores the students' performance through a marking scheme (Gibbs,1974:68) .

5- It encourages creativity : Although simulation tasks begin with information given to the learners , it also takes a certain amount of the learners ingenuity to generate their ideas to complete the simulation . The better the learners are, the faster they may arrive at a solution to the problem presented. This provides ample opportunities for creativity on the learners' part (Jones ,1980:23),

6- Integration of skills : a critical feature of a communication methodology must involve what Littewood (1981:17) calls " whole – task practice ", the use of a range of language skills in realistic situation . Simulation provides the opportunity to learn pragmatic skills of using language appropriately, to develop the non verbal components of language ,and to acquire intercultural and interpersonal competence in second language .

7- Active participation : Simulation provides a unique means of encouraging learners to respond actively and participate with their fellows .

Stevick (1976:33-39) has argued that encouraging students to interact with the input is an essential requirement for language acquisition and that is what simulation seeks for .

8- It reduces anxiety : Simulation reduces the stress associated with learning and using new language (Jones,1982:28) .This is due partly to the

shift in classroom roles and partly to the low cost of making errors compared with error sequences in the real-world.

Simulation doesn't only offer a relatively safe environment for making mistakes ,but it also promotes an egalitarian atmosphere because there is no error correction to undermine confidence and divert attention to utterance form (Lin,2008 :82) .

9- It gives students a realistic experience in the classroom . Realistic experiences are essential since they increase motivation .Activities in simulation can accurately portray real life situation ; thereby simulation can provide a realistic context .Bing participated within the simulation, learners become a part of the event and involved in real- life situations where they have to deal with issues to resolve. Therefore ,the situation that they are in not "imaginary world". Also learners in simulation communicate in order to fulfill their duties inherent in functions (Yeonhwan,2006:17).

10- It gives opportunity for fluency development .A tent of communication teaching is that people learn by doing . Fluency is encouraged in simulation because learners are immersed in a language – rich environments where language use is centered on immediate communicative needs . The context requires that language is subordinate to an activity ,and so attention is focused on the situation rather than form , the communication of meaning takes precedence over the practice of language elements such as ,grammar and pronunciation . In simulation , language use is an aspect of communication necessary to perform tasks and not a test of correctness (Allwright,1984:5-2).

According to Johnson (1998:9) simulation refers to " a classroom event which has two essential characteristics :

1- The participants have functional roles like-survivor, journalist ,judge, fashion designer ,prime minister , etc.

2- Sufficient information is provided on an issue or a problem –memos , maps , newspaper items, documents, material to enable the participant to function as a professional .

Simulation is a very important activity in teaching because teachers who are not used to simulation often have difficulty at first in resisting and temptation to interfere in the action in an effort to help participants succeed. Simulation is an experimented learning not a programmed one because mistakes are both inevitable and desirable .It combines the features of a game Competition, co-operation ,rules, players , and incorporation of features of the real world (Thomas,2002:43).

Simulation ,on other hand has more complex learning function that allows student to explore the application of knowledge in more complex and ambiguous situations . For Gredler (1996:16) simulation can be defined by five major characteristic :

1-Simulation is problem – based units of learning that are set in motion by a particular task issue, policy ,crisis or problem . The problems to be addressed by the participants may be either implicit or explicit , depending on the nature of the simulation .

2-The subject matter , setting and issues inherent in the simulation are not textbook problems or questions in which answers are cut- and dried and determined quickly .

3-Participants carry out functions associated with roles and the setting in which they find themselves .

4-The outcomes of the simulation are not determined by chance or luck. Instead , participants experience consequences that follow from their own actions .

5-Participants experience reality of function to the extent that they fulfill their roles conscientiously and in a professional manner , executing all the rights, privileges, and responsibilities associated with the roles .

2.4 Constraints of Using Simulation in the Class

There are several constraints on the use of educational simulation in formal classroom settings .One is that the classroom teacher may not always implement simulation in the manner intended by its designer (Dede,2000,52).

Also students often find inquiry learning difficult therefore, teachers require deep content knowledge and effective teaching strategies to help them through these difficulties . These requirements ,together with practical constraints , such as lack of time and the press of high stakes (since focusing on content knowledge) ,may discourage teachers from using simulation to engage students in inquiry learning .

Another constraint is that schools often lack the technology infrastructure required to support simulation .

Another constraint is posed by current assessment methods . Current high –stakes language do not accurately measures the complex understanding and skills developed by high quality simulation (Quellmalz and Haertel ,2009 :18) .

2.5 Mechanisms and Steps in Simulation

When students play with a useful real – life language use , they can learn and develop ideas about the world .

Simulation helps them build the skills necessary for critical thinking and leadership . It is about how students learn to solve problems and to feel good about their ability to learn (Brown ,1999:204).

The implementation of simulated teaching in the classroom can employ several steps as follows (Chauchan ,1979:122) :

- 1- The teacher should assign all students to practise in the lesson .
- 2- The teacher should prepare the simulated teaching material.
- 3- The teacher should determine the sequence of the group performance .
- 4- The teacher should evaluate the students' performance giving some comments for the students after the performance .
- 5- The teacher should manage the whole process of the students' performance .
- 6- The teacher should do a reflection to the learning activity which is done .

Whereas Thomas (2002 :32) believes that simulation has three steps ; pre-simulation ,during simulation and post simulation.

Pre – simulation is the activities which are taking place before presenting the actual activities as warm – up activities that give background or idea about the subject . During simulation includes the actual activities which must be taught .While post simulation includes the activities which ensure understanding and comprehension of students to the material and maintaining the previous activities . The pre and post

– operative simulations require the intensive use of all of the language micro skills .

(Snow ,1989 :98) suggests that a well – designed simulation is more than just the interaction among the participants .It should be designed to maximize learning during each of the three stages; preparation , interaction, and debriefing .The major activity which takes place at each stage is illustrated as follows :

Stage	Activity
1- preparation necessary simulation	Introduction to the topic and any research or familiarization with simulation
2-Interaction which attempt to	The period of " simulation " during which participants communicate and meet their goals .
3-Debriefing interaction done through assignment	Guided reflection time after the stages is over .This may be group discussion or a written assignment

Robertson (2000:48) adds that each simulation begins with a lesson plan designed to assist the teacher with the preparation and procedures necessary and closes with valuable background information which connects the situation to the language being studied .

The lesson plan for simulation follows this format :

- 1- Title of simulation .
- 2- Topic.

- 3- Objectives.
- 4- Material.
- 5- Procedure.
- 6- Discussion.
- 7- Background (where applicable).
- 8- Follow – up (where applicable) .

Moreover , there are four other areas stand out as essential for maximizing utility of the simulation and related lesson as follows :

1- Readiness :entails several different levels of preparation for both students and instructors .To begin , students' beliefs about media and instruction method can influence how much they learn (Laurel ,1993 :43).

Warm-up exercise is a kind of such stage of preparation. These exercises might lead some students to understand what a simulation can contribute to their own learning . Students must understand how simulation operates , the steps they will expect to take and the time limits imposed in simulation (Robertson,2000:34).

This kind of preparation is to direct students to their tasks and responsibilities in a study course (Campbell&Stanley,1963:78)

Effective education simulation requires that students have specific knowledge about the topic to participate in .

2- Role : This area involves ensuring that students develop some prior understanding of the various perspective that simulation calls for , their own roles and those of others .The role stage can often be the most awkward part of simulation. Students will be very familiar with the general idea of real playing . Helping students meet the challenge of playing a role is the charge of both simulation and instructor (Laurel,1993:68).

3- Reaction : This area defines the space of simulation .If students are well prepared , the reaction stage is often the most fun and satisfying part of the simulation for students ,but it can be the most difficult stage for the instructor in how to use this new technique.

During simulation , instructors must adopt several roles that can be their main role as teachers and can often be contradictory . The instructor or simulation administrator sets the parameters of the role for the students .However , once the simulation is started, the instructor must carefully choose how to manage simulation .If the (chief) learning goal is to help students understand the role of the context itself, instructor's intervention is important . The teacher can participate in the class as a "guide on the side" anticipating students reactions and offering instruction and insight when necessary .

This kind of instructor's participation can help students come to terms with features of the role and complexities of decisions .

(Baker et al ,1994:68) .

The instructor should play the role of a facilitator or manager who works by questioning ,counseling and encouraging without telling students how to behave . To do this effectively often requires the teacher to be an unobtrusive monitor of students' needs , feelings and frustrations . Alternatively , if the goal is to let students immerse themselves in the role and gain insight through reflection after the simulation , instructors need to allow students to act and react based on their prior knowledge and the situation and thus avoid leading or guiding students into making the proper decision .

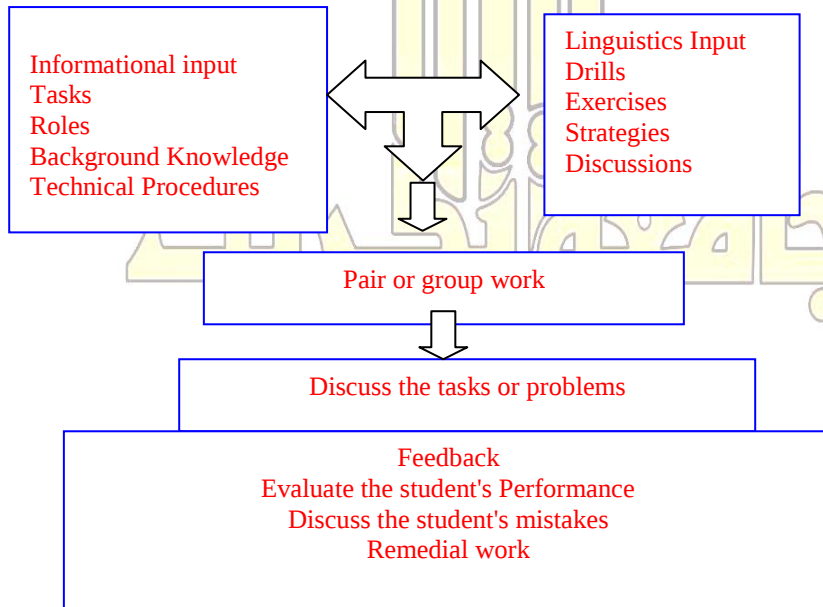
If simulation is run over several classes periods or completed by students outside of class ,it can be helpful

to give students ten minutes at the end of class to discuss problems and issues with the simulation , students should be encouraged to keep journals or logs recording their feelings and experiences (ibid) .

4- Reflection: It is an essential part of every cognitive learning theory . It offers students away to understand what they have learned , share it with others ,and apply it to other situations and their lives .It is at this point that students become aware of the fullest range of the consequences of their behaviours in the simulation . They get to raise their awareness of what they did, why they did it and often how and where they did affect simulation outcomes (lederman,1984,415).

The reflection stage is often the most critical for students (Bound and walker,1991:213).It is the time they have to step back from their experience and think ,question ,write, share, connect, and apply what they have learned (Thatcher ,1990,262) .

Also simulation technique contains the following steps when achieving its procedure :



Section Three Procedures

3.1 Experimental Design :

According to Christensen (1980:35) the term "experiment" refers to an objective observation of a phenomenon which is made to occur in strictly controlled situation in which one more factor is varied and the others are kept constant .

The term "design" on the other hand ,refers to the outline plan ,or strategy conceived in an attempt to obtain an answer to the research questions .Hence , it is crucial that the design should be an appropriate one as it determines the possibility of obtaining valid ,objective and accurate answer to research questions (ibid:158).

The "experimental design " can be defined as the name given to the type of educational research in which the investigator controls the educative factors to which a learner or a group of learners is subjected during the period of inquiry and observes the resulting achievement (Good et al ,1941:485). In order to achieve the aim of this study the Possttest only Control Group design is adopted as shown in figure (2).This design should include the following steps :

- 1-Selecting two groups of students , at random and assigning them to experiment and control groups .
- 2-Administrating the independent variable (teaching English through simulation) only to the experimental group .
- 3-Teaching the control group the same English material as presented in the Teacher's Book (without simulation) .
- 4-Post-testing both groups of students ,so that the type of the experimental design implemented in this

study is called the " Posttest Only Control Group Design ".



Figure (2)

The Posttest Only Control Group Design

This design is better than some other designs because no interaction effect of pretesting and treatment can occur .In this design ,only the experimental group receives the independent variable .After that ,the two groups are tested and their scores are compared to ascertain the effect of the independent variable .If the experimental group scores are greater than those of the control group ,the difference is attributed to the treatment variable effect (Issac and Michal,1977:42) .

3.2 Population and Sampling :

The population of this study includes all the secondary schools for girls and boys in the city of Tikrit during the academic year 2011-2012 .The total number of these school is fourteen* as shown in Appendix (A). Al-Khansa'a Preparatory School For Girls is randomly selected to be involved in the experiment of this study. The fourth class includes twenty-five girls grouped into two sections, namely , A and B .Section A includes twenty-four girls and

section B includes twenty-eight girls .One subject is excluded from the experimental group and one from the control group because they are repeaters .Therefore , the final number is fifty,as shown in table 1 .

* This piece of information is taken from the General Directorate of Education in Salaheldeen Governorate.

Table (1)
The Sample of the Study

Group	Section	Original number of Student	Number of Repeaters	Final Number
Experimental	B	28	1	27
Control	A	24	1	23
Total		52	2	50

3.4 Instructional Material:

The instructional material of this study includes units 3 and 4 of (Book8) Iraq opportunities .These units are selected according to their sequence in Book 8 which should be taught during the period of conducting the experimental part of this study and according to the weekly plans given in appendix (B) . The instruction of the two groups started in February 19th ,2012 and lasted for ten weeks ,i.e. the experiment is ended on May 1st ,2012. .Within each unit there are different sub-topics which provide variety and at the same time explore the unit theme in depth .

Each unit aims at teaching :

- 1- Grammar through reading comprehension passages (grammar focus).

- 2- Listening and speaking and grammar through listening to phone conversation , documentaries and songs (skill focus).
- 3- Writing and speaking through communication workshops
- 4- New vocabulary (mini-dictionary).
- 5- Grammar through language problem solving.
- 6- literature .

The researcher , herself has taught the same units to the two groups of students. The experimental group is taught by adopting simulation technique as described in 3.4.1. Whereas the control group is taught without using simulation and as described in 3.4.2.

3.5 Instrument of the Study:

In order to collect the necessary information concerning the effectiveness of simulation technique in teaching EFL , an achievement test has been constructed in the light of the contents and behavioural objectives of the instructional material .The achievement test is subdivided into written and oral tests as follows:

3.5.1 The Written Achievement Test WAT:

An achievement test has been constructed in the light of the contents and behavioural objectives of the instructional material .Hence ,the written achievement test (WAT, for short) in its final form consists of seven different questions and each of these questions consists of two subdivisions ; A and B, according to the specified contents and behaviours stated in table (5) .

The first question, section A is about writing four lines from Blake poem. Section B consists of five items related to poetry .Question 2, section A consists of five sentences with blanks about telephone making suggestion .Section B consists of five words to be determined whether they are accountable or



uncountable. Question 3 section A consists of three sentences with blanks and filling it with the suitable writer of virtual reality. Section B consists of five words and completing it with suitable completion. The fourth question section A is about matching five words with its synonyms. Section B consists of five sentences with blanks and filling it with the correct verbs.

The fifth question section A consists of five sentences with blanks to be filled it with the suitable words. Section B is about matching questions with its suitable response. The sixth question is about completing sentences with the correct alternative. Section B is about writing the number of questions in column A that goes with the correct answer in column B. The seventh question section A is about completing the sentences with the correct verb of "going to", "will" or "won't". Section B includes sentences to be completed with "another – other – the other – second – both – neither – all) as shown in Appendix (C).

Table (5)
The Specifications of the Contents and Behaviours
Of the Written Achievement Test (WAT)

No. of Item	Contents	Behaviours	Score
1-5	Literature spot	To name the poem writer and four lines of the poem.	5
6-10	Literature spot	To answer the given questions	5
11-15	Suggestions	To make suggestion by writing the appropriate expressions	5
16-20	Countable and uncountable words	To put C in front of the countable words and U in front of the uncountable ones.	5
21-25	Writers of virtual reality	To fill in the blanks with a suitable writer of virtual reality	5
26-30	Key words	To complete the words with a suitable completion.	5

31-35	Internet words definitions	To match between the number of internet words and the letters of the items	5
36-45	Verbs	To fill in the blanks with the correct verbs	5
46-50	vocabularies memorization	Completing the sentences with the correct vocabularies	5
51-56	grammatical structures	Using the correct grammatical structures through matching the questions with the best responses	5
56-60	adjectives and adverbs	To complete the sentences with the correct alternatives (adjectives or adverbs).	5
61-65	Questions related to reading comprehension passage	To write the number of the question in column A that goes with the correct answer in column B	5
66-69	Futures Words	To complete the sentences with the correct forms of "going to", "will", or "won't"	5
69-74	another ,other, the other, second ,both, neither, all	To complete the sentences with (another –other-the other-second-both-neither-all)	5

3.5.2 The Oral Achievement Test :

The researcher has also constructed an oral achievement test (OAT, for short) which includes two questions as shown in Appendix (D). The first question consists of a paragraph and five related items . Testees are required to read a paragraph and do the five items orally . The second question includes a recorded dialogue with three items . Testees listen to the two roles of the dialogue and do the related items also orally.

3.5.3 Scoring Scheme of the Achievement Test:

Concerning the WAT , Testees' responses are scored out of seventy . One mark is specified to each correct response on each item or blank of the test ,as it has been illustrated in table (5).

Concerning the OAT , testees' responses are assessed in terms of Harris's typical scale (1996:84)in other words , those responses are assessed in terms of

" grammar , vocabulary , fluency , comprehension and pronunciation . A new component is added this component measures the ability to respond to the scoring rating scale .The student who could not respond to five questions or more gets one mark , as shown in table (6).

Table (6)
The Scale of Assessing Oral Achievement of the Subjects

Component	Marks	Qualities
Grammar	5	She makes no grammatical errors.
	4	She makes one grammatical error, which does not, however, obscure meaning.
	3	She makes frequent grammatical errors which occasionally obscure meaning.
	2	She makes grammatical errors, which make comprehension difficult.
	1	She makes grammatical errors, which are so severe as to make speech.
Vocabulary	5	She makes her speech fluent and effortless.
	4	She sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	She frequently use wrong words, her conversation is somewhat limited because of inadequate vocabulary.



	2	If her misuse of words and very limited vocabulary make comprehension difficult.
	1	If she makes vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	She makes her speech fluent and effortless.
	4	She makes the speed of her speech seems to be slightly affected by language problems.
	3	She makes her speed and fluency are rather strongly affected by language problems.
	2	She is usually hesitant and sometimes forced in to silence by language limitations.
	1	She makes her speech so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	She understands everything without difficulty.
	4	She understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	She understands most of what is said at slower than normal speed with repetitions.
	2	If she has great difficulty following what it said.
	1	If she cannot understand simple conversational English.
Pronunciation	5	Her pronunciation is satisfactory.

	4	Pronunciation problems necessitate concentrated.
	3	She occasionally leads to misunderstanding.
	2	She is very hard to understand because of pronunciation problems.
	1	She is frequently asked to repeat.
Ability to Respond	5	She makes all the necessary responses.
	4	She fails to respond in one case.
	3	She fails to respond into two cases.
	2	She fails to make the proper response in three instances.
	1	She rarely makes the expected response.

The students' responses are evaluated by scoring the students' total answers on each item . every component has been given five marks and since the scale consists of six components , so the items of the test are scored out of 30 ; the highest mark is 30 while the lowest mark is 6

3.6 Test Validity:

According to (Hughes :1989) a test is said to be valid if it measures what the tester wants or intends to measure .Validity of the test means what precisely does the test measure (Harris,1969:68).Madsen (1983:38) indicates that " a valid test is the one that in fact measures what it claims to be measuring ".Validity of the test also is the activity that gathers evidence to decide if the test is appropriate for a particular purpose or not (Fletcher,2003:44).

Face validity of the test (oral and written) has been ensured by exposing the test tasks and behaviours to a jury of specialists(see Appendix E).The jurors are requested to include their remarks and suggestions about the suitability of the test for the sample of this study. The notes are discussed with them and their directions and modifications are considered before putting the test in its final form . All jurors have agreed upon the validity of the test and its suitability for the testees.

3.7 Test Reliability :

Reliability is one of the basic criteria for any test .It can be defined as the accuracy and consistency of the instrument (Pumfrey,1977:50) .Oller (1979:4) states that reliability provides consistency which secures validity and indicates how much confidence we can place in our results. Reliability has to do with stability of scores for the same individuals (Lado,1961:330).

The method used in this study is called by Alderson et al (1995:135) 'Routine double marking' .In this type, the scoring process is taken place by two scorers / rates .The testees' responses on the test (written and oral) are scored by the researcher and another scorer* and yielded reliability coefficient of 0.89This means that the test is suitable for application due to the fact that reliability coefficient of a test would be enough and acceptable if it



is not less than 0.50 (Nunnally ,1972:266). (See appendix F).

* The scorer was Lamees Rushdi , the teacher of English in Al-Khansa'a Preparatory School for Girls.

3.8 Pilot Administration of the Test :

It is a common practice that data collection instruments should be tried out before they are finally administrated (Klein ,1974:129). After achieving the content and face validity, the test (oral and written) has been administrated to a sample of twenty students from Al-Aqeeda Secondary School for Girls

The aim of the pilot administration is to:

- 1-Secure the clarity of the test items and instructions.
- 2-Analyze the test items to find out the difficulty level and discrimination power of each item .
- 3- Determine the average time required for the students to finish the whole test.
- 4-Determine the reliability of the test .

The pilot study is carried out on the 20th of April 2012 .The findings of pilot administration have indicated that the instructions of the test items are clear to testees and the average time required for all testees to do the written questions ranges between 50-60 and between 10-15 minutes for each testee of the oral questions.

3.9. Item Analysis:

The process of tests item analysis means : " checking responses constructed by all students for each item included in the test " (Oliva,1988:15) . The aim of item analysis is to reveal the difficulty and easiness level of each item and to make the necessary modification or reformulate it and exclude the unsuitable one.

After scoring the test papers of the pilot study ,the testees' total scores have been ranked from the highest to the lowest in order to select the 27% of the highest scores to be put in one group (those represent an upper group) and 27% of the lowest scores to be put in the other group (those represent the lower group). This process is done in order to obtain the difficulty level as well as the discrimination power of the test items.

3.9.1 Difficulty Level (DL):

It is also called item facility; "it is a measure of the ease of a test items .The difficulty level has to do with how easy or difficult an item is from the view point of the group of students or examinees taking the test of which that item is a part " (Mosuavi,1999:193).

The DL level refers to the percentage of the examinees who passed the test .It is calculated by determining the percentage of students who answered the item correctly divided by the total number of students .The aim behind this procedure is to select the items whose difficulty is suitable to students' level (Madsen,1983:182).

After scoring the papers ,testees' scores have been arranged from the highest to the lowest. An upper group consisting of 50 percent of the total group and lower comprising 50 percent of papers from those who received the lowest scores have been separated .

This percentage is considered the best proportion for use in item analysis .It is convenient and statically defensible to consider "good" students those whose scores place them in the upper 50 percent of the total group and to consider "poor" students those whose scores place them in the lower 50 percent of the total

group (ibid).By applying the formula of item difficulty ,it has been found that the DL of the test items ranges between 0.31 and 0.76 percent which is considered a suitable DL .Bloom et al (1981:95) states that " a good spread of results can be obtained if the average difficulty of the items is around 50 to 60 percent and items vary in difficulty from 20 to 80 percent". (See appendix G).

The following formula has been used for estimating the DL of each item:

$$DL = \frac{HC+LC}{N}$$

Where

DL= difficulty level.

HC = the number of testees in the upper group who answer the item correctly .

LC=The number of the testees in the lower group who answer the item correctly .

N=the total number of testees.

(Vattle,1977:38).

3.9.2 Discrimination Power (DP):

As well as knowing how difficult an item is ,it is important to know how well it distinguishes between students at different levels of ability (Alderson et al,1995:81).

After the applications of a certain discrimination formula especially intended for subjective test items ,it is found that the DP ranges between 0.32 and 0.73 percent. Ebel (1972:329) believes that when the obtained DP of an item is 0.30 and above ,the item is acceptable .If the item discrimination is less than 0.30 ,the item is weak .Therefore, the items have a satisfactory and acceptable DP. (See appendix G).

$$DP = \frac{RU-RL}{1/2T}$$

Where :



RU = The number of the testees in the upper group (who got items right).

RL= The number of the testees in the lower group (who got items right).

(Gronlund,1990:211).

3.10 Final Administration of the Achievement Test :

After the constructed test has met the requirements of validity and reliability , it has been applied to the included sample of fifty students who are seated in two separated classrooms , A and B.

3.10.1 Final Administration of the Written Test:

The WAT has been administrated on the 1st of May 2012 during the first lesson of that day. The researcher has explained the instructions of the test to the students and told them that the time for conducting the test is limited .Later on ,the answer –sheets are collected to be scored .

3.10.2 Final Administration of the Oral Test:

The OAT administrated on the 2nd May 2012 and lasted for ten days till 10th May 2012 . The researcher has asked each testee to read a passage and answer a group of questions and then listen to a dialogue and answer a related questions.

The tasks of the OAT were administrated individually to the selected sample of the 50 students involved in this study . Each testee is presented with the necessary instructions required to implement a task. The testee is asked to respond orally to the presented items . All the testees' responses have been recorded on CD to help the consistency of the test.

Section Four

Analysis of Data and Discussion of Results

4.1 Analysis of Data :

In order to verify the above mentioned hypotheses ,subjects' scores of the two groups of students (experimental and control groups) on the achievement test (written and oral) have been analyzed and compared as follows:

4.1.1 Comparison of the Mid-Year and final Test Scores of the Control Group .

From Table (7) the mean scores of the control group in the mid-year exam is 69.043 whereas in the post-test it is 69.869. The t-test formula for the two dependent samples is used to show if there is any significant difference between the scores of the control group in mid-year test and those of the post-test.

The t- calculated value is 0.44 and the tabulated t-value is 2.080 at 0.05 level of significance and 21 degree of freedom which indicates that there is no significant difference between the achievement of the control group on the two tests . This means that the first hypothesis is accepted .

Table (7)

Means , Standard Deviation , t –value of the Mid – Year and the Post-test scores of the Control Group.

Variable Test	Student no.	Mean	SD	D F	Level of Significance	t .value	
Mid- year Test	23	69.043	2.45	21	0.5	CT	TV
Post-Test		69.869				0.44	2.080

4.1.2 Comparison between the Mid – Year and final Test Scores of the Experimental Group:

From Table (8) the mean scores of the experimental group in the mid – year test is found to be 69.538 , Whereas in the post test it is found to be 73.30 . The t-test formula for two dependent samples is also used to show if there is any significant difference between the scores of the experimental group in the mid – year and the post tests. The calculated t -value is found to be 5.09 and the tabulated value is 2.064 at 0.05 level of significance, and 25 degree of freedom which indicates that there is a significant difference between the two types of scores and in favour of the post –test . This statistical difference could be attributed to the influence of simulation technique in upgrading students' achievement in English . Hence , the second hypothesis is rejected.

Table (8)

Means , Standard Deviation , t –value on the Mid – Year test and Post-Test Scores of the Experimental Group .

Variable Test	Student no.	Mean	SD	D F	Level of Significance	T –value	
Mid-year		69.538				CT	Tabulated T
Post	27	73.307	2.05	25	0.5	5.09	2.064

4.1.3 Comparison between the final Test Scores of both Experimental and Control groups :

By comparing the mean scores on the post test of the experimental group which is found to be 73.307 with that of the control group, which is found to be 69.869, the T – test formula is used to find out if there is any significant difference between the mean scores of the two groups. The t – calculated value is found to be 2.07 at the level of significance 0.05 and 48 degrees of freedom as shown in table (9). This indicates that there is a significant difference between the two groups and in favour of the experimental group , i.e. the achievement of the experimental group who are taught according to simulation technique is higher than the achievement of the control group who are taught without simulation. Accordingly, using simulation in teaching English has an effective role in improving students' achievement .Therefore, the third hypothesis is rejected.

Table (9)

Means , Standard Derivation , and t – value of the Post test Scores of the Experimental and Control Groups .

Variable test	Student no.	Mean	SD	t .value	
Experimental	27	73.30	5.43	CT	TV
Control	23	69.86	5.92	2.07	2.00

4.2 Discussion of the Results :

From the analysis of the collected data, it is found that the mean scores of the experimental group is 71.15 which is higher than the mean scores of the control group that is found to be 67.307.

This indicates that students' achievement of the experimental group is better than that of the control group. It can be concluded that this experiment turned out to demonstrate significantly more learning effect for simulation technique. This can be interpreted to mean that those taught English by using

simulation are more successful than those taught English without it. The findings are in favour of using simulation technique in teaching EFL for preparatory grade students.

The obtained results of the conducted experiment may due to the following reasons:

1-With the applications of simulation technique, the instructional material offers an opportunities for students to express their ideas, thoughts and experience.

2-Simulation gives students an opportunity to make a personal use of language items that has been presented to them without the direct control of the teacher.

3-It is found that simulation is an enjoyable technique which enables students to learn English through enjoyment.

4-Students who simulate English activities feel happy because they achieve the main tasks of the lesson.

5-The students have opportunities for using a variety of instructional processes such as brainstorming, discussion, question and answer .

Section Five

Conclusions , Recommendations , Suggestions for further studies

5.1 Conclusions :

The present study in both of its theoretical and practical aspects has led to the following conclusions :

1- Simulation has an effective role in improving students' achievement in English

2- Language teaching can be an interesting process when teachers make the effort to explore a variety of classroom techniques available for exploitation.

3- With simulation , English classes can become more lively, more challenging and much more rewarding.

4- Simulation technique for language learning provides students with realistic environment in which

they can develop a range of communicative and interactive skills.

5- Simulation could be employed by teachers for encouraging students' actual interaction with English lesson activities.

6- Simulation is an example of meaningful interactivity. Such kind of application allows teachers of English to manipulate input variable and view the results of their action.

5.2 Recommendations

On the basis of the findings and conclusions of the study, the researcher recommend the following pedagogical implications:

1-Teachers of preparatory schools should be trained well on how to employ a variety of teaching techniques, specially simulation, in their process of teaching EFL .

2-Teachers of English should be trained on the procedures of implementing simulation inside classroom settings.

3- Enjoyable ,authentic materials and real life situations should be intensively practised by students mostly, in order to encourage them to study EFL and often to break the routine of learning English ,and that can be introduced by using simulation technique

4- Some lesson activities could be done with the sense of competition by using simulation to encourage meaningful use of English .

5- EFL teachers must focus on developing students' capacities for analyzing and problem-solving, rather than passively learn English material .

6- In order to teach EFL effectively at preparatory grades of instructions ,certain activities are to be added by teachers to the teaching process so as to motivate

their learners and enable them to use English communicatively

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Names of Secondary and Preparatory Schools in Tikrit City.

No.	School name	Location
1.	Al- Aqeda Secondary School for Girls.	Al- Baath street.
2.	Al- Mogyra Secondary School for Boys.	Al- Baath street.
3.	Al- Khansa'a Preparatory School for Girls.	Hay. Al- Asry.
4.	Al- Forqan Secondary School for Boys.	Hay. Al- Asry.
5.	Al- Motawara Secondary School for Girls.	40 th Street.
6.	Al- Motawara Secondary School for Boys.	40 th Street.
7.	Al- Motawara Secondary School for Girl.	40 th Street.
8.	Al- Barody Secondary School for Girls.	Al- Qadesya.
9.	Maysalon Secondary School for Girls.	Al- Qadesya.
10.	Al- Bayan Secondary School for Girls.	Al- Zohor.
11.	Omar Ibn Jondob Secondary School for Boys.	Al- Qadesya.
12.	Al- Hawra'a Secondary School for Girls.	Al- Zohor.
13.	Ibn Al-Mo'tam Secondary School for Boys.	Al- Qadesya.
14.	Al- Mostansrya Secondary School for Girls.	Al- Qadesya.