أثر تقنية "الكرسي الساخن" على أداء طلبة المدارس المتوسطة العراقيين

دارسي اللغة الإنجليزية لغة أجنبية في المفردات

أسعد عبد المحسن عبد الوهاب

مدرس مساعد / ماجستير طرائق تدريس اللغة الإنجليزية

مدرس اللغة الإنجليزية / إعدادية الإقتدار للبنين

المديرية العامة لتربية كربلاء

The Effect of Hot Seat Technique on Iraqi EFL Intermediate School Students' Performance in Vocabulary

Asaad Abdul Muhsin Abdul Wahhab
Assist. Inst/M.A. Methods of Teaching English
Teacher of English / Al-Iqtidar Preparatory School for boys
The General Directorate for Education in Karbala
Asaad_mohsin@karbala.edu.iq
asaadabdulmohsin@gmail.com

ABSTRACT

Vocabulary has an essential role in teaching and learning English as a foreign language. Learning vocabulary is considered as the first step in teaching and learning the foreign language. However, the lack of vocabulary hinders learner' communication using English since vocabulary is regarded one of the most important language components that link the four learners' skills all together. So, EFL learners should be able to acquire adequate numbers of words and retain those, that they have learned before, to achieve effective communication that is the main aim behind teaching/ learning English. However, in Iraqi EFL classrooms, there are great problems and difficulties facing both teachers of English and their learners in teaching and learning vocabulary. A number of effective techniques are advised to be adopted by the teachers in teaching vocabulary. Hot Seat is seen as an efficient technique to teach vocabulary. It is not only teaching technique, but it is, also, one of fun and interesting language guess-

ing games. This study aims at investigating the effect of Hot Seat technique on Iraqi EFL intermediate school students' performance in vocabulary This aim is achieved by the following null hypothesis which states that there is no statistically significant difference between the mean score of the performance of the experimental group students who are taught vocabulary by Hot Seat technique and that of the control group students who are taught vocabulary by the traditional technique in the vocabulary post-test. The study is limited to the students of the first intermediate class in the city of Kerbala during the academic year 2018-2019. The results prove that there is a statistically significant difference between the mean scores of the performance of the experimental group students who are taught vocabulary by Hot Seat technique and that of the control group students who are taught vocabulary by the traditional technique in the vocabulary post-test in favor of the experimental group. Based on the above result, some conclusions, pedagogical recommendations and a number of further proposed studied have been put forward.

Key words : Hot Seat. vocabulary**.** technique.

مستخلص البحث

تلعب المفردات دورًا حيويًا في تدريس وتعلم اللغة الإنجليزية كلغة أجنبية. تعلم المفردات هو الخطوة الأولى في تدريس وتعلم اللغة الأجنبية. وعليه ، فإن نقص المفردات يعيق تواصل المتعلم باستخدام اللغة الإنجليزية لأن المفردات هي أحد أهم العناصر التي تربط المهارات الأربع ؛ الاستماع والتحدث والقراءة والكتابة معًا. لذلك ، يجب أن يكون متعلمي اللغة الإنجليزية كلغة أجنبية قادرين على اكتساب عدد كافٍ من الكلمات واسترجاع تلك التي تعلّموها سابقا، لتحقيق التواصل الفعال الذي يعد الهدف الرئيسي وراء تعلم اللغة الإنجليزية. ومع ذلك ، في الصفوف العراقية التي تُدَرس فيها اللغة الإنجليزية كلغة أجنبية، هناك مشاكل وصعوبات كبيرة تواجه كل من

مدرسي اللغة الإنجليزية ومتعلّميهم في عملية تدريس وتعلم المفردات. يُنصح المدرس بتبني عدد من الأساليب الفعالة في تدريس المفردات. (الكرسي الساخن) هي واحدة من أكثر التقنيات كفاءة في تدريس المفردات. إنها ليست تقنية تعليمية فقط ، ولكنها أيضًا هي واحدة من اللّعب اللغوية الممتعة والمثيرة المبنيّة. تهدف الدراسة الحالية إلى التحقق من تأثير تقنية المقعد الساخن على أداء طلاب المدارس المتوسطة العراقية في اللغة الإنجليزية كلغة أجنبية في مفردات اللغة ، ويتحقق هذا الهدف من خلال الفرضية الصفرية التالية والتي تنص على عدم وجود فرق دال إحصائياً بين متوسط درجات أداء الاختبار مجموعة الطلاب الذين يتم تدريسهم المفردات بواسطة تقنية المقعد الساخن وتلك الخاصة بطلاب المجموعة الضابطة الذين يتم تدريسهم المفردات بالطريقة التقليدية في الاختبار البعدي في المفردات. تثبت النتائج أن هناك فرقًا إحصائيًا في الدلالة بين متوسطات درجات أداء طلاب المجموعة التجريبية الذين يتم تدريسهم بواسطة تقنية (الكرسي الساخن) وأداء طلاب المجموعة الضابطة الذين يتم تدريسهم بواسطة التقنية التقليدية في الاختبار البعدي في المفردات لصالح المجموعة التجريبية. بناءً على النتائج ، تم تقديم بعض الاستنتاجات والتوصيات التربوية وعدد من الدراسات المقترحة.

الكلمات المفتاحية: الكرسي الساخن، المفردات، التقنية.

SECTION ONE
The Introduction

1.1 The problem and its Significant

To learn a language, there are a number of elements to bemastered by the learners such as vocabulary, pronunciation, spelling, grammar..etc. Vocabulary is the first component to be acquired by the language learners since learning pronunciation, spelling and grammar will be fruitless unless vocabulary is mastered. Also, learning vocabulary has an essential position in learning a language because communication cannot be achieved without vocabulary. The four skills; listening, speaking, reading and writing cannot be mastered effectively unless there are adequate number of words acquired previously (Napa, 1991: 35).

In learning a foreign language, Stepherd (1973: 39) sees that vocabulary has a significant position in language development. Teaching vocabulary aims at enabling learners to communicate efficiently using the foreign language. Accordingly, mastering English as a foreign language needs to master on its vocabulary which has a fundamental position in learning as it is seen as prerequisite knowledge towards learning English through mastering the four skills.

However, EFL learners neither have enough vocabulary nor have acquired enough mastery to comprehend and use the words in contexts. Those learners face difficulties in retrieving the words they have learned before. Also, they are unable to implement the words have been acquired before in their oral and written communication to express their ideas, feelings and opinions (Juliharti, 2016: 9). So, the main role of the teachers is to enable their students to recycle the words have been leaned

before to use them in new contexts and to comprehend written and spoken contexts. Retrieving vocabulary refers to the learners' ability to remember the words they have learned before using them again in new communications. Accordingly, teachers are required to adopt the effective techniques that facilitate the process of retaining vocabulary. Language guessing games are effective techniques to achieve this aim (Shabrina, 2018: 2-3).

Although learners have spent a number of years studying English, they struggle in the process of communication because of getting inadequate number of words. Astia (2015: 2) points to some factors that lead to this problem. The learners' inability to memorize the words they have learned before is the first factor that leads to the lack of vocabulary. Also, lack of vocabulary can be as a result of little interest and motivation in learning English. Nickols (2006: 1) adds that the traditional techniques and strategies adopted in teaching vocabulary create obstacles, difficulties and boring atmosphere that hinder acquiring and retrieving vocabulary. So, teachers are advised not to limit themselves to apply these traditional techniques and strategies in teaching vocabulary. Instead, they should adopt the effective ones to develop their learners' level in learning and recycling vocabulary. Hot seat technique, which is one of language guessing games, is a good example of these techniques.

According to Linse (2005: 120), students think that learning vocabulary can be achieved though getting a sheet of paper for writing lists of new words with their meanings to be memorized without having any idea about the uses of these words in different contexts. After a short period of time, learners find that this procedure does not

satisfy them because they are unable to remember the meanings of these words when they come in a context. Furthermore, the process of memorization is boring and tiring. In fact, learning vocabulary is a cumulative process when the meanings of the words are enriched and established where the words appear in various contexts.

According to the experience of the researcher who has been teaching English for more than twenty years in the secondary schools, he can remark some difficulties that hinder learning vocabulary in Iraqi EFL classes. First of all, the ineffective traditional techniques adopted by Iraqi EFL teachers in teaching vocabulary are unable to get successful vocabulary acquisition. So, learners feel hopeless in retrieving vocabulary, and then they fail to communicate efficiently.

In every lesson, some teachers supply their learners with a list of new isolated words with their meanings to be written in their notebooks for memorization. The students need their teachers to give them the pronunciation, derivations, synonyms, antonyms and the grammatical category of the words as well as a number of examples where these words come in.

Some learners try to focus on just the meanings of the new words that appear in their textbooks. Their teachers neither urge them to search for further meanings and synonyms for those words nor give them more examples to explain the multiple meanings for every word according to the contexts that word appears in.

Finally, Iraqi EFL teachers are invited to adopt more effective techniques in teaching vocabulary to enable their learner to achieve successful communication which is the main aim behind teaching and learning English.

Hot seat is one of the efficient techniques adopted by a number of studies in teaching vocabulary. It is a language guessing game need the learner, who is on the "hot seat" placed in front of the class, to guess the correct word presented by the teacher through their classmates' clues. This technique is very interesting and offers learners rich opportunities to retain words and learn new ones effectively (Shabrina, 2018: 2-3).

1.2 Aim

The aim of the present study is to empirically investigate the effect of Hot Seat technique on Iraqi EFL intermediate school students' performance in vocabulary.

1.3 Hypothesis

It is hypothesized that there is no statistically difference between the mean score of vocabulary performance of the experimental group students who are taught vocabulary by Hot Seat technique

and that vocabulary performance of the control group students who are taught vocabulary by the traditional technique in the vocabulary post-test.

1.4 Limits

1-The study is limited to the students of the first class intermediate school in Kerbala during the academic year 2018-2019.

2-The sample of the material is limited to teaching vocabulary in the last four units of (English for Iraq-first intermediate class by O'Neill, Terry and Peter Snow, 2014)

1.5 Value

Teachers of English in the secondary and primary classes can make use of the present study in teaching vocabulary. Also, this study can be adopted for teaching speaking skills in all the stages.

Moreover, this study are fruitful for the students in all the stages to develop learning vocabulary as well as speaking skills.

Furthermore, the supervisors of English can make use of this study to guide the teacher of English to adopt this technique in teaching vocabulary for its effectiveness in teaching.

Finally, the present study can utilize organizers of in-service-training courses in English to develop teaching vocabulary in Iraqi secondary and primary schools through using Hot Seat technique.

1.6 Definition of Basic Terms

The following terms have been defined theoretically and operationally:

1.6.1 Hot Seat

Hot seat is defined as a vocabulary game implemented by learners team. A learner tries to communicate a word written by a teacher on a board. Through the team-mates' clues without revealing the actual word, the learner sitting on the "hot seat" should guess the correct word (National Professional Development Programm, 1996: 5).

Utami (2015: 4) defines Hot Seat technique as a "challenging game because in this game, each team should compete to guess as many teacher's words as possible within a limited time so that they can win the game".

Operationally, Hot Seat technique can be defined as a language guessing games vocabulary and learn new words. It is implemented through team work. This technique needs the learner who is on the "hot seat" placed in front of the class to guess the teacher's word through his/ her classmates' clues without telling him/ her the correct word.

Writing is one of the four skills –LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function

Writing is one of the four skills –LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function

Writing is one of the four skills –LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function

1.6.2 Vocabulary

Hornby (1995: 1331) defines vocabulary as it is a total number of words making up a language according to the rules of words combination.

Richards and Schmidt (2002: 580) present another definition of vocabulary stating that vocabulary is a group of lexeme that includes single words, compound words and idioms.

Vocabulary is defined operationally as the amount of the words the individual has acquired and realized their meaning to be able to comprehend and send written and oral messages.

1.6.3   Technique

Cobuid (1987: 1501) states that technique is "a particular procedure of doing an activity, usually a procedure that involves practical skills".

The operational definition of technique is the practical procedures adopted by teachers in presenting the activities to facilitate their students' learning.

 SECTION TWO
Hot Seat Technique and The Concept of Vocabulary

2.0   Preliminary Notes

This section presents the definition of vocabulary, its importance in communication, its classification and some procedures that enable learners to master on vocabulary. Also, this section shows the role of language games in teaching vocabulary.

Then, this section shows the concept of Hot Seat technique and discusses its importance and implementation in teaching vocabulary. This section, finally, sheds the light on the previous studies that tackle such topic.

2.1   Definition of Vocabulary

Richards and Renandya (2002: 255) define vocabulary as the main element of language proficiency providing the most important basis to enable learners to listen and speak well also to read and write effectively. Richards and Schmidt (2002: 580) argue that vocabulary is one of the most important component in learning language. It maintains all the information concerning the use and meaning of the words in language. Shabrina (2018: 16) sees vocabulary as words used by the language users for communication. Dupuis et al. (1989: 67) state that the term of vocabulary refers to the words and phrases that label the parts of material to be acquired by the students for its necessary implementing in talking and writing. Jack (2001: 4) discusses that vocabulary is one of the most important components of a specific language. Also, it is one of the first elements that attract applied linguists' attention. Astia (2015: 7) claims that vocabulary is a series of words acquired by a child to be a part of his/ her understanding, speaking, and later on reading and writing knowledge. Ur (1996: 42) sees that vocabulary is a great part of knowledge about a series of words implemented by language users. In another page of the same reference, Ur presents a rough definition for vocabulary as the words learned by the foreign language users (ibid: 60).

2.1.1   The Importance of Vocabulary

Vocabulary has a vital role in acquiring a language for its being one of language components. It is considered as a corner stone and the basic step in learning a foreign language. Nunan (1998: 117) argues that vocabulary is seen as the easiest aspect of
learning a foreign language. Also, it needs attentive attention in the classroom. There is an urgent need for acquiring vocabulary for successful foreign language use. Without hard work to learn vocabulary, it will be difficult to use structures and functions that have been taught for successful communication. Schmitt (2010: 3) agrees with Nunan stating that without grammar, it is very little to be sent and comprehended, but without vocabulary, there is nothing to be sent and comprehended.

Linse (2005: 121) believes that in EFL classrooms, learners should have good vocabulary mastery to improve their four skills. Adequate amount of vocabulary acquired by students helps them master English skills effectively. So, learners will communicate ideas sucessfully in the written and oral forms. Conversely, the lack of vocabulary creates obstacles and difficulties in learning English. The low level of vocabulary mastery hinders EFL learners' ability in communication.

2.1.2   Vocabulary Mastery

In order to enable EFL learners to express their feelings, ideas, knowledge and opinions orally or in a written form, vocabulary mastery is crucial for them. Vocabulary mastery refers to the number of words that a language user has acquired and still remembers. Also, vocabulary mastery denotes to the language user's control over the word characteristics like, its pronunciation, meaning, form and

use in the context of communication. These elements form the basic knowledge that EFL learners should master to be the first step in learning English. Acquiring English vocabulary, which is regarded as a principal issue in learning English, comprises the basic blocks in learning how to form sentences (Juliharti, 2016: 14-15)

Thornbury (2002: 24) thinks that mastering vocabulary is not an easy learners' task. The amount of vocabulary, that learners have acquired, are forgotten in a short time unless hard and extensive work and practice are done by the learners to make them remember that mount of vocabulary. The following can be practiced by the learners to keep them remember the vocabulary they have learned before:

1-Repetition: The word, that is repeated several times, will be remembered as compared with other words that are rarely repeated.

2-Use: The continuous use of a certain word orally or in a written form leads to be remembered it.

3-Description: Description of a word is the best procedure to avoid forgetting it.

4-Motivation: Getting learners motivated makes them to spend more time to practice and repeat words they have learned before.

5-Interest: Words that trigger learners' emotional responses will be easier to remember than other words.

2.1.3   Vocabulary Classification

Linguists and researchers present different classifications for vocabulary. Some of these classifications are clarified below.

Aeborsold and Field (1977: 139) and Harmer (1985: 15) classify vocabulary into passive and active vocabulary:

1-Passive vocabulary: It refers to the words that are recognized and comprehended through reading and listening contexts. In other words, this kind of vocabulary includes the words that language users comprehend when they read or listen a text.

2-Active vocabulary: It refers to the words that language users implement appropriately in speaking and writing contexts. Using words in speaking and writing activities needs extensive practice because language users are expected to realize the pronunciation, meaning, spelling and grammatical use of the words.

Loufer and Goldstein (2004:404) and Hiebert and Kamil (2005:3) divide vocabulary into receptive and productive vocabulary. In fact, receptive vocabulary is the second label of passive vocabulary and productive vocabulary is the second label of active vocabulary.

1-Receptive vocabulary: This category includes A large number of low frequent words. Foreign language users do not need to realize much concerning this kind of vocabulary since the foreign language listener and reader rarely use these words productively. Also, it is not possible for them to memorize all the words of that language. However, they can understand the idea of the utterances or written words contextually not word by word. However, foreign language users must realize more about receptive words as well as the productive ones.

2-Productive vocabulary: This kind of vocabulary, which is used in speaking and writing contexts, must be chosen and implemented according to the appropriate situations. For example, talking to people in a party needs to select different words from those used in talking to others in a conference. Also, the words chosen in writing fiction texts are different from those that are selected in writing nonfiction texts.

On the other hand, Thornbury (2002: 2) categorizes vocabulary into function words and content words.

1- Function words: They are also named grammatical words and closed-class words. They have few lexical meanings. However, they have grammatical functions and express grammatical relationships with other words in a sentence. They include pronouns, determiners, conjunctions and prepositions.

2- Content words: They are also called lexical words and open-class words. They refer to the words that have the contents or meanings of a sentence. They include nouns, verbs, adjectives and adverbs.

Hutton (2008: 1-2) indicates that vocabulary can be divided into three tiers as they are shown below:

-Tier 1: Basic vocabulary: This kind includes most basic words that do not need a lot of

instructions and typically do not carry various meanings, like nouns, adjectives, verbs sight words and early reading words. The words (book, run, sad, dog and apple) are good examples of this kind of words.

-Tier 2: High Frequency/ Multiple meaning vocabulary: This category includes the

words that are very high frequency. They come in a variety of domains. These words are used in mature language situations, like adult conversations and literature. So, they strongly influence on speaking and reading. Some of the characteristics of these words are:

-They are important for reading comprehension.

-They contain multiple meanings.

-They are used in a variety of environments.

-They refer to the characteristics of mature language users.

-They indicate to the descriptive vocabulary including the words that enable learners to describe concepts (generalizations) in a detailed explanation.

This kind of words is considered a good indicator for learners' progress in classes. The words (agriculture, wealth, luxury, democracy) are some examples of this kind of vocabulary.

-Tier 3: Low frequency/ Context-specific vocabulary: They include those words that come in specific domain, like hobbies, academic subjects, geographic terms, technology, chemist terms, etc. These words are learned and used when there is a specific need. The following words (oxygen, Mesopotamia, parsing, liquids, geometry) are clear examples of this kind of words.

2.1.4   Using Language Games in Teaching Vocabulary

Traditionally, there is not a particular activity presented for teaching vocabulary in EFL classes. Vocabulary has been acquired within the activities of reading, writing listening and speaking. During these activities, learners implement their own vocabulary and new words, that are provided by the teacher and classmates and introduced for all the learners, to be applied in classroom activates. For many EFL learners, whenever they think of acquiring new vocabulary, they think of memorizing a list of words with their meaning in their native language without using them in any real context practice (Pan and Runjiang: 2011: 1586).

In Communicative Language Teaching Approach, learners are needed to participate in various meaningful activities with a number of language tasks in order to develop their communicative competence through encouraging them to be the centre of the lesson. According to this approach, adopting language games is an effective way to teach vocabulary. Using these games enables teachers to create a variety of contexts during which learners can use the foreign language to communicate through retaining words learned before, acquiring new ones and exchanging information, ideas and opinions (Juliharti, 2016: 20).

In learning vocabulary, language games can reinforce the psychological and intellectual factors that have a great effect on communication inside EFL classrooms

through heightening self-esteem, motivation and spontaneity. Also, vocabulary games foster learners' innovation and build their confidence in themselves (ibid).

Furthermore, Lee (1995: 35) discusses the advantages of vocabulary games in the teaching/ learning foreign vocabulary stating that language games have a great role in:

- breaking the routine of the language lessons,

- creating motivation, challenging, amusement and interest,

- reinforcing learning, and

- motivating language practice through the implementation of various skills.

Nowak, et. al. (1994: 35) argue that games have a great role in revising learners' vocabulary through creating tasks that enable them to remember the words they have learned before. Moreover, vocabulary games offer good opportunities for learners to acquire knowledge from their classmates.

Harmer (1985:153) emphasizes that vocabulary games play an essential role in learning. They have learners remember the words that the games concentrate on. During the implementation of the game, learners focus on certain words and try to retain them to be the winner of the game.

There are a number of games adopted in teaching vocabulary. Language guessing games, including miming game, making match game, whispering game and hot seat, are the most important kinds of vocabulary games. They are fun and interesting and help learners explore some new strategies in learning. Learner feel enthusiasm to get the correct word of the game. So, they will never forget that word and this is the main aim behind adopting these games. Accordingly, guessing games are effective techniques of retaining and recycling vocabulary (Juliharti: 2016: 7)

Hot Seat is one of language guessing games. It needs the learner who is on the "hot seat" to guess the correct word. Hot seat game aims to develop and retain learners' vocabulary. Furthermore, it is highly appreciated for providing learners rich opportunities to practice various skills in communication, enjoy themselves, feel enthusiasm, reduce their shyness and learning anxiety (ibid).

2.1.5   Some Techniques used in Teaching Vocabulary

Scott and Ytreberg (2004: 5) refer to a number of techniques adopted in teaching vocabulary. They present the following techniques: words are not enough, play with the language, language as language, variety in the classroom, routines, cooperation not competition, assessment, miming game, drawing, guessing from context, making match game. whispering game and hot seat.

2.2   The Concept of Hot Seat technique

In fact, there are two types of language games, competitive and cooperative games. In competitive games, learners or teams race hard and do their best to be the winner whereas in cooperative games, learners or teams work cooperatively to achieve a common goal   (Hadfield, 1999: 4). Hot Seat, as a technique in teaching vocabulary, is considered a competitive game in which all the teams attempt to be the first winner who get the highest points. It is seen that Hot Seat is an interesting language game involving physical activity and requiring good concentration. It is found that this game is very exciting that allows the learners to move freely. Hot Seat, like the other language games, adds fun and enjoyment in teaching and learning vocabulary and breaks lesson
monotony. It enables learners to have mastery on vocabulary. It does not only develop learners' vocabulary, but also, improves their four skills. Moreover, this technique can reduce learners' feeling of conflict that they may have during vocabulary lesson. This feeling may be caused by the traditional boring techniques followed in teaching vocabulary (Afana, 2012, 74).

Hot Seat technique stimulates learners to participate in practicing the elements of vocabulary lesson. Through the game of Hot Seat, the learners are able to review their previous knowledge they have acquired before to be the base for the new pieces of knowledge. Without learners' awareness, this game presents a hidden practice for a specific previous language points the learners have learned before. (Elnada, 2015: 10).

During the application of this technique, the teacher has a new role. Instead of being an instructor, the teacher becomes the manager and organizer of this game. Also, he is a facilitator and helper for all the learners. This game creates an intimate atmosphere between the teacher and his/ her learners. So, this game reduces teacher's dominance inside the class and creates fine communication between the learners and their teacher. Also, this technique assists the teacher to diagnose those learners who have obstacles in making communication because of the lack of vocabulary. And finally, instead of making an oral exam that may be horrible for many learners, the game of Hot Seat technique may have the role of this exam and replace it. Through this game, the teacher can evaluate his/ her learners' level in oral components (McArthur, 1983: 101).

2.2.1   Hot Seat Technique in Teaching Vocabulary

Hot Seat is a role-playing technique adopted to reinforce learners to build and improve comprehension skills. It is an educational game presenting learners opportunities for practicing the foreign language and improving their abilities through participating and communicating with each other under a comfortable and intimate atmosphere without shyness and hesitation (Astia, 2015: 20).

Catherine (2008: 43) defines this technique as a vocabulary game stimulating learners to develop their vocabulary at a rapid rate. It encourages all the learners, even those who are shy and anxious, to have a role in implementing this technique because all the learners are required to have a turn in sitting on the "hot seat". All the learners face the teacher except the learner who sits on the "hot seat". The teacher presents a word written on a board or a card. The learners try to give clues to that learner who is on that seat. He attempts to guess and present the correct word through those clues. Shabrina (2018: 7) sees that Hot seat is one of effective techniques in teaching vocabulary. It helps the learners develop their vocabulary and make them comprehend the written text deeply, understand the spoken language and communicate with others efficiently using the foreign language. According to National Professional Development Program (1996: 5), Hot seat is considered as a vocabulary game. Learners are arranged in teams trying to communicate words written by the teacher on the board. This game reinforces students to build their characters and develop their understandings through describing the word, using synonyms, antonyms, definitions,..etc. Utami (2015: 17) argues that Hot Seat technique is based on the popular game when the player tries to guess a word from clues which do not reveal the actual word. Ashton-Hay (2005: 11) sees that the session of implementing Hot Seat technique is like a press conference format or something similar where students play the role of the character who sits on a seat in the center of the

improvisation to answer the questions of those who are the participants of that conference. Kathleen (2007: 78) argues that Hot Seat is a role-playing technique where learners have a good opportunity to present questions or interview a role player who acts a certain character. According to Lackman (2011: 63), Hot Seat technique is a popular game where someone is required to guess a word through a number of clues that do not reveal the actual word. The role of the student, who is on the seat, is to guess the correct word through its synonyms, antonyms, definitions, explanations..etc. given by the team-mates.

The word " seat" in the term of "Hot Seat" technique refers to the chair placed in front of the classroom facing the students with the board behind it. So, the student, who sits on that seat, faces the classmates. The word "hot" in the same term refers to the limit time that the student should spend while he is on the seat to guess the correct words. The team that guesses as many teacher's words as possible will be determined the winner team of the game. At the end of the game, the teacher asks the students of each team to put the correct words guessed by them in a number of correct and meaningful sentences to make the students remember those words.

Learning a foreign language needs students to acquire enough vocabulary to communicate efficiently. Communication cannot be achieved with the lack of vocabulary which causes troubles to the students in language learning. Without effective vocabulary mastery, students face obstacles and difficulties in communicating and expressing ideas. In this respect, teachers have two roles, the first one is to enable students to enrich their vocabulary. The second teachers' role is to help students remember the words that have been learned in longer. Making students remember these words needs always recycling them. So, teachers should adopt techniques that help students remember and recycle their vocabulary all the time. Hot Seat is one of these techniques. This technique presents an interesting language game to activate students to remember the vocabulary they have acquired before. Implementing this technique fosters the process of retaining vocabulary by the students in a challenging atmosphere through an interesting Hot seat game that reinforces the process of remembering vocabulary easily (Rosko, 1995: 19).

It is argued that Hot Seat is an interactive technique which is considered to be essential for achieving optimal learning. Also, it is seen that this technique is stressful for some students. A mild degree of stress activates students' memory to retain words, but too much stress can interfere with performance. Anyhow, teachers' role is to encourage all the students to participate and take their turns in implementing this technique. Moreover, teachers should create a comfortable and cooperative atmosphere for the students in playing this game. The game of Hot Seat technique offers engagements for other audience members who are sometimes required to guess the correct word that the hot seat

holder cannot present. This stimulates students' active listening or "vicarious learning" that is another positive attributes   (Utami, 2015: 17).

This technique, as an interesting game, can be adopted to punctuate the time of the formal lesson to break students' monotony and activate the sleepy students. At the end of this game, students become ready to return to the formal lesson. Also, this technique can remove the learners' feeling of inhibition and conflict resulted from the boring classroom atmosphere and the formal teacher's role as an instructor of the lesson. This

technique changes this role into the organizer, facilitator and a referee of the game. So, this technique finds an intimate and friendly atmosphere between the learners and their teacher. This atmosphere has a great impact on learning vocabulary (Astia 2015: 2).

Psychologically, Hot Seat technique develops and reinforces students' characters and fosters their confidence in their qualifications. When a student decides to be on the hot seat facing all the classmates, he/ she finds himself/ herself to be qualified for challenging the others and he/ she works hard to win the game. On the other hand, shy and hesitant students are motivated to have a turn in this game through creating a cooperation, encouraging and intimate atmosphere during this game. Furthermore, when students realize the effect of this game on the process of retention vocabulary, they do their best to reinforce their memory and memorize as much as possible a great amount of vocabulary through the excessive processes of reading and listening.

2.2.2   The Importance of Hot Seat Technique

According to the references of Astia (2015), Utami (2015), Juliharti (2016) and Shabrina (2018), a number of the advantages of Hot Seat technique can be drawn below:

1-Hot Seat technique is one of the communicative techniques that create student-centered class rather than teacher-centered class.

2-It encourages students' interaction and communication inside the class using the foreign language.

3-It improves students' four skills. Their reading skill is developed when they read the teacher's words written on the board. Their speaking and listening skills are improved through their discussions about the teacher's words and their suitable clues and finally their writing skill can be reinforced when they need to write a number of sentences

including the correct words that have been guessed.

4-It stimulates students' interest and motivate them to participate in this enjoyable game.

5-It breaks classroom monotony and boredom caused by the traditional techniques in teaching and learning vocabulary.

6-It is a lively technique that motivates students to be enthusiastic in revising words that they have learned before.

7-It makes revising vocabulary more enjoyable for the students since this technique is lively and presents students new experience in learning and revising vocabulary.

8-It is not only an educational technique, but also it is a fun, challenging and competitive game for the students. Each student dose his/ her best to make his/ her team the winner. So, students work hard to activate their memory during the participation in the game.

9-This technique develops students' critical thinking when they present appropriate clues to their team-mate who is the guesser on the "hot seat". Also, this guesser should stimulate his/ her critical thinking to get the correct word based on his/ her classmates'

clues.

10-It offers students mental activity when they work hard to find suitable clues for specific words. Also, it presents students physical activity when they are allowed to move freely inside the class discussing ideas, encouraging their team-mates, changing their seats and so on.

11-It enables teachers to evaluate students' progress in learning vocabulary and diagnose those who have little amount of vocabulary in order to prepare a successful remedy for rising those students' levels.

12-Since this technique presents an enjoyable game, shy and anxious students are encouraged and motivated to participate in this game. Furthermore, it offers self-confidence to the weak students, who have little amount of vocabulary, to take turns in this game.

2.2.3 Teacher's and Student's Roles
Below, both teacher's and learner's roles are clarified.

2.2.3.1 Teacher's Role
1-The teacher explains the steps of implementation of Hot Seat technique.

2-He divides the class into four or five teams according to the number of the students in the class.

3-He prepares an empty seat to be the "hot seat" and puts it in front of the class facing the team members.

4-He presents a list of vocabulary that the students have learned in the previous lessons.

5-He asks all the students to speak in English during the implementation of the game.

6-He allocates four words to be guessed by each team within eight minutes. He restricts the guessers not to have a look at these words. They should depend only on their helpers' clues in getting the correct word.

7-He asks each team to select four members to be the "guessers" who will be on the "hot seat". Each one should guess one word. The rest members of the team will be the "helpers" who present clues for the teacher's word. The clues represent the synonyms, antonyms, definitions and explanations for that word.

8-The teacher asks the teams to start the game. He writes the first word on the board or cart to be presented for the helpers of the first team and asks them to prepare suitable clues for their guesser. The teacher gives two minutes for each guesser to get the correct word. Then, the teacher moves to present the next words and the same procedures are followed.

9-At the end of the game, the teacher presents the winner team who has guessed as many his/ her words as possible.

10-The teacher asks the members of each team to write a number of sentences including the correct words that have been guessed by that team.

11-Finally, the teacher shows the students a number of synonyms, antonyms and definitions for the correct words of this game.

2.2.3.2 Student's Role
1-After the teacher divides the students into teams, the members of each team select four guessers for four teacher's words. The rest members will be the helpers for the guessers who will be on the "hot seat".

2-All the members of the teams restrict themselves to speak only in English during the game.

3-Each guesser limits himself to get the correct word within two minutes without having a look at the teacher's correct word.

4-The helpers attempt to activate their memories to present suitable clues for guesser.

5-They make a short discussion to choose suitable clues.

6-Also, the guessers try to motivate their memories to get the correct word within the limit time depending on the helpers' clues.

7-The helpers try to find easier clues if the guesser of their team could not get the correct answer.

8-The helpers use facial expression and body movement with English clues if the guesser failed to get the correct word.

9-The helpers try to encourage their guessers to win the game.

10-At the end of the game, the members of each team make a discussion to compose sentences including the correct words their guessers have got.

11-Finally, all the students write the teacher's synonyms, antonyms and definitions for the teacher's words of this game to be used in their communication.

2.3 Related Previous Studies

In order to provide a background for the present study, the researcher has presented two studies dealing with effect of Hot Seat technique on students' learning vocabulary.

2.3.1 Astia (2015)

In order to investigate the impact of Hot Seat technique on learning vocabulary, the researcher selected the non-randomized, pre-post test, equivalent-groups design. The population of the study was the students of the SMP Wahdah Islamiyah in Antang Makassar. The sample of the population was 72 students grouped in two classes equally; one of these classes represented the experimental group and the other represented the control group. The researcher equalized both groups and tested them by the pre-test at the beginning of the experiment. At the end of the experiment, the researcher tested both groups by the post-test to prove the effect of Hot Seat technique on learning vocabulary.

2.3.2 Shabrina (2018)

This study was conducted in SAMP SWATA AL-HIDAYA MEDAN TEMBUNG in September 2018. The design of this study consisted one group represented the experiment group consisting of 33 students to investigate the effectiveness of Hot Seat technique. The sample of the study was the students at the eighth grade. The researcher prepared pre-test and post-test. Before implementing the experiment, the experimental group was tested by the pre-test and at the end of the experiment, this group was tested by the post-test.

These two previous studies proved the impact of Hot-seat technique on students' performance in vocabulary. It enables them to learn and retrieve vocabulary. Also, this technique is fun and interesting and encourages learners, who struggle in learning vocabulary, to develop their level in retaining words and acquiring new ones.

SECTION THREE
Methodology and Procedures

3.0 Preliminary Notes

This section deals with the detailed explanation of the steps done by the researcher for implementing the plan of the present study and achieving its aim. In other words, this section presents the following:
1-the design of the experimental work,
2-equalization between the experimental and control groups,
3-the research instrument, i.e. the post-test, and
4-the statistical tool adopted for data analysis.

3.1 Experimental Design

According to Best and Kahn (2006: 177), the experimental design is defined as the procedures blueprint enabling the researcher to test hypotheses through getting valid conclusions about the relation between dependent and independent variables. To achieve the aim of the present study, the researcher has adopted the non-randomized, pre-post-test, equivalent-group design(Isaac and Michael, 1977: 43).This design requires two equivalent groups ; one of them represents the experimental group and the other stand for the control group (Padua and Santos, 1988: 31).

The first group represents the experimental group (EG for short) whereas the control group is the second one (CG for short). Both groups are tested by the same vocabulary pre-test (See Appendix B). The EG group is exposed to the independent variable which is Hot Seat technique in teaching vocabulary whereas the CG group is taught vocabulary according to the traditional technique found in the teacher's guide in (English for Iraq- first intermediate class by O'Neill, Terry and Peter Snow, 2014). At the end of the experimental period, both groups are tested by the same vocabulary post-test (See Appendix C).

In fact, this experimental design is adopted by the researcher since it is suitable for testing the deduced consequences of the hypothesis (Van Dalen, 1962: 236). (Appendix A. Table 1) shows the experimental design.

3.2   Sample Selection

The researcher has chosen the students at Babil intermediate school for boys in the city of Kerbala to be the representative sample of this research as the researcher can get great facilities presented by the staff of this school in carrying out this study. The total number of the students at the first intermediate stage in this school is 177. They were grouped   into five sections, namely A, B, C, D and F. Two non-randomized sections have been selected out of these five sections; namely A and B. Section A represents EG. Section B represents CG. The total   number of the students in these two sections is 68; 34 students in each section. No students have been left out from both groups. (See Appendix A. Table 2).

3.3   Equalization of Groups

To get the equalization between the two groups, the following variables have been controlled. Information concerning the variables in the first three items is taken from the students themselves. It has been shown that there is no statistically significant difference in the controlled variables which are:

1-academic level of the father   (See Appendix A. Table 3) ,

2-academic level of the mother (See Appendix A. Table 4),

3-age of the students   (See Appendix A. Table 5).

4- students' performance in English in the first course   (See Appendix A. Table 5), and

5-the pre-test (See Appendix A. Table 6).

3.4   Description of the Pre-test

In order to achieve the equalization between (EG) and (CG) involved in this study, a pre-test is prepared. The pre-test contains one objective question of twenty multiple choice items about vocabulary (See Appendix B). The time allocated for this test is 45 minutes. Concerning scoring scheme, this test is scored out of 20. One score is given for the correct answer and zero is given for the incorrect one.

Face validity of the pre-test is got through exposing this pre-test to a number of jurors (See Appendix D). The agreement percentage of the suitability of this test is   100 %. Making sure that this test is reliable, the Alpha-Cronbach formula is applied for the objective items where it has been found out to be 0.86. Such high reliability is considered acceptable since it is above 0.50.

Adopting the two independent samples t-test formula, it has been seen that there is no statistically difference between the mean scorer of the two groups since the computed t-value, which is 1.49, is less than the tabulated t-value, which is 2, at 66 degree of freedom and 0.05 level of significance (Nunnaly and Ator, 1972: 226). See Appendix A table 6.

3.5 Controlling Extraneous Factors Jeopardizing External and Internal Validity of the Experiment

Some of the extraneous factors that affect the experimental design have been controlled. The factors are:

a-history   b-maturation   c-instrumentation   d-the teacher

   e-selection bias   f-experimental morality   g-classroom environment

3.6   Description of the post-test

Like the pre-test, the post test contains one objective question of twenty multiple oice items about vocabulary (See Appendix C). The time allocated for the post-test is 45 minutes. Concerning scoring scheme, this test, like the pre-test, is scored out of 20. One score is given for the correct answer and zero is given for the incorrect one.

3.6.1   Face Validity of the Post-test

According to Brown (1987: 221), validity is "degree to which the test usually measures what is intended to measure". To find out whether the performance of the post-test is valid, face validity is a

suitable type. So, the post-test has been exposed to jury members who agreed that the post-test is valid in its face and it is suitable for the purpose for which the test is used. The test has gained 100% agreement of the total jury members. The names of the jury members are shown in Appendix D.

3.6.2 Pilot Study of the Post-test.

A sample of 100 students has been given the post-test. This sample has been chosen non-randomly from the population of Al-Mutanabbi intermediate school for boys in the city of Kerbala as the staff members of this school were ready to present facilities and assistance to the researcher.

The time required by the students to do the post-test ranged between 40-50 minutes. So, the average length time for the post-test is 45 minutes which means that the time of one lesson is enough to implement the post-test. Also, the findings of the pilot administration of the post-test has shown that the instruction of the post-test is clear and unambiguous.

3.6.3 Item Analysis

Item analysis is regarded as one of the important results obtained from the pilot study. Item analysis is interested with the analysis of the test items according to their difficulty and discriminating levels. Preparing a good test does not need to select appropriate language items only, but also there is a necessary need to function each item in the question properly. Therefore, "item analysis" is used to check individual item (Madsen, 1983: 180). Item analysis is achieved by checking the students' responses to each item to make a judgment about the difficulty and discriminating ability of the item (Mehrens and Lehmann, 1991: 161).

The final scores are arranged from the highest to the lowest after the process of scoring the test sheets. Two groups of these sheets are separated, an upper group consisting of the highest 27% of the scores and a lower group consisting of the lowest
27% of the scores. The following subsections present the processes of item analysis conducted in the present study.

3.6.3.1 Difficulty Level

One of the important purposes behind conducting the pilot study is to check determining the difficulty level (DL) of the test items. According to Madsen (1983: 180), the test items which are too difficult or too easy lack the necessary power of discrimination; indiscriminative tests are misleading. DL should rank from 0.20 to 0.80 (Ebel, 1972: 200). The items whose DL ranges among 0.20 to 0.80 seem to be acceptable. The DL of all the items in this post-test ranges between 0.39 to 0.54 (See Appendix A. Table 7).

3.6.3.2 Discriminating Power

According to Gronlund (1976: 268), discriminating power (DP) denotes to the degree to which the test items discriminates between students with high and low achievement or performance. If the DP of the item is 0.30 and above, this item is considered acceptable (Ebel, 1972: 202). The DP of the items in this post-test ranges between 0.44 to 0.74 (See Appendix A. Table 7).

3.6.3.3 Distracter Efficiency

Distracter efficiency, which is considered as one of the most important measures for the value of a multiple choice item in a test, is related to item discrimination. It shows the extent to which a sufficient number of testees are "lured" by the distracters and across these distracters, testees' responses are distributed (Brown, 2004: 60).

Appendix A. Table 8 shows the efficiency of the distracters of the multiple choice items in the post-test.

3.6.4 Reliability of the Post-test

According to Harmer (2001, 322), reliability is defined as "enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answers, and making sure the test conditions remain constant". Using Alpha-Cornbach formula, the reliability coefficient of this post-test is 0.85. Such high reliability is considered acceptable since it is above 0.50.

3.7 Application of the Experiment

The experiment started on the 1st of March, 2019 and ended on the 10th of May, 2019.This means that the experiment lasted for about nine weeks, five days per week.

The researcher selected non-randomly two groups namely Group A which was EG and Group B which was CG. The researcher presented the pre-test for both groups. Then he started teaching them the last four units from (English for Iraq- first intermediate class by O'Neill, Terry and Peter Snow, 2014). Concerning teaching vocabulary, the researcher taught the EG according to Hot Seat technique whereas he taught CG according to the traditional technique mentioned in the same textbook.

Making sure that the post test is valid and reliable, the researcher presented it for both groups at the end of the experimental period at the same time. The allocated time for doing this test was 45 minutes.

3.8   Statistical and Mathematical Methods

The following statistical tools are used in this study:

1-**The Percentage** is used to find out the agreement of the jury members on the face validity of the tests   (Madsen, 1983:181).

2-**The t - Test** for two independent samples is used to find out the significance differences between the two groups in the dependent variables and the equalization of age and pre test variables. The following formula is used:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2} \times \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

$\overline{X}_1$ = the mean of the experimental group

the mean of the control group= $\overline{X}_2$

n_1 =the number of subjects in the experimental group

the number of subjects in the control group= n_2

the variance of the experimental group= S_1^2

the variance of the control group   (ibib)   = S_2^2

3- **Chi – square** is used to find out the significance of differences in the variable of parents' education. The following formula is used:

$$X^2 = \sum \frac{(O - E)^2}{E}$$

Where: O = the observed frequencies

E= the expected or theoretical frequencies   (ibid)

4-**Alpha – Cronbach Formula:** is used to calculate the reliability coefficient of the objective items in the pre-test and post-test.

$$\alpha = \frac{n}{n - 1}\left(1 - \frac{\sum S_i^2}{S_x^2}\right)$$ (Mehrens and Lehmann, 1991: 255)

5-**Difficulty Level:** is used to measure the difficulty level of items and of the post test.

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

Where:

HC=high correct

LC= low correct

N = total number of testees   (ibid)

6-**Discriminating Power:** is used to measure the discriminating power of the post test items.

$$P = \frac{RU - RL}{1/_2 T}$$

Where:

DP=discrimination power   RU=right answer in the upper group

RL=right answer in the lower group   T= total   (ibid)

SECTION FOUR
Data Analysis, Results, Conclusions, Recommendations and Suggestions

4.0 Preliminary Notes

This section presents the data analysis obtained from the EG and CG students' responses in the post-test. A distinction is followed with the aim of presenting solid justification that can verify the hypotheses presented at the beginning of this study. On the light of the results, a number of conclusions recommendations are and suggestions for further studies are presented.

4.1 Data Analysis

In order to get the aim of the this study that is finding out the effect of Hot Seat technique on Iraqi EFL intermediate school students' performance in vocabulary, it is hypothesized that there is no statistically difference between the mean score of the performance in vocabulary of the experimental group students who are taught by Hot Seat technique and the performance of the control group students who are taught by traditional technique in vocabulary post-test. In order to clarify this, the mean scores and standard deviations are calculated for both groups as it is presented in Appendix A. Table 9.

Using the t-test formula for two independent groups, it has been seen that the computed t-value which is 4.75 is greater than the tabulated t-value which is 2 at 66 degree of freedom and 0.05 level of significance. This clarifies that there is a statistically significant difference between the mean scores in favor of the experimental group which has been taught by Hot Seat technique. Therefore, the stated hypothesis is refuted and the alternative one is stated which shows that there is a statistically significant difference between the mean score of the performance of the experimental group students, who are exposed to Hot Seat technique, and that of the control group students, who are not, in vocabulary post-test. On the other hand, the Eta squared formula has shown that the value of effect size is 0.25 This shows clearly the effect of Hot Seat on teaching vocabulary as compared with the traditional technique.

4.2 Discussion of the Results

Clearly, the findings got in the previous studies which are presented in section two show that using Hot Seat technique has a certain influence on teaching vocabulary and on improving students' vocabulary performance. Similarly, the present study aims to reflect the influence of applying this technique on students' performance in vocabulary.

According to the result of the present study which is presented in 4.1, the effectiveness of the Hot Seat technique adopted by this study has been clear since the performance of the experimental group subjects in the post-test administered at the end of the experiment has surpassed that of the control group subjects.

This success can be attributed to certain aspects concerning Hot Seat technique. The following are some of these aspects as they are figured out by the researcher himself during the experimental work:

1- The teacher can improve his/ her students' level in learning vocabulary through adopting Hot Seat technique.

2- This technique encourages students to acquire new vocabulary and recycle the words they have learned before effectively.

3- This technique breaks monotony and boredom in teaching vocabulary through creating an interesting language game.

4- This technique allows students to move freely inside the classroom. So, it breaks the routine of the students sittings inside the classroom and allows them to move freely.

5-It can reduce students' shyness and anxiety in learning and retrieving words.

6-It can changes the teacher's role from instructor into a facilitator, game organizer and referee. So, this technique creates an intimate atmosphere between the students and their teacher.

On the other hand, the results of the present study have been asserted by the previous studies presented in section two that show the following:

1-Hot Seat Technique is one of communicative teaching techniques.

2- It focuses on student-centered class rather than teacher-centered class.

3-It is one of interesting language guessing games that have a great impact on teaching vocabulary.

4- It develops the students' four skills.

4-It facilitates the process of retrieving vocabulary for the students and makes this process more interesting and enjoyable.

5- It fosters on students' communication using the foreign language.

4.3   Conclusions

The success of Hot Seat technique and its impact on teaching vocabulary is attributed to certain aspects of this technique. The research presents some of these aspects below:

1-This technique is very appropriate and effective in teaching vocabulary.

2-Tt improves students' learning vocabulary in all the stages.

3-Tt is considered one of the effective communicative techniques since it focuses on the student-centered class.

4-Psychologically, Hot Seat technique reduces the bad factors that hinder learning vocabulary, like fear, anxiety and shyness.

5-It enables the teacher to evaluate the students' levels in learning vocabulary and present an effective remedy to develop the students' weak levels.

6-This technique is considered one of the most interesting language guessing games that add enjoyment and interesting in teaching and learning vocabulary.

7-Through the competition spirit to be win the Hot Seat game, the students do their best to improve their levels in learning vocabulary.

8-Tt fosters the students' creative thinking through presenting a number of clues for the correct word.

4.4   Recommendations

Based on the results of the present study, some suggestions can be drawn below:

1-English curriculum committee at Iraqi Ministry of Education are invited to reinforce teaching/ learning vocabulary at schools through implying different techniques such as Hot Seat technique.

2-Also, teachers should be aware of adopting the effective techniques in teaching vocabulary since it is the most important component in teaching/ learning English. Hot Seat is one of these effective techniques.

3-Communicative techniques in teaching vocabulary, like Hot Seat technique, can be beneficial inside EFL classrooms to motivate students to learn and recycle vocabulary in real life communication.

4-It is hoped that communicative techniques in teaching vocabulary are implied in the curricula of English department at the College of Education to make the students at this department be aware of the effective of the teaching vocabulary and its techniques.

4.5 Suggestions for Further Studies

Several suggestions are put forward:

1-A study is proposed to investigate the effect of Hot Seat pre-writing technique on secondary schools students' performance in vocabulary.

2-A study is suggested to investigate the effect of Hot Seat technique on intermediate schools students' performance in speaking skill.

3-Another study can proposed to investigate the effect of Hot Seat technique on secondary schools students' performance in speaking skill.

4-Additional study can be proposed to imply the influence of Hot Seat pre-writing technique on primary school students' performance in vocabulary.

5-And a study is recommended to examine the effect Hot Seat technique on the speaking performance of the college students at the departments of English.

BIBILIOGRAPY

Aeborsold, Jo Ann and Mary Lee Field   (1977) **From Reader to Reading Teacher** New York. Cambridge University Press

Afana, Sana Mahmoud   (2012)   The Impact of Educational Drama Intervention **on** Palestinian Ninth Graders' English Language at Gaza UNRWA Schools. The Islamic University of Gaza

Ashton-Hay, Sally (2005) Drama "Engaging all learning Styles" In proceedings 9th International INGED (Turkish English association) Conference. Economics and Technical University

Astia, Dewi (2015) Improving the Students Vocabulary Mastery through the Hot Seat Strategy Games at Junior High School Wahdah Islamiyah in Antang Makssa. Tarbiyah and Teaching Science Faculty. Alauddin State Islamic University of North Sumatra

Batia Loufer, and Zahava Goldstein (2004) Testing Vocabulary Knowledge: Size, Strength and Computer Adaptiveness. **Language Learning Journal** Vol. 54 No. 3 (pp399-436)

Best, J. W. and J. N. Kahn (2006) **Research in Education 10th ed**. New Jersey: Pearson Education, Inc.

Brown, H. D (1987) **Classroom Achievement**. New York. Holt, Rinehart and Winston, Inc.

--------------- (2004) **Language Assessment. Principles and Classroom Practice**. San Francisco: Pearson. Longman

Catherine, Collier (2008)   **English Language Teaching: Methods, Tools and Techniques**. Jaipur: Sunsire Publisher and Distribution

Cobuid, C. (1987) **English Language Dictionary**. London. Longman

Dupuis, Mary M., Joice W Lee, Bernard J and Eunice N. Askov (1989) **Teaching Reading and Writing in the Content Area**.   New York: Scott Foresman Company

Eble, R. L. (1972) **Essentials of Educational Measurement**. New York. Oxford University Press

Elnada, Ziad Mohammad   (2015)   The Effectiveness of Using Hot Seating Strategy on Enhancing Student-Teacher's Speaking Skills at Al-Azhar University-Gaza Faculty of Education. Al-Azhar University-Gaza

Grounlund, N. E. (1976) **Measurement and Evaluation in Teaching** (3rd ed.). New York. Macmillan Publishing Co., Inc

Hadfield, J. (1999) **Intermediate vocabulary games**.   Harlow, Essex: Longman.

Harmer, Jeremy   (1985)   **The Practice of English Language Teaching** (4th ed.) Pearson Longman

------------------ (2001) **The Practice of English Language Teaching (2rd ed.)**. London. Longman

Hiebert, E. H. and M. E. Kamil   (2005) **Teaching and Learning Vocabulary: Bringing Research to Practice**. Mahwah, NJ. Erllbrunt

Hornby, A. S. (1995) **Oxford Advanced Learners Dictionary of Current English** (6th ed.) London: Oxford University Press

Hutton, Thaashida L. (2008) Three Tiers of Vocabulary and Education. Super Duper Handy Handouts No. 182

Isaac, Stephen and William B. Michael (1977) **Handbook in Research and Evaluation** San Diego. Robert R. Knapp

Jack, Richard (2001) **Curriculum Development in Language Teaching**. USA: Cambridge University Press

Juliharti, Depa (2016) The Effect of Miming Game Technique towards Students' Vocabulary Mastery. Tarbiyah and Tadris Faculty. State Institute of Islamic Studies

Kathleen, G. L. (2007) **Leap into Literacy: Teaching the Tough Stuff so it sticks**. Pemborke Publisher. Ontario, Canada

Lackman, K. (2011) Universal Activities. Original and Adopted Recyclable Activities. Retrieved from http//kenlackman.com.files/univactBook10.pdf

Lee, S. K. (1995). Creative games for the language class. 'Forum', 33(1), 35. http://exchanges.state.gov/forum/vols/vol33/no1/p35.htm

Linse, T.C. (2005) **Practical English Language Teaching Young Learners**. New York: Mc Graw Hill

Napa, P. A. (1991) **Vocabulary Development Skill** Yogyakarta: Karnisiu

National Professional Development Programme (1996) **Formal Group Activities, Literary Strategies Handbook** Cambridge University Press

Nickols, Fred (2006) **Strategy, Management, Strategic Planning and Strategic Thinking** USA: Harvard Business School Linse, T.C. (2005) **Practical English Language Teaching Young Learners**. New York: Mc Graw Hill

Nowak, A. Martin, Sebastian Bonhoeffer and Robert M. May (1994) More Spatial Games. **International Journal Bifurcation and Chaos**. Vol. 4 No. 1 (pp 33-56)

Nunan, David (1998) **Language Teaching Methodology**. Prentice Hall International

Nunnally, J. C. and N. A. Ator (1972) **Educational Measurement and Evaluation** (2nd ed.) New York. McGraw-Hill

Madesen, Harold S. (1983) **Techniques in Testing** . New York. Oxford University Press, Inc.

McArthur, T (1983) **A foundation Course for Language Teachers** Cambridge. Cambridge University Press

Mehrens, W. A. and I. J. Lehmann (1991) **Measurement and Evaluation (4th ed.)** New York. Holt, Rinehart and Winston Inc

Padua, R. N. and R. G. Santos (1988) **Fundamental Evaluation Research and Data Analysis**. Quezon. Katha Publishing Co., Inc.

Pan, Qi and Runjiang Xu (2011) Vocabulary Teaching in English Language Teaching **Theory and Practice in Language Studies Journal**. Vol. 1, No. 11 (pp 1586-1589)

Richards, Jack C. and Richard Schmidt (2002) Longman Dictionary of Language Teaching and Applied Linguistic (3rd Edition). London: Longman Publishing Group

---------------------- and Willy A. Renandya (2002) **Methodology in Language Teaching: An Anthology of Current Practice**. Cambridge: Cambridge University Press

Roskos, K. A. (1995) **Reading for Literacy and Play**. Newark, Del: The International Reading Association

Schmitt, Norbert (2010) **Researching Vocabulary. A Vocabulary Research Manual**
University of Nottingham: Palgrave Macmillan

Scott, A. Wendy and Lisbeth H. Ytreberg (2004) **Teaching English to Children**.
Longman. Group UK Limited

Shabrina, Trisyuni   (2018) The Implementation of Hot Seat Strategy on the Students'
Ability in Mastering English Vocabulary at Grade of SMP Swasta Al-Hidayah
Medan Tembung at Academic Year 2018-2019. Faculty of Tarbiyah and
Teacher Training. State Islamic University of North Sumatra

Stepherd, David L. (1973) **Vocabulary Meaning and Word Analysis**
Comprehension High School Methods, USA: Bell and Howel Company

Thornbury, Scott   (2002) How to Teach Vocabulary.   England: Pearson
Education Limited

Ur, Penny (1996) **A course in Language Teaching: Practice and Theory**.
New York: Cambridge University Press

Utami, Aprilian Nurul   (2015) The Effectiveness of Hot Seat Game for Teaching
Vocabulary.   Teacher Training and Education Faculty.   Muhammadiyah
University of Purwokerto

Van Dalen, B. Deobold (1962) **Understanding Educational Research:
An Introduction** . New York: McGraw-Hill Book Company

APPENDIXES

Appendix A
Tables
Table 1   The Experimental Design

The Groups	The Test	Independent Variables	The Test
Experimental Group	Pre - test	Hot Seat Technique	Post - test
Control Group	Pre - test	Traditional Technique	Post - test

Table 2   Sample of the Study

Groups	No. of Students
Experimental Group	34
Control Group	34
Total	68

Table 3   Equalization in Academic Level of Father

Table 4   Equalization in Academic Level of Mother

Sample	Number and Ratio	Primary	Intermediate and Secondary	Diploma and Bachelor	Total	Computed X^2- value	Tabulated X^2- value	d. f.	Level of Significance.
EG	Number	8	17	9	34	0.84	5.99	2	0.05
	Ratio Horizontally	23.5%	50.0%	26.5%	100.0%				
	Ratio Vertically	44.4%	53.1%	50.0%	50.0%				
	Number	10	15	9	34				

Sample	Number and Ratio	Primary	Intermediate and Secondary	Diploma and Bachelor	Total	Computed X^2-value	Tabulated X^2- value	d.f.	Level of Significance.
EG	Number	5	14	15	34				
	Ratio Horizontally	18.8%	41.2%	44.1%	100.0%				
	Ratio Vertically	54.5%	46.7%	50.0%	50.0%	0.73	5.99	2	0.05
CG	Number	5	16	15	34				
	Ratio Horizontally	15.6%	47.1%	44.1%	100.0%				
	Ratio Vertically	45.5%	53.3%	50.0%	50.0%				
CG	Ratio Horizontally	29.4%	44.1%	26.5%	100.0%				
	Ratio Vertically	55.6%	46.9%	50.0%	50.0%				

Table 5   Equalizations in Student's Performance at English in First Course and Age

Test	Sample	$\overline{X}$	SD	Computed t-value	Tabulated t-value	d.f.	Level of Significance
Student's Performance at English in First Term	EG	56.21	16.74	0.09			
	CG	56.56	16.54		2	66	0.05
Age	EG	153.97	1.66	0.68			
	CG	154.24	1.56				

Table 6   Equalizations in Pre-test

Sample	$\overline{X}$	S D	Computed t-value	Tabulated t-value	d.f.	Level of Significance
Experimental Group	10.00	2.81	1.49	2	66	0.05
Control Group	11.06	3.02				

Table 7   DL and DP Coefficients of the Post Test

Item Number	The Distracter	Number of Correct Answers of the Highest 27% G.	Number of Correct Answers of the Lowest 27% G.	DL	DP
1	c	23	10	0.39	0.48

2	a	22	3	0.54	0.70
3	a	21	9	0.44	0.44
4	d	25	5	0.44	0.74
5	b	22	8	0.44	0.52
6	a	21	7	0.48	0.52
7	d	24	8	0.41	0.59
8	b	22	8	0.44	0.52
9	a	23	7	0.44	0.59
10	c	22	8	0.44	0.52
11	c	24	6	0.44	0.67
12	b	24	8	0.41	0.59
13	d	22	8	0.44	0.52
14	a	23	8	0.43	0.56
15	b	22	6	0.48	0.59
16	c	22	8	0.44	0.52
17	d	21	6	0.50	0.56
18	a	24	7	0.43	0.63
19	d	23	6	0.46	0.63
20	a	26	6	0.41	0.74

Table 8   Distracter Efficiency of the Post Test

. Item Number	The Distracter	Number of the Highest 27% G.	Number of the Lowest 27% G.	Coefficient of Distracter Efficiency
1	a	2	7	-0.19
	b	1	5	-0.15
	d	1	5	-0.15
2	b	2	8	-0.22
	c	0	8	-0.30
	d	3	8	-0.19
3	b	2	6	-0.15
	c	1	5	-0.15
	d	3	7	-0.15
4	a	1	8	-0.26
	b	1	8	-0.26
	c	0	6	-0.22
5	a	2	6	-0.15
	c	3	6	-0.11
	d	0	7	-0.26
6	b	0	7	-0.26
	c	3	6	-0.11
	d	3	7	-0.15
7	a	1	7	-0.22
	b	0	6	-0.22
	c	2	6	-0.15
8	a	1	7	-0.22
	c	1	6	-0.19
	d	3	6	-0.11
9	b	2	7	-019.

	c	1	6	-0.19
	d	1	7	-0.22
10	a	1	6	-0.19
	b	1	6	-0.19
	d	3	7	-0.15
11	a	1	7	-0.22
	b	1	7	-0.22
	d	1	7	-0.22

12	a	2	7	-0.19
	c	1	7	-0.22
	d	0	5	-0.19
13	a	2	7	-0.19
	b	2	6	-0.15
	c	1	6	-0.19
14	b	2	8	-0.22
	c	1	5	-0.15
	d	1	6	-0.19
15	a	2	7	-0.19
	c	2	8	-0.22
	d	1	6	-0.19
16	a	1	6	-0.19
	b	1	6	-0.19
	d	3	7	-0.15
17	a	2	7	-0.19
	b	1	8	-0.26
	c	3	6	-0.11
18	b	2	8	-0.22
	c	1	6	-0.19
	d	0	6	-0.22
19	a	1	8	-0.26
	b	2	7	-0.19
	c	1	6	-0.19
20	b	0	7	-0.26
	c	1	7	-0.26
	d	1	7	-0.22

Table 9   The Mean Scores, Standard Deviation , T-test Value and Eta squared and Effect Size for Both Groups in the Post-test

Sample	$\overline{X}$	S D	Computed t-value	Tabulated t-value	d.f.	Level of Significance	Eta Squared and Effect Size
EG	13.26	2.94	4.75	2	66	0.05	0.25
CG	9.94	2.84					

Appendix B
The Pre-test
- Encircle the letter of the correct alternative.
1- Dad looked ------- his glasses but he could not find them.
a. after   b. at   c. for   d. down
2- A bird has colourful ---------.
a. feathers   b. skin   c. hair   d. wool
3- My little brother cannot go out alone at night because he feels --------.
a. interested   b. frightened   c. delighted   d. excited
4- It is not easy to solve your --------.
a. joke   b. image   c. dream   d .puzzle
5- My country has a lot of beautiful -------- places.
a. ancient   b. delicious   c. funny   d. tasty
6- Last Friday, we travelled to the north of Iraq and saw many ------- mountains.
a. heavy   b. bright   c. tall   d. huge
7- I can ------- you my book if you want.
a. lend   b. borrow   c. take   d. buy
8- The school year in Iraq contains two --------.
a. semesters   b. weekends   c. festivals   d. courses
9- My little cousin has bought a sheep. He wants to be a -------.
a. carpenter   b. shepherd   c. builder   d. baker
10- The police are ------- the two thieves who have broken that shop.
a. helping   b. looking   c. chasing   d. saving
11- All the streets are --------It has rained for three hours.
a. wet   b. dry   c. noisy   d. clean
12- I usually have bread, eggs and ------ for the breakfast.
a. better   b. butter   c. battle   d. bottle
13. Dana ------ in her friend's ear to leave the party.
a. sang   b. wished   c. listened   d. whispered
14- Luma and her sister enjoy drawing. They hope to be --------.
a. singers   b. writers   c. artists   d. actress
15- Sami has not eaten anything for two days. He feels --------.
a. thirsty   b. starving   c. dreaming   d. confused
16- Every morning, the workers -------- all the streets of the city.
a. sweep   b. build   c. make   d. open
17- My book is not in my bag. I have ------- to bring it.
a. found   b. forgotten   c. bought   d. left
18- Walk -------- in the hospital in order not to disturb the sick people.
a. angrily   b. easily   c. quietly   d. happily
19- Mom needs some -------- to make cake.
a. flour   b. floor   c. flower   d. follower
20- It is -------. Surely, it will rain.
a. sunny   b. rainy   c. snowy   d. cloudy

Appendix C
The Post-test
- Encircle the letter of the correct alternative.
1- I cannot drink coffee because I ------ it.
a. love   b. prefer   c. dislike   d. enjoy
2- Driving on the wrong side of the road is very ------.
a. dangerous   b. safety   c. fantastic   d. wonderful
3- In my city, there are a number of -------- parks.
a. large   b. short   c. high   d. low
4- Nadi loved ------- horses when she was young.
a. driving   b. walking   c. flying   d. riding
5- I wish to travel to Arbil to climb --------.
a. deserts   b. mountains   c. lakes   d. fields
6- Dan advertised in a -------- for a pen-friend.
a. magazine   b. story   c. letter   d. novel
7- If you want to go on a boat, you should have a life ------.
a. sweater   b. coat   c. shirt   d. jacket
8- India is famous for ------- agriculture.
a. meat   b. tea   c. milk   d. eggs
9- The plane was damaged because the -------- stopped.
a. engine   b. seats   c. belt   d. radio
10- Do not play with ------. You may burn yourself.
a. knives   b. guns   c. matches   d. scissors
11- You should not take any ------- without the doctor's advice.
a. vegetables   b. cotton   c. medicines   d. cigarettes
12- In Japan, there are a lot of modern -------- for shopping.
a. temples   b. stores   c. libraries   d. churches
13- Training ------- makes you win the football match.
a. fast   b. difficult   c. nice   d. hard
14- Last year, we went -------- in wonderful Australian forests.
a- camping   b. flying   c. firing   d. digging
15- I cannot sleep because my brothers speak ------ in my room.
a. politely   b. loudly   c. carefully   d. sadly
16- The plane is flying ------- the city.
a. above   b. up   c. over   d. on
17- Yesterday, I saw a very sick boy. He ---- in the middle of the road.
a. feel   b. felt   c. fail   d. fell
18- I like French meals. They are very --------.
a. delicious   b. expensive   c. interesting   d. unhealthy
19- Huda hoped to go to the party -------- she was too exhausted.
a. and   b. so   c. or   d. but
20- Nick is vegetarian. He does not --------.
a. eat meat   b. work hard   c. sleep late   d. have tea

Appendix D
Names of the Jury Members

No.	Academic Rank	Name	Field	College
1	Professor	Al-Refaee, Fatin Khairi Ph. D.	ELT	University of Baghdad College of Education / Ibn Rushd for Human Sciences
2	Professor	Khadim, Hussein Musah Ph. D.	Linguistics	University of Kerbala College of Education for Human Sciences
3	Professor	Mubarak, Ahmed Sahib Ph.D.	Linguistics	University of Babylon College of Education for Human Sciences
4	Assistant Professor	Al- Bermani, Heider Kadhim Ph. D.	ELT	University of Kerbala College of Education for Human Sciences
5	Assistant Professor	Ahmed, Tawfeeg Ph. D.	Linguistics	University of Kerbala College of Education for Human Sciences
6	Assistant Professor	Shareeb, Mohsin Ali Ph. D.	ELT	Ministry of Education The Open Education College
7	Instructor	Fadhil, Ali Arif Ph. D.	ELT	University of Baghdad College of Languages