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THE EFFECT OF USING HOT SEAT STRATEGY ON THE ACHIEVEMENT AND FREE DISCUSSION AMONG SECOND INTERMEDIATE STUDENTS IN THE ENGLISH LANGUAGE.

ABSTRACT

The goal of this study is to investigate the influence of using hot seat strategy on the achievement and free discussion among second-intermediate students in the English language, The sample of the study had been randomly chosen which consisted of 32-second students who are divided into two groups, one of them represented the experimental group while the second is control group which was be thought by applying the traditional method. Two hypotheses were established to achieve the goal of the study, The first hypothesis was innovative and was tested affording to the hot seat strategy and achievement, the other was according to the hot seat strategy and free discussion. Two instruments were used to assess the achievement of second students achievement, and the other is a measure of the ability of free discussion. The study was partial to the middle pupils at Taglib Middle School in the scholastic semester 2021\2022.

Current results revealed that there are statistically significant differences between the experimental group and control group in favor of the experimental group

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أثر استخدام استراتيجيات الكرسي الساخن على التحصيل والمناقشة الحرة بين طلاب الصف الثاني المتوسط في مادة اللغة الانكليزية

المستخلص

الهدف من هذه الدراسة هو التحقق من تأثير استخدام استراتيجيات الكرسي الساخن على التحصيل والمناقشة الحرة بين طلاب الصف الثاني المتوسط في اللغة الانكليزية ، وقد تم اختيار عينة الدراسة عشوائياً والتي تتكون من ٣٢ طالب الذين تم تقسيمهم إلى مجموعتان ، إحداهما مثلت المجموعة التجريبية ، والثانية مجموعة ضابطة تم التطبيق فيها بالطريقة التقليدية.

تم وضع فرضيتين لتحقيق هدف الدراسة ، الفرضية الأولى كانت مبتكرة وتم اختبارها وفقاً لاستراتيجيات الكرسي الساخن والتحصيل ، والأخرى وفقاً لاستراتيجيات الكرسي الساخن والمناقشة الحرة. تم استخدام أداتين لتقييم تحصيل الطالب ، والآخر هو مقياس القدرة على المناقشة الحرة. كانت الدراسة على تلاميذ الصف الثاني المتوسط في متوسطة تغالب للفصل الدراسي الاول ٢٠٢٢/٢٠٢١ أظهرت النتائج الحالية وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية والضابطة لصالح المجموعة التجريبية.

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1. Introduction

Speaking through the mouth is the expression of delivery. In the oral mode, the expression is also known as efficient skills. It's more complex, like the other abilities, and it appears at first and requires more than just

pronouncing words. Using several parts of our body, including the lungs, vocal tract, voice box, tongue, teeth, and teeth, we make sounds to talk.

The hot seat is a technique of dynamic education. The definition of this approach is based on the submission to another student or instructor of questions from students, such that the domain of the inquiries is a particular subject for learners. The current strategy is f the creative ways in which an educator establishes essential.

principles and views amongst learners and grows other abilities, like dissection, asking inquiries, and sharing concepts. When the instructor needs to detail a particular subject or idea, this approach is often preferred⁽¹⁾ (Shaheen, 2019: 45)

It refers to a collaborative method that learners perform conversation and discussion actions, as every learner grows a meeting in front of other students in the classroom to sit in the hot seat although other scholars ask inquiries, and the educator's job is to direct professors by providing them with instructions to reflect on their questions. Through these, the method allows students to produce several different inquiries, and the instructor only modifies the language rules of answers from learners ⁽²⁾ (Young, 2008: 2).

⁽³⁾Littlewood (1981:2) argues that the ability to lead a successful discussion depends on the capability of the tutor. As in other tasks, a creative instructor needs to brainstorm the subject of discussion, set goals, and prepare students. The instructor initiates the debate and then allows students time to consider and talk. Where the form of operation is such, the teacher is interacting and engaging. It is useful for everyday life to learn group discussion expertise as we regularly find ourselves having discussions with friends, family, and colleagues. This may range from very casual regular talks to more serious subjects, such as a dispute about a recent news article or an issue that needs to be solved .

⁽¹⁾Shaheen, Khair Suleiman (2019) Effective Learning, First Edition, International Books House, Irbid – Jordan.

⁽²⁾Young, S. (2008). Hot Seat : Student -Generated Interactive Questions and Conversation Activities. Conference Report.

⁽³⁾Littlewood, W. (1981) Communicative Language Teaching, Cambridge, Cambridge University Press.

Brown⁽¹⁾ (2008:17) outlines that the use of discussion in EFL has many advantages: collaboration, encouragement, group work, and student progress assessment. Cooperative learning also supports reactive and low-progressive learners. Group-work encourages students to value other students and to grow their skills in the English language.

Highton⁽²⁾ (2006:5) points out that students often learn to become independent learners and what they study in college assists them” and use the net to get more knowledge on what they are interested in when they study at home. Students have face-to-face interaction with the classmates and teachers during lectures too though. When a knowledge-gap exercise has to be overcome, they provide each other with information. Through seeing how others think and learn differently from us, we will learn and this takes place by interaction. Group discussion plays a powerful role for this purpose. The responsibility for participating and exchanging ideas with others is for every member of the group.

The discussion even builds teamwork that helps to accomplish the teacher's assigned task. Active education is an instructional theory that emphasizes mostly on knowledge courses than on learning results, and among the pupil's exercise in different person and community events that have dynamic teaching components, specifically conversation, discussion, lettering, and reflection, underlines the positive of the learner in the education setting. Energetic education encompasses all essential activities and learning processes that seek in enabling an optimistic role of the learner via effort, studies, and exploration, depending on oneself to find knowledge, gaining abilities, and developing values and trends; the learner does not rely on memorization and indoctrination, but rather on t, according to the theory of active learning⁽³⁾ (Qarni, 2017: 27).

This trend in the education process had tripled as a curriculum or progression, which involves several learning styles focused on an

⁽¹⁾-Brown ,F.A(2008).Collaborative learning in the EAP classroom :students ' perceptions . English for specific purposes world . Online Journal for teachers Issue , I (17), 7.

⁽²⁾Highton, M.(2006) Vulnerable learning :Thinking the logically about higher Education , Cambridge :Grove

⁽³⁾Al-Qarni, Zubaida Muhammad (2017) student-centered active learning strategies, first floor, modern publishing library.

experience-rich educational environment that encourages the learner to actively engage in education and assume accountability for his or her schooling (except improving teaching strategies. that will help learners know, think and appreciate awareness⁽¹⁾) (Awwad and Zamil, 2010: 22).

The research paper is an attempt to investigate the impact of using the hot seat technique as a teaching approach to enhance accomplishment and improve the free discussion in English among second school learners.

2. Significance of the Study

The modern trend is experiencing an acceleration in awareness and amazing technological innovation that has led to the separation of science and collaborative specializations, that had made a huge impact on all fields and aspects of life, and this is followed by a change in the size of potential information and knowledge. Both these considerable conceptual advances have converted hard for syllabi for various informative levels to contain, and also the introduction of several issues which considered as a challenge for persons in their everyday survives, that involve shifting the ideology and goals of education from conventional instruction that constructed solely with educator and the effectiveness of the instructor, and from a weak student that accepts only what the tutor offers, to energetic education centered on the pupil⁽²⁾ (Qarni, 2017: 27).

Consequently, as a finding of many reasons, there is a need for classroom instruction has appeared, perhaps the most significant of which is the consternation that learners complain about during each instructional context, which can be described as the weakness of actual incorporation for advanced knowledge with thoughts afterward conventional instructional interaction⁽³⁾ (Asaad, 2019: 15)

⁽¹⁾Awwad, Youssef Dhiab, and Majdi Ali Zamil (2010) active learning, first floor, Al-Minhaj Publishing House, Amman.

⁽²⁾Al-Qarni, Zubaida Muhammad (2017) student-centered active learning strategies, first floor, modern publishing library. **(source repetition)**

⁽³⁾Asaad, Farah (2019) active learning strategies, first floor, Ibn Al Nafees Publishing House Amman - Jordan. The Left, Safaa and Alaa Eddin .

It is believed that supposed that scholastic attainment can be an important part in influencing the essential education progression, however, it is not the specific inconstant for education progression, also aim progression has been influenced the hot seat in the English language, to increase the academic achievement of the student and developing free discussion skills. through different influences and services.

This effective strategy helps in the learning system, abilities, preparations, moods, and health qualities. The capability to comprehend something else remains an essential humanoid skill since a person employs much of time with individuals, so the individual had the skill to have sociable skills.

From these earlier thoughts, the significance of the present study is replicated in the research: Implementing the approach of the hot seat in the English language, to increase the academic achievement of the student and developing free discussion skills.

- The significance of instruction English language approaches and techniques.
- The study focuses on the importance of free discussion to influence successfully in daily life.

3. Problematic Statement

The investigator's knowledge and reflection within the English language classes as a pupil, an instructor, and the knowledge of others have been showing that many EFL pupils meet worries in a discussion. The investigator beliefs that some problems may due to the truth that English is at most learned without applying the enjoyable strategies of teaching English that might give schoolchildren a chance to acquire English more proficiently and efficiently. Besides, the investigator believes that English should be taught attractively as it is used by the native speakers of English. Accordingly, to reach the achievement students need more exposure to enjoyable English strategy in real-life situations that might be achieved by using hot seat strategy.

Purpose of the study

The goal of this paper is to evaluate the influence of using of hot seat technique in the English language on achievement and free discussion among second intermediate students. Also, it incorporates fun circumstances such as part of productive approaches to determine whether they can contribute to improving achievement and enhancing their conversation as effective approaches.

Questions of the Study

The research attempts to find answers:

- What is the impact of using the hot seat strategy on academic achievement and free discussion among second intermediate students in the English language? Hypotheses of the Study.
- There is a statistical importance difference between the average score of the investigational group who is educated according to the hot-seat technique and the average score of the controller group who is educated depending on the traditional teaching of attaining the average score amongst intermediate - grade EFL learners.
- There is a statistical importance difference between the mean scores of the investigational group who are educated depending on the hot-seat strategy and the average of the controller group scores, who are educated depending on the traditional teaching of improving free discussion, amongst learners of the EFL intermediate learners average.

Operational Definitions of Terms

The Hot Seat Strategy : has been defined as a verbal dram a technique which can be used before or after role plays, short time provocations or short performance. It aims to understand characters' motives, background, feelings, personality and relationships to others.⁽¹⁾ .(Billikova and Kissova,

⁽¹⁾ (Billikova. & Kissova, M. (2013). Drama Techniques in the Foreign Language Classroom. University of Nitra, Faculty of Arts Department.

2013:190) well as to improve literacy abilities and to derive what is inside reading .

Academic Achievement by Hourani explains that the advancement of the learners in reaching the objectives of the informative issue studied, who can be evaluated by his score gained in the academic assessment⁽¹⁾ (Hourani, 2011: 27). Achievement in Practice: the capacity of second-grade intermediate learners to identify and mention systematic perceptions and their features, as well as to describe and clarify systematic explanations and relate to their actions, reasons, and then to advantage from them in innovative circumstances. The skill can be assessed through the extent to which the answer to the academic assessment items provided by the investigator has been achieved.

Boundaries of the study

The current research was limited to: First, the participant's size is small and only includes a selected group of the second intermediate at Taglib Middle School for the scholastic year 2021-2022 at general education. Second, the duration of the study is limited to a period of 6 weeks. It is also limited to the period of 8 weeks it also limited to investigating the effect of using the hot seat strategy on the achievement and free discussion among second intermediate students in the English language.

Theoretical framework

Hot Seat Strategy it is an implementation for education activities is hot seat approach, the movement that pushes for pupils to be a successful individual in the education progression and emphasizing the positive energy of students. The hot seat approach gives the student a distinctive part in the learning process to the degree that it encourages the learning process to lead to circumstances, additionally, the significance in improving pupil self-efficiency and the capacity to guide the conversation domain for making suggestions and reflect the reactions, besides that

⁽¹⁾Hourani, Hanin Samir Saleh (2011), the effect of using mind maps on the achievement of the ninth grade students in science and their attitudes towards science in government schools in Qalqilya, Master Thesis (unpublished), College of Graduate Studies, An-Najah National University.

opportunity to develop conversation and dialogue skills and in developing them.

-It's skills

-Growth of cognition.

-Cultivate the ability to pose questions.

-Cultivate the opportunity to share ideas.

- Develop the capacity to connect with others.

The Hot Seat's Goals

-Provide students with opportunities to create and direct questions.

-Improve their re-reading skills, text analysis, and preparation for an analytical paper, as well as their ability to narrate and evaluate.

-Creating a spirit of student engagement in the formulation of questions. - Empowering students in an immersive way to play roles.

- Encourage students to practice and improve the innovative thinking practices that take into account the differences between individuals between them.⁽¹⁾ (Al-Sindhi, 2015:.734).

Hot Seat procedures

It is considered that free discussion is one of the most important elements of practicing English as a foreign language; we must follow the required strategies to make sure that learners can efficiently practice the discussion skills within the workshop by having a brief discussion or by offering him brainstorming queries.

The Hot Seat Plan Delivery Approaches

In many ways, this technique is applied as follows:

⁽¹⁾Al-Sindhi, Naz Badrakhn Abdullah (2015), The Impact of Incorporating the Hot Chair and One Minute Paper in the Collection of Human Rights Materials for Students of the College of

Education and Developing Their Positive Thinking, Journal of the College of Basic Education for Humanities, University of Babylon, pp. 730-774.

The Hot Seat of a Student

- 1 .The instructor asked a voluntary student to sit in the hot seat who has a particular subject, content, or ability.
- 2 .The chair is in the center and it is surrounded by the rest of the students.
- 3 .The student addresses the questions posed by the students.
4. In one word, the questions have to be answered.

The Hot Seat in the education Organization

- 1-After reading the lesson, the instructor breaks the students into small groups (5-6) or teaching the experience into sections so that each student is focused on a particular clause.
- 2 .In the center, a voluntary pupil of every party sits in the middle of the class and he is surrounded by the rest of the class.
- 3 .The class asks uncluttered inquiries about either the experience or the clause that fits between the one sitting on the hot seat to the one in the hot seat.
- 4 .After support from the instructor, they share roles. 5. Monitored and directed by the teacher ⁽¹⁾ (Shaheen, 2019: 46).

The Guidelines

Every advice of instructor that would enquire at least three queries when the learners sit in the hot seat and the learners are enabled to respond or pass, whereby the pupil transfers and an instructor .Often use critical inquiries after an explanation is given ⁽²⁾ (Abdul Karim, 2016:14).

Free Discussion

⁽¹⁾Shaheen, Khair Suleiman (2019) Effective Learning, First Edition, International Books House, Irbid – Jordan.
(source repetition)

⁽²⁾Abd Al-Kareem, D. F. and Ibraheem, F. K. (2008). "The Impact of Using Some Mnemonic Strategies on the Achievement of First Grade Students of Geography Department in Australia Continent Material". Tikrit Journal of Humanities. Vol. (15), No. (3)

One of the most important components of learning English as a foreign language is considered to be guided conversation; we have to follow the necessary techniques to ensure that students can effectively exercise the discussion skills inside the classroom by having a brief dialogue or by giving him brainstorming questions about the subject.

The effect of class discussion on the level of improvements in speech understanding has been an important subject of research. The teacher should choose a suitable feature that the learners would be involved in when selecting a sequence, according to ¹⁾ Stempleski and Tomlain (1990:44).

The discussion of culture and identity, a key to appropriate attention to media content, focuses on authentic images⁽Educators may discuss cultural practices of recordings, such as customs and satire, or cultural usage language, such as idioms, or students may exercise their analytical powers to empirically gain functional use of language, e.g. speeches Zhang and Stahl (2011) show that participatory discussions of logic encourage the growth of reasoning ability and English language for Esl students since they involve the engagement of instructors and learners in a phase of joint meaning-making.

The instructor provides the debate and, if appropriate, creates opportunities while the learners interact in the interpretation and evaluation of the arguments expressed to them.⁽²⁾ Bad ache (2011:88) clarified that it is also important to have free topics for students to discuss. The classroom must become like the outside world, where students instinctively and communicatively use words.

Discussion at any time can take place. Group work is a method of instruction where learners of various levels form small groups and work towards a shared goal together. the actions of teachers and learners in the

¹ Stempleski mpleski, S., Tomlin, B. *Video in Action*. Prentice Hall, 1990

⁽²⁾ Bad ache ,L(2011).The Benefits of group work .The social science and human Journal

classroom should be as close to the behavior of people outside the classroom in the "real world" as possible.

In several instances, apart from being involved, the discussion is problem-based, where learners are free to give their opinions

1. exploring ideas
2. exchanging information
3. resolving mutual problems
4. planning a course of action

Small group discussion can include elements such as small numbers of students, awareness of the related subject, information and ideas shared and exchanged, directed goals, oral, effective communication. The chairperson, or leader, of the discussion, usually begins by making a statement that specifies the topic and purpose.

because their training is impaired by it, instructors should inspire their students to participate actively. By partnership, students have face-to-face interaction. Via cooperative learning, students develop communicative social expressions. To achieve success both in and out of class, they use them to generate those phrases. After Student co-operative learning tests how they have achieved the task, and where have they reached their goals of learning?

Concluding Remark

The influence of hot seat strategic teaching English was discussed in all previous research. Several previous studies have shown that there is a strong link between the transformation of the classroom into a small English culture and its beneficial effects on the proficiency of the EFL student. Therefore, what separates this study from other studies is that it deals with the effect of transforming classrooms into a small English group on the language proficiency and encouragement of EFL students at the same time.

Methodology

The study sample consisted of 32 second-grade students studying at the General Directorate of education in Nineveh Governate at Intermediate Schools, during the 2021-2022 academic semester. They were already divided into two sections: 16 students were included in section A, which was known as an analytical section. There were 16 students in Section B and it was considered a traditional section.

Design of Study First:

Experimental Design To achieve the research objective and hypotheses, the researcher followed the experimental design B, called the method of equations⁽¹⁾ (Anwar and Adnan, 2008:487) , as cleared in figure 1

Figure 1: investigational table

	Pre-test	Independent variable	Posttest	
Experimental	Free discussion	Hot seat	Free discussion	Educational attainment
Control		The usual method		

One of the parameters of this project can research of tow section that creates an investigational design that educates the technique of the hot seat, whereas the other section stays as controller section who educates traditionally.

Research Community and Its Sample

The research group comprises intermediate schools for boys in Mosul at scholastic year 2021-2022 sample of the research(32) learners from the second intermediate grade students at Taghlib Middle School for Boys

⁽¹⁾Anwar, Hussein Abdel-Rahman, Adnan Hakki Shihab Zangana (2008) Methodological Patterns and their Applications in Applied Humanities, Generous Journalism, Al-WefaqPublishing, Amman .

were intentionally selected from the research population for the academic year (2021-2022) for the following reasons:

- 1 .Collaboration between the school administration and the English language teacher and the researcher in the implementation of the analysis.
2. For the average second, the school includes four grades, which offered the researcher more chances to pick the study, and the subject teacher's readiness to perform the lesson following the plans prepared by the researcher T.

Figure 2: Members of the study

The size of the sample that is passed	The size of the sample that is failed	Section	Education method
32	-	Experiment al	Hot seat strategy
١٦	-	Control	The usual way
١٦	-	-	-

Preparing an Achievement Test

The current study involves planning an accomplishment test to assess student success at final testing, and as the subjective assessments have been simply detailed according to the topic then they are completed and repaired for a form of assessment consisting of many paragraphs, the investigator prepared a test (20) (Appendix 2). The test went through the main procedures:

Checking the Achievement Assessment

1. examiner investigated the authenticity situation of the academic assessment by submitting it to a variety of authorities in the area of instruction and learning approaches in its original form (Appendix 1). None of the assessment paragraphs were removed in the light of expert

opinions, as the consensus between the experts varied between 80-100 percent.

2. A statistical study of subsections.3. The investigator employed it in a questionnaire sample of the study group composed to find the statistical analysis of the test objects.

3. To obtain a statistical evaluation of the assessment elements, the examiner employed it in a study population from the research group made up of (40) students from Al-Shafei School for Boys .

4. Next to each other: after the complexity factor for each test paragraph has been calculated, it is evident that it drops between (0.38 - 0.65) and this means that the test items were suitable. C, since Bloom suggests that this test is good and has good arithmetic if the coefficient of the paragraph ranges between (0.20- 0.80).

5. Discernment aspect: The examiner determined the discriminant strength of the assessment components employing the items identifying coefficient and shows that it stretches between (0.30 - 0.60), which locates around the satisfactory average⁽¹⁾ (Rusan et al., 1992:84).

6.Constancy of the assessment: The investigator derived the assessment applying the Kuder-Richardson equation Twenty.

The cause for selecting this equivalence that it and the degree of the response to the paragraph can be applied in the test. It then gets one point or zeroes as a mistake, then the constancy factor derived following this approach is the internal consistency constancy parameter, which implies the homogeneousness of the assessment components.

Instruments of the Study

To recognize the impact of applying the current technique on the achievement and free discussion among intermediate second students in the English language, this study used two tools: the first was a proposed-test, which had been conducted beforehand the experimentation by the

⁽¹⁾Russan, Salem Salama et al. (1992), Principles for Measurement and Evaluation of Educational and Humanitarian Applications, 1st edition, Cooperative Press, Amman.

research to choose the real stage of both groups before starting the experiment. The equal assessment had been conducted as a post-test after 8 weeks to assess if the hot seat strategy affects the academic achievement among intermediate second students. The average score determined for each examinee by the two external examiners is estimated to minimize the impact of subjectivity on the student's results.

The validity of the Test

The test was checked by a team of educators specializing in TEFL, CALL, and linguistics. To obtain the face validity of the examination of tools in which the expert was questioned before conducting them to assess the study method. Observations, comments, and observations were taken into account by these experts. They also made significant improvements and tools that are used in instruction. The instruments' comments on the number of queries, description of marks, contentedness, formula, meaning, syntax, social context, and length were changed.

Reliability of the instruments

The test-retest procedure was applied to regulate the dependability of the assessment. There was a test offered to 10 students who were not included in the study sample. They sat down for a test. The pilot group took the same exam two 18 weeks later. The correlation coefficient between student scores on both test occasions was determined to be found at 91 percent by using Pearson's formula. The testing can thus be defined as accurate. The inter-rater reliability between the two raters who evaluated the abilities to speak students was .82, which is appropriate for the objectives of the analysis.

Variables of the Study

1. The independent variable of this study is the teaching method which includes: Teaching English aspect by using hot seat strategy.
2. The dependent variables have learners scores of both sections (investigational and controller) in achievement among intermediate students and the experimental group students' responses to the checklist.

Instructional Treatment

Before the experiment, the researcher explained the nature and the purpose of the study for the students. They were already divided into two groups, a control group that was taught regularly by the course teacher and an experimental group that was taught the same syllabus used in teaching the control group but it was presented by using the hot seat strategy. The researcher asked the students to discuss and make dialogues assisted with hot seat strategy to make them feel as if they are in a small English language community where using English is a must and Arabic is forbidden. Then the researcher-led the discussion held among intermediate second students.

Instructional Material

The instructional material used in the study was an English textbook for intermediate second students. Two units were randomly chosen with the help of instructors who teach English textbooks at other schools. The material that was adopted by the Ministry of Education at Iraq public schools has few aspects related to the English community such as educational games, authentic pictures, videos, songs, interactive reading text and materials, short stories, dialogues among native speakers, and objects. The aspects for changing classroom into a small English community used for teaching the experimental group was based on dialogues among British and American people in the same topics, function, and nations found in Action Pack for seventh-grade textbook.

Study Procedures

1. Taglib Middle School was chosen to conduct this study.
2. second-grade students who study at Taglib Middle School were purposefully chosen for logistic purposes as a sample of the study.
3. The participants of the study were already divided into two groups; group A was appointed as an investigational section while group B was appointed as a controller group.

4. The examiner clarified the nature of the research to the students.
5. A pre-test was administrated to both groups of students to make sure that there were no significant differences between the two groups in their level of English language.
6. learners in both sections took a test at the opening of the first semester of the scholastic year 2021-2022 to identify their stage before carrying on the experimentation.
7. materials were learned twice a week for each section for a date of 8weeks to practice the language.
8. The experimental group studied the same syllabus used for teaching the control group by using dialogues, whereas the control group studied regularly.
9. A post-exam was administrated to the investigational group and controller groups after the experimentation. Numerical Investigation The geometric compendium for societal science (SPSS) computer software was employed to examine data and to evaluate any possible differences or any statistical differences between scores for the pre/post-test between the two groups to answer and accomplish the questions and objectives of the study. Mean scores, standard deviation, and significance level were shown. A T-test was applied to discover the modifications that may arise as a product of the practical treatments in the research, that contained within (teaching discussion skills by using hot seat strategy vs. the regular instruction).

The Results of First Question: To test this hypothesis, the researcher used an independent sample T-test to compare between groups (control, experimental) for pre-test + post-test, table (2) shows that.

Table (2) Result of Independent sample T-Test for Pre-Test Group (Control vs Experimental)

Assessment	section	N	Mean Std.	deviation DF	T	Sig
Pre-test (Listening)	Control	١٦	17.25	٣٠	1.02	.182
	Experimenta	١٦	18.69			

Pre-test (speaking)	Control	۱۶	16.45	۳۰	1.34	0.23
	Experiment a	۱۶	17.50			

Table (2) illustrates that there is no statistically significant difference between the controller and investigator group for the pre-test because the value of

$T(30) = 1.02$, sig. = 0.182 for listening test and the value of $T(30) = 1.34$, sig. = 0.23 for the speaking test, this evidence there is not a statistically significant difference between the mean scores of the control and experimental group for the pre-test. After 8 weeks, both groups sat to the same test re-named a post-test post to find out of the progress of both students' achievement and discussion level and in favor of the experimental group. The result shows there is a significant difference between the control and experimental group for post-test because of the value of $T(30) = 5.35$, sig. = 0.00 for listening test and the value of $T(30) = 6.41$, sig. = 0.00 between the speaking test, this is evidence that there is a statistically significant difference between the mean control and experimental group for post-test. The difference is in favor of the experimental group.

The Results

To test this hypothesis, the researcher used an independent sample T-test to compare between tests (Listening and Speaking) for post-test, table (4) shows that. The experimental group students' scores in the post-test were higher than those of the control group. Accordingly, the first hypothesis that means marks in fluency according to the technique of instruction (using hot seat strategy vs. regular instructions) at $\alpha < 0.00$ was accepted. Moreover, the hot seat strategy can be regarded as an effective method to develop EFL learners' fluency. These results agree with the results of many studies that tackled many aspects and topics related to the hot seat and its effect on students achievements such as enjoyable games, educational games, and pictures To investigate the proposition, the examiner derived the mean and standard deviation of the two investigational and controller groups in students' academic achievement in

the English language. Applying the T-test for two independent samples, the T-value was derived, as displayed in Table (6).

T-test findings for the investigational and controller groups in the academic score:

T value		standard deviation	SMA	number	group
Tabular	Calculated				
2,000	3,65 5	3,0585 7	17,50 00	32	Experiment al
		3,8160 3	14,30 00	30	Control

Obviously from the previous figure that the calculated value of T has been recorded (3,655), which is larger than the horizontal value (2000) at the stage of significance (0.05) and the score of freedom (60). that indicates that there are statistically considerable variances between the average score of the two sections in favor of the investigational section, and thus presumes an invalid hypothesis and accepts the substitute. This finding shows that investigational 23 strategy has an impact on students marks in the English language and that this finding is compatible with the finding of researches apportioned with the technique of the hot seat with some variables, for instance, Muhammad and Naji (2018)research and research of Al-Anzi and Al-Jarjari ⁽¹⁾ (2019).

The finding of the study revealed that the experimental group students developed their discussion skills but they helped more in developing the skill of free discussion. This might be because speaking is a productive skill that needs more effort to be developed. This finding agreed with Mosavi and Irvani (2011) who carried out a study on the effect of using authentic and non-authentic materials on EFL learners' listening comprehension. The participants of this study, 80 students from different institutes, took part in two experimental treatment groups. The results of the study showed that the students who were taught using authentic radio-

⁽¹⁾Al-Anazi, Ammar Awad Salih, Khashman Hassan Al-Jarjari (2019), The Impact of the Hot Chair's Strategy on Developing Numerical Sensation Skills and Stimulating Academic Achievement for Fifth Grade Primary Students in Mathematics, Master Thesis (Unpublished) Basic Education, University of Mosul.

tapes achieved a greater degree of listening comprehension and proficiency than non-authentic groups.

Conclusion

According to the research findings, the examiner comes up with these points:

1. There is an impact of the hot seat strategy on improving moderate school learners' academic achievements for the English language.
2. There is an impact of the hot seat strategy on improving free discussion among middle school students.

Recommendations

The researcher presents the following four sub-sections: recommendations directed to educational associations. According to the finding of this study, 24 designers of textbooks are recommended to the interest in the following consideration in their job successfully

Recommendations Directed to Ministry of Education

General instruction should train institutes and academes with laboratories providing an effective strategy of all aspects of the English language so that students have a chance to practice the language as if they practice in the English community. Moreover, teachers and students will be able to watch and listen to pleasure situations and fruitful English.

Recommendations Directed to Curricula Designers Courses designers must be considered into account the significance of hot seat classroom strategy to get rid of artificiality. EFL curricula designers are recommending to use of new syllabi depended on many aspects that help to use hot seat strategy that develop the EFL student's free discussion and achievement.

Recommendations Directed for EFL Researchers

More studies should be done on the impact of using the hot seat strategy on academic achievement and free discussion among second intermediate students in English language, components, and mechanics. Additionally,

more researchers should conduct using different variables and bigger samples of students.

Recommendations Directed for Instructors

1-EFL instructors have to be heartened to the impact of using the hot seat strategy on academic achievement and free discussion among second intermediate students in the English language to teach the language effectively.

2- Instructors have to be qualified to change their classes into interactive discussion among second intermediate students in the English language to bring the real world into the classrooms.

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