

## The Effect of Using One-Minute Paper on Third Year College Students' Achievement in the Course of Methods of Teaching

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### ABSTRACT

One-minute paper (OMP) is a quick and easy assessment tool that gives students an opportunity to ask questions and seek clarification. This study is an attempt to investigate the effect of using one-minute paper on third year college students' achievement in the course of methods of teaching EFL in comparison with the presentation-practice production (PPP) approach or the lecture method. To fulfill the aim of the study, the researchers adopted a null hypothesis which indicates that there is no significant difference between students' achievement who practice the OMP and that of students who do not practice it. To achieve the aim of the study, an eight-week experiment was conducted using control group, random assignment, posttest design only. Using the t-test for two independent samples, it is found that the calculated t-value is 4.185 which is greater than the tabulated value 2 at 0.05, which means a statistically significant difference in favour of the experimental group. This indicates that one minute paper teaching is more effective than the presentation practice production teaching (PPP) or the Lecture Method teaching as it leads to the rising of the awareness of the students towards their subject- matter. At the end of the research paper, conclusions, recommendations, and suggestions for further studies are put forward.

اثر استخدام الدقيقة الواحدة للكتابة على تحصيل طالبات الكلية للمرحلة الثالثة في  
كورس طرائق تدريس اللغة الانكليزية

### المستخلص

تعد الدقيقة الواحدة للكتابة من احدى وسائل القياس السريعة لتحصيل الطالبات والتي تعطيهن امكانية السؤال والبحث عن الاجابة انفسهم. يهدف هذا البحث الى التحقق من اثر استخدام الدقيقة الواحدة للكتابة على تحصيل طالبات الكلية للمرحلة الثالثة في كورس طرائق تدريس اللغة الانكليزية بالمقارنة مع الطريقة القديمة او (طريقة المحاضرة). من اجل ذلك صيغت فرضية صفرية تشير بانها ليس هناك فرق ذو دلالة احصائية بين تحصيل الطالبات اللواتي درسن كورس طرائق تدريس اللغة الانكليزية باستخدام الدقيقة الواحدة للكتابة واولئك اللواتي درسن نفس الكورس بطريقة المحاضرة. ومن اجل تحقيق هدف الدراسة اجريت تجربة لمدة 8 اسابيع باستخدام التصميم التجريبي ذو الاختبار البعدي - اختبار عشوائي - مجموعة ضابطة . باستخدام الاختبار التائي لعينتين مستقلتين وجد بان قيمة التائية المحسوبة هي 4.185 والتي هي اكبر من الجدولية 2 عند مستوى دلالة 0.05. هذا يدل بان هنالك فرق ذو دلالة احصائية لصالح المجموعة التجريبية، في ضوء النتائج ينصح باستخدام الدقيقة الواحدة للكتابة في تدريس كورس طرائق تدريس اللغة الانكليزية/للمرحلة الثالثة. في نهاية البحث، تم وضع الخاتمة، التوصيات والاستنتاجات.

## **1.Introduction**

### **1.1 Problem of the Study and its Significance:**

The broader and faster growing accumulation of knowledge nowadays has many implementations at various levels of education. Cuseo (2010, Int.) claims that at college, there is an urgent need to change the focus of instruction from transmitting fixed block of information towards preparing students to be good participants, seekers, transcribers of information, and active learner in the learning process. One minute paper (henceforth OMP) is being regarded as a technique which promotes Active Learning (henceforth AL) and requires active engagements from the learners (Sudhinont, 2009:6). For this, OMP could be used as a means that ensure students participation in a classroom activity.

As a matter of fact, assessment is being practiced in every college by evaluating students learning outcomes during the semester, i.e., students out comes will be assessed at the end of the course by using either formative or summative assessment. Many Studies proved that assessment of ranking (summative assessment), which focus on students achievement has gained greater attention than assessment of learning (formative assessment), which is more linked with improving students learning (ibid, 9). Angelo and Cross(1993: 32) state that this problem can be tackled by turning attention back to promote formative assessment to assist students increase their learning by practicing one or more assessment strategies. They believe that OMP can help students to learn better, encourage them to reflect, synthesize, review what they learn, and focus on assuring and improving the quality of higher education ( Panitz and Panitz,2010 :Int.). Sudhinont (2009:3) assumes that the use of OMP can improve students' learning and may lead to better understanding of the context as well as helps the instructors to modify instruction to gain better results.

The use of OMP is a good way to find out how learners may perceive and respond to the teachers' efforts. Few minutes before ending the lecture, the teacher asks the students to take out a sheet of paper and to write their responses to one or two open-ended questions such as 1-what things you like to remember from the lecture? 2-what is the most confusing point? 3-Is there anything you want to ask about?

Students' responses are useful to both the teacher as well as the learner, i.e., if he/she intends to know how well the course is going and to the learners if the teacher supplies them with feedback (Angelo and Cross, 1993:32).

Methods of teaching English as a foreign language is one of the most important subjects in teaching EFL at colleges of Education as it has an

important role in preparing future teachers and because this field has undergone shifts, changes, and dynamic development. It is obviously noticed that new approaches, methods, and techniques are appeared and others are declined. Consequently, Students need to learn more about the origin of this field, the old methods, and the current and widely used ones and such kind of knowledge will ensure some perspectives when teachers evaluate any innovations or new approaches to methodology, which will certainly continue to emerge from time to time.

The researchers suppose that the use of OMP technique may enable students to develop their achievement, to diagnose students' misunderstanding, and to focus students' attention on the major point which was addressed. The OMP is a learning exercise for students, an evaluation of the effects of instructor's teaching, and an opportunity for feedback to both of them. Students will get benefits from seeing others responses and it also has been found to enhance motivation for learning. Stead (2005:Int.) declares that instructors who use OMP praise it as a good learning tool for both the instructors and the learners who perceive it favourably moreover; it is applicable technique requiring no technology which shows "beneficial results for a modest amount of time and effort". Therefore, the researchers employ OMP as a formative assessment technique as well as active learning strategy.

## **1.2 Aim of the Study:**

This study aims at empirically investigating the effect of using OMP on third year college students' achievement in the course of methods of teaching EFL.

## **1.3 Hypothesis:**

The following null hypothesis will be investigated there is no significant difference between students' achievement who practice the OMP and that of students who do not practice it.

## **1.4 Limits of the study**

The present study is limited to third year female students/morning class at the Department of English/ College of Education for Women during the academic year (2011-2012).

## **1.5 Definitions of Basic terms:**

### **1.5.1 OMP**

Celce –Murcia(2001:502) defines OMP as “a direct way of finding out how learners are responding to our efforts as teachers”

OMP is one of active learning strategies which indicate asking students to write for 2-3 minutes on a topic or a response to a question (Office of Human Resources:2010,Int.).

Angelo and Cross (1993:26) gives another definition as a response to the instructor's posed question which required the students to reflect on the lecture and provide the instructor with feedback.

Operationally, OMP is an active learning strategy and formative assessment technique in which the instructor poses one or two questions about the subject matter being taught at the end of the lecture and asks students to write their responses. Neglecting spelling and grammatical mistakes, the instructor supplies them with the required feedback, answers their questions, and explains the difficult points.

### **1.5.2 Methods of teaching EFL:**

It is a course for teaching students approaches and methods of TEFL. It includes a survey of old and new trends of teaching and gives some historical background of the principal approaches to TFL.

### **1.5.3 Achievement:**

Achievement is the individual progress towards the instructional objectives of a specific study (Darwesh and Jarah,1997:124).

Dwyer(1982:12) defines achievement as learning that takes place during a definable course of instruction.

Achievement Test is what language learners have successfully learn with specific reference to a particular course, textbook, or program of instruction ( Richard and Schmidt. 2002:7).

The operational definition is that achievement refers to the scores gained by applying a test on students who have involved in an experimental study.

## **2.Theoretical Background**

### **2.1 OMP:**

Student participation is one of the necessary components of active learning. Therefore, it is important to provide students with opportunities to develop their intellectual independence through class participation. By taking an active role in the learning process, students are empowered to become "co-producers of learning"(Holtzman, 2007:Int.). Among these strategies is the OMP has been included.

OMP is firstly appeared by Robert C. Wilson1986 and then it is developed by Professor Charles Schwartz (ibid.).It presents a simple exercise of creating feedback in class. The instructor poses some questions before the end of the lecture and asks students to answer and react towards important topics or particular learning experience with short period of time, reviews the students' answers and addresses any misunderstanding through feedback which is related to their answers in the next class(Stead.2005:Int.). Colorado State University (2011: Int.) sites that

OMP also delivers the instructors with a quick and valuable feedback. Angelo and Cross (1993: Int.) claim that OMP allows the teacher to discern if the students are picking up the main concepts being discussed or not, to clarify things when students are confusing minor details with the major themes, and to receive questions from shy students and provide them with quick responses. Chizmar and Ostrosky (1998: Int.) believe that OMP shows sincere interest in the students learning by ensuring active engagement among students.

Active learning exercises may make the courses more interesting for the students and can improve their learning outcomes. Writing exercise is one type of active learning and many writing assignments require high time cost for the teacher. OMP is a writing exercise which can increase students' learning with relatively low cost of time for the teacher. OMP provides evidence that small amount of writing do make differences, and make the class more interactive (Stowe, 2010: Int.).

The Office of Human Recourses (2010: Int.) sites that "The moment of writing provides a transition for participants by bringing together prior learning, relative experience and new insights as a means of moving to a new (aspect of the) topic". This means that writing may offer participants a moment to explore ideas before discussion, or may bring closure to a session by recording ideas in their mind at that moment.

## **2.2 Methods of TEFL:**

There are many approaches and methods of teaching which are in historical sequence of development, evolution, changes, and revolutions. Consequently; new methods, approaches, techniques are appeared and others are less widespread used. However, none of these innovations are totally invalidated or replaced the previous ones, in spite of the attitudes of the inventors of new methods who call for their new methods and praise them as totally effective ones (Davies, 2000: 187).

Richards and Rodgers (2001: viii-ix) assume that in teaching any subject matter, the teacher is "usually based on an analysis of the nature of the subject matter and the application of teaching and learning principles drawn from research and theory in educational psychology", i.e., a teaching method.

The course of methods of TEFL which has been taught to the sample of the study seeks to provide students with a comprehensive survey of the major trends in this field and shed light on the similarities and differences among approaches and methods. It also attempts to describe them according to their underlying theories of language and language learning, the objectives and syllabus, the role of the teachers and learners, the techniques and classroom procedures used by the method, and the lesson plan.

### 2.3 Formative and summative assessment

Assessment is a means of evaluating students learning and the effectiveness of teaching methods of educational programs. It can be defined as a set of processes used to measure the students' outcomes in learning (Sudhinont,2009:1). Assessment is concerned with students' performance, the two terms of assessment are (formative assessment and summative assessment), a distinction made between them according to the purpose and the use of assessment information (Carmen, 2001:222). Formative assessment emphasizes the ongoing assessment of students' performance in a course and informs how well the students are doing. It tackles only the topics that have been taught and informs whether the student needs to study more or to gain more attention (Richards and Schmidt, 2002:210).Here the teacher can make a suitable midcourse recommendation, provide immediate feedback, and pedagogical changes that help him/her to achieve the goals of thatcourse (Richards and Renandya ,2002:17).Carmen(2001:222) clarifies that formative assessment must have an influence on both teaching and learning by giving feedback to the teacher and the students.

Summative assessment is carried out at the end of the course and it is used to measure what is intended to measure (Entwistle, 2009:157).It assesses learning at the end of the year, course, or unit and it does not supply the teacher with feedback (Carmen, 2001:222).OMP is a type of classroom formative assessment technique which can improve students' learning (Angelo and Cross,1993: Int.).

### 2.4 Implementation the OM P

The basic idea is that before the lecture ends students are presented with two questions such as:

- **What** is the most important thing you've learned in today's lecture?
- What important questions remain outstanding?

Students should be told that the class will end within 5 minutes so that they can answer the two questions. Students use sheets of paper for their responses each answer on different side and the papers should be anonymous (Stead, 2011.Int.).This encourages them to participate openly in a direct and honest way if they feel that they are not judged for expressing their feelings and opinions (Pantiz and Pantiz. 2010:Int.)

## 2.5 Benefits of the OMP to the students

OMP technique benefits to the students can be summarized as the following:

- It may develop the listening skills when the questions are presented at the beginning of the lesson; students actively listen and pay attention to answer the questions.
- Students also re-process ideas presented by the teacher.
- It develops holistic thinking, when the teacher asks for a summary of the main idea; this develops the ability to think holistically and to focus on the main idea.
- It requires from the students to formulate questions and this develops questioning skills.
- It develops reflecting and identifying gaps in students' understanding and this develops their meta-cognitive thinking.
- It reinforces class attendance and students attentiveness.
- It improves writing when students write their responses; this can develop persuasive and expressive skills.

(Draper, 2007:Int.).

## 2.6 Benefits of the OMP to the Teachers

OMP technique benefits to the teachers can be summarized as the following:

1. It can help the teacher to determine whether the students have understood the concept being covered or not.
2. It can identify problems faced by individuals.
3. It opens a channel of communication between the teacher and his/her students.
4. Students' responses can supply the teacher with feedback about how learning and teaching is going on and provide ideas to improve instruction.
5. It serves to build instructor-students rapport as the students receive feedback from the teacher himself.
6. It helps the teacher to bridge between successive class periods.
7. Teachers get to know students better.

(Panitz and Panitz,2010: Int.)

## 2.7 Feedback in the OMP

The teacher will respond to the collected information from students and this step is as important as the results themselves. He\she looks through the responses and puts them in three fields for example (good understanding, average understanding and poor or no understanding of main point of lecture) (Stead, 2005:Int.).

The teacher uses the findings in the next lecture session to replay some responses and to prepare the good answers and reasons for some poor answers. As a result, the teacher tells students what they might do next time to improve and what could be done to help them learn and let this feedback be as an opportunity to build a dialogue between the teacher and the students (Ibid).

OMP is both a learning exercise for students, as well as an evaluation of the effects of teaching and an opportunity for feedback. Students benefit from seeing others responses and it has been found to enhance motivation to learn (Ibid).

## 3. Procedures

### 3.1 The Experimental Design

In order to achieve the aim of the present study, a post test group design was chosen, which is called "Control-Group, Random Assignment, Post Test Only"(Gostavo, 1979:254). See Table 1.

The reason behind the selection of this design is that because third year college students are going to study methods of teaching course for their first time, they nearly know nothing about the detailed description of its contents. They have no pre-knowledge or experience about it. Thus, there is no need for a pretest. Stanly highlighted this by saying that pretesting might facilitate the experiment studies but is not essential to rigorous experimentation (ibid).

Kerlinger(1979:331 as cited in Al-Khafaji, 1999:9) has supported this design and considered it as suitable for educational and psychological experiment.

**Table 1 The Experimental Design**

<b>Groups</b>	<b>Independent Variables</b>	<b>Post Test</b>
Experimental	One-Minute Paper	Students Achievement at the course of Methods of Teaching
Control	Traditional Way	Students Achievement at the course of Methods of Teaching

The design of this experiment includes the selection of the two groups randomly. Both groups were submitted to a posttest. The experimental group was taught the course of methods of teaching EFL through using OMP technique, whereas the control group was taught this area through the conventional way (PPP approach). The scores of both groups were compared to see if there is any significant difference between the two groups or not.

### **3.2 Population and Sample Selection**

#### **A. The Population**

The population of the present study comprises (102) Iraqi EFL female students of the Department of English/ College of Education for Women, University of Baghdad, during the academic year (2011-2012). There are distributed alphabetically into four sections. These sections are unified into one section according to the timetable of the department. Namely Section AC and section BD respectively.

#### **B. The Sample**

The sample has been chosen randomly from the population mentioned above. One group was selected as the experimental group (namely section A C) and other group as the control group (namely section B D). The number of students in section (A C) is 54 and in section (B D) is 48. After excluding the ex-primary school teachers and those who are chosen randomly for the pilot study from both groups. The total number of the sample was (76), thirty eight students in each group.

#### **3.2.1 Equivalence of the Sample**

The researchers tried to control some of the variables that may affect the experiment. These variables are: age, and parents' education. The differences were tested at (0.05) level of significance, using the t-test formula for two independent samples and chi-square formula. It is found out that the subjects of the experimental group and control group are matched on the above mentioned variables since there are no statistically significant differences between the two groups. Table 2 , 3 and 4 summarize the results of the statistical treatment of the sample equivalence.

Table 2 T-Test Statistics for the Age Variable

Variable	Group	N	$\bar{x}$	$S^2$	df	Computed t-value	Tabulated t-value
Age in Years	E	38	21.26	0.685	36	0.174	2.021
	C	38	21.10	1.015			

Table 3 Chi-Square Statistics for the Fathers' Education Variables

Variable	Group	N	Primary	Intermediate	Secondary	Diploma	B.A	M.A	PHD	df	Computed Chi-Square	Tabulated Value
Fathers' Education	E	37	3	8	3	7	15	-	1	6	2.8152	12.59
	C	37	4	6	5	6	12	3	1			
	Total	74 <sup>1</sup>	7	14	8	13	27	3	2			

Table 4 Chi-Square Statistics for the Mothers' Education Variables

Variable	Group	N	House Wives	Primary	Intermediate	Secondary	Diploma	B.A	M.A	PHD	df	Computed Chi-Square	Tabulated Value
Mothers' Education	E	38	13	-	2	4	12	7	-	-	5	2.935	11.07
	C	38	10	-	4	6	10	7	-	1			
	Total	76	23		6	10	22	14		1			

<sup>1</sup>Two of the total students' fathers are dead.

### 3.3 Instructional Program

#### 3.3.1 Instruction

Instruction started on the 8<sup>th</sup> of December 2011 lasted 8 weeks and ended on the 8<sup>th</sup> of March 2012. One of the researchers<sup>2</sup> taught the experimental group through using One-Minute Paper technique, whereas the control group was taught by the lecture method. The lectures were arranged for both groups as six hours per week.

#### 3.3.2 Instructional Material and Lesson Plan

The instructional material selected for this study is (Chapter Two: Foreign Language Teaching Methods and Approaches, Chapter Twelve: Lesson Plan, and Chapter Fourteen: Teaching Aids) from the textbook "Methods of Teaching English to Arab Students" by Najat Al-Mutawa and Taiseer Kailani pp. 14-27, and 140-154.

#### **Behavioral Objectives:**

1. To ensure equal participation of each and every class member, including anyone who may be too shy or fearful to participate orally.
2. To develop their writing skills, because writing and thinking are strongly interrelated.
3. To identify problems, ask for specific help, and make suggestions for improving the class processes.
4. To reflect back and think more deeply about the most important concept discussed in class.

As for the experimental group, the following procedures are used according to One-Minute Paper technique:

1. In teaching Chapter Two: the researcher starts the lesson by asking the students about:
  - A. The Background of each method (Grammar Translation Method, Direct Method, Reading Method, Audio-Lingual Method, Communicative Approach, Eclectic Approach).
  - B. The aims and principles of each method.
  - C. How each method deals with other skills (reading, listening, pronunciation, writing...etc.)?
  - D. Advantages and disadvantages of each method.
2. In teaching Chapter Twelve: the researcher will ask students about: the definition of lesson plan, its importance, the three stages of lesson plan, and finally the procedures of writing the lesson plan.

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<sup>2</sup>Inst. Maysaa Rasheed taught the control group and the experimental group by herself.

3. In teaching Chapter Fourteen: the researcher will ask students about: the definition of each aid like blackboard, charts, pictures...etc. and the importance of each aid inside the class.
4. Discussion will be made between the researcher and the students about the presented material at each lesson.
5. The researcher takes the last minute (or, realistically, three minutes) of class and asks students to write down short answers to the following two questions :
  - What was the most important point made in class today?
  - What unanswered question do you still have?After that the researcher will collect the papers then will negotiate with students about the unanswered questions and give the answer either herself or by one of the students.

As for the control group, another instructor had taught them the same material according to the presentation, practice and production approach or the lecture method.

## **5.4The Test**

### **5.4.1 Test Construction**

The researchers have constructed a test consists of thirty items distributed among six questions. This test is of three types:

1. Objective which consists of three questions (choose the correct answer, matching, true-false).
2. Semi-objective which consists of one question that requires from students to complete the test.
3. Subjective which consists of two questions: definition and comparison questions.

Each question of this test consists of five items. The first two questions are scored out of ten, (2 scores) are given for each item, whereas the last four ones are scored out of five, (1 score) is given for each item according to the right-wrong bases. Thirty six is the highest score at this test(See table 5 and the Appendix).

**Table 5 Description of the Test**

<b>Types of the test</b>	<b>Description</b>	<b>Items</b>	<b>Scores</b>
<b>Objective</b>	Q4 Choose the correct answer	5	5
	Q6 Matching	5	5
	Q3 True-false	5	5
<b>Semi-objective</b>	Q1 Completion	5	10
<b>subjective</b>	Q5 Definition	5	5
	Q2 Comparison	5	10
		<b>Total=30</b>	<b>Total=40</b>

### 3.4.2 Test Validity

Validity means the extent to which a test measures what is intended to measure (Downie, 1967:92). In order to ensure the face validity, the test items were exposed to a jury<sup>3</sup> of experts in language and linguistics to judge whether the test items are suitable or not for the proposed purpose. Then, the jurors are asked to read the test, add, delete or change the items.

### 3.4.3 Pilot Administration of the Test and Item Analysis

On the 1<sup>st</sup> of December 2012, a pilot administration of the test was carried out. The test was experimentally tried out on a sample of 20 students were selected randomly from third year students at the same Department/ College of Education for Women. The purpose behind this pilot study was to:

<sup>3</sup>the jury members are:

1. Assistant Prof. Dr. A.J. Darwesh (College of Basic Education, Al-Mustansiriyah University).
2. Assistant Prof. Dr. Duha Attallah Hassan (College of Basic Education, Al-Mustansiriyah University).
3. Assistant Prof.Dr. Saad Salal(College of Basic Education, Al-Mustansiriyah University).
4. Assistant Prof. Shatha Al-Saadi (College of Education for Women, Baghdad University).
5. Instructor Afrah Munshed (College of Basic Education, Al-Mustansiriyah University).
6. Instructor Narmeen Mahmood (College of Education for Women, Baghdad University)

1. estimate the time needed to answer the test;
2. provide information about the ease of administrating the test;
3. check the clarity of instruction;
4. analyze test items in the light of students' responses to determine their effectiveness in terms of their difficulty level and discrimination power; and
5. calculate the reliability coefficient of the test.

The pilot study revealed that the time needed to complete the test was 2 full hours. As for the clarity of the instructions, they were clear. After adapting the item discrimination formula, it is found out that the discrimination power of the test items ranged between 0.1-0.8, whereas by adopting the item difficulty power formula, it was found out that it ranged between 0.08-0.7. This shows that some of the test items need to be replaced or deleted, but because of their importance for the discrimination between good and weak students, they were left as they are. This is supported by Ebel (1965:359) who states that researchers should include items of this kind in their test, regardless of their low discrimination and should review the reasons for including them when low discrimination is not due to technical weakness in the items or to in appropriate difficulty.

#### **3.4.4 Test Reliability**

The concept of reliability refers to the degree of consistency of the test measurement (Oller, 1979:4). One of the methods that can be used to find out test reliability is the split-half method, in which the items were divided into two halves (odd and even). Using the Pearson correlation formula, it is found out that test reliability is 0.74. After applying the Spearman Brown formula, it was found out that test reliability is 0.850. This shows that the test is quite reliable and acceptable.

### **4. Results, Conclusions, Recommendations and Suggestions**

#### **4.1 Results**

##### **4.1.1 Comparison of the experimental and control group in the posttest scores**

In order to find out whether there is any significant difference between the two mean scores of the experimental and control groups in the total score of the post test, the t-test formula for two independent samples is used. As shown in table 4, the mean score of the experimental group is 25.13 and that of the control group is 14.5. By using the t-test, it is found that the calculated t-value is 4.185 which is more than the tabulated value 2.000 at 0.05, which means a statistically significant difference in favour of

the experimental group. This indicates that teaching by OMP is more effective than the presentation practice production teaching (PPP) or the Lecture Method teaching as it leads to the rising of the awareness of the students towards their subject- matter. So the null hypothesis is rejected because there is a significant difference between the two groups in achievement according to the post- test.

**Table 6 T-Test Statistics for the Study Subjects' Scores in the Posttest**

Group	N	$\bar{x}$	$S^2$	Computed t-value	Tabulated t-value	Level of Significan ce
E	38	25.13	5.768	4.185	2	0.05
C	38	14.5	6.919			

#### 4.1.2 Interpretation of the Results:

The results show that according to the post-test analysis there is a clear superiority of the experimental group upon the control group and the students of the experimental group gain more in the course of methods of TFL than those of the control group. The results proved that OMP is a successful technique in TEFL and this may due to the following reasons:

1-OMP is a simple and applicable technique which requires no technology in a modest amount of time and effort and students perceive it favorably.

2-Students can reflect on and ask questions about what they have been taught and the teacher supplies them with feedback, correct misconceptions, as well as answers their questions.

3-OMP develops a wide range of skills like; listening, questioning, critical thinking, and writing skills.

#### 4.2 Conclusions:

The results prove that OMP is an effective technique of teaching as it has a great effect on the students' achievement rather than those who did not practice it .Students show enthusiasm towards OMP as it supplies them with self awareness and monitoring their process and progress of learning and their own state of understanding of the

subject matter. Active learning exercises make the course more interesting for the students and improve their achievement. OMP makes the class more interactive and help the instructors to modify instructions to achieve good results.

#### **4.3 Recommendations:**

The researchers recommend the following:

- 1-The use of reflective teaching techniques at schools and colleges as they have positive effects on students' achievements and they are so favorable by them.
- 2-The use of active learning strategies in teaching rather than the traditional methods as they insert the students in learning process.
- 3-The focus on assessment for learning rather than assessment of learning by using formative assessment rather than summative assessment.

#### **4.4 Suggestions:**

The researchers suggest the following as projects for research:

- 1-The use of OMP in teaching linguistics.
- 2-The use of OMP in teaching grammar .
- 3- The effect of using formative assessment while teaching different subjects.
- 4-The use of other reflective teaching techniques in teaching different subjects (like classroom observation, teaching logs, peer observation, teacher assessment survey) to improve teachers' performance.
- 5-The use of AL strategies ( like three minutes review, case study, peer teaching, problem solving ) in teaching various subjects.

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## **Appendix**

### **The Test**

**Q1. Complete the following:**

**(10 M)**

1. In Grammar Translation Method, the pupil's role is largely passive because of  
(1)-----and (2)-----
2. Direct Method has been criticized for being-----  
--
3. In the Reading Method,-----is given to pronunciation, whereas-----  
-----receives due care.
4. There are two requirements for the successful application of the Communicative Method, one is-----and the other one is-----  
--
5. Contextual teaching attempts to-----

**Q2. Make a Comparison between the following methods: (10 M)**

**A. The Direct Method and the Audio-Lingual Method in these areas of language teaching:**

(1) New Material                      (2) Vocabulary                      (3) Grammatical rules

**B. The Audio-Lingual Method and the Communicative Approach in these areas of language teaching:**

(1) Errors                                      (2) Teacher and learner roles

**Q3. State whether the following sentences are true (T) or false (F): (5 M)**

1. Grammar Translation Method was originally used to teach English, a language which was not taught for everyday communication.
2. In the Direct Method, the culture of the Target language is taught inductively.
3. In the Reading Method, grammatical rules are considered more important than vocabulary.
4. Communicative competence implies knowledge of the grammatical system only.
5. Lesson plan should be motivated but not comprehensive.

**Q4. Choose the correct answer from the following: (5 M)**

1. The use of the overhead projector requires----- (papers, cassettes, transparencies, cards).
2. The communicative methodology is a-----to Foreign Language learning (teacher-centered approach, pupil-centered approach, teacher-pupil approach, pupil-pupil approach).
3. In Grammar Translation Method, communicative skills are----- (emphasized, not emphasized, neglected, not neglected).
4. The Reading Method aims at achieving -----for the purpose of comprehension, vocabulary acquisition and grammatical rules (oral reading, intensive reading, silent reading, free reading).
5. The Audio Lingual Method gives priority to the-----which the pupil needs as an instrument of communication (mother-tongue language, written language, spoken language, target language).

**Q5. Define the following: (5 M)**

Lesson Plan, The Eclectic Approach, Over-Head Projector, Reading Method, Games.

**Q6. Write the number of the item from list (A) and the letter of the suitable completion from list (B):(5 M)**

<b>A</b>	<b>B</b>
1. Direct Method gives priority to	a. Intensive pattern practice, much use of tapes and language laboratory and by memorization of dialogues
2. In the Audio Lingual Method, great importance is attached to pronunciation with special attention to intonation. This objective is realized by	b. speech and oral skills, and rejects memorization of conjugation, declensions and rules of grammar.
3. In the Communicative Approach, using the mother tongue language is permitted to	c. the needs, interests and capacities of the pupils involved.
4. Teaching is best when the teacher is able to draw up his lesson plans according to	d. save time and effort when explaining different items.
5. Homework is an essential ingredient of the learning process, it gives the pupils	e. additional practice in developing their language competence
	f. relaxed so that pupils can enjoy their English lessons.