The Effectiveness of Using Drama Techniques in Teaching Difficult Units of EFL Course on Developing Language Proficiency and on Decreasing Anxiety Level of Intermediate Stage Students

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Abstract

*T**he current study aimed at investigating the effectiveness of using drama techniques in teaching the difficult units of EFL course on developing language proficiency and on decreasing the anxiety level of intermediate stage students. The study adopted a quasi-experimental design (experimental / control). Also it included one independent variable which was the using drama techniques and two dependent variables which were developing language proficiency and decreasing the anxiety level. The sample of the study consisted of (N = 48) from the first intermediate grade students. The experimental group consisted of (N= 23) which was taught the difficult units through drama techniques. The control group consisted of (N= 25) which was taught the difficult units through the normal methods. The following instruments were used to achieve the questions of the study: A questionnaire to determine the difficult units based on the opinions of English supervisors and teachers. An achievement test in language proficiency. A diagnostic test to measure the level of anxiety among students. The t-test is used to determine the statistical differences between the mean scores of two groups.*

The current study indicated the positive effectiveness of using drama techniques on developing language proficiency and on decreasing the anxiety level for the 1st intermediate grade students. The following recommendations were offered: The study reached to the positive method " drama techniques". It facilitates the teaching of difficult units of EFL course for students, and encourages English supervisors and teachers to use the current strategy in teaching that makes students share and activate their thinking and abilities. It helps students to pay their attentions with

teachers because the teaching through new methods as drama is very interesting, and trains English teachers to use drama techniques in their teaching. It makes teachers, use new methods, which reduce teacher's efforts, make them guiders for students and make students participate in the class and adapt drama techniques in teaching the units in all educational stages.
Key words : Drama Techniques - Difficult Units - Language Proficiency - Anxiety

Introduction

"English has become a global language and teaching it as a foreign or second language has increasingly become a universal demand. Many textbooks have been designed for teaching English as a foreign language in many countries all over the world. Special institutions have dedicated themselves to training English language teachers by organizing pre-service and in-service training courses that, in the end, lead to awarding participants a teaching certificate. Moreover, Higher education institutions offer degree programs in TEFL. Despite tremendous efforts have been exerted to improve the teaching-learning process of English, EFL programs still fail to deliver as expected". (Fareh, 2010, P. 3600)

"Using drama can be very helpful in improving language skills such as reading, writing, speaking as well as listening by creating a proper context for the learning process. Drama is a powerful language-teaching tool that involves all of the students interactively all of the class period. Drama can also provide the means for connecting students' emotions and cognition as it enables students to take risks with language and experience the connection between thought and action". (Rahimipoor, 2013, p. 23-24)

Saudi Arabia, which was established as a kingdom in 1932, has seen 'unprecedented growth in the fields of economy, health, science and technology in recent years. The field of education is also growing rapidly in the country and with the growth of education teaching of English has also taken a new shape. It is quite satisfactory that presently the government, policy makers, teachers and students are aware of the importance of English,

and tremendous efforts have been made at every level of education to impart proficiency among the students. Despite all the efforts made by the various bodies, the situation of teaching English in Saudi Arabia has always been in a constant state of flux. The present study is an attempt to explore various challenges of teaching English and possible remedies to these challenges. (Rahman, 2011)

Al Seghayer (2011) mentioned that since its introduction to the Saudi educational system more than 80 years ago English has continued to be viewed as an essential vehicle for personal and national growth. It is also clear that despite the well- formed structure and curriculum, the Achievement level of learners has been unsatisfactory and disproportionately low, and thus has failed to deliver appropriate levels of student's attainment. He also mentioned that the English proficiency level in Saudi Arabia of both students and teachers is expected to remain at its current level, as is the inadequate preparation of the English teachers, unless all relevant factors are considered. The school environment must be improved; more emphasis should be placed on teaching methods in a teacher preparation program; there must be a timely reform of the EFL national policy and curriculum, teaching methodology, partnership building, materials development and design; and teacher training and development needs to be seriously considered.

English language in Saudi Arabia faces many problems, as the environment is not able to make students practice with their societies. Many students do not speak or read out of schools or universities. The researcher suggests using new methods in teaching English Language instead of traditional methods. Using new methods in teaching makes it very interesting and useful. The researcher suggests using drama techniques and its importance in teaching the language.

Background of the Problem

"Using drama and drama activities has clear advantages for language learning. It encourages children to speak and gives them the chance to communicate, even with limited language,

using non-verbal communication, such as body movements and facial expressions. There are also a number of other factors which make the drama a very powerful tool in the language classroom. Try thinking about the ways in which reading a dialogue aloud from a textbook is different from acting out that same dialogue. You will find that the list is a long one. This is because drama involves children at many levels, through their bodies, minds, emotions, language, and social interaction. Some of the areas where I feel drama is very useful to language learners and teachers are outlined below". (Philips, 2003, p. 6).

Hildebrand (2003) highlighted several advantages of teaching language through drama. He considers it as a funny, relaxed and informal way to learn English. Moreover, he states that drama helps in learning new vocabulary and proper pronunciation and intonation, builds confidence for the learner to speak English, creates atmosphere in the better understanding of culture, motivates the language learner, removes the focus from English textbook and involves the whole person as a total physical activity.

One possible way to reduce anxiety and increase confidence and motivation is to utilize drama in the Ell classroom. States Drama is powerful because of its unique balance of thought and feeling makes learning exciting, challenging, relevant to real life concerns and enjoyable. (Wagner, 1998).

A study of EFL students in Singapore by Stinson and Free body indicated that students felt much more confident speaking English as a result of participating in an English speaking, drama program, and most of them expressed a desire to continue to participate in a drama program. **(**Stinson & Freebody, 2006).

The purpose of this study was to create and evaluate the effects of a creative drama curriculum for English Language Learners. It was hypothesized that the drama would be helpful in lowering the affective filter-psychological attributes that can impede language acquisition. A group of third graders who had

good comprehension of English, yet, was reluctant to speak, and a group of sixth and seventh graders with fledgling English skills participated in the study. Participants' response to the drama curriculum was measured by pre-test, post-test, observations, and interviews with both participants and their teachers. The results of the study revealed that drama was successful in considerably reducing the third grade participants' anxiety and increasing their confidence and motivation towards speaking English. There was evidence of the positive benefit of the drama with the sixth and seventh graders, but there was little change in participants' anxiety, confidence and motivation towards speaking English. (Jennifer, 2008)

Drama fosters and sustains learners' motivation as it is fun and entertaining and because it engages feelings, it can provide a rich experience of language for the participants. Drama as a process is inevitably learner-centered because it can only operate through active cooperation. As a social activity embodies much of the educational theory that has emphasized the social and communal such as Vygotsky's Social Interactionism in the1960's as opposed to the purely individual, aspects of learning. Being a collaborative and participatory teaching approach it contributes positively to the development of the learners' self-esteem and self-efficacy (one's beliefs about their capabilities in certain areas) especially to those they have rather low levels. (Williams & Burden, 1997).

One of the methods that can be helpful in improving student's achievement and proficiency in learning English is using modern teaching methods and strategies such as creative drama. Teaching language through drama gives a context for listening and meaningful language production, forcing the learners to use their language resources and, thus, enhancing their linguistic abilities. It provides situations for reading and writing. It is very useful in teaching literary texts as it helps in analyzing plot, character and style. It also involves learners more positively and actively in the text. (Peters, 2007)

"This paper thus proposes to provide insights into the use of drama-in-education in second/foreign language classes and then based on examples and personal experiences with this method of teaching, at both; school and university level, to highlight its effectiveness in the development of communication skills amongst English second/foreign language learners". (Athiemoolam, 2004, p. 3).

In accordance with the above mentioned information, the statement of the problem is determined in investigating the effectiveness of using drama techniques in teaching difficult units of EFL course on developing language proficiency and on decreasing anxiety level**.**

Statement of the Problem

The problem of the study showed in decreasing the language proficiency and decreasing the anxiety level when students has learned the difficult units. So the problem of the study stated to the major question:

What is the effectiveness of using drama techniques in teaching difficult units of EFL course on developing language proficiency and on decreasing the anxiety level of Intermediate stage students?

Questions of the Study

This major question of this study can be divided into the following sub-questions:

1. What are the difficult units of the (lift off1) book of 1st Intermediate English language according to English teachers and supervisors point of view?
2. What is the effectiveness of using drama techniques in teaching difficult units of EFL course on developing language proficiency of 1st Intermediate grade students?
3. What is the effectiveness of using drama techniques in teaching difficult units of EFL course on decreasing anxiety level of 1st Intermediate grade students?

Objectives of the Study

The study was intended to:

1. Identify the difficult units of EFL courses.
2. Investigate the effectiveness of using drama techniques in teaching difficult units of EFL course on developing language proficiency that should be taught to 1st intermediate grade students.
3. Investigate the effectiveness of using drama techniques in teaching difficult units of EFL course on decreasing anxiety level that should be taught to 1st intermediate grade students.

Significance of the Study

The significance of the study sprang from the following:

1. Facilitating the teaching of difficult units of EFL course for students.
2. Helping students to pay their attentions with teachers because the teaching through new methods as drama is very interesting.
3. Making teachers, use new methods, which reduce teacher's efforts, make them guiders for students and make students participate in the classroom.
4. Making students interact with each other and with their teachers, and helps students on consolidation of information better than traditional methods.
5. Investigating the effectiveness of using drama techniques in teaching difficult units of EFL course on developing language proficiency, and on decreasing anxiety level for Intermediate stage students**.**

Hypotheses of the study

1. There are not statistically significant differences at ($\alpha \le 0.05$) between the mean scores of the experimental group and those of the control group in the post-application of the achievement test of language proficiency.

2. There are not statistically significant differences at ($\alpha \le 0.05$) between the mean scores of the experimental group and those of the control group in the post-application of the diagnostic test of anxiety level.

Limitations of the study

The current study was limited to:

1. A sample of 1st intermediate grade male students from the Al Mouwaih Intermediate School of the governmental intermediate schools in Taif.

2. Two difficult units which the teachers and students have agreed from the English language book (lift off1) of 1st intermediate grade in the 1st term of the academic year 1435-1436H through a questionnaire for English teachers and students.

3. Using drama techniques in teaching difficult units of EFL course.

Methodology

Population

The population of the study consisted of all the 1st intermediate graders at the governmental schools in Taif Directorate enrolled in the first semester of the academic year (1435- 1436 H).

Sample

The sample was randomly selected from the Al Mouwaih Intermediate School   in Taif. A Group of the 1st intermediate stage, students were divided into two groups: control group (25) students and experimental group (23) students.

Design of the Study

This study adopted a quasi-experimental design employing two groups. The first group is the control group, which taught difficult units of EFL course through the normal method. The second group is the experimental group, which is taught the same difficult units of EFL course through using drama techniques in teaching.

This design included the following variables:

1. Independent variable, which was used drama techniques.

2. dependent variables, which were developed language proficiency, and decreasing anxiety level.

Instruments of the Study

1. A questionnaire to determine the difficult units (designed by researcher)
2. An achievement test in language proficiency. (Designed by researcher)
3. A diagnostic test of anxiety level. (Adopted by researcher)

Definition of Terms

1-Drama techniques

Charlyn Wessels, "author of Drama, begins her book by stating, .Drama is doing". (1987, p. 7).

The researcher adopted the Punsiri (2011) definition "Drama techniques are situational and instructional settings that allow learners to be themselves or someone else using their emotional content to understand and practice the language meaningfully. Drama activities in the study are role-play, simulation, drama games, guided improvisation, play acting, script, and prepared improvised drama. ". (P. 6)

2-Language Proficiency

The researcher adopted Al Ghamdi (1993) defined proficiency in the language as the ability to know, manipulate and recognize the grammar of the language on its different levels: that is, knowledge of the grammatical rules, sentence structure, language patterns, and lexical items, the ability to distinguish the different phonological elements are the constituents of language proficiency, and the development of 4 skills (speaking, listening, writing, and reading).

Valdés and Figueroa (1994) indicate that: "... what it means to know a language goes beyond simplistic views of good pronunciation, "correct" grammar, and even master of rules of politeness. Knowing a language and knowing how to use a language involves a mastery and control of a large number of interdependent components and elements that interact with one another and that are affected by the nature of the situation in which communication takes place". (p. 34)

3-Anxiety

"A chronic state of, which affects both mind and body". (Xavier, 2005, p. 11).

The researcher adopted "Foreign Language Classroom Anxiety is worrying, negative emotional reactions and feelings of tension that are related to a specific situation of foreign language learning. Three primary sources of anxiety: communication apprehension, fear of negative evaluation, and test anxiety are observed in this study". (Punsiri 2011, p. 6)

4-The difficult units

The researcher defines units, lessons are mostly teachers and students see that they are difficult in understanding the parts of lessons.

Studies Related to Drama Techniques with Anxiety Level

(Trang& Karen& Richard & Baldauf 2012) conducted a study to investigate anxious tertiary students' experiences in learning English as a foreign language (EFL) in order to determine whether their anxiety affected their determination to study English. Participants were 49 non- English major students from a university in Vietnam who were identified as being anxious. Data were collected using autobiography and interviews, and were analyzed using a content analysis approach facilitated by Vivo. The finding indicated that awareness of the importance of English and volition were two important factors that influenced anxious students' determination to study English. The study suggests that students' awareness of the importance of English should be enhanced, and that their volitional strategies should be strengthened, in order to assist them in managing their anxiety effectively and thus to persist in EFL learning.

Cui(2011) conducted a study to explore high school students' English learning anxiety in Chinese EFL classrooms, this study surveyed and analyzed 105 students from a high school in Dezhou City, Shandong Province, China. The study administered a questionnaire assessing anxiety and achievement

among students. The results revealed that students indeed had comparatively high anxiety in English learning. Males have higher anxiety of English classes than females. And it was found that high anxiety plays a somewhat debilitating role in high school students' language learning.

The study aimed at exploring the types of Foreign Language Classroom Anxiety (FLCA) that Thai EFL students have; to study the effect of on the drama techniques levels of FLCA of Thai EFL students; to examine drama activities that affect English language learning of Thai EFL students with FLCA; and to improve drama techniques for reducing FLCA. The participants were 44 non-English majored university students selected via a non-random sampling method. The research instruments were eight drama technique-based lesson plans, FLCA questionnaire and guided questions for focus group discussion. The results of the study indicated that, before the experiment, all 44 participants had overall FLCA at the moderate level. When classifying according to types of FLCA, the participants had Communication Apprehension to a high degree, but Fear of Negative Evaluation and Test Anxiety to a moderate degree. After learning through drama techniques, The effectiveness of drama techniques on foreign language classroom Anxiety the students FLCA reduced significantly at the 0.05 levels. From the analysis of qualitative data, prepared-improvised drama and drama games were indicated as the most effective drama activities on reducing FLCA. In addition, the participants suggested that the teachers have a friendly personality, have a sense of humor, use non-threatening words, pay careful attention to their performance, and find ways to engage the students not participating in-group activity. (Bundith Punsiri, 2011)

Oda (2011) had an endeavor study to shed light on the nature of anxiety and its role in the process of learning English as a foreign language. Besides, the 33- item Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, et al (1986) is manipulated to identify the perceptions of EFL Iraqi

learners towards feelings of anxiety during foreign language learning. The findings come to prove that learners are highly anxious, the fact that they may explain the mediocrity of their foreign language skills.

In Thailand, most of researches attempted to find correlations between FLCA and academic achievement. For examples, in Sarawit's survey study (1996), negative correlation between FLCA and the grades in an English Foundation course of first year non-English majored university students of Naresuan University. The research instrument was a Thai version of FLCAS.

Similar to Sarawit's (2011) studied FLCA and the sources of FLCA of the first year university students of Srinakharinwirot University including the correlation between their FLCA and achievement. The participants were 920 first year undergraduate students who enrolled in English for Effective Communication II selected by the convenience sampling method. The results reveal that the students had FLCA at the moderate level and the sources of their FLCA included communication apprehension, fear of being less competent than others, test anxiety, and fear of negative evaluation. Moreover, a significant negative correlation between FLCA and learning achievement was determined especially with the students with high and moderate levels of achievement. The research instruments were FLCAS translated into Thai and semi-structured interviews.

Lucas & Miraflores & Go (2011) using Horowitz et al.'s 1986 Foreign Language Classroom anxiety Scale (FLCAS) and Cohen, Oxford and Chi's (2001) Language Strategy Survey (LSS), the proposed study intends to investigate the causes of anxiety in English Language Learning of foreign students in the Philippines, It also looked into the different language strategies utilized by these students who may be experiencing anxieties in learning the English language. Findings suggest these types of learners used vocabulary strategy to efficiently learn the English language and to cope with their English class anxiety. It had been found that the employment of this strategy enables the learners to take

charge of their own learning as this serves as their basic aid to learn other macro skills in the target language.

In order to investigate the effects language anxiety has on ESL students' decision to speak English Zgutowicz (2009) conducted a study through data collection instruments include Pappamihiel's (2002) English Language Anxiety Scale (ELAS) and qualitative investigations of language anxiety via individual interviews of middle school students in the sixth grade. ELAS results indicated that levels of language anxiety in the mainstream and ESL classes, although language anxiety is significantly higher in mainstream classes. Students reported on the ELAS indicated higher levels of anxiety for female students, although language anxiety in males may be more moderate, Causes of language anxiety about speaking via student interviews vary, including peer humiliation. Talking in front of the native speakers, pronunciation concerns, and classroom environment.

Another study was to create and evaluate the effects of a creative drama curriculum for English Language Learners. It was hypothesized that the drama would be helpful in lowering the affective filter psychological attributes that can impede language acquisition. A group of third graders who had good comprehension of English, yet, was reluctant to speak, and a group of sixth and seventh graders with fledgling English skills participated in the study. Participants' response to the drama curriculum was measured by pretest-posttest, observations, and interviews with both participants and their teachers. The results of the study revealed that drama was successful in considerably reducing the third grade participants' anxiety and increasing their confidence and motivation towards speaking English. There was evidence of the positive benefit of the drama with the sixth and seventh graders, but there was little change in participants' anxiety, confidence and motivation towards speaking English. (Jennifer, 2008)

In 2008, Liu & Jackson studied the students' unwillingness to communicate and anxiety among EFL Chinese students. It was

found that more than one third of the students had FLCA, especially, fear of negative evaluation and worry about public speaking. A quasi-experimental study of assessing the effectiveness of play activities in reducing the level of anxiety among hospitalized children in selected hospitals in Bangalore was undertaken. The objectives of the study are one. To assess level of anxiety among hospitalized children before administering play activities in experimental and control group. To determine the effectiveness of play activities among hospitalized children in the experimental group. To determine the association in anxiety level among hospitalized children in selected variables such as age, sex, education and income of the family. The convenient sampling technique was used to select the sample for the study. Data was collected by using hospital observed behavior checklists. The tool consists of two parts. First part consists of demographic data of the sample and the second part consists of the hospital observed behavior checklist. The findings show that children's was anxious during the pre-test and were as in the post-test shows that children's was not anxious or reduced anxiety the mean post test scores was significantly higher than the mean pre-test scores t = p<0.001so there was a significant association between the findings and the selected demographic variables as estimated by x2 Interpretation and conclusion. The study concluded that children's was anxious during the pre-test and were as in the post-test shows that children's was not anxious or reduced anxiety, so it indicates that play activities was effective. The 't' test which was computed between pre-test and post-test scores indicated that there was a reduction in the level of anxiety among the hospitalized preschool children.

(2008) Yi-Fang studied the effectiveness of the Reader's Theatre technique which is considered as a kind of drama activity on reducing FLCA and improving reading fluency and proficiency of the fourth grade EFL learners in Taiwan. The results from FLCAS, reading test, feedback sheet, observation, and informal interview were that Reader's Theater helped reduce FLCA because of the encouragement and the assistance

from the teacher and the group members plus the sense of enjoyment in the classroom, together with improving reading fluency and proficiency. In the study, the teacher's roles were also suggested which is mentioned in 'Alleviation of Foreign Language Classroom Anxiety'. At play activities were an effective method to reduce the anxiety. (Xavier, 2005)

Wörde (2003) investigated students' perspectives on foreign language anxiety. The participants were school students from three different foreign language classes (French, German, and Spanish). From the interviews, the students expressed negative experience in a foreign language classroom, which could lead to frustration and anger including suggested both anxiety provoking and decreasing factors.

Research Methodology

3.1. Population

The population of the study consisted of all the 1st intermediate grades   at the governmental schools in the Taif Education Directorate enrolled in the first semester of the academic year (1435- 1436 H).

3.2. sample

The sample were randomly selected from the Al Mouwaih Intermediate School in Taif. A Group of 1st intermediate grade students are divided into two groups: control group and experimental group.

3. 3. Variables of the Study

The study was included three variables: one dependent variable and two independent variables that were:

1. Independent Variable

The independent variable was using drama techniques in teaching.

2. Dependent Variable

The dependent variables were the developing language proficiency, and the decreasing the anxiety level.

3.4. Instruments of the Study:

1. A Questionnaire to determine the difficult units based on the opinions of English supervisors, and teachers. (Appendix 2)
2. A language proficiency test. (Appendix5)
3. A questionnaire to measure the anxiety level for students. (Appendix 4)

A) A questionnaire to determine the difficult units

1. Aim of the Questionnaire.

The questionnaire aimed at determining the difficulty understanding units in the (Lift Off1) book for 1st grade intermediate according to English language teachers, and students.

2. Sources of Building Questionnaire.

The researcher depended on different resources to build the questionnaire.

a. Making a first open questionnaire consists of many questions about determining the difficult units.
b. Showing a questionnaire for specialists and juries and they change questions or add suggestions to construct the questionnaire.

3.Description the Questionnaire.

The researcher used the questionnaire to determine the difficult units based on opinions of English teachers and students. The questionnaire consists of two questions. The first question is closed and put a mark on the right gap. The tenth items (units) are written and the answers of each unit or item as follows: (1) = very difficult to understand, (2) = difficult to understand, (3) = moderate to understand,   (4) = easy to understand, (5) = very easy to understand.

The second question is open (why are these units difficult based on your opinion?).

4. The Questionnaire Validity.

The questionnaire was introduced to a group of specialists and juries in teaching methodology, supervision of the English

language and 1ˢᵗ intermediate teachers to change questions or add suggestions for 1ˢᵗ intermediate grade students. Taking their opinions into consideration to determine the questions. (Appendix 1 p. 99)

1. The Questionnaire Reliability.

The questionnaire reliability was calculated by using Alpha Cronbach's Coefficient. The value of Alpha Cronbach's = (0.87). It can be concluded that the tool is highly reliable to be used as a tool for the study.

2. The Final Form of the Questionnaire.

The questionnaire was applied to a group of specialists of curricula and teaching methods in English language. After that, the weighted mean was calculated for each unit based on teachers and students' opinions on the questionnaire to select the (difficult and very difficult) according to the weighted mean as the following table:

Table 3.1. Weighted Mean of Degree of Difficult

Degree of Difficult	Weighted Mean
Very easy to understand	From 1 -1.79
Easy to understand	From 1.8 – 2.59
Moderate to understand	From 2.6 -3.39
Difficult to understand	From 3.4 -4.19
Very difficult to understand	From 4.2 – 5

The difficult units for 1ˢᵗ intermediate grade, Lift Off1 book were units (9&10).

The reasons of difficulty based on the supervisors and teachers' opinions:

1. Pronouncing, memorizing and remembering of vocabularies.
2. Reading of paragraphs and writing the vocabulary words.

3. Clarity of grammar rules, understanding them and doing the exercises.
4. Clarity of listening for speech or conversations and the ability of student responses.
5. Ability of writing paragraphs.
6. Suitability of lessons with students' level.
7. Ability of applying the speaking skill in conversation.

B) A questionnaire to determine the anxiety scale

Aim of the anxiety scale

The questionnaire aimed at determine the anxiety level for students in the classroom and see if it increase or not.

1. Sources of Building anxiety scale

The researcher adopted Foreign language Classroom Anxiety Scale (Horwitz, E. K., Horwitz, M. B., & Cope, J. A) And Showing a questionnaire for specialists and juries and they change questions or add suggestions to construct the questionnaire.

2. The anxiety scale Validity

The questionnaire was introduced to a group of specialists and juries in psychology, supervision of the English language and 1st intermediate teachers to change questions or add suggestions for 1st intermediate grade students. Taking their opinions into consideration to make the items of the anxiety scale. (Appendix 3 p. 105)

3. The anxiety scale Reliability

The value of Alpha Cronbach's = (0.70). It can be concluded that the tool is highly reliable to be used as a tool for the study.

4. Time of anxiety scale

The anxiety scale was appraised by calculating the mean time between the time of the first and the last answered test paper was given. Time of the first student was (50) + time of the last student (30) minutes ÷ 2. It was (50 + 30) ÷ 2 = 40 minutes.

5. The Final Form of the anxiety scale

The questionnaire was introduced to a group of specialists of psychology and English language. After that, the questionnaire consisted of 31 items. (Appendix4 p. 110)

C) Achievement test in language proficiency.

1. The Main Objective of the Test:

The achievement test aimed at measuring the effectiveness of teaching drama techniques on developing language proficiency of 1st intermediate grade students.

2. The Specific Objectives of the Test:

By the end of unit, students should be able to:
1. Develop the language skills: listening, reading, writing and speaking.
2. Develop the competence of a language's grammar.
3. Develop the vocabulary.
4. Decrease the worries, negative emotional reactions and feelings of tensions that relate to a specific situation of foreign language learning.

3. The Selected Units for the Test

The content of the test designed according to the two difficult units in The Students' Book (Lift Off1) of 1st intermediate grade (9&10).

4. The Sources of Constructing the Test:

The researcher depended on many resources to construct the Language proficiency test such as: the review of literature, and juries' opinions.

5. Time of the Test

The test time was appraised by calculating the mean time between the time of the first and the last answered test paper was given. Time of the first student was (55) + time of the last student (35) minutes ÷ 2. It was (55 + 35) ÷ 2 = 45 minutes.

6. The First Form of the Text

The test consisted of the covered page, instructions of the test and thirteen questions which measure the (4) language skills

(reading, writing, speaking and listening). Adding these skills, the test measures the proficiency in grammar and vocabulary. It distributed to a group of specialists and juries to estimate the competence of the test for applying. The juries suggested some modifications which are illustrated in the following points:

1. Rearranging the questions based on skills.
2. The suitability of the question with its skill.
3. Clarity of the test instruction.
4. Clarity of the questions.
5. Suitability to student's level.

7. The Items of the Test.

These questions were constructed according to the table of specification and the weighted mean of the skills in the degree of importance questionnaire. The language proficiency consisted of 60 items that divided into 13 main questions.

a. Reading skill:

Question1: a paragraph and two items (true or false), and three items (multiple choices).
Question2: a paragraph and five items (fill in the gap).

b. Vocabulary:

Question3: three items (match)
Qustion4: seven items (complete the missing letters)

c. Listening skill:

Question5: five items (put the conversation in the order through listening to the teacher)
Question6: five items (multiple choices through listening to the teacher)

d. Writing skill:

Question7: five items (multiple choices in punctuation)
Question8: five items (complete sentence in e-mail writing)

e. Grammar:

Question9: four items (multiple choices) in (verb to be – was– were)

Question10: three items (multiple choices) in (in – at)

Qusetion11: three items (complete sentence) in adding (ing) for the verb to become a noun.

f. Speaking skill:

Question12: six items (exercise in speaking skill) six sentences.

Question13: four items (answer the questions through speaking).

8. Scoring the test.

The scoring of the test is (60) marks which are distributed on the thirteen questions. Each question consists of many items. One point for each item.

9. Test Specification Table:

The researcher designed the test according to the table of specifications. He categorized to six domains: four language skills (reading, writing, speaking, listening), grammar, and vocabulary. To calculate the relative weight of the each category and the number of the questions, the following steps were followed. The relative weight for the language skills (The domain (1) ÷ the total number of the domains) (1 ÷6 = 0.16). The number of the items of questions = (the relative weight × the total marks of the test) (0.16× 60 = 10).

Table 3.2. Table of Specifications

The domain	Questions	No. of items
Reading	Q(1-2)	10
Vocabulary	Q (3-4)	10
Listening	Q (5-6)	10
Writing	Q (7-8)	10
Grammar	Q (9-10-11)	10
Speaking	Q (12-13)	10

Table 3.3. Table of Distribution of Questions

Questions of the test	Domains						Test items & %		
	Reading	Vocabulary	Listening	Writing	Grammar	Speaking	Number of Items	Scores	%
1	√	-	-	-	-	-	5	5	8.33
2	√	-	-	-	-	-	5	5	8.33
3	-	√	-	-	-	-	3	3	5
4	-	√	-	-	-	-	7	7	11.66
5	-	-	√	-	-	-	5	5	8.33
6	-	-	√	-	-	-	5	5	8.33
7	-	-	-	√	-	-	5	5	8.33
8	-	-	-	√	-	-	5	5	8.33
9	-	-	-	-	√	-	4	4	6.66
10	-	-	-	-	√	-	3	3	5
11	-	-	-	-	√	-	3	3	5
12	-	-	-	-	-	√	6	6	10
13	-	-	-	-	-	√	4	4	6.66
Total	2	2	2	2	3	2	60	60	%100

10. Test Validity

The validity of the test that measures what it is designed to measure. The language proficiency test was introduced to juries of specialists in methodology, teachers and supervisors of the English language. The items of the test were modified according to their recommendations.

11. The Pilot Experiment of the Study

The test was applied on a random sample which consisted of (20) students and not participating in the experiment. This pilot experiment was conducted in order to obtain the following data:

1. Test Reliability

The correlation coefficient was used to measure the reliability that was (0.795). This value indicated to a high reliability level, which allowed to use the tool for the study.

2. The Difficulty Coefficient

The values of difficulty coefficient range between (0.30 - 0.75). It indicated that the test acceptable to be used in the study.

3. The Discrimination Coefficient

The value of discrimination coefficient was ranging between (0.30-0.80). It indicated that the test acceptable to be used in the study. (Appendix9 p. 159)

Applying the Instruments of the Study

1. Homogeneity of the Study Groups:

Table 3.4. The Homogeneity of the groups

Group	N	Mean	Std Deviation	F	Sig	T	df	Sig 2.Tailed	Sig. Level
Experimental	23	30.9783	13.67519	0.282	0.598	0.197	46	0.845	Not sig
Control	25	31.7800	14.42587						

To make sure the equivalence between the experimental and control groups, the achievement test was applied in 1435H. The following table shows the results of the Homogeneity of the groups.

The table (3.4) shows that there were no significant differences at (0.05) between the mean scores of experimental and control groups. The result of t-test was (t =0. 197, p=0. 845); if (22,24) =0. 282) he's indicated the homogeneity of the study groups.

2. Procedures of Teaching Groups

1. Teaching the Experimental Group

The experimental group was taught by using the drama techniques. The students in the experimental group studied two weeks. It started from **25/12/1435H to 9/1/1436H**

2. Teaching the Control Group

The control group was taught by using the traditional method.

3. Administration the Post Test

After ending teaching experimental and control groups, they were

Applied to the post test of language proficiency and the questionnaire of anxiety level.

Results and Discussions

1. Results of the first question:

The first question stated " What are the difficult units of the (left off1) book of 1st Intermediate English language according to English language teachers and students?". It was answered in chapter 3 totally.

2. Results of the first hypothesis:

The first hypothesis stated " There are not statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group and those of the control group on the post test of the language proficiency ".

T-test for the independent groups was used to measure the differences between the mean scores of experimental and control groups in the **language proficiency** test.

Table 4.1. T-test results that show the differences between mean scores of the control and experimental group in the post test of the language proficiency test

Group	N	Mean	Std Deviation	F	Sig	T	df	Sig 2.Tailed	Effect Size
Experimental	23	46.2826	11.43939	0.123	0.727	2.052	46	0.046	0.083
Control	25	39.7200	10.71417						

The table (4.1) indicated that there were statistically significant differences (t =2. 052, p= 0.046) between the mean scores of the experimental group (M = 46.2826, SD= 11.43939) and the control group (M=39. 7200, SD =10. 71417) in the post-

achievement test at the knowledge level in favor of the experimental group.

Also, the effect size by using the strategy on developing the achievement is large (η^2 = 0.083). This means that (8.3%) from the variance of the scores of the experimental group due to using of drama techniques in teaching.

The null hypothesis was rejected and accepted the alternative hypothesis that was "There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group and those of the control group on the post test of the language proficiency in favor of the experimental group".

The above results are in line with the study of (Rahimipoor, 2-13; Zahran, 2012; Janudom, 2009; Sari, 2011; Nia, 2010; Emel, et al, 2010; Jarayseh's, 2010; Abo Elkasem, 2009; Halim, 2008;

3. Results of the second hypothesis:

The second question stated " There are not statistically significant differences at ($\alpha \leq 0.05$) on the mean scores of the experimental group between the experimental group and control group on the post anxiety scale".

To answer this question, the researcher used t-test for the independent groups to measure the differences between the mean scores of experimental and control groups in anxiety scale.

Table 4.2. The result of T- test of the anxiety scale

Group	Pre – anxiety scale			Post – anxiety scale			T	Sig 2.Tailed	Size Effect
	N	Mean	Std Deviation	Mean	Std Deviation				
Experimental	23	135.42	6.57	92.45	15.21		2.74	0.01	1.81
Control	25	134.92	6.78	131.47	13.23		0.85	No sig	0.26

According to the table (4.2) indicated that there were statistically significant differences (t = 2.74, p= 0.01) between the mean scores of the experimental and control group in favor of

the experimental group on the anxiety scale. But in the same table showed there was no significant difference (t (44) = 0.85) between the mean scores of the experimental and control group in favor of the control group on the anxiety scale.

The null hypothesis was rejected and accepted the alternative hypothesis that was " There are statistically significant differences at ($\alpha \leq 0.05$) on the mean scores of the experimental group between the experimental group and control group on the post anxiety scale".

The above results are in line with the study of (Trang, 2012; Cui, 2011; Oda, 2011; Zgutowiez, 2009; Jennifer, 2008; Bundith, 2011; Sarawit, 1996; Liu, 20018; Xavier, 2005; Wqrde, 2003; Liu; 2000).

Conclusion

The results related to both hypotheses of the study showed that using drama techniques in teaching difficult units had a positive effect on developing language proficiency. The experimental group outperformed the control group in the whole score of the post and an anxiety scale. This means that if the teacher uses an effective technique like drama technique in teaching language will develop their achievement in language proficiency and decrease the anxiety level.

Recommendations

Based on the results of the current study, the following recommendations were offered:

1. The study was reached to the positive method " drama techniques". Facilitating the teaching of difficult units of EFL course for students.
2. Encouraging English supervisors and teachers for using the current strategy in teaching that make students sharing and activating their thinking and abilities. Helping students to pay their attentions with teachers because the teaching of new methods -as drama- is very interesting.
3. Training English teachers for using drama techniques in their teaching. Making teachers, use new methods, which

reduce teacher's efforts, make them guiders for students and make students participate in the class.

4. Adapting drama techniques in teaching the units in all educational stages.

Suggestions for Further Studies

The following points are some suggestions for further researches:

1. Studying to determine the difficult units for each stage in the general education stages and try to facilitate them.

2. Analytical study of the English Curricula in intermediate stage in light of the drama techniques (role play, and simulation).

3. Studying the effectiveness of another strategy as (active learning, concept mapping, and brainstorming) on developing language proficiency and on decreasing the anxiety level.

4. Investigating the effectiveness of teaching the difficult units through drama techniques on developing language proficiency and on decreasing the anxiety level for elementary and secondary stages students.

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