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دكتـــــوراه مناهـــج وطـــرق التدريس

A Suggested Program Based on CLIL and Drama and its Effect on Improving 9th Graders' English Speaking Skills and Their Self-Efficacy

برنامج مقترح قائم على منحى (التعلم المدمج للغة والمحتوى والدراما) وأثره على تطوير مهارات التحدث في اللغة الإنجليزية والكفاءة الذاتية لدى طلبة الصف التاسع الأساسي

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إقـــــرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

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نتيجة الحكم على أطروحة دكتوراة

بناءً على موافقة عمادة البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم

على أطروحة الباحث/ **علاء علي عبدربه العديني** لنيل درجة الدكتوراه في كلية التربية/ برنامج **مناهج**

وطرق تدريس وموضوعها:

برنامج مقترح قائم على منحى (التعليم المدمج للغة والمحتوى والدراما) واثره على تطوير مهارات التحدث في اللغة الإنجليزية والكفاءة الذاتية لدى طلبة الصف التاسع الأساسي .

A Suggested Program Based on CLIL and Drama and its Effect on Improving 9th Graders' English Speaking Skills and their Self-Efficacy.

وبعد المناقشة التي تمت اليوم هـ الموافق م الساعة **الحادية عشرة صباحاً**، في قاعة مؤتمرات مبنى طيبة اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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أ.د Stephan Breidbach	مناقشا خارجيا

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واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله تعالى ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق،،،

عميد البحث العلمي والدراسات العليا

أ.د. بسام هاشم السقا

Abstract

A Suggested Program Based on CLIL and Drama and its Effect on Improving 9th Graders' English Speaking Skills and Their Self-Efficacy

The current study aimed at investigating the effectiveness of a suggested programme based on CLIL and drama on developing 9th graders' English speaking skills and their self-efficacy. The sample of the study were two ninth grade classes who were chosen randomly from from El-Mamounia preparatory girls' school A for Palestinian Refugees in Gaza city. Each class has (34) students. One class was considered as an experimental group and the other as control group.

For the purpose of the study, the researcher used two main tools: (1) a pre-post speaking test, and (2) a students' self-efficacy scale. The findings revealed that the suggested program based on CLIL and drama was effective in improving 9th graders' speaking skills and their self-efficacy. The results showed that the students, after they were exposed to the suggested programme, have the ability to speak more fluently, accurately and confidently in English. It became clear that dramatizing the CLIL facilitates understanding the content as it is greatly connected to the learners' life that helps them interact effectively with different situations. The suggested program based on CLIL and drama showed improvement in the students' speaking skills. This may be attributed to different reasons: students were motivated to participate during the implementation of the program as it was interesting to present the lesson in a dramatized way.

In light of these findings, the researcher recommends EFL Palestinian teachers to dramatize the CLIL as a tool of enhancing students' speaking skills and their self-efficacy towards learning English and educational drama.

ملخص الدراسة

برنامج مقترح قائم على منحى (التعلم المدمج للغة والمحتوى والدراما) وأثره على تطوير مهارات التحدث في اللغة الإنجليزية والكفاءة الذاتية لدى طلبة الصف التاسع الأساسي

تهدف الدراسة الحالية إلى التحقق من أثر برنامج مقترح قائم على "التعلم المدمج للغة والمحتوى" والدراما، وأثره على تطوير مهارات التحدث في اللغة الإنجليزية والكفاءة الذاتية لدى الطلبة. وكانت عينة الدراسة عبارة عن صفين من صفوف الصف التاسع تم اختيارهم بطريقة عشوائية من مدرسة بنات المأمونية الإعدادية (أ) للاجئات الفلسطينيات بمدينة غزة، احتوى كل صف على (34) طالبة، وتم اختيار صف كمجموعة تجريبية والصف الآخر كمجموعة ضابطة.

واستخدم الباحث أداتين رئيسيتين وهما اختبار تحدث قبلي وبعدي ومقياس كفاءة ذاتية. وتوصل الباحث من خلال تحليل نتائج هذه الدراسة إلى أن البرنامج المقترح كان فعالاً في تحسين مهارات التحدث للصف التاسع الأساسي وفي تحسين كفاءة الطلبة الذاتية. وبينت النتائج أن الطلبة اكتسبوا المقدرة على التحدث بطلاقة وثقة نفس أكثر بعد تطبيق البرنامج. وهذا يوضح ان مسرحة طريقة "التعليم المدمج للغة والمحتوى" تسهل فهم المحتوى حيث إنه مرتبط بحياة الطلبة بشكل كبير وهذا يساعد على التفاعل مع المواقف المختلفة بشكل أكبر. كما أثبت البرنامج المقترح، المبني على الدراما والتعليم المدمج للغة والمحتوى، أن هناك تحسناً واضحاً في مهارات التحدث لدى الطلبة. وفي ضوء هذه النتائج، يوصى الباحث بضرورة قولبة منحى التعلم المدمج واللغة والمحتوى في سياق درامي كأداة لتحسين مهارات اللغة الإنجليزية والكفاءة الذاتية.

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

"شَهِدَ اللَّهُ أَنَّهُ لَا إِلَهَ إِلَّا هُوَ وَالْمَلَائِكَةُ وَأُولُو الْعِلْمِ قَائِمًا بِالْقِسْطِ لَا إِلَهَ إِلَّا هُوَ الْعَزِيزُ الْحَكِيمُ"

صدق الله العظيم

قرآن كريم، سورة آل عمران، أية 18

Translation of the verse meaning: "There is no god but He: That is the witness of Allah, His angels, and those endued with knowledge, standing firm on justice. There is no god but He, the Exalted in Power, the Wise." **The Holy Quran. Aal Umran, verse 18**.

Dedication

This humble work is dedicated to:

the soul of my brother, Mohammad & my son, Baraa

May your souls rest in peace.

my parents,

your prayers were always there to pave the way for me, May God

grant you health.

my beloved wife,

without her constant support, understanding, and encouragement,

I would have never been able to accomplish this study.

my son Mo'men and my daughters Mira, Mennatallah and Maria

remember, learning is a lifelong endeavor.

My brothers, sisters and my friends.

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IN THE NAME OF ALLAH, THE MOST GRACIOUS, THE MOST MERCIFUL

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MAY GOD BLESS THEM ALL

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List of Abbreviations

CLIL Content and Language Integrated Learning

CLT   Communicative Language Teaching

UNRWA United Nations Relief and Works Agency for Palestine Refugees in the Near East.

ELC English Language Curriculum

ESL English as a Second Language

EFL English as a Foreign Language

FL Foreign language

L1 mother tongue (the person' first language)

SET Self-Efficacy Theory

Chapter I
Study Overview

Chapter 1

Study overview

1.1 Introduction

The entire modern world has become narrow, accessible and sharable. The language of communication is English even though there are some variations for people in their habits, cultures and traditions (Rao, 2019). In the same respect, Harmer (2001), Keshta (2001) and Jenkins (2007) state that several states are devoting more attention to teaching English as a foreign or a second language and it becomes the "lingua Franca" for communication for people in different countries. In addition, Palestine as one of the Arab states prepares well-planned projects for teaching the English language to get learners communicate functionally.

The Palestinian curriculum confirms that the four English language skills should be taught in an interactive method. The main aim of teaching English language speaking skills is to get learners to communicate effectively with speakers of English in several social and academic contexts. It is aimed to get a level at speaking that is eligible when learners speak. Moreover, leaners should pronounce the words correctly and speak accurately (English Language Curriculum document (ELC), Palestinian Ministry of Education, 2015).

Speaking is challenging to teach and to learn. The Palestinian curriculum confirms the integration of the four skills to be learnt, namely, reading, writing, speaking and listening during the course. Yet, each skill is emphasized more in every period. Some researchers illustrate that speaking has been almost ignored by English language teachers due to the way it is tackled in the given exams. Speaking skills are examined similar to the writing skills where students have to fill in the spaces of a conversation, for example. In the same concern, experts and researchers have tried several approaches to teach speaking since it is the productive skill that we wish our learners to acquire.

Rababah & Bulut (2007) and Dajani & McLaughlin (2009) pointed out that there are many challenges and difficulties English language teaching in Palestine particularly faces speaking as there are few chances for students to speak naturally. Almost 40 minutes every day are allocated for English lessons and this hinders their

creativity and chances to be fluent in English. This gets the teachers and students less motivated and creative. This difficulty showed how much learners are in need to have their own chance to speak out in several contexts.

In the same regard, classrooms are crowded with students who are in need to have their own chance to speak inside classroom and be ready to use the registers in their own life. These registers can be grasped within contexts of life-like situations or role-playing. This enables them to be more engaged in learning. Thus, the learners can use these registers to improve their oral production skills represented in the speaking skills.

Therefore, there are some studies which suggested how to improve speaking skills in an English as a Foreign Language (EFL) classroom. Meinawati, Dewi, Harmoko, and Rahmah (2020) implemented YouTube, as a method to teach speaking in a fun and interesting atmosphere, to investigate its effect on improving students' speaking skills. Similarly, El-Masri (2019) proposed a program based on the Socratic Method in enhancing Palestinian tenth graders' Speaking (fluency, pronunciation, vocabulary, grammar, and comprehension) and four creative thinking skills (fluency, flexibility, originality and elaboration). In addition, Singh, Ja'afar, Abdullah, Mostafa, and Zamri (2018) suggested Flipped Classroom as an approach that improves speaking ability among Technical and Vocational Engineering and Training institutes in Malaysia. In the same concern, Wang (2017) suggested cooperative learning as a student-centered instructional approach that has the potential to encourage more communicative interactions among students and maximize the improvement of each student's learning process. Moreover, Ozturk, Gokturk and Caliskan (2020) proved the effectiveness of creative drama activities implemented in an English course for 7th graders to improve learners' speaking skills.

In the same context, Coyle, Holmes, and King (2009) confirmed that the language focus and the content focus are interwoven. As Content and Language Integrated Learning (CLIL) refers to situations where subjects, or parts of subjects, are taught through a foreign language. CLIL has changed the educational scene by adding new methods and principles in the bilingual education environment.

In a recent study for Figueroa (2018) he explored the effect of CLIL on speaking skills and the results showed the effectiveness of CLIL approach on improving students' speaking skills. Muszynska & Galazka (2017), Roman & Nunez (2016) and Pozo (2016), in their studies concerning the effect of CLIL and drama, affirmed that 'drama-and-CLIL' connection is powerful because of their mutual cornerstones. This is apparent as they mix engagement in active learning, sustainment of learner motivation, authenticity in communication, responsibility in making choices and reflection on the process and the results. In addition, CLIL opens new methods for drama implementation in its various ways: role-play, simulations, drama activities and educational drama.

1.2   Statement of the Problem

Researchers and experts, in the field of English Language Teaching (ELT), have tried several methods and techniques for teaching speaking. Though some of these methods are approved to be effective, there is a bad need to urge students to speak confidently and accurately. The dire need to enhance the students' English speaking skills, based on the researcher's experience as ELT specialist guided him to speculate deeply for creative intervention. Like other EFL learners, Palestinian students can learn the skills of English speaking through engagement and interaction with the content. The related literature shows that CLIL, which is implemented mainly in Europe for teaching target languages, is an effective approach to learning a foreign language through connecting that particular language with the content that stimulates students to learn. Yet, CLIL needs some vivid elements to be added and drama can help in making CLIL more understandable.

In the same regard, European commission (2019) starts a project called (Playing-CLIL) in Europe for 13 countries that aims to bring innovation and creativity to the CLIL classroom and beyond. It also aims to combine elements of drama pedagogy and drama techniques with language and content matter learning in an innovative way that emphasizes and builds the learners' speaking abilities and confidence to interact. This project confirms the effectiveness of this approach (Playing-CLIL) to enhance students' different language skills and abilities. Thus, in this study, the researcher suggests CLIL and drama as a new integrated strategy to

help learners to use the language in an interesting way and overcome the weaknesses in speaking.

1.3   The Study Questions

The problem of the study is represented in the following main question:

What is the effect of a suggested program based on CLIL and drama on improving 9th graders' English speaking skills and their self-efficacy?

The following sub-questions are derived from the major question of the study:

1.   What are the most important speaking skills that the students should possess to improve their English speaking competencies?

2.   What is the framework of the suggested program that is- based on CLIL and drama to improve 9th Graders English Speaking Skills and their self-efficacy?

3.   Are there statistically significant differences at ($\alpha \leq 0.05$) in the total average score of the post speaking skills test between the experimental group and the control group?

4.   Are there statistically significant differences at ($\alpha \leq 0.05$) in the total average score of the post application of the self-efficacy scale between the experimental group and the control group?

1.4   Aims of the study

The study aims at achieving the following:

1.   Identifying the effect of the program based on CLIL and Drama as an approach of teaching to develop English speaking skills for Palestinian students in grade nine.

2.   Identifying the suitable speaking sub-skills that should be learnt by Palestinian ninth graders.

3.   Identifying a new method of teaching English language speaking skills and related assessment techniques.

4.   Identifying a technique of dramatizing English language texts to suit students' language level and can be interesting to them.

1.5 The Significance of the Study

To the best of the researcher's knowledge, no previous studies were conducted based on CLIL and Drama in Palestine. Thus, this is a new additional methodology to those which are used to teach English speaking skills. In addition, this method combines between CLIL and an interesting dynamic method (drama), and this makes learning English more motivating and enables students to construct their own learning through scaffolding.

Additionally, CLIL promotes acquisition compared with conscious learning. As language acquisition is a process that is cyclical rather than a linear one. Also, the themes of CLIL make the invention of a functional-notional syllabus easy. Therefore, exploring a language in a meaningful setting is a component of both natural and communicative language learning. Students improve fluency by using the language to interact for a range of purposes. Fluency comes before grammatical accuracy and mistakes are a natural part of language learning, so the concept of inter-language is encompassed. Moreover, natural use of language can promote a students' motivation towards learning languages. In CLIL and drama, a language is a means not an end, and when students are interested in a topic they will be motivated to acquire language to communicate. In the same context, CLIL hooks up with the present trends in language learning. Thus, in CLIL and drama, language is shown in chunks said by speakers of the language.

1.6 Delimitations of the Study

1. The study was applied in the scholastic year 2019-2020.
2. The sample of the study was (68) female 9th graders.
3. The sample was from an UNRWA female prep. school
4. It was implemented in the Gaza Governorate.

1.7 Definition of the Study Terms

- Speaking: is the way of conveying information and expressing one's feelings and thoughts in a spoken language act and it's the ability of speakers to talk at any situation depending on certain contexts. Harmer (2007) confirms that speaking as a the ability to talk fluently and presupposes different language aspects and knowledge in addition to processing information and language ' on the spot'.

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- Speaking skills: are the sub-skills of speaking that enable us to communicate effectively using different contexts using several language registers and being understood. In the current study the speaking skills are the skills that were identified by the teachers which suit the ninth graders' level. In addition, they were assessed orally using the rubric oral criteria (Fluency, coherence, vocabulary, structure , pronunciation).

- **CLIL** : CLIL stands for Content and Language Integrated Learning and refers to teaching subjects such as history, religion and geography to students through a foreign language (Zafiri and Delliou, 2016). Similarly, Marsh and Langé (2000) state that Content language integrated learning (CLIL) is a dual- focused approach to teaching. The target language is used for the teaching and learning of both the content of a school subject and the language itself within a specific set of learning objectives set by the teacher. In other words, an additional language is used as a medium in the teaching and learning of a non- language content.

In the current study, CLIL contains of the English language that is the medium of teaching and learning certain content which is related to the Palestinian context based on their four Cs; (content, culture, communication and cognition).

- Drama: Mahrous (2019) defines drama as a combination of procedures that organize learners' role-related behavior. It contains learning activities and techniques such as role-play, simulation, mime or improvisation where learners can express feelings, ideas or opinions.

In the current study, the researcher defines drama as a story or a play that conveys a meaningful idea to readers. It could be fiction or non-fiction; artificial or authentic.

- **CLIL and Drama**: Hillyard (2015) confirms that it's a connection between the content and drama based on a basic philosophy which is holistic and goes along with the young learners' interests and needs. This method overlaps and weaves its way through the learners' minds, souls, and bodies.

The researcher defines the CLIL and drama program as a new strategy that dramatizes the content in an integrated method with the language in light of the 4 Cs and makes it more motivating to learners of foreign languages.

- 9th Graders : the students who are almost 15 years old and are in grade 9.

- Self-efficacy: Ackerman (2020) defines self-efficacy as the belief we have in our own abilities; i.e. to be able to meet the challenges and complete tasks effectively. Self-efficacy is connected with our sense of self-worth or value as a human being.

The researcher defines self-efficacy as a person's belief in his/her capacity to organize and implement measures to achieve goals and assess the level and strength in all activities and contexts.

Chapter II
Literature Review

Chapter II

Literature Review

Introduction

In light of the aim of the current study, this chapter illustrates the theoretical framework of the study in addition to related empirical studies. This chapter is divided into four sections: section (1) is dedicated to review the nature of speaking, definition, purpose, features in addition to the context of teaching speaking in general and for Palestinian learners. Section (2) handles drama in education, definition, teaching drama for students without disabilities and with disabilities, drama in a speaking class, and drama in the Palestinian context and curriculum. Section (3) deals with CLIL in Education, its definition, benefits, CLIL and learning outcomes, CLIL dimensions, and CLIL for Students with Special Education Needs. Section (4) sheds the light on self-efficacy, definition, role, its relation to academic achievement, and some ways to increase learners self-efficacy. This chapter contains some empirical studies related to the study variables.

2.1. Speaking

Background

English is used as a common language for mostly the whole world nowadays. It is a global language which is used broadly used in all the fields as research, education, business, internet, tourism, media, software, medicine, engineering, information and technology, entertainment (Rao, 2019; Sabina, 2018; Ariyanti, 2016; Sadiku, 2015; Torky, 2006 and Keshta, 2000).

Nowadays, communication skills play a basic role and they are considered as key to success in all fields. English language skills are indispensable tools for daily communication with most of the outside world. Speaking is a very important skill, yet, many learners find it as a frustrating skill to be learnt. People spend great deal of their time interacting with more people in many daily life situations and, each of these situations requires a different register to be used according to the formality of the moment. We use these registers to speak for many reasons. Yet, Syafitri (2017) states that speaking is a complicated skill. When people talk, it is not

enough for them just to recognize the sound, structure, and vocabulary of the language. They also need to think of the idea they wish to express and must be sensitive to any change in style to whom they are speaking, and on the context in which the conversation is taking place.

As English for Palestine curriculum aims to enable Palestinian students to enhance their Communicative ability of foreign language instruction. This new method of learning focuses on the learners' need to use the language in situations more than the language to be memorized.

Language users are different in their level of language accuracy. In the production skills (speaking and writing), accuracy includes a measure of the suitability of the message with regard to the sociocultural context, the acceptability of the message to the listener, In addition to the prevision and clarity with which the learners can interact using their intent. English for Palestine includes speaking skills which aim to get learners to communicate effectively with speakers of English language in various social and academic contexts. Thus, learners can communicate appropriately in various settings using the target language. The Palestinian curriculum confirms that the four English language skills should be taught in an interactive method. Speaking is a main skill among other skills of teaching English language that aims to get students speak comfortably and intelligibly with accurate pronunciation (ELC Palestinian Ministry of Education, 2015).

Harmer (2007) confirms that good speaking tasks can and should be entirely engaging for the learners. When they participate fully and their teacher sets up the activity properly and he/she gives sympathetic and useful feedback, they will get tremendous satisfaction in their learning.

2.1.1. Defining Speaking

Al-zaharna (2019); Ashour (2014) and Nunan (2003) define speaking skill as a productive skill of utters, phrases and sentences by which the learner can clarify, justify, transfer his thoughts and his ideas. They see that speaking is a process in which the student can prove his learning language by using suitable vocabulary and structure beside his/her learning of a certain knowledge as scientific facts or scientific terms. In the same concern, Burns & Joyce (1997), Luoma (2004),

Howarth (2001), Eckard & Kearny (1981), Florez (1999), Flors (1999) and Ulas (2008) state that speaking is an interactive two–way process including a correct communication of thoughts, information or feelings of which it involves producing, receiving and processing information. Additionally, Torky (2006) defines speaking as the students' ability to express themselves in an oral, coherent, fluent and appropriate way in a given meaningful context. In the same context, Argawati and Suryani (2017) define speaking as the practical side of language to express ideas and producing them in an expressive way effectively and communicatively. Mahrous (2019) states that speaking is a macro skill which is essential for effective communication in any language, especially when speakers are not using their own L1. EFL speaking skills should be improved along with the other skills so that these integrated skills will promote communication achievement all speakers of English. EFL learners should acquire speaking skills not only so they can pass the exam but also for public use in the outside world. Speaking problems are classified by many researchers into linguistic and affective (Humaera, 2015 and Leong & Ahmadi, 2017).

The linguistic problems that might prevent students from sharing in conversations include grammar mistake, lack of vocabulary, mispronunciation and mechanics related problems such as fluency and accuracy. The second category is the affective factors confidence, in addition to anxiety and shyness. Thus, speaking a foreign language appears to be difficult, challenging, and stressful for the learners. Many researchers reported the poor proficiency of EFL speaking skills in the context of the Arab countries (Khalil, El.naggar and Awad, 2019; Abdelmageed & El-Naggar, 2018; Eissa, 2019; Etomy, 2015; Ghany & Latif, 2012 and Torky, 2006). They also confirmed that EFL students in schools as well as in university face a lot of difficulties while speaking.

The researcher states that speaking skill is a human aspect where people can express their own ideas, experiences, feelings and emotions through an interactive process with the community members. It is a mutual linguistic phenomena with all the communities regardless their language or culture.

2.1.2. Purpose of speaking:

Speaking forms the most crucial skill as it is a productive skill among the four language skills; reading, writing, speaking and listening. Yet, Rao (2019) insists that it is the most necessary skill to acquire foreign or second language learning. Thus, speaking is the skill that the students will be judged upon most in real life situations. Apparently, the modern world demands for the requirement of communication skills for the learners and the English teachers have to teach the English language so that they will improve their competencies in speaking and perform well in real-life contexts. In the modern world, EFL/ESL teaching environment, speaking is entirely ignored whereas employability rely on communication than technology. Less priority was given to the basic components of language such as phonological, morphological, semantic and syntactic aspects, it has become a main obstacle for the English language learners to acquire the speaking skills. Recently, more focus has been devoted to reading and writing skills. After realizing the importance of oral communication skills, more concentration is now laid on promoting the speaking skills of the learners to follow up their studies successfully and excel in their fields once they finish their education. In addition, English is the language of getting chances for employment and succeed to acquire the desired objectives in life.

Furthermore, speaking skills are also useful for students when they settle down well in their careers. In the modern world, it has become quite prevalent to prove the candidates' talents at the time of their career interviews and a lot of the selections are based on their performance. Moreover, an excellent speaker can attract the audience a lot and gain the whole attention of their audience and follow the same tone until the end of their speech. Thus, the audience engages entirely in the speaker's speech and they sometimes forget the surrounding world and put their entire concentration on the speech. Therefore, speaking skills play a crucial role as everything relies on the way how people communicate their messages

Oradee (2012) states that speaking aims to deliver ideas to the people whom we speak with about what we want to say. Meanwhile, Kingen (2000) suggests 12 categories of the purposes of the transactional and interpersonal speaking.

1- **Personal**: to talk about personal feelings, viewpoints, beliefs and thoughts.

2. Descriptive: to describe a real or imagined somebody or something.

3. **Narrative**: to compose and telling stories or organized sequenced events.

4. **Instructive**: to give instructions or to provide directions prepared to produce an output.

5. **Questioning**: to ask questions to get more information.

6. **Comparative**: to compare two or more things, people, thoughts, or viewpoints to make judgments about them.

7. **Imaginative**: to express mental imagination about people, places, events, and things.

8. **Predictive**: to predict events in the future.

9. **Interpretative**: to investigate meanings, create hypothetical deductions, and consider inferences.

10. **Persuasive**: to change people's viewpoints, attitudes, or perspectives.

11. **Explanatory**: to explain, clarify, and boost ideas and perspectives.

12. **Informative**: to share information with others

2.1.3. Features of speaking:

Speaking has different features which need to be put into consideration. These features get the teachers design suitable teaching oral production activities to help the students use the language in real life situations. Additionally, identifying these features get the teachers recognize what strategies and methods to help setting up a speaking situation and how this feature looks like.

Face to face interaction:

Speaking face-to-face sends a message without saying any words since people not only hear what you are saying, but also perceive the greater meaning of your tone, voice inflection, emotion, gestures and body language (Grossman, 2019). Face to face gives the speakers to get the feedback at once.

Interactive speaking

Face-to-face conversations or having a mobile/telephone call are done interactively. Two skills are taking place, speaking and listening. In these situations, the speakers or listeners may ask for repetition or clarification. BYD (2020) states that interactive speaking build students' ability to use spoken language to interact with an interlocutor. This gets the students to combine their listening/reading comprehension with their ability to respond well.

Real-time speaking

Real time situations includes the speakers' use of formulaic expressions, hesitation tools, self-correction, rephrasing and repetition and this make him/her fluent. (Foster, Tonkyn & Wigglesworth, 2000 and Hughes, 2002).

The above features helps the speaker to be more aware of how oral production is shaped out.

Nunan (2003: 48) contends that speaking happens in real time: almost the listeners you are speaking to are waiting for you to speak right then. Additionally, when you speak, you cannot edit and review like writing.   Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.

2.1.4. Categories of Speaking Performance

Brown and Douglas (2004: 271) mention six categories of speaking skill:

a.   Imitative: it involves the ability to rehearse a piece of discourse and focus on some specific components of language structure. It is only imitating a word, phrase or statement. The essential sub-skill here is pronunciation. And teachers utilize mechanical drills. The cause is by using drilling, students get chances to listen and to orally repeat some words.

b.   Intensive: here, students speak where they practice phonolgical and grammatical aspects of language. It often places students doing the activity in groups or with their peers, for instance, loud reading involves reading a paragraph, reading a conversations with peers, reading a text from a poster.

c.   Transactional (dialogue): it aims at conveying or exchanging specific information.

d.   Interpersonal (dialogue) it aims to maintain social connections than for the transmission of facts and information. Interpersonal speaking performance forms are interview, playing roles, discussions, conversations and games.

e.   Responsive: it involves communication and exam comprehension. Yet, at limited degree of very short dialogues, greetings and small discussion, requests and commentary.

2.1.5. Factors affecting speaking performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. In this respect, Reynanda and Ritchard (2005) outline some factors that impact learners' oral production ability as age, aural medium and socio-cultural factors. Additionally, several studies as; Bhattacharya (2017) confirmed that linguistic and affective factors affects the ability of learners to speak. Thus, the following are some factors that can affect speaking.

A. **Linguistic factors** is one of the constraints that can hinder learners' ability to talk, the reasons involve many aspects like pronunciation, grammar and vocabulary. Latha (2012) argues that grammatical competence can help learners apply and perceive the structure of English language correctly that will lead them to their fluency. It has also been observed that learners find it difficult to transfer the correct grammar to their speaking.

B. **Affective factors** is another element that can affect students oral performance, this is related to anxiety, shyness, self-esteem, motivation, fear of making mistakes, lack of interest and many more. In their study, Tuan and Mai (2015) confirmed that learners' speaking interaction can be impacted by the factors that come from performance situations (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback within speaking tasks.

C. **Listening ability** is crucial in a speaking activity since the more you listen, the better you speak. Doff (1998) mentions that learners cannot improve their speaking ability unless they develop their listening skill.

D. **Subject knowledge** When conducting a speaking task, speakers should have sufficient knowledge about a specific topic and being familiar with the genres and registers to promote a student's linguistic self-confidence, on the other hand, lack of knowledge about a subject and its suitable register or genre impact in a student's avoiding communication (MacIntyre, Clément, Dörnyei and Noels, 1998).

E. **Use of mother tongue** When learners lack some vocabulary from the target language to initiate a speaking statement, they will not be able to speak. This will result weak sentences and interference between both languages.

F. **Classroom atmosphere** Classroom atmosphere plays a significant role in making the learners take part in speaking tasks. The rapport, the size of the class, the seating and several other class-related factors impact the motivation of the learners and may even hinders the learners' ability to move freely while conducting a speaking activity.

2.1.6. Characteristics of a good speaker

From the researcher's experience as a teacher of English and Education specialist as well, the following are the characteristics of a good speaker:

- maximizing the listeners chances to be involved in the interaction process.
- meeting the needs of the listeners,
- choosing suitable vocabulary according to the context,
- using grammar accurately,
- using suitable techniques to promote full understanding,
- and stimulating the listeners' interests towards the spoken context.

2.1.7. Oral skills assessment criteria

Brown (1994) argues that speaking skills can be assessed through the following criteria:

- **Fluency**: oral fluency is the main goals for students and teachers to be achieved from teaching speaking. The speaker aims to be able to express himself/herself in a context intelligibly, reasonably and accurately with less hesitation. Listeners could lose interest if speakers were too hesitant. Thornbury (2005) states that speed is very basic for fluency and when speakers take breath they use pausing. Additionally, native speakers need pausing from time to time so as to let the interlocutors get what has been said.   Thornbury proposes what is called "tricks" or production strategies, such as the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as" short of and" I mean".

- **Accuracy**: it is being applied by several speakers particularly in their teaching due to the students' wants to be fluent not accurate. Without building up accurate speech, speakers will not be understood and their interlocutors will lose interest when they perform inaccurate utterances each time. Thus, paying attention to correctness and completeness of language form is of more importance for oral

proficiency. Consequently, speakers should focus on a number of things in their production of speaking, basically, the grammatical form, vocabulary and pronunciation.

• **Grammar**: grammatical accuracy in the oral production is the variety and the suitable use of the learners' grammatical forms that consists of the length and the complexity of the sentences and the ability to utilize the subordinating statements. Grammar in speech differs of that of writing.

• **Vocabulary**: Achieving accuracy in relation to vocabulary is the suitable selection of vocabulary while speaking. Learners usually find challenges when they attempt to talk about what they wish to say, they lack the suitable words, and they often use vocabulary incorrectly like in the case of synonyms that do not carry the same meaning in all situations.

• **Pronunciation**: English language has been long considered by either native speakers or non-native speakers as a difficult language due to its pronunciation. Students, then who wish to improve their speaking in English have to train on pronunciation. They should take into their consideration the different sounds and their aspects, words stress and intonation.

2.1.8. Teaching Speaking skill

Speaking is an important skill amongst the main four skills of English. Gillis (2013), Nunan (1999), Segura (2012) and Sadiku, (2015) state that to be successful in learning a language is measured according to the ability to conduct a conversation in the (target) language. Thus, speaking forms a priority for learners of English. Speaking is basic due to its help to students to grasp EFL speaking skills. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be. In addition, speaking can support other language skills. Oral interaction is considered as an essential factor in shaping the learner's developing language. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life and thereby bringing about the well-rounded growth that we should all seek.

Many teachers spend most of the time in their classes in reading and writing practice and they neglect speaking skills. At the same time, empirical studies as (Scarcella &Oxford, 1994; Ulas, 2008 and Miller, 2001) show some difficulties for teachers to pay attention more to speaking. First, to give each learner enough time to speak within the frame of the lesson is not easy since many teachers have large crowded classes. Second, teaching speaking forms the focus on every learner who might have his own phonological and linguistic difficulties. This makes speaking teaching a time-consuming process. Yet, Syafitri (2017) states that teaching speaking goal is communicative efficiency. Students have to make their speech understood. They have to attempt avoiding confusion in conveying messages due to fluency pronunciation, grammar, or vocabulary that are implemented in each communication context**.**

In Palestine, English for Palestine curriculum includes the four skills of English language. ELC (2015) considers speaking as an important skill amongst these four skills as the ultimate goal for Palestinian learners is to enable them to communicate successfully.

2.1.9. Functions of teaching speaking to students:

Students could have several benefits when learning to speak in English. Thus, Kayi (2006:11) maintains that teaching speaking has some functions to the students:

1. learn to use the English sound segments and patterns.

2. use stress and intonation in vocabulary and clauses as well.

4. organize their thoughts in a sensible sequence

5. use the English language as a means of discussing judgments

6. use the English language confidently.

The above functions are effective for our students and the aim of teaching speaking in the classroom is to promote learners' ability to produce English well and to develop their ability in speaking. Harmer (2001) states that teaching speaking aims at training students for communication. As a result, the teacher should be able to improve several tasks which promote the learners to utilize the language in real communication. Additionally, Wenxia (2008) states that the teacher should think

deeply when teaching, not only about how to present the language in a specific situation, but also as how to use the language communicatively. Speaking in English is much easy when learners are actively involved in trying to communicate.

Brown (1994:43) mentions some principles for the teachers to follow in speaking skill:

1.   use ways and strategies that meet the spectrum of students' needs, from language based focus on accuracy to message-based focus on interaction.

2.   provide ways of intrinsic motivation.

3.   encourage using the authentic language in meaningful contexts.

4.   provide suitable feedback and correction.

5.   capitalize on the natural connection between speaking and listening.

6.   give students several chances to initiate oral production.

7.   encourage ways of developing the speaking methods and approaches.

In the same concern, Nunan (2003) and Kayi (2006) proposed other principles in teaching speaking;

1.   the differences between second language and foreign language learning contexts, should be taken into consideration by teachers,

2.   fluency and accuracy should be practiced well,

3.   group work or pair work give more chances for students to speak and express themselves,

4.   planning speaking tasks that more include negotiation for meaning,

5.   and designing classroom activities that involve guidance and practice in both

6.   provide written feedback like "Your presentation was really great.

7.   correct learners' pronunciation mistakes while talking. Yet, correction should not distract learners from their talk,

8.   involve speaking tasks not only in class but also out of class,

9.   make sure that learners are on the correct path and see if they in need to help while they work collaboratively.

10.   decrease teacher talking time in class while increasing student talking time

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2.1.10. Correcting speaking:

In a speaking task, when students are performing a role-play, instant and intrusive correction, is often not suitable as it can interfere with the flow of the task and inhibit learners when they have to attempt hardest to activate their linguistic cognition. Yet, within study sessions, correction clarifies the language in the learners' minds. Since correction includes identifying people's mistakes, it is necessary to step forward carefully. When it is done in an insensitive way, learners can be upset and dent their confidence. In addition, what is suitable for a certain learner may not be appropriate for another. Generally speaking, teachers should recognize when something has gone mistakenly and see if the learners can correct themselves. Perhaps, what learners said or wrote was only a slip and they are able to set it up correctly. Sometimes, however, learners can't put mistakes right on their own. As a result, teachers have to help by asking if students can help each other.

Harmer (2007) clarifies the differences in learners' types of mistakes that teachers should take into their account when correcting students' mistakes. First, slips which are mistakes that learners can correct by themselves while speaking. Second, errors which are mistakes that students can't correct by themselves. The role of the teacher is to explain the learning so as to correct this error. Third, attempts which are mistakes that learners make when they are in the level of trying out the learning. Consequently, the way we give feedback and correct these mistakes are impacted by which kind teachers think their learners are making. It will possibly be basic for teachers to correct mistakes made within a speaking activity in another way from those of a written task. Some teachers who have a good rapport with their learners can correct their mistakes appropriately during a speaking activity in a smooth way. This type of gentle correction might take the shape of reformulation where the teacher repeats what the learners have said but correctly. Perhaps, the best way of correcting speaking tasks in a suitable way is to talk to learners about it. teachers can ask them how and when they would prefer to be corrected.

2.1.11. Role of teachers in a speaking activity

Bhattacharya (2017) states that the crucial basic role the teacher plays in making students willing or unwilling to talk cannot be neglected. when a teacher

pays equal attention to all students of his class, encourages them to participate in classroom discussions and activities, and gives sufficient time to learners to take part, teachers can considerably enhance the students' willingness to talk. The teachers have to build a suitable rapport with their learners. It is the teachers' job to make the students aware that making mistakes is a learning process. Teachers should turn their fears into challenges and challenges into success by introducing several interesting and engaging tasks in the class. Teaching and learning can be more meaningful if they include different components in their methods.

In the same concern, Harmer (2007) proposes three roles of the teachers in speaking tasks

a. **Prompter**: learners often get lost, they lose fluency. Thus, students can be left to strive and find their own way to speaking. This teaches them how to stand alone. And sometimes teachers help them with giving prompts.

b. **Participant**: teachers have to be good animators when they ask learners to produce language. Sometimes, teachers may wish to take part in discussion and role-plays themselves.

 c. **Feedback provider**: while learners are engaged in a speaking task, over correction may inhibit them and take the communicativeness out of the activity. Thus, giving feedback in the correct time will be effective.

2.1.12. Characteristics of spoken language

Brown (2007) outlines many characteristics of spoken language that can make oral performance simple as follows:

1. **Clustering**.

Fluent speech is phrasal, not word by word, students can order their output cognitively and physically (in breath groups) through such clustering

2. **Redundancy**

This makes meaning clearer for speakers of a language. Students can capitalize on this aspect of spoken language.

3. Reduced forms.

Contractions, elisions, reduced vowels, and the like, are considered as difficulties in teaching spoken English for learners who don't study slang contractions.

4. Performance variables

Spoken language are characterized by the thinking process while talking and this allows speakers to manifest a specific number of performance hesitations, pauses, backtracking, and corrections. Students can learn when and how to hesitate. For instance, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh, um, you know, I mean, like, and the like*. one of the most salient differences between native and nonnative speakers of language is in their hesitation phenomena.

5. Colloquial language

Students should be acquainted with the words, idioms, and phrases of colloquial language as this will help them avoid misunderstanding in certain contexts for instance.

6. Rate of delivery

Fluency can be characterized with the rate of delivery. One of the jobs in teaching spoken English is to help students achieve a satisfactory speed along with other attributes of fluency.

8.   Stress, rhythm, and intonation

The stress-timed rhythm in speaking and intonation pattern convey essential messages. Some words when stressed or used in some contexts with certain intonation pattern can form a challenge as its meaning is different from one context to another.

9. Interaction

Learning to produce waves of language in a vacuum – without interlocutor-would rob speaking skill of its richest element: the creativity of conversational negotiation.

2.1.13. Teaching speaking activities

According to Harmer (2007:87) a teacher is like "a gardener, as he/she plants the seeds and watches them grow". learners are the field and the seed is seen as the knowledge planted by teachers. As a gardener takes care of the roses, flowers, waters them when needed,. He adds that the teacher plays several roles in the lives of the learners not only by planting knowledge in them but also acting as a model in the classroom and outside it with their personal lives.

Kayi (2006) asserts that teaching speaking is an essential part of second language learning. Their ability to interact using a second language efficiently contributes to the success of the students in their schools and their life as well. Thus, it is crucial that teachers pay great attention to teaching speaking, not leading learners to pure memorization. With this goal, several speaking tasks contribute a great deal to learners in improving important interactive skills that are necessary for life. These tasks make learners more active in the learning process and make their learning more meaningful for them. Teachers use different techniques and strategies to enhance students' speaking abilities.

Thornburry (2017) mentions that approaches to teaching speaking vary. Traditionally, speaking was considered as the product of teaching grammar and vocabulary. One approach to teaching speaking is to break down the speaking skill into a number of discrete sub skills, as opening and closing conversations, turn taking, repairing, paraphrasing and interrupting. Another approach is to focus on the several reasons of speaking and their associated registers such as narrating, obtaining service, giving a presentation and making small talk. A third is to adopt a topic based approach, where students are encouraged to talk openly on a variety of topics, at least some of which they have chosen themselves. This is the format used in many conversation classes. Typical task kinds for the teaching of speaking involve dialogues, drama activities including role plays and simulations, many games, discussions and debates as well as informal classroom chat.

The following could get learners improve their oral production skills:

1.   Story-telling: it is simply telling a story to people who need to listen. It is an interactive art that involves using words and actions to reveal the elements and images of a story while stimulating the listener's imagination. Storytelling uses actions such as vocalization, physical movement and gesture. In storytelling, the listener imagines the story. The storytelling listener's role is to actively create the vivid, multi-sensory images, actions, characters, and events of the story in his or her mind, based on the performance by the teller and on the listener's own past experiences, beliefs and understanding. Harmer (2007) suggests telling stories as an effective activity to enhance speaking skills for learners, he argues that spending a lot of our time telling other people stories and anecdotes about what happened to us and other people could be effective to develop speaking.

2.   **Surveys**: this is for students to interview each other. They can design a questionnaire about people's eating habits with questions like 'what kind of food do you like to eat?', 'have you ever eaten non-healthy food?'

3.   **Interviews:** Dale (1998) defines that direct interview type is a means of gathering data from one person by another or others that allows the individual to express views and opinion to others in structured ways.

4.   **Role play**: Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation. Ladousse (1987) Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful.

5.   **Conversations**: Thornburry (2017) mentions that conversation is informal talk between one or more people. It is considered to be the default form of language use, predating written language and many more formal speech genres.

6.   **Simulations**: they are nowadays applied in several disciplines such as medicine, nursing, engineering and languages. Today's education is more and more nurtured by true-to-life simulation scenarios.

7.   **Information gap**: These tasks are almost used in pairs or groups and often involve pupils asking and answering questions. Harmer (2007) suggested Information-gap activities where two speakers have different bits of information, and they can only complete the whole picture by sharing that information - because they have different information, there is a 'gap' between them.

8.   Reporting Before coming to class, learners are asked to read a topic in the magazine and then in class, they report to their colleagues learners can also speak about when they have experienced anything worth telling their colleagues in their daily lives before class (Kayi, 2006).

9.   **Discussions and debate** Thornburry (2017) mentions in A-Z ELT that debate and discussions provide learners with chances to interact freely and spontaneously, to cope with unpredictability and to voice opinions using language that is both complex and fluent. They are generally more structured than conversations and involve arguing for or against a particular point of view.

10.   **Picture reading** In this activity, students are to describe pictures to form a story or describe events. This could enhance speaking competencies in several contexts.

11.   **Meeting and greeting**: learners role-play a formal/business social occasion where they meet a number of people and introduce themselves.

12.   **Famous people**: learners think of five celebrities. They should decide on the suitable present for each of them.

13.   **Student presentations**: learners present a topic in front of their peers and get feedback for their presentations.

14.   **Balloon debate**: a group of students stay in a balloon losing air. One student can stay in the balloon and survive (other students have to jump out). The students who need to survive have to represent famous characters (Yasser Arafat, Mahmoud Darweesh) or professions (teacher, minister, nurse, and other professions) have to talk about their justification to survive.

15.   **Pair Taping:** as noted in Kluge and Taylor (2000), pair taping is similar to partner taping where learners record conversations outside the class every week. This could help them be more fluent and self confident to speak.

16.   **Guessing games**. These games need learners to ask questions or describe something or someone to other students, then others can guess what the thing or the person is.

17. **Look, listen and repeat**. Clearly, in this type of tasks new vocabulary are introduced and students listen to their teacher saying the word and showing the picture and they repeat.

18. **Listen and participate**. Students listen to a story, then they take part repeating the key words and phrases.

19. **Reading aloud**. Students read some words or statements aloud, this could be in games or stories.

20. **Memory games**. Chinese Whispers is a good example of memory game where one student whispers to the next student a certain sentence until this reaches to the last student of the group.

21. **Dramatization**. This could be in several ways, for example, students can memorize or create their roles in certain occasions and then narrate the whole play or story.

22. **Rhymes, action rhymes, songs, chants**. When students imitate, they learn. Repeating rhymes, songs or chants provides an ideal technique where students can learn pronunciation and consolidate new language and improve memory skills.

2.1.14. Techniques for Assessing Speaking

Thornbury (2005) declares the following as ways to assess speaking:

1. **Reading aloud**: this requires students to read part of a text or a conversation to examiners.

2. **Role play**: here, students are supposed to utilize their thinking. They can try a game-like test where they take roles to use their imagination to create an imaginary social interaction. Meanwhile, the examiners observe their responses.

3. **Interviews**: they are a popular way for examining the oral production.

4. **Using visual materials**: speaking can be tested through the use of pictures, diagrams, and maps.

5. **The portfolio approach**: it is a profile or portfolio information way. It can be used to promote teaching and learning for learners and to interact with them, their parents, and their teachers.

The researcher assures that assessing speaking skills is an interesting experience. Teachers can have a good opportunity to construct test items and other resources. And this can make students more interested when they find their needs.

2.1.15. Reasons for teaching speaking in Palestine

Palestinians, as many others, are in bad need to use the English language in interaction with many other nationalities. Thus, teaching speaking in our schools is a necessity, and it should not be ignored as many teachers do, this is because:

- speaking tasks and activities provide chances for Palestinian learners to use English in many life situations, such as dealing with visitors to Palestine or even setting an online session with non-speakers of Arabic.

- in classrooms, when teachers set a speaking activity for students, they get a good feedback of exact improvement of their students. Accordingly, they can suggest suitable solutions.

-       teaching speaking in Palestine gives students   the chance to use and implement the words they have been learning over the past years in suitable contexts.

-       Learners are to be more confident in using the language and they become independent users of English.

-       Teaching speaking to Palestinian students gives them a good opportunity to be free from the grammar rules and use the language functionally.

Accordingly, teachers should be more aware of the good way to teach their students to be more involved and interactive in any context. Celce-Murcia, (2001) states that teachers should give students the opportunity to speak in classroom as this will motivate them and increase their interest in learning. In addition, teachers should teach using the right activities as this will make the class more dynamic place.

In Gaza, based on the researchers' experience as a teacher of English, an Education specialist and an educational trainer, he noticed that most of English teachers in preparatory schools don't teach English communicatively. Speaking is given as a writing activity in exams, hence teachers don't teach it functionally, they get students memorize the rules of grammar and pieces of discourse to fill in certain activities.

2.1.16. Speaking skills in English for Palestine

English Language Curriculum (ELC, 2015) states that communicative ability is the aim of foreign language teaching nowadays. This is different from the previous methods to language teaching, proficiency-oriented teaching handles how the learner uses the language not what he or she knows about it. In a proficiency-based curriculum, language proficiency is seen as the performance aspects of language function, interaction setting, and degree of accuracy. Language functions are the goals for which the language is implemented, such as requesting, persuading, complaining, arguing, or inquiring. Each language communication sets within an interactive setting. Therefore, a person might request a meal in a restaurant, a book in a library, a phone number of someone, or assistance in repairing a car. Context also involves social register, thereby identifying the degree of politeness, familiarity, or formality suitable to the communicative interaction. Moreover, language users are different in their level of language accuracy. The

target language curriculum needs to identify the level of accuracy with which learners are expected to produce language. Thus, accuracy is not recognized by the number of errors but by the degree to which learners can accurately understand incoming messages and encode their own intents. In speaking and writing, accuracy includes a measure of the suitability of the message in relation to the sociocultural setting, the degree the listener accepts the message.

Language is functional.

Language, oral and written, is basically a means of interaction used by people in several social settings to talk about themselves, interact with others, learn about the world, and meet their individual and collective needs. Successful linguistic learning and teaching emphasize the goal of functional proficiency.

Language varies

Oral and written language is not monolithic; it comes in many varieties. Language varies according to person, subject matter, purpose, and context. Language also varies in context of the region, social class, context, and ethnic group differences.

Oral/Aural Communication

The basic aim of teaching speaking and listening skills is to get learners to interact communicatively with different speakers of English in a range of social and academic context.

The students interact effectively and appropriately in several contexts in the target language for the following reasons:

- To participate in a presentation of literary feature.

- To identify and express feelings, viewpoints, and thoughts aroused by oral presentations.

- To start and sustain a conversation.

- To describe events with different time contexts.

- To discuss verbal instructions.

- To grasp questions, sentences, and commands for class language routines.

- To reply to questions, explain and discuss material presented in class (written, oral or visual).

- To demonstrate proficiency in handling several communicative activities.

- To talk about emotions and feelings.

- To demonstrate comprehension of relevant details and sequence of events.

- To obtain new information from face-to-face communication, telephone conversations, telecasts and video, or recorded speech.

- To initiate and sustain a conversation.

- To infer the speaker's or writer's attitudes.

- To demonstrate comprehension of familiar topics in authentic spoken discourse.

- To engage in conversation or discussion on familiar topics and topics of general interest with peers and adults for a variety of purposes.

- To take notes from oral communications ranging from informal to slightly technical or specialized (a lecture, news report, announcement, instructions, and the like.).

- To monitor and evaluate student's own performance as a speaker according to the perceived needs and responses of the audience/interlocutors.

2.1.17. Speaking skills in English for Palestine – Grade 9

As stated in the general goals for English language curriculum – ELC, (2015), students in grade nine should be able to:

1. articulate sounds in isolated form and connected speech,
2. articulate stress patterns within words,
3. manipulate variation in stress in connected speech,
4. produce basic intonation pattern,
5. summarize the main points of a text,
6. describe a sequence of events based on visual input,
7. narrate a story based on personal experience,
8. narrate a story based on a strip-story,
9. make a rehearsed or unrehearsed presentation about a familiar topic,
10. express personal feelings, emotions, and the like,
11. respond to direct questions, instructions, suggestions, offers, visual input, and the like,
12. respond to factual, referential and inferential questions,
13. respond to conditional or hypothetical questions,
14. talk about inferred attitudes, feelings based on aural text or visual stimulus,

15. give directions and instructions,

16. make predictions about a piece of discourse,

17. ask about routine matters.

2.1.18. English for Palestine– Grade 9 Curriculum (UNRWA)

Students in grade 9 have been learning English language for almost 15 years. They have started learning English since they were 6 or 7 years and sometimes before the age of 6. Teaching English is compulsory in the governmental, private and UNRWA schools in Palestine. Students from grade one to grade four get 3 periods (40-45 minutes for each period) a week. While students from grade 5 to grade 9 get 5 periods every week.

Recently, authentic assessment has been implemented in all the Palestinian schools as declared by the Ministry of Education. Students from grade 1 to 4 don't have exams, they just should be assessed due to their performance in a certain topic in their class. On the other hand, students from grad 5 to 9 have exams of almost 60% and the rest is left to the tools of authentic assessment.

English language is one of the topics to be assessed authentically. Speaking is one of the skills that must be assessed authentically. Teachers have to use different tools as portfolio, observation performance sheet, worksheets or students participation inside classroom and the like. Specific criteria should be used to assess students' performance in a speaking class. Quality English language education can significantly contribute to the future of all coming generations of Palestinian young people. And //it is the role of English language teachers to decide this future. And since English language is esteemed by Palestinians to be a crucial part of their education, great emphasis must be placed on its effective education. Believing in the critical role of the English language teachers in our community and the importance of their education, ongoing professional development and wellbeing should be taken on consideration.

Yet, MoEHE, (2017) in the Gaza Strip, about 1200 English language teachers teach about 525793 students studying in about 300 UNRWA schools. UNRWA schools in Gaza have large classes that accommodate more than 40 students per class and most of these schools work as double shifts. In such circumstances, some students are left behind because they have special educational, psychosocial or physical needs and many students lack the basics of reading and writing despite the

many years they spend at schools as the traditional methods and class practices fail to address their needs (World-Vision, 2011). Teachers are overloaded with about 27 classes a week. There is a lack of resources and as humans living in an unstable context and dealing with students impacted by trauma run the risk of experiencing secondary traumatic stress, also referred to as compassion fatigue or vicarious trauma (NRC, 2018).

In UNRWA, one of the essential priorities is to promote Palestinians' life through education. The Education department has initiated a reform plan that seeks to develop the Palestinian students' different skills. This is through improving their cognitive, social and emotional growth as well as their academic achievement. English language teaching is one of the important topics that UNRWA Education Department tries to improve. Consequently, meaningful and sustained professional development was applied through SBTD I and II to support teachers to improve their practices inside classroom. UNRWA (2020) suggests the programme that seeks to improve teaching and learning practices in the UNRWA classroom through improving interactive methods or ways of teaching that will involve learners more effectively in their learning. The SBTD program is paving the way for in-service teachers in a comprehensive way.

2.1.19. Challenges of teaching Speaking in Palestine

Palestinian students, like other students in different contexts, face difficulties in communicating orally in English. Many researchers and methodologists say that in Palestine, several learners are doing better at reading, and writing, but not at speaking. Some of these challenges were stated by Dajani & McLaughlin (2009). They confirmed that English language education in Palestine nowadays faces critical difficulties. Crowded classes, a few resources, a little access to the world wide web, and low salaries as well. In addition, a few incentives are given to teachers to be innovative in their classes. Teacher demotivation is engaged with both a classical teaching method. The last school exam (Tawjihi) and other grades as well which have neither a listening nor a speaking exercises, this affects negatively learning speaking. The listening is not given at all while speaking is written as a writing exercises. This has impacted poor speaking skills in English. The Palestinians, through generations of conflict and military occupation, have always placed focus on education as a means to a better future.

Rabab'ah and Bulut (2007) asserts that teaching speaking in the Palestinian schools, has been nearly neglected and English language teachers use teaching speaking just to make students memorize conversations or do some activities. They still spend the larger part of teaching time on reading and writing practices. Similarly, Alzharna (2020), Elmasri (2019), Alattar (2019), Ashour (2014), Aljadili (2014**),** Afana (2012), Alhabbash (2012), Obeidat (2002) and Al Wahibee (2004), in their studies, confirmed that Palestinian learners face some challenges concerning pronunciation; this could be because English and Arabic are different. They assure that speaking is a difficulty for many students. In addition, they maintain that language anxiety performs an obstacle for learners to speak and interact in a certain speaking activity and even the lack of vocabulary hinders their speaking as well. Yet, they assured that teachers teach their students in a test-oriented method.

Based on the researchers' experience, he confirmed the above mentioned challenges to teaching speaking. Meanwhile, he believes that all these difficulties can be solved if teachers use suitable methods and techniques to teaching speaking and getting their students more engaged in the learning. In the same context, Zourob (2014) confirms that helping learners to learn English effectively needs change of the teachers' methods of teaching. Additionally, teachers should think of creative techniques that investigate the learners' interaction competencies, and give them more opportunities to speak and communicate well. The researcher also assures that promoting learners' speaking skills is one of the basic aims in English teaching in Palestine.

2.1.20. Suggestions for teachers in teaching speaking in Palestine

The researcher concludes the first part of Chapter Two concerning Speaking skill by suggesting the following for English language teachers when teaching speaking:

- Collaborative work makes the activities more vital and dynamic. They have many benefits particularly involving shy students.
- Engaging students in the assigned tasks makes them more enthusiastic and motivated. Thus, vary your used techniques and methods.
- Student talking time (STT) should be increased in a speaking activity as they have to practice the new language.

- Use supportive language; spoken or written, to motivate your students practice the language openly and effectively.

- Use authentic materials where learners find engaging and realistic.

- Use concept questions, open questions and open-ended questions as students can elaborate their learning.

- Avoid correct your students' oral mistakes as this hinders they speech and makes them shy to resume speaking.

- Use strategies as flipped classroom or other methods that make your students engaged in all contexts.

- Get your students use the language outside classroom by conducting non-class activities.

- Review the vocabulary and the structures that will be used in a speaking class beforehand.

- Include all students with and without disabilities in all the activities taking into your account the suitable tasks and activities for all.

2.2. Drama

2.2.1. Defining drama

Drama is composing a performance, in which actors take the roles of the characters, perform a certain action, and utter the written script. Based on Nicholson (2000), drama is defined as the mixture of thought, language and felling in range of enthusiastic and innovative ways, yet, there are recognizable practices in drama which learners might acquire, reaching new understandings implies a creative and personal engagement with the work. Somers (2008) states drama as an art used in the society. It is used in real social context and at the symbolic context as well in the drama scene. Karimzadeh (2017) refers drama to any story that can be told in a dialogue and concludes several characters. Moreover, it is a crucial tool to present human feeling. Drama increases cognitive, affective and motor development. It's used in classroom in the form of improvisation, roleplays, mime, masked drama, puppet plays, poetry recitation and radio drama. In the same regard, Thornburry (2017) asserts that Drama activities can provide entertaining practice opportunities as well as offer a useful springboard into real-life language use.

2.2.2. Drama in Education

Afana (2012) defines Educational drama as a live experience. It includes role play, simulation and hot seating in addition to fully-structured items. Similarly, Ulas (2008) assures that drama has an essential function especially in specifically developing acquired/improved speaking skill among the essential language skills. Wessels (1987) explored that using drama tasks helped to bring written materials to life by infusing the lifeless print with feeling, imagination and thought for the student, who became an active participant in the learning process. Providing learners with the chance to place themselves directly in the learning experience greatly improves their comprehension.

Mahrous (2019), Desiatova (2009), Peregoy & Boyle (2008) and Jacob (2005) confirmed that drama tasks provide learners with various contextualized and scaffold activities that gradually include more participation and more oral linguistic production. They affirm that using drama tasks has clear advantages for language learning. they encourage students to speak by giving them the opportunities to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions. Thornbury (2005) adds that speaking activities including a drama component, in which learners take an imaginative leap out of the constrains of the classroom; provide a beneficial springboard for real-life language use. Situations that students encounter when they use English in the real world can be simulated and a greater variety of registers can be practiced than are normally available in classroom talk. Kerdpol & Iamsaard (2015) assert that dramatic tasks have been applied in language teaching in several names such as creative play tasks, drama methods, dramatic activities. However, the sub characteristics of drama tasks is the integration of several activities by using mime, role-playing, improvisation, simulation, language games, story-telling, dramatization Apparently, drama encourages students to take roles and work through their own expressions. It is an avenue that allows students to openly speak about their inner thoughts.

The use of drama in the EFL/ESL classroom relies on a variety of characteristics and features of drama as a teaching methodology. Firstly, drama offers affective engagement with the text. Drama exposes the learners to not merely surface information but a multi-layered experience where each learner can actively

engage with the subject and arrive at personal interpretations for it. This exposure takes place through multiple target language encounters (Kao & O'Neill, 1998).

Drama enables conscious control and manipulation of specific cultural aspects such as sub-texts, innuendoes and the like. These include fictional constructions specifically for providing material for analysis. Such specific focus and isolated analysis are not possible in real-life situations. Thereafter, drama provides an opportunity to break the linearity of time by revisiting events and analyzing specific cultural practices and beliefs through the use of dramatic techniques like time freeze, flashback and replay. Finally, drama activities in the classroom function on the concept of obliqueness whereby the focus of the activity is not on the central act being performed but on the implications of that act.

Winston (2012) also presents some advantages of using drama in the second language classroom. Firstly, drama encourages students to experiment safely by providing them with alternative identities, thereby enabling them to view and perceive themselves differently. Such experiences can elevate their sense of self, heighten the perception of their status in the classroom, and encourage them to find a new voice while enjoying the safety provided the mask of a different identity (Palechorou & Winston, 2012). Secondly, the use of drama in the classroom creates an 'affective space' which becomes a psychic space where the students are engaged emotionally with the thrill, tension or enjoyment of a developing story. Thirdly, drama projects can bring a feeling of authenticity to the communication process in a language classroom by introducing situations that are dynamic and feel real.

Drama not only channelizes and liberates the body's energies which are conventionally viewed as a distraction, but it also utilizes the communicative potential of the body via 'paralinguistic' or non-verbal signs. Additionally, the drama pedagogy is social in nature, and hence, it provides opportunities for group interaction, coordination, cooperation, and teamwork. Finally, and perhaps most importantly, drama is a multimodal form of pedagogy that can stimulate the visual, auditory and kinesthetic aspects of learning, thereby providing learners with greater options for participating in and engaging with the process. This multimodal engagement occurs because the process of drama creation requires the participants to continually "listen, speak, read, and write attentively in order to respond to each other and contribute ideas to the story or task at hand (Reed & Seong, 2013).

Muszynska (2012) explain that engaging in drama activities gives rise to the need for language use as when learners engage in drama activities communication becomes both important as well as unavoidable.

Various other studies and research have also established that drama is useful in improving language learners' oral fluency, vocabulary scope and use, spontaneity, articulation, grammatical structures, and awareness of language registers and genres on one hand and increased confidence, self-esteem, creativity, responsiveness, and motivation to learn on the other hand (Dodson, 2000; Gaudart, 1990; Kao, Carkin & Hsu, 2011; Podlozny, 2000 and Tseng, 2004).

Questioning is also a key characteristic of drama. Unlike the conventional language classroom where the questions posed by the teacher are usually rhetorical or not 'authentic' as the teacher is usually already aware of the answer, questioning in process drama is crucial as the progress of the drama depends on the learners' responses to the questions posed by the 'teacher in role' or other characters (Kao & O'Neill, 1998). Questions can also be used to support the learners in developing their roles, using appropriate register, or draw focus to specific language features. Finally, reflection is a method to draw the learners' attention to the learning that had occurred and to the importance of their achievements.

As stated in Fleming (2006), drama benefits work through a series of paradoxes. Participants are able to:

- be emotionally engaged but distant, where they know that the context is only fictional.

- act seriousness but with no responsibility.

- be actors and audience as well.

- bring personal experiences into the fictitious setting, but also create new ones within the symbolic outline of drama.

Similarly, Ulas (2008) outlines the advantages of drama techniques through six principles:

- A learner grasps meaningful content better than other content.

- Learning is shown as a result of a learner's interaction with the environment.

- using more sensory organs while learning leads to more retention of the lessons.

- A learner understands better by doing and experiencing.

- Effective participation is necessary in learning emotional conduct.

2.2.3. Forms of drama activities in the foreign language class

There are many drama-based activities that could be presented either in or out of classrooms, such as:

- Drama games (ice-breakers, warm-ups, fillers, concentration games).

- Guided improvisation (a scene of helping old people, a company meeting, a summer camp at night).

- Mime (a non-verbal representation of an idea or story through gesture, bodily movement and expression.

- Improvisation (helps learners to discover their own resources from which their most imaginative ideas).

- Simulation (a problem-solving activity to which the student brings his own personality, experience and opinions or an interaction activity with various categories of dialogues).

- Role-play (students either improvise or create their own character or they are given role-cards).

2.2.4. Drama in Teaching a Language

The educational benefits of drama, according to Lenore (1993), are as follows:

a) arousing the imagination and enhancing creative thinking,

b) improving creative and critical thinking skills.

c) enhancing language improvement.

d) creating effective speaking skills.

e) enhancing comprehension and learning retention by engaging the senses as an integral part of the learning process.

f) raising others' empathy and awareness.

g) reinforcing peer respect and group collaboration.

h) fostering positive self-concept.

i) providing teachers with fresh thoughts on teaching.

Mengü, (2002) cited in Noaman and Nabil, (2013) listed other benefits as follows:

a) drama brings authenticity into the classroom.

b) exposing the learners to the target culture as well as the social problems a society may be undergoing.

c) promoting creativity, fluency and originality while improving communication skills and interest to literature.

d) helping learners increase their level of competence in relation to the four skills.

e) providing a clear basis for the students to bridge the gap between their receptive and productive skills.

f) offering learners the space and time to improve modern ideas and thoughts in a variety of settings.

g) empowering learners to improve modern understandings and shapes of knowledge not accessible in other more traditional ways of learning.

Apparently, the implementation of drama is effective in the present teaching and learning process as it is based on communication and student centered programs and activities. students can foster and empower their understanding of several features of the language when they are exposed to authentic materials. On the other hand, teachers can make the language they teach more vivid, motivating and interesting when making good use of drama techniques in classroom. In addition, drama is a feature of the society, so students can improve their personality and behavior as well. Consequently, they can reach meaningful learning with their students.

2.2.5. Teaching speaking through drama

Fabio (2015) and Goodwin (2001) maintain that drama is a particularly effective tool for teaching speaking especially pronunciation because it has different communicative competences such as: discourse intonation, pragmatic awareness and nonverbal communication. In addition, drama tasks empowers students' socialization, critical thinking, problem solving and develop their speaking skills, by exploring the language styles and genres.

Ulas (2008) explains the benefit of learning speaking through drama as follows:

- A student grasp meaningful content better.
- Learning is shown as a result of the interaction between the student and his environment.

• The more sensory organs a student uses, the greater the retention of the lessons.

• A student learns best by doing.

• Effective participation is essential in learning emotional conduct.

• Learning becomes easier and more permanent as there is more than one stimulus.

2.2.6. Texts in Modern English Drama

Maley and Duff (2005) outlined some points to support the use of the texts of the modern English dramas as follows:

1- it involves language skills in a natural way. Spontaneous verbal expression is integral to many tasks.

2- this integrates verbal and non-verbal features of communication.

3- it draws upon both cognitive and affective domains.

4- this can promote self-awareness, self-esteem and confidence, and motivation can be promoted consequently.

2.2.7. Drama and speaking skills

As teaching English language via drama methods, this sets a quality interactive setting in a speaking activity, and makes learners utilize the language in an interesting way. Drama could boost ahead their verbal competences as well. Trivedi (2013) states that drama techniques enhances verbal communication, making the participants use the language both conceptually and contextually.

Practically, in an empirical study of Ozturk et al. (2020), they examined the impact of creative drama activities implemented in an English course for 7th graders to improve speaking skills. In order to collect the data for the study, the researcher implemented a speaking exam, speaking rubric, an attitude scale in addition to lesson diary. The study used two units in the teaching program of Primary School English Language in Turkey. Lesson plans involving creative drama tasks were designed so as to help learners gain the speaking skills of the assigned units. The results showed that the creative drama activities had a positive influence on the improvement of students in the

speaking skills. Moreover, their attitudes towards the course were affected positively.

Additionally, Alsharif's (2019) study aimed to specify the required speaking skills for the learners of the first level intermediate stage in Saudi Arabia and to investigate the impact of using the educational drama approach to develop their speaking skills. The results of this study showed that there were statistical differences between the mean scores of both groups in the (post-app.) favoring the experimental group. This was clear in the observation sheet to measuring the oral performance (speaking skills).

Moreover, Mahrous's (2019) study investigated the effectiveness of using a drama techniques-based program to develop EFL speaking skills and to reduce speaking anxiety among secondary stage learners. The participants were trained to use specific drama techniques when responding to speaking tasks and activities. The findings revealed that the drama techniques-based program was effective to develop EFL speaking skills and to reduce speaking anxiety among first year of secondary level students.

Also, Muthohar et al.'s (2019) study explored the use of drama to build up autonomous English learning toward the learners of International class program of IAIN Salatiga batch 2018. The students' oral production was analyzed in the process of implementing drama speaking class concerning verbal components of drama which were pronunciation, fluency, articulation and accuracy (grammar & vocabulary). The results of this study showed two conclusions: the first, it can be said that the use of drama performance is effective in improving autonomous learning habit of learners. The students were able to improve their potential in maximum way and learn together in their peer learning group. The second conclusion was, from the given questionnaire's responses, dealing with the strength of the use of drama to improve learners' autonomous learning, it can be said that there were 16 students who felt that drama performance can develop their speaking ability, mastery of vocabulary and raise their self-confidence. In the same context, 17 students responded saying that there was no weakness in the use of drama to build autonomous learning.

Similarly, Hidayat & Apriyanto's (2019) study aimed to analyze drama excerpts as a tool to teaching speaking for Junior High School in Saint Anthony

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University in the Philippines. Additionally, it aimed to determine the following: 1. Speaking competence of the learners before exposure on drama excerpt 2. The speaking competence after exposure on drama excerpt 3. The observed improvement of the learners was in the language of the body, eye contact, introduction and closure, pacing, poise, and voice as well. 4. Developing the Oral communication guide for effective speaking material as a result to the findings of the study. The results of this study showed that the respondents were able to perform the conversation in the drama excerpt effectively.

2.2.8. Drama in the Palestinian curriculum

Listening and speaking instruction and practice should be grounded in real-communication settings and a thematic-based content to the furthest possible extent. Content units which focus on information exchange, sharing, and discovery, should be designed to practice skills essential to successful aural/oral communication. Teachers may use role-plays, creative dialogues, drama, information gap tasks, experiential tasks, information gathering, and consensus tasks as well. ELC (2015) assures that the speaking component of each unit combines of several simple and elaborate speaking tasks pertaining the content theme. Activities such as community contact assignments, information gap tasks, jigsaw tasks, role plays, panel and individual student presentations, and creation of news/weather forecast segments can focus on the unit theme and make use of the information from the related reading and listening tasks.

One of the successful examples, AlQattan centre in Gaza led an initiative to help English teachers incorporate the use of stories into their lesson planning. Students could find stories enjoyable as stories offer natural language experiences for children. They encourage reading motivation and aid listening comprehension. Storytelling and story reading impact positively the linguistic improvement and comprehension of young learners, and can be a strong equipment to involve the children in discussions. Besides, storytelling can be an essential factor in improving students' imagination, thinking skills, emotional intelligence, and appreciation of other (Dajani & Mclaughlin, 2009).

Nick Bilbrough the founder of Hands Up Project institution based in UK aiming to promote students under crisis learning performance. The institution works

with Gazan students to write plays by their own, sometimes by the help of their teacher or parents. Then, they perform the play. These students are engaged in a competition where it is judged and refereed by international judges from several countries.

Bilbrough (2018:10) states that drama in the English language classroom ticks all the right boxes. Especially in the way it is represented in this collection of plays that were written and performed – both live and online – by schoolchildren in Gaza and the West Bank. Drama is participatory – it involves children working together at every stage of its production, from writing to final performance. And a lot of this participation will occur in English, since that it is the language of the final product. It is also interactive – drama involves a communicative to-and-fro which replicates real-life interaction. And, clearly, it is oral. It activates the speaking skills: at the level of pronunciation, particularly stress and intonation, and at the levels of both accuracy and fluency: the fact that drama evolves as a written text at first, which goes through successive stages of rehearsal and performance, ensures that at each iteration the spoken form becomes more polished and more fluid. It is also aural: it activates listening skills, both between the performers themselves, and on the part of the audience. Because it is enacted and contextualized, the listening process is constantly supported by non-verbal means: props, costume, set, music, gesture and movement.

More importantly still, drama is expressive: it invests an imagined world with the views, experiences, feelings, fears and hopes of its creators. For Palestinians, this is an incredibly necessary function as it provides a means of thinking the unthinkable, of saying the unsayable, of dreaming the undreamable. In addition, it is transformative: it fosters its creators by promoting their English skills, and, therefore, giving them a strong voice in the whole world. But also, by construing their lives as narratives that can be performed and shared, drama eloquently confirms their identity as Palestinians and as global citizens. Hillyard (2015) mentions that drama provides students with drilling and use of 'divided attention'. To do this, students' attention is not only focused on accuracy, but also other physical tasks as well. The goal of teaching English through drama is not to turn students into professional actors, but to provide students with help to learn and rehearse the language in its given setting.

In addition, Matthias Schmale, Director UNRWA Gaza, confirms the importance of the Hands Up Project which is concerned with drama making in UNRWA schools. He adds, in Gaza, people are facing numerous hardships in their daily lives – electricity for just 4 hours a day, no access to safe drinking water and the like – many children have maintained an incredible zest for life and learning. Some of the plays contained in this book demonstrate that there is extraordinary writing talent to be found amongst them. The manner in which they express their deepest feelings, dreams and experiences is both touching and inspirational. He said that he has been privileged to see some of the children – and in particular girls– act out their own plays. They are not just good at writing but also at performing! Like children everywhere in the world, they surely deserve not only the right to a decent education but the opportunities to use that education to achieve a more dignified way of life. UNRWA is very grateful to the Hands Up Project for giving at least some of Gaza's Palestinian refugee children the chance to get a few steps closer to realising their hopes for a better future. In the same context, Bilbrough (2018) suggests some language learning benefits of acting in a short play as follows:

1. many vocabulary are memorable for learners when it's presented in meaningful contexts with a clear theme. Scripts can provide such contexts very well.

2. speaking is preferable than writing a language since writing is easy to be modified and accessed whenever wanted. The same for the recorded plays, the actors can access the recorded video whenever wanted.

3. students can express themselves and their ideas not just through the words that we use. Communication is an embodied experience where gestures and body language talk.

4. writing plays and acting them out can make the learners more fluent with connected speech and pronunciation as there is a teacher who corrects pronunciation for their students.

5. practising and performing a play provides the perfect integration of very controlled and very free language use. Learning the lines includes much repetition of a model of natural English. In addition it adds a plenty of freer discussion around how to say the lines, how to block the scene, the use of costumes for example.

6. learning any new vocabulary, chunk of language or grammatical structure, students need to practice it lots of times. Devoting some time for English learning in

a week time is not enough for good practice. Much time shall be devoted for learning a language, if not at class, learners can do much training at home.

7. shy students are indulged in the performance of the play. Putting learners on the spot is avoided. Learners are engaged in pair or group work which have several benefits.

In the Palestinian context, Afana (2012) study conducted in UNRWA schools in Gaza to examine the effectiveness of Educational Drama Intervention (ED) on improving 9th graders' English speaking skills in Palestine. It investigated the extent to which ED creates chances for learners to promote their speaking skills. The intervention was conducted to maximize speaking skills through using three strategies of educational drama which were role play, simulation and hot seating. The researcher used two main instruments. They were; (an observation card) and the holistic one (a checklist). The findings showed the superiority of the experimental group which were taught speaking skills through educational drama compared with the control group who were taught practicing speaking skills through the traditional method.

It can be concluded that drama is useful and effective when teaching speaking. Teaching different texts in a dramatized way is effective as it has been confirmed in different previous studies. Teaching drama-based-texts in light of the 4Cs is more effective and realistic since this is related to the learners' own context and culture.

2.3.   CLIL

2.3.1. Defining CLIL

Content language integrated learning (CLIL) is a dual- focused approach to teaching. The target language is used for the teaching and learning of both the content of a school subject and the language itself within a specific set of learning objectives set by the teacher. In other words, an additional language is used as a medium in the teaching and learning of a non- language content. The emphasis on both teaching and content points to the very hallmark of CLIL: it involves a "two for one" approach where subject matter teaching is used, at least some of the time, as a means of increased meaningful exposure to the target language (Delliou &

Zafiri, 2016; Kovacs, 2014; Donnery, 2013; Lyster, 2007 and Marsh & Langé, 2000)

CLIL was invented in 1994 by David Marsh and Anne Maljers. Yet, this method is not new, as Mehisto, Marsh & Frigols (2008) explain that 5000 years ago, in the modern Iraq, the Akkadians had conquered the Sumerians and wanted to learn the local language, thus, Sumerian was the language for many topics as technology, botany and zoology to Akkadians. Latin was another example where it was used as a language of teaching several majors as medicine and technology, in European universities for many years.

CLIL refers to "being educated in a language other than one's mother tongue" (Coyle et al. , 2009:14). Many researchers as Figueroa (2018), John (2017), Diezmas (2016), Delliou & Zafiri (2016), Perez & Basse, (2015) and Cortacans (2013) have cited benefits associated with CLIL on a language level, involving an increase in students' linguistic competences, word learning skills and grammatical awareness. Similarly, CLIL has a positive impact on problem solving, risk taking and intercultural communication, and has been demonstrated to promote learners' motivation.

However, CLIL, formerly known as Content Based Instruction (CBI), has been a well-established practice within the European language context especially with reference to the immersion system of education. The British Council explains that "Content and Language Integrated Learning (CLIL) has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject. Donnery (2013) explains that in a CLIL classroom, learners tend to learn through the target language. This phenomenon leads to a simultaneous development of the learners' language and learning skills while deepening their knowledge of the particular field of specialization. Thornburry (2017) affirms that CLIL is a form of content-based teaching, although its proponents argue that there is a more explicit focus on language in CLIL than is found in purely content-based approaches.

Hanesová (2015) CLIL was originated by David Marsh who was a member of a team working on multilingualism and bilingual education at the Finnish

University of Jyväskylä in 1994. Yet, Marsh himself had a great experience in plurilingualism areas. He was born in Australia, studied in the United Kingdom and worked in Finland. He based the concept of CLIL on the experience of Canadian immersion and British Looked After Children (LAC) programs. The basic concept of CLIL was applied to designate teaching topics to learners through a target language. As clarified in Marsh (2013), the European start of CLIL during 1994 was both political and educational. The political side was based on a vision that mobility across the European Union required higher levels of language competence in designated languages than was existed to be the case at that time. The educational side, influenced by other big bilingual initiatives such as in Canada, was to design and otherwise adapt existing language teaching approaches so as to provide a wide variety of learners with higher levels of competence. In the 90s, CLIL became the most famous used term for the integrated content and language education in Europe. The recent decade has shown a boom of research in CLIL, although it has focused more on the linguistic than the non-linguistic components of CLIL (Marsh 2013). Thanks to multi-disciplinary research done by linguists, educators, psychologists, neurologists, the model of dual language and content objectives has been gradually supplemented by a third powerful research focus and CLIL pillar – emphasis on learners' learning methods and thinking skills (Coyle et al., 2010 and Mehisto et al., 2008).

CLIL is the use of authentic materials and the 'authenticity of purpose' that defines language learning in CLIL. He also draws a link between authenticity and motivation and states that CLIL brings meaning and motivation into the EFL classrooms. 'Authenticity' within a language learning context refers to material that is appropriate for native speakers and is not specifically made for language learners thereby offering "all the complexities of the target language and culture" (Piazzoli, 2011:27).

2.3.2. CLIL in Education

CLIL has been used in education in the past in the form of content-driven method. Yet CLIL is now different from other approaches of teaching that are content-based. (coyle et al., 2010)

CLIL is an integral concept that includes all levels of education from elementary to adults. It involves project work, test courses, drama, chemistry practices and mathematical exploration. CLIL is flexible and dynamic, where topics and subjects are integrated in a beneficial way in order to provide value-added educational outcomes for the widest possible variety of students (Coyle, 2008).

As noted by Aliaga (2008), when the CLIL method is put into application, it may vary relying on the students' age, their sociological background, and the objectives pursued. Several practices exist throughout Europe concerning CLIL application such as differences in the program starting age, the languages learnt, how much time to be devoted for teaching in the CLIL program, and the approaches and topics taught, from storytelling to geography units, among others.
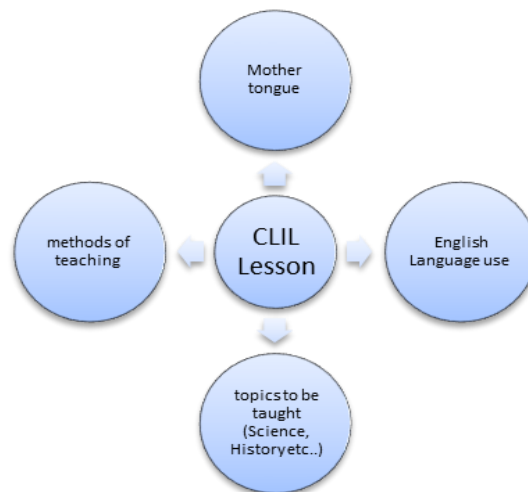
Figure (2.1) shows how different aspects affect (CLIL lesson)

The preceding figure confirms that in a CLIL lesson there should be a content to be taught (history, science, maths, physical education, religion, and other subjects). The content should be taught in the English language as it is the target language in an English class. Yet, sometimes the teacher or students may use their L1 (Arabic) if they haven't been exposed to many registers in the FL. Finally, the methods and techniques that the teacher uses are important because they affect the teaching directly.

CLIL is one of the new and successful approaches improved to help learners reach plurilingualism. This method makes reference to teaching different topics other than the English language, such as history, math, science, religion using the target language instead of the learners' L1. Implementing CLIL is difficult and demanding for educators since the work to be done shifts from current practices to new practices favoured by this approach. As already mentioned, CLIL is a kind of bilingual education and equal emphasis is placed on both subject and language in an integrative manner, although the focus may change from time to time depending on the needs (Samper, 2015).

CLIL is considered to maximize the students' exposure to the foreign language, and thus creating the most suitable environment for learning. In CLIL, the target language is used as a vehicle for the instruction of school subjects; it is used not only to offer knowledge, but also to convey meaning and share experience. Even though CLIL has become commonplace in many schools in Europe, only lately have language teachers and researcher started to experiment on the effectiveness of this method in Greece. Teaching and implementing CLIL has many implications for educators; they have to comply with the principles of the new methodology, adjust their teaching material, as well as, have a thorough knowledge of both the foreign language and the content subject. In light of the aforementioned, the present research aims to examine the effectiveness of CLIL in the improvement of the students" speaking skills (Delliou & Zafiri, 2016 and Pokrivčáková et al., 2015).

Deller and Price (2007) talking about CLIL methodology, express that learners will need help in the areas of lexis, cognitive functions and study skills. This is because the students will be immersed in two situations; learn a foreign language and the content of the subject.

CLIL could be integrated with drama or music containing a certain culture or content, and this helps developing understanding the human relationships and it is considered as a key of success to enhancing communication between humans locally or globally. Coyle et al. (2010) confirms that a successful CLIL lesson should combine the following 4Cs which are the components of the CLIL and the basic structure:

- **Content** - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum

- **Communication** - Using language to learn whilst learning to use language

- **Cognition** - Developing thinking skills which link concept formation (abstract and concrete), understanding and language

- **Culture** - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

Based on Coyle's (1999) 4 Cs, a well-planned CLIL lesson has to involve the following components:

Communication: to use the language while learning.

Content: to allow learners to improve their knowledge and skills through certain topics.

Cognition: to develop cognitive skills that connect concepts formation, knowledge and language.

Culture: to allow the exposition of various perspectives and of shared knowledge that make us more conscious of others.

This is an evidence that when it comes to language learning, CLIL lessons suggest great cognitive difficulties for both teachers and learners. Yet, this difficulty is beneficial, especially for learners. Brewster (2009) clarifies that when taught certain language skills and the associated language, students are better equipped to deal with the complicated academic and cognitive demands of learning school topics in a target language. In the same concern, Wolff (2007) compares between CLIL schools from non-CLIL schools by saying that the modern schools that have used an approach to prepare their learners for future, where teachers work in teams is stunning.

2.3.3. Benefits of CLIL:

As noted in Bentley (2010), CLIL aims to:

- Introduce new students to new concepts through studying the curriculum in a new language.

- develop leaners' production of the language of curricular subjects.

- develop students' performance in both curricular subjects and the target language.

- promote students' confidence in the target language and the mother tongue.
- provide materials which improve thinking skills from the start.
- encourage stronger connections with values of community and citizenship.
- make the curricular subject the essential focus of classroom material.

Coyle (2008) emphasizes that CLIL doesn't :

- replicate models successfully in very different environments but rather a flexible method with a variety of models that respond to situational and contextual demands.
- backdoor language teaching,
- favor languages at the expense of the non-language subjects,
- threat subject specialism at any level,
- teach what learners already know,
- aim to make students bilingual in the traditional sense,

A CLIL lesson is not a language lesson neither is it a subject lesson taught in a target language. CLIL involves several features of language teaching methodology and depend on the communicative language teaching tenet that language should be shown, taught and rehearsed in a meaningful setting (Darn, 2006)

When attempting to implement and use the CLIL methodology in our classes and lessons, we may be aware of what things work with CLIL. Frigols (2010) states that what works with CLIL involves:

- implementing CLIL is a natural method to language learning and build on the theoretical basis of Second Language Acquisition.
- the content in CLIL drives the language.
- CLIL improves and boosts the acquisition of cognitive skills.
- CLIL includes social learning.
- CLIL is learner-centred.
- CLIL follows a constructivist method.

All these CLIL characteristics are positive for learners and make learning a language more motivating and useful. They help the students learn a target language in a meaningful way. CLIL principles are creative but not new; they can help in many aspects in English language teaching (Darn, 2006).

Coyle (2008) notes that in CLIL:

- Teacher are motivated to work in teams with other colleagues and cross-curricular chances teaching other subject areas.

- Teacher sense of engagement in curriculum improvement to meet the learners' needs.

- Flexible non-prescriptive approaches which encourage changes according to the situation.

- CLIL methodological framework for guidance, re-conceptualizing training and improving one's professional training.

- Motivated teachers promote motivated students.

- CLIL teacher uses motivating methods while teaching, making learning stimulating and motivating, constructing students' self-esteem and confidence.

In the same context, Dale and Tanner (2012) outline some benefits for CLIL students as follows:

- They are motivated.

- they develop cognitively and their brains work harder.

- they develop interaction skills.

- they make new personal meanings in another language.

- Their language improves more.

- they receive a lot of input and work effectively with it.

- they communicate meaningfully.

- they learn to speak and write.

- they develop intercultural awareness.

- they learn about the culture of a topic.

- they are prepared for learning in another language.

- they learn in new-invented ways

2.3.4. CLIL and learning outcomes

Dalton-Puffer (2008) and Ohlberger & Wegner (2019) claim that while CLIL positively contributes to listening skills and vocabulary, there is no substantial contribution to writing skills and syntax. However, a study conducted by Klampfl (2010) concluded that learners who are exposed to a CLIL class develop greater writing proficiency marked by higher lexical variation and fewer errors as compared to learners who are exposed to regular EFL classes. Similar conclusions about the effectiveness of CLIL in improving written proficiency in English were made by Lasagabaster (2011) in his study of 191 secondary school students who were divided into two groups based on two teaching approaches – CLIL and EFL. The participants in Lasagabaster's study were tested for their motivation and English proficiency. The results of this study showed that students in the CLIL group had higher scores in the writing section of the test. Another conclusion regarding CLIL and writing skills can be made by connecting two key findings of Lasagabaster's study. Firstly, the study found a positive connection between CLIL and student motivation. Secondly, there was a significant correlation between motivation and writing scores. Hence, it was reiterated that CLIL can have a positive impact on writing skills.

2.3.5. CLIL and speaking

In a CLIL lesson, learners have to interact while conducting a speaking task and use their communication skills as well. Thus, CLIL has a vital relationship with speaking. In a study of Figueroa (2018), he investigated the analysis of the impact of 3 CLIL workshops on 2 speaking micro skills which are language chunks and lexical units. This study was implemented in a public higher education college in Bogotá. The sample was 20 students undertaking information technology degrees. The 3 workshops were made up of 5 lessons each that gave speaking skills priority, yet, they focused on all the language skills throughout the lessons. The results showed that the workshops' design and implementation of communicative tasks influenced, positively. Additionally, the use of the 2 speaking micro skills was influenced positively as well.

Also, John's (2017) study used scaffolding to develop the learner's oral fluency and speaking skills outside and inside the classroom in order to speak effectively in academic and non-academic situations. The study combines CLIL and CLT (communicative language teaching) to develop the speaking skills of students. The study investigated how engineering college learners of English responded to scaffolding through their interactive sessions. Teacher-led interactions were implemented and the progress of the learners of the language was analysed periodically. This study took place in Tamil Nadu college in India. The study used classroom lectures, interactions of small groups, and discussions which are teacher-led in 2 settings: the Regular English Class and the other is the Daily Tutorial Class. The results indicate that the learners responded adequately through the interactions and were influenced in a positive way. What was most significant is that the students realized that they were able to interact in English. The findings showed that the students could use the interactions they have learnt in the real life situations. Thus, they started rehearsing several polite expressions.

In another study, Delliou and Zafiri (2016) examined the potential of CLIL to develop the speaking skills of learners in grade 6. It is mainly based upon the hypothesis that considers the CLIL approach as an aid for students to develop their speaking skills to be more effective than the traditional methodology. The results showed the effectiveness of CLIL to develop the speaking skills of students. Moreover, their attitude was positive towards the new teaching approach of CLIL.

In Diezmas's (2016) study, the aim was to investigate the impact of Content and Language Integrated Learning (CLIL) in the acquisition of the competences of English language including speaking and interaction in comparison with the traditional methodology of learning English as a foreign language (EFL). The results showed that the only communicative competence was spoken production and interaction favouring CLIL students. In the same context, Perez & Basse's (2015) study explored the differences of error types and density that are made by (CLIL) learners and their peers who were involved in traditional English as a Foreign Language (EFL) learning in the written and oral productions. This study concentrates on sixth graders who aged (11-12 year old). They are from bilingual and non-bilingual schools in the

Comunidad de Madrid in Spain. Cambridge Key English Test (KET) was completed by the participants of the study to examine their proficiency levels. The sections of writing and speaking sections in the exam were to examine the errors made by students. A bottom-up method was implemented in order to analyze the errors in writing and speaking. The results indicated that learners found grammar more difficult and that non-CLIL learners made significantly more errors than CLIL students in the oral texts. The results of the analysis showed that non-CLIL learners not only make significantly errors than CLIL learners when they speak in English, but also use fewer words in their oral texts.

Similarly, Cortacans (2013) aimed in his study at investigating to what extent the students and teachers speak English inside the classroom in three schools in Tarragona in Spain. The findings indicated that there was a deficit in oral language in CLIL English lessons. This lack was due to three reasons:
- teachers were not trained on CLIL methodology,
- few activities were assigned to promote oral communication, and
- students are not motivated to use English inside the classroom.
Additionally, the study results showed that there is a correlation between students' positive feelings and well-trained CLIL teachers.   Also, It was clear that teachers felt more confident in their CLIL lessons than students, particularly, in terms of oral skills.

2.3.6. Dimensions of CLIL

CLIL methodology employs different characteristics of English Language Teaching methods. Yet, CLIL has its own peculiarities. CLIL compendium contributors organized CLIL goals and outlined five dimensions pertaining core principles of the CLIL method as practiced in Europe (Pinkley, 2011).

The Cultural Dimension. This dimension makes reference to constructing intercultural cognition and understanding, improving intercultural interactions, learning about one's own certain neighboring countries, areas and minority groups, and introducing a broader cultural setting of one's own area.

The Environmental Dimension. The goal of this dimension is to design for internalization, particularly one's own region's engagement, obtaining access to international certification and promoting school profiles.

The Language Dimension. This dimension refers to develop overall English language competence, improving oral production skills, deepening bilingual interests and attitudes, and introducing English as a target second language.

The Content Dimension. Providing chances to learn content via different views, having access to subject-specific target language terminology, and preparing for future studies and working life is the aim of this dimension.

The Learning Dimension. This stands for complementing individual learning methods, diversifying approaches and forms of classroom practice and increasing student motivation.

In light of the dimension, it can be said that issues pertaining culture, environment, language content and learning are clarified. Each dimension consists of a number of focus points implemented differently relying on three key factors: age-range of learners, socio-linguistic environment, and degree of exposure to CLIL.

2.3.7. Dramatizing the CLIL

Pozo (2016) in his research states that using drama as a teaching tool in a CLIL lesson while speaking skills were included fosters motivation to enhance students' interest in the taught subject. This integration of different skills using history, music and drama provides learners with the a great chance to combine meaningful content within a story of ESL. He adds that drama in a CLIL environment helps developing understanding of human relationships. He proves that the use of drama and CLIL helps developing understanding of human relationships in different subjects. This also helps in ESL acquisition and makes students feel a sense of empowerment when facing acting and the teacher becomes more a facilitator than a conductor. They find it fun and easy to step on the shoes of characters of stories.

In a similar study, Muszynska & Galazka (2017) explored the new teaching methodologies in the teacher education regarding CLIL and drama. The study depended on data from the basis of other European countries'

experience, including the United Kingdom and Poland. The material was an academic course on drama designed for students who were studying a degree in Early Childhood, Primary Education.   Results showed that many effective characteristics of the CLIL and drama were observed. In addition, the practice-focused phase proved that drama improve various skills and attitudes pursued in CLIL approach. The results also provided guidelines for teachers of how to fulfil drama-based-process- and product-centred educational objectives. In the same concern, the findings showed that teaching through drama and CLIL can develop students' critical and creative thinking and enhance their participation in a shared learning experience.

The method of using Drama and CLIL promotes a good connection as this basic philosophy is holistic and goes along with the young learners' interests and needs. This method overlaps and weaves its way through the learners' minds, souls, and bodies. Undoubtedly, drama and CLIL is a good solution for those who those who hope to move to more universal role. CLIL deals with content that is dry and technical. Drama can change this content into a dynamic one. CLIL could help in improving the cultural awareness and language competence of learners. Putting CLIL and drama can form an effective and enjoyable learning experience (Hillyard, 2015).

Nunez & Roman (2015) state that (CLIL) has created a modern teaching method. CLIL has no fixed model and this could help the teachers to implement this method with no difficulties. Teachers can contextualize the taught items via a dramatized context and this can motivate their students. Implementing the four Cs (Content, Cognition, Communication and Culture) proposed by Coyle et al. (2009) finds in drama a great step towards communications development. CLIL opens new possibilities for the implementation of drama in its multiple varieties: role-play, simulations, drama activities, educational drama and so on.

Both CLIL and Drama-in-Education lead to an increase in learner motivation, provide an environment for authentic learning, provide opportunities for learner-centered and learner-negotiated language learning, and use the target language as a vehicle – while CLIL uses language as a

vehicle for the content, Drama uses language as a vehicle for the story and dramatic process. Additionally, both include a multimodal approach to learner-centered, and sometimes learner-negotiated, language learning that leads to increased learner motivation (Bolton, 2007 and Winston, 2012).

Rathore's (2018) study aims to create an effective English as a Foreign Language (EFL), Content and Language Integrated Learning (CLIL) course on Global Issues based on a drama pedagogy for upper-intermediate level Japanese university learners. Japanese university learners of EFL are characterized by a lack of communicative fluency, low motivation levels, lack of affective engagement with the process of learning and disconnection from a sense of global awareness. This study was designed to address the aforementioned shortcomings of the Japanese English-learning context. It includes a needs analysis section that seeks to establish the need for this curriculum in university level EFL classes in Japan by interviewing university teachers, surveying Japanese university students and collecting information from international students who were exposed to a process drama project.

Researchers and language educators have begun to attempt to connect CLIL and drama in EFL Education. Muszynska et al. (2017) state that drama as a methodology naturally encourages content-based learning. Hillyard (2010) argues that there is a link between features of drama and the following CLIL components –Contix (the content), Lantix (the English/second language aspect), Learntix (learner training), Learning outcomes, and Engagement. She explains this link by providing a comparison of drama and CLIL to highlight the different features of drama that fit into the five components of CLIL. Muszynska (2012) explains that this connection between Drama and CLIL entails two aspects. Firstly, both are viewed as motivating factors in the classroom. Secondly, both are holistic in nature as they involve the whole learner in the learning process. In addition, CLIL and drama also share the following characteristics: – context and problem-focused approach, increasing analytical/critical/interpretive skills, encouraging creativity and increasing learner motivation through greater learner autonomy, cross-curricular nature, expansion of linguistic functions, and the significance of a comprehensible output.

Additionally, Hillyard (2015) states that while the subject matter of CLIL and sometimes dry and boring for the learners, drama effectively introduces an affective and physical involvement with the subject matter. Jiménez et al. (2014) argue that the integration of CLIL and drama encourages the students to engage profoundly with the themes and characters of the context while at the same time stimulating communication skills and extending the language functions utilized in the classroom. They also concluded that the aforementioned advantages led to a considerable increase in student motivation in their study. Another shared aspect between drama and CLIL is combination or integration (Garipova, 2015) as both combine written and oral language in a natural way. Garipova (2015) also asserts that a combination of drama and CLIL promotes implicit as well as explicit learning of the target language and its vocabulary in addition to learning the subject matter.

In the Drama and CLIL framework, Drama is stated to integrate the four CLIL components as proposed by Coyle (2007). They are, content (subject matter), communication (language learning and using), cognition (learning and thinking) and culture. In this framework the use of the English language in drama is combined with the four components.
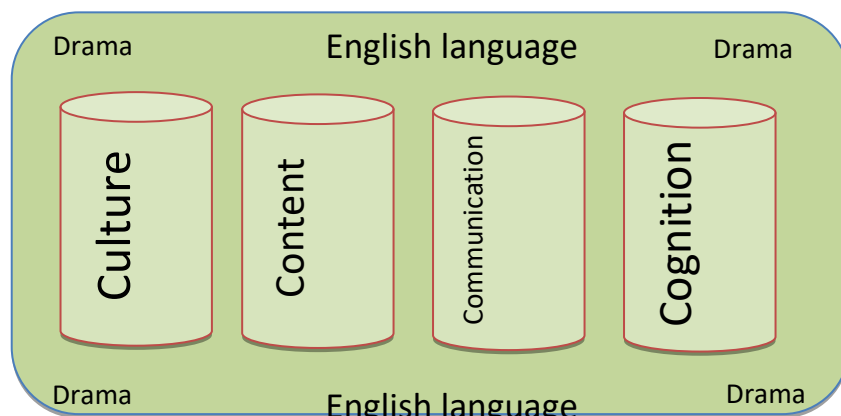
Figure (2. 2) Drama and CLIL Framework

The goal of a drama is often the learning of a subject or topic. Weltsek-Medina (2007) explains that a variety of subjects, such as history, social studies, literature, language arts, and even mathematics and science, can be explored through drama. The use of drama makes the process of learning about the subject more alive, relevant, and unforgettable, and adds a human

dimension to the subject matter (Weltsek-Medina, 2007). Bowell and Heap (2013) explain that the first important principle in planning a process drama is the theme/learning area which refers to the content – a must for a must. They explain that this content can be any subject or topic from the curriculum.

2.4. Self-efficacy

2.4.1. Self-efficacy

In a challenge, our feelings say that we can achieve our aims so some individuals can say: we think we can. Yet, when we doubt our personal abilities, we can say: we think we cannot. Self-efficacy is what we believe in our own capabilities to tackle some challenges or certain conditions.

Self-efficacy is defined as the belief in one's abilities to accomplish an objective or a product. Learners with a powerful sense of efficacy are more likely to challenge themselves with hard activities and have intrinsic motivation. These learners put a high level of effort so as to meet their commitments, and attribute failure to things which are in their control, rather than blaming other factors. Self-efficacious learners also recover fast from setbacks, and entirely are likely to accomplish their personal aims. But, learners with low self-efficacy believe they are not able to be successful and therefore they are less likely to make a concerted, extended effort and may consider difficult activities as threats that are to be shunned. Therefore, learners with poor self-efficacy have low aspirations which may result in low academic performances becoming part of a self-fulfilling feedback cycle (Margolis, 2006).

Carey and Forsyth (2009) asserts that Self-efficacy reflects confidence in the capability to control a person's own motivation, behavior, and social surroundings. These cognitive self-evaluations impact all manner of human experience, involving the objectives for which people strive, the amount of energy expended toward aims achievement, and likelihood of attaining specific levels of behavioral performance. Unlike traditional psychological constructs, self-efficacy beliefs are supposed to vary relying on the domain of functioning and situations surrounding the occurrence of behavior.

2.4.2. Self-efficacy impact in a speaking class

Self-efficacy has been the core of research interest for the past three decades in the field of educational psychology. How teachers could create a positive learning environment to nourish students' psychological well-being in order to optimise their learning progress remains the holy grail in education (Cheng, 2020). There are some factors influencing the student's speaking skill. Latha (2012) examines some factors influencing the student's speaking skill, which are learner inhibition, lack of motivation, lack of subject matter, lack of proper vocabulary, lack of confidence, improper listening skills, poor non-verbal communication, anxiety, strong and quick learners domination in the class, family background, rural background, excessive use of mother-tongue, and lack of proper orientation. Beside these factors, self-efficacy also is considered to influence the students' achievement in speaking skill because with the student's belief, self-confidence of students arise. Self-efficacy in academic setting is a part of Bandura's theory which define self-efficacy as individuals' belief about their ability to execute something related to their selves. In addition, self-efficacy is determined as the trust that someone possesses and the ability to drive the life and to achieve the target. Desmalizaa and Septianib (2017), in their study, assures that individuals who are told that they can be successful are more likely to believe in their own success and they could develop high self-efficacy.

Apparently, students who have high levels of self-efficacy have a great curiosity, confident and like a challenge to study, to speak confidently or to do other tasks that are important in learning or in life contexts. Self-efficacy includes self-control or how to behave in such situations. It also affects the tenacity and learning achievement without depending on others. Briefly, self-efficacy could generate student's independence. For instance, a student with high level of self-efficacy has a courage for practice their speaking skill about a topic in front of the class. The learner will perform confidently and delivers the material perfectly because he/she has learned it and has mastered the material before presented. The researcher in the current study used a scale of self-efficacy to confirm that learners can change their own anxiety problems or lack of ability to speak.

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2.4.4. Assessing Learners' self-efficacy:

In several studies, it was confirmed that affective factors can be assessed using different tools. Pablo and Jimenez's (2018) study addressed the belief that Content and Language Integrated Learning positively influences learners' affective stance, mainly self-efficacy. The tools of the study were a scale for affective factors namely self-efficacy and a test which was performed so as to control the impact of students' verbal intelligence and to avoid the possible impact of this variable on the findings. Similarly, Badrie and Abir's (2018) study explored the effectiveness of CLIL implementation on the academic achievement of Lebanese learners and on their self-efficacy and attitudes toward it. Quantitative and qualitative data were collected by means of 2 questionnaires, pre and post tests in addition to reflection logs. In another study for Heras and Lasagabaster (2015), they examined the effect of a CLIL (content and language integrated learning) method on affective factors, and to examine the impact of CLIL on gender differences on learning the foreign language. The tools of the study were; a questionnaire on motivation and self-esteem, and a test for vocabulary. Also, Duman and Ozcelik's (2018) study investigated the impact of creative drama-supported problem-based learning approach on self-efficacy ability of the students in the geometry classes. A scale for self-efficacy to assess geometry was applied.

In the current study, the researcher used a self-efficacy scale to make sure that the learners have the confidence and the ability to speak fluently and accurately in different situations using several appropriate registers.

2.4.5. The Role of Self-Efficacy

Cherry (2020) states that virtually all people can recognize objectives they need to achieve, things they want to change, and things they want to achieve. However, most people recognize that setting these plans into action is not quite so easy. Researchers have found that people's self-efficacy plays a key role in how aims, activities, and difficulties are reached.

People with a powerful sense of self-efficacy:

- improve deeper interest in the tasks in which they take part
- shape a powerful sense of commitment to their interests and tasks
- recover quickly from setbacks and disappointments

- View difficult problems as activities to be mastered

People with a weak sense of self-efficacy:

- Prefer easy tasks

- Believe that hard activities and conditions are beyond their abilities

- Concentrate on personal failings and negative products.

According to Bandura (1994), there are four key sources of self-efficacy:

Mastery Experiences

The most effective way of improving a powerful sense of efficacy is through mastery experiences. To do an activity successfully empowers our sense of self-efficacy.

Social Modeling

Watching other people successfully doing an activity is another key source of self-efficacy. Moreover, seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the abilities to master comparable tasks to succeed

Social Persuasion

People can be convinced to believe that they have the skills and abilities to succeed.

Psychological Responses

Responses and emotional reactions to situations play a basic role in self-efficacy. Moods, emotional states, physical reactions, and stress levels can all influence how a person feels about their personal capabilities in a certain situation. A person who is entirely nervous before speaking in public may improve a weak sense of self-efficacy in these contexts.

Bandura (1997) outlines that creating various effects by self-efficacy beliefs is done through the following four basic procedures:

1. **Cognitive Process**: Most of our deeds are initially formed in our thought. Self-efficacious ones visualize success that provides positive guides and empowers performance.

2. **Motivational Process**: self-efficacy beliefs can also influence motivation. These beliefs have a basic function in improving motivation. Much of the motivation is cognitively shaped.

3. **Affective Process**: people's beliefs about what they can do affect the amount of tension and depression they would face in frightening or complicated situations and also the degree of motivation.

4. **Selection Process**: Judgments of personal efficacy impact people's choice of environments and tasks. People also break away from tasks and situations which seem to be beyond their abilities.

In school, this construct investigates how certain students feel about their ability to complete challenging tasks (Williamson, 2018; Schober, 2018 and Donat et al. 2016) Self-efficacy is not the same thing as self-concept, which decreases over time as students compare themselves to others. Self-efficacy, on the other hand, does not change as a function of social comparisons; it increases over a student's school career and is rather flexible (Donat et al., 2008 and Jansen et al., 2015).

The researcher states that self-efficacy pertains to a person's self-judgment of how well she\he can perform their behaviors in particular conditions.

Ohlberger et al. (2019) pertains that while academic success positively influences one's perceived self-efficacy, negative emotions such as stress, anxiety and fatigue have detrimental effects. Students with high levels of self-efficacy actively participate in lessons and exhibit a better overall performance when compared to students with lower perceived self-efficacy (Donat et al., 2008).

Self-efficacy determines how we think and feel about ourselves. For example, imagine someone who aspires to become a doctor but is not sure about his medical and academic potentials. He puts in all the effort and does his very best, but at the end of the day, he is unhappy as he lacks confidence in himself. What this person requires is self-efficacy – a strong sense of trust in himself.

2.4.6. Self-efficacy and academic achievement

It is evident that learners' affective variables have a key role in students' success. Some scholars believe that learners' affective variables have more effective influence on their foreign language learning than their language

aptitude. Among affective variables self-efficacy is recognized to have an essential role in academic success of students. Learners' academic achievement is basically influenced by their cognitive capabilities. That is learners with bigger intellectual capacity would be successful at higher degree than those with lower intellectual abilities. Learners' self-efficacy perceptions play a basic role in decision about learners' academic performances. Yet, academic achievement is concerned to several factors and just knowing and possessing skills does not ensure success. learners meet a lot of hard situations in their learning such as noisy study environments, bothersome thoughts, and negative feelings and if they don't use their knowledge well in these conditions they won't succeed (Ayoobiyan and Soleimani, 2015).

2.4.7. CLIL, Drama and their relation to learner's self-efficacy

Several strategies were used to motivate learners and promote their achievement and affect their affective side including self-efficacy. In Pablo and Jimenez's (2018) study who addressed the belief that Content and Language Integrated Learning positively influences learners' affective stance, mainly self-efficacy. It compares the motivation of CLIL and non-CLIL students in seven schools in the province of Seville. The interaction of motivation and language achievement (as the use of English, reading, listening, speaking, and use of vocabulary) was also examined in order to confirm or refute previous results which tend to show higher levels of motivation to CLIL strands. The model of CLIL under scrutiny in the current study was implemented in a monolingual context. The results show that using the CLIL students were positively motivated and show positive answers in the application of the affective factors scales.

In addition, Badrie and Abir's (2018) study who explored the effectiveness of CLIL implementation on the academic achievement of Lebanese learners and on their self-efficacy and attitude toward it. The findings of the study revealed positive attitudes of the learners toward the application of CLIL and they showed the efficacy of CLIL as a pedagogical method to enhance students' self-efficacy and academic performance. In the same concern, Heras and Lasagabaster's (2015) study examined the effect of

a CLIL (content and language integrated learning) method on affective factors, and to examine the impact of CLIL on gender differences on learning the foreign language. Results showed that CLIL can help reduce gender differences in motivation. Similarly, vocabulary tests indicated that the CLIL approach had a similar positive effect on both male and female students' learning of the technical content-related vocabulary.

Additionally, this approach had a positive impact on the affective factors of students. Another study for Duman and Ozcelik's (2018) investigated the impact of creative drama-supported problem-based learning approach on self-efficacy ability of the students in the geometry classes.   The creative drama-supported problem-based learning approach showed positive impact of self-efficacy abilities for the students in the experimental group.

2.4.8. Ways For You To Increase Self Efficacy

Mastery, Observation, Persuasion and Emotion are ways to promote personal efficacy and construct certain practices. Chowdhury (2020) and Maguire (2019) outline the following ways to foster one-self-efficacy.

1.   **Participate in a small cooperative** of mutually supportive creative people working in teams or who meet regularly to exchange experiences.

2.   **Select small related objectives** that are simple to achieve.

3.   **Build a roadmap** of smaller aims that lead to a primary objective. A roadmap shows you a manageable route to the bigger one.

4.   **Avoid comparison** with those further advanced, instead, compare with your roadmap.

5.   **Write self-affirming sentences** daily in a certain journal. Affirmations can help, but only if you are psychologically in a good place.

6.   **Support your contemporaries** and take inspiration from their success.

7.   **Embrace to a fellow creative** and provide accountability for each other.

8. **Avoid detractors and critics**. Circumstances and people who do not support your attempts can be very demotivating so just tell your aims to people who support you.

9. **Find a coach or mentor** who knows what you want and advise you accordingly.

10. **Dedicate yourself to daily practice** without the need to accept success and drawbacks as well.

11. **Connect the dots**. Linking between ideas is important, so you can figure out and reframe your tasks that you want and those that you don't want.

12. **Change your workplace atmosphere** to one that leads to success.

13. **Take time to analyse your emotions** rather than jumping to a normal conclusion that you are not good enough at.

14. **Accept feedback** if positive or negative. It's just a means to improve your work.

15. **Watch your self-talk**. When you talk negatively to yourself you build momentum in that direction.

16. **Collect evidence of your success**. Write down your wins in your journal no matter how small you think they are.

17. **Acknowledge successes in others.** Begrudging other people success will hinder you own success.

18. **Failures decrease self-efficacy**. Distance yourself from failures or what leads to them.

19. **Persevere**. constructing resilience needs experience in overcoming challenges through perseverant effort.

20. **Avoid familiar stressful situations** as they will adversely impact performance.

21. Realise failures are because of insufficient knowledge, and application of principles and actions. They are not because of the absence of ability.

2.5. Summary

Chapter two handled the theoretical framework of the study, which discussed the nature of English speaking skills, CLIL and drama and their relation to education. It also dealt with the CLIL integrated with drama and learners' self-efficacy. Several empirical studies discussed the effect of either CLIL or Drama on speaking skills or self-efficacy. The next chapter handles the Methodology of the study.

Chapter III
Methodology

Chapter III

Methodology

3.1.   Introduction

The purpose of the current study is to examine the effect of a suggested program based on CLIL and drama and its effect on improving 9th graders' English speaking skills and their self-efficacy. Discussions in this chapter are divided into eight major areas: a) type of research design, b) population and sampling procedures, c) instrumentation, d) validity of the instruments, e) reliability of the instruments, f) pilot study, g) data collection procedures, and h) statistical analysis.

3.2.   Type of Research Design

The study followed the experimental approach. Two groups were assigned as the participants of the study; the experimental group, and the control group. The research includes three variables; the independent variable is CLIL and drama. The dependent variables are speaking skills and students' self-efficacy. The experimental group was taught the CLIL& drama-based texts, while the control group was taught the syllabus-based texts. The experiment lasted for 4 weeks.

3.3.   Sampling procedures

The sample of the study were two ninth grade classes who were chosen randomly from from El-Mamounia preparatory girls' school A for Palestinian Refugees in Gaza city. Each class has (34) students. One class was considered as an experimental group and the other as control group. The students in both groups were equivalent economically, culturally, socially and in their general achievement. The students aged 15 years. The researcher trained the teacher who taught her students using the suggested program and how to deal with the texts and the speaking activities.

3.4.   Instrumentation

The research tools were; 1) a pre-post achievement test of speaking skills, 2) a self-efficacy scale which was designed for students to investigate their self-efficacy towards enjoying learning English and learning through drama.

A checklist of speaking skills:

English Language Curriculum (2015) document has prepared general aims of speaking skills for students of grade nine. The researcher used these aims as a checklist. The items of the checklist are 17 speaking skills. This checklist aimed to measure the importance degree of the skills of speaking that should be developed in the program based on CLIL and drama and to be used for constructing the pre-post test. Teachers and supervisors were asked to rate the items as follows: (3) = very important, (2) = important, (1) = slightly important, (see Appendix 1).

Validity of the checklist

The researcher used the speaking skills that should be used in the *English for Palestine* curriculum – grade nine to improve students' communication competency. These speaking skills were decided by the curriculum designers in the Ministry of Education. These designers were university professors, educational supervisors and all this was supervised by the British Macmillan publishing Institute.

The application of the checklist

The checklist was given to (11) English Language supervisors and (12) teachers to rate the speaking skills. Based on the results, four skills (Chart 3.1) out of (17) got more than (90%), (See Appendix 2).

(Chart 3.1)

The most important speaking skills for 9th graders.

No.	Skills	Relative weight %
1	Describe a sequence of events based on visual input.	95
2	Respond to factual, referential and inferential questions.	95
3	Respond to direct questions, instructions, suggestions, offers, visual input, and the like	95
4	Express personal feelings, emotions, and the like.	90

3.4.1. Oral speaking test

Depending on the checklist given to the teachers and specialists to determine the most important skills, a pre-post oral speaking test was prepared and conducted by the researcher to measure the students' achievement in speaking skills, (See Appendix 3).

3.4.1.1.   The general objectives of the test :

The test aimed at measuring the effect of a suggested program based on CLIL and drama on improving the students' speaking skills. It was built according to the criteria of the test specification. The objectives of the test were to examine the students' ability to:

- Describe a sequence of events based on visual input.
- express personal feelings, emotions, and the like
- respond to direct questions, instructions, suggestions, offers, visual input, and the like.
- Respond to factual, referential and inferential questions.

The test items are 4 items. The items are equal in weight. Students were tested before and after the intervention process. The researcher used a rubric speaking criteria for oral testing. It contains fluency, coherence, vocabulary, structure and pronunciation. This criteria was used to authentically assess speaking using the real assessment tool, (See Appendix 4).

3.4.1.2.   The Source of Constructing the Test:

The researcher depended on *English for Palestine* –grade nine syllabus which was applied from 2000 to 2015 taking into consideration the change of designing the curriculums that happened to the curriculum after 2015.

3.4.1.3. The items of the test:

Four questions were included in the test. They are mainly test speaking. They were similar to the speaking activities in the textbook for grade nine and suit all levels of students; the items were as follows:

Question 1, students are to look at four sequenced pictures and describe them orally.

The rubric is: Look at the following pictures then talk about them to form a meaningful story:

The objective is: Describe a sequence of events based on visual input.

Question 2 it consists of five Wh-questions which ask about personal feelings and opinions.

The rubric is: Answer the following questions:

The objective is: to express personal feelings, emotions, and the like.

Question 3 it consists five pieces of discourse where students should complete the missing part to respond to suggestions, offers or direct questions and the like

The rubric is: complete the following:

The objective is: to respond to direct questions, instructions, suggestions, offers, visual input, and the like.

Question 4 it consists of five questions containing referential, inferential and factual questions.

The rubric is : answer the following questions:

The objective is: Respond to factual, referential and inferential questions

Pilot study:

3.4.1.4. The validity of the test:

(20) students sat for the test to examine the reliability and validity of the test. The test was presented to education specialists, teachers of English from

UNRWA and public schools. Based on their precious comments, the test was modified. Pearson Formula was used to check the internal consistency validity of the test (Table, 3.1).

Table (3.1): Correlation coefficient of each question of the oral speaking test.

No.		Pearson Correlation	Sig. value
1	Q1	0.762 **	0.000
2	Q2	0.458 *	0.042
3	Q3	0.643 **	0.002
4	Q4	0.586 **	0.007

Correlation coefficient is statistically significant at the level 0.01

Correlation coefficient is statistically significant at the level 0.05

It is clear that all test domains are correlated statistically. The results were between 0.458 and 0.762 where the first question (domain) got the highest degree and the second got the lowest degree. The results confirmed that the test is valid.

3.4.1.5. The test reliability:

The results were (0.70) and this shows the reliability of the test.

Table (3.2) Correlation between the two parts modified by Spearman brown and Gutman split-half:

ITEM	VALUE
Spearman brown	0.70
Gutman split-half	0.70

From Table (3.2), the test is reliable.

3.4.1.6.   Test Assessment tool: Appendix (4)

For the purpose of assessing students' speaking skills, four basic criteria were used:
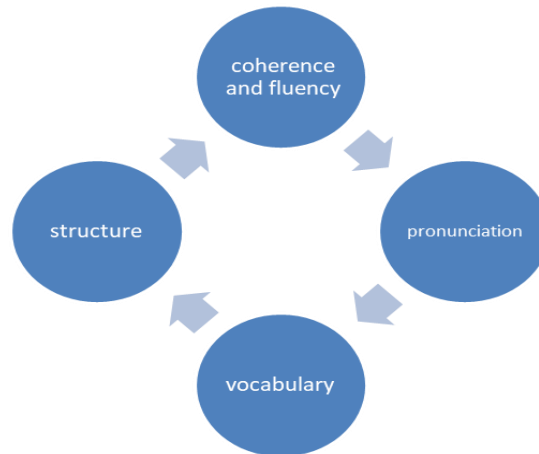
Figure (3.2) the four basic criteria to examine students' speaking skills'

The teacher and the researcher used a rubric scale to examine the students' performance in each point as follows:

1.   Fluency and coherence

- (5, the highest mark) to students who can produce simple speech fluently and complex communication that does not cause fluency problems.

- (4 marks) to students who can produce simple speech fluently, but more complex communication causes fluency problems on a few occasions

- (3 marks) to students who can produce simple speech fluently but more complex communication causes fluency problems in about half of all instances.

- (2 marks) to students who can produce simple speech fluently but more complex communication causes fluency problems in more than half the instances.

- (1 marks) to students who can cannot produce simple speech fluently and more complex communication causes fluency problems in most of the speech.

- (0) to students who can cannot produce the speech fluently and cannot communicate.

2.   Vocabulary

- (5, the highest mark) to students who can attempt to use paraphrases and make errors two or three times.

- (4 marks) to students who can attempt to use paraphrases and make errors for approximately one quarter of the total instances that paraphrases are used.

- (3 marks) to students who can attempt to use paraphrase and make errors for approximately half of the total instances that paraphrases are used.

- (2 marks) to students who can attempt to use paraphrases and make errors for more than half of the total instances that paraphrases are used.

- (1 marks) to students who can attempt to use paraphrases and make errors for most of the instances that paraphrases are used.

- (0) to students who can cannot use paraphrases.

3. Structure

- (5, the highest mark) to students who can produce basic sentence forms with accuracy and make errors two or three times.

- (4 marks) to students who can produce basic sentence forms with accuracy for approximately three quarters of all sentences

- (3 marks) to students who can produce basic sentence forms with accuracy for approximately half of all sentences.

- (2 marks) to students who can produce basic sentence forms with accuracy for more than half the sentences.

- (1 marks) to students who can produce few basic sentence forms accurately.

- (0) to students who can cannot produce the sentences accurately.

4. pronunciation

- (5, the highest mark) to students who can use an advanced range of pronunciation features and make errors two or three times.

- (4 marks) to students who can use an advanced range of pronunciation features for approximately three quarters of their spoken structures.

- (3 marks) to students who can use an advanced range of pronunciation features for approximately half of their spoken structures.

- (2 marks) to students who can use intermediate range of pronunciation features of the spoken structures.

- (1 marks) to students who can use poor range of pronunciation features of the spoken structures.

- (0) to students who can cannot pronounce the structures correctly.

3.4.2. The self-efficacy scale:

A self-efficacy scale was designed by the researcher so as to get data and information about the learners' self-efficacy towards learning English, (See Appendix 5) .

3.4.2.1. The aim of the scale:

The self-efficacy scale aimed at investigating the effect of a suggested program based on CLIL and drama on improving learners' self-efficacy towards learning English.

3.4.2.2. Steps of constructing the scale

The scale was reviewed by the specialists in Palestine and specialists in this field all over the world. It consisted of 34 items at first. Then, it became (26) sentences distributed in two domains, (13) for each.

3.4.2.3. Description of the scale:

The scale includes two domains (Table 3.3). It was implemented before and after the experiment. A Likert Type Scoring Format was used in this scale (Table 3.4). Students have to respond to each statement according to their opinions. They can select one response from a five-point scale as from **strongly agree** to **strongly disagree**.

Table 3.3: The self-efficacy scale domains

Domain	Items No.	Negative sentences
self-efficacy towards educational drama	13	Sentence number 12
self-efficacy towards enjoying learning English Language	13	Sentence number 17
Total	26	2

Table (3.4): Likert Scale

	Strongly agree	Agree	I don't know	Strongly disagree	disagree
Positive sentences	5	4	3	2	1
Negative sentences	1	2	3	4	5

3.4.2.4.   Instructions of the scale (for students)

Statements of the scale and the instructions were given in Arabic.

3.4.2.5.   Pilot study:

(20) ninth graders sat to take the scale. This is to examine the validity and reliability of the scale.

3.4.2.6.   The validity of the scale:

(A) The referee validity

A group of methodologists and specialists in Palestine and in Europe refereed the test   The items of the scale were modified depending on their recommendations, (See Appendix 7).

(B) The internal consistency validity

This outlines the correlation of the level of each item with the total mean of the scale. It also shows the correlation of the mean of each domain with the total average. Pearson Formula was used to examine this kind of validity.

Table (3.5) shows the correlation coefficient of each domain compared with the whole scale. In light of the given results, the scale is consistent and valid to be used as an instrument of the study.

Table (3.5): Correlation coefficient for each sentence in the scale:

SN	Item	Pearson	Sig. level
1.	A1	0.804 **	0.000
2.	A2	0.851 **	0.000
3.	A3	0.851 **	0.000
4.	A4	0.697 **	0.001
5.	A5	0.804 **	0.000
6.	A6	0.851 **	0.000
7.	A7	0.851 **	0.000
8.	A8	0.851 **	0.000
9.	A9	0.851 **	0.000
10.	A10	0.697 **	0.001
11.	A11	0.697 **	0.001
12.	A12	0.804 **	0.000
13.	A13	0.697 **	0.001
14.	B14	0.804 **	0.000
15.	B15	0.804 **	0.000
16.	B16	0.804 **	0.000
17.	B17	0.851 **	0.000
18.	B18	0.804 **	0.000
19.	B19	0.851 **	0.000
20.	B20	0.697 **	0.001

21.	B21	0.851 **	0.000
22.	B22	0.851 **	0.000
23.	B23	0.804 **	0.000
24.	B24	0.804 **	0.000
25.	B25	0.697 **	0.001
26.	B26	0.697 **	0.001

The results range between (0.851-0.697) and this shows the validity of the scale.

3.4.2.7.   Reliability:

The scale is reliable when the same results are given. The scale reliability was examined through Alpha Cronbach, the value was 0.9 and this is a high degree which means that the scale is reliable.

Table (3.6): Alpha Correlation Coefficient of the scale reliability

Domains	Number of Items	Alpha Cronbach
Self-efficacy towards educational drama	13	0.95
Self-efficacy towards enjoying learning English	13	0.95
Total	26	0.97

The results of Table (3.6) indicates that the degrees of reliability of both domains were more than (0.986), this finding reveals that the scale was appropriate. Alpha Cronbach and the split-half methods were used for measuring the reliability.

3.5.   The suggested program based on CLIL and drama: (See Appendix 5)

The suggested program based on CLIL and drama aims to improve 9th graders' speaking skills and students' self-efficacy. In a CLIL class, different topics are to be taught in English using different drama techniques. This results dramatized texts that are motivating and stimulating for students (Figure 3.3).
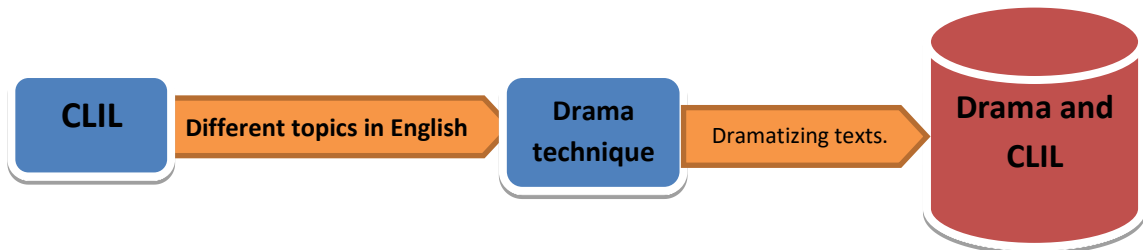
Figure (3.3): Process of constructing the suggested program based on CLIL and drama

3.5.1. The objectives

The current study aims at investigating the effect of a suggested program based on CLIL and drama and its effect on improving 9th graders' English speaking skills and their self-efficacy. The objectives of the suggested program were derived from the most important skills for ninth graders which were identified by the specialists and teachers of English. The objectives are as follows:

- Describe a sequence of events based on visual input.
- Express personal feelings, emotions, and the like.
- Respond to direct questions, instructions, suggestions, offers, visual input, and the like
- Respond to factual, referential and inferential questions.

3.5.2. The design

The researcher reviewed the literature of how to connect between CLIL and drama and then he designed the program accordingly. He designed two drama-based-reading texts included in the grade nine textbook (Appendix 6).

3.5.3. The content

Two reading texts (unit 9 and 10, second term) from the English textbook for grade nine were dramatized. The content is appropriate for the learners' level.

Additionally, the researcher took into consideration the opinions of the referees as specialists in drama scenario writing, professors of teaching methodology, supervisors of English language in addition to qualified and experienced English. When designing the program, the researcher took into account the level of the students in order to meet the inclusive practices inside classroom.

The researcher implemented a similar dramatized reading text on a pilot study which consists of (20) students from Al-mamonia Prep. Girls' school. This step was to investigate if there were unclear instructions and activities or ambiguity of the texts.

3.5.4. Pilot study:

(20) lessons (of 45 minutes for each) were given to students within (4) weeks started from 1ˢᵗ Feb., 2020 and ended on 1ˢᵗ March, 2020. The (20) lessons were divided into (8) reading lessons and (16) speaking ones.

3.5.5. Implementation Timetable:

unit/ period	skill	No. of periods	Total
9/ 5	Reading	4	
9/6	Speaking	3	10
9/7	Speaking	3	
10/5	Reading	4	
10/6	Speaking	3	10
10/7	Speaking	3	

3.5.6. Assessment

The researcher used formative assessment tools that are included in the program to scaffold students' learning. Students were assessed continuously using different assessment techniques and activities. These tools contain peer-assessment, self-assessment, poster presentations, oral presentations and large class assessment as well.

3.6. Controlling the Study Variables

Controlling the variables is important to avoid any marginal interference. The following variables were controlled:

1- Age
2- General achievement of students.
3- Previous learning in the speaking skills.
4- Previous self-efficacy towards learning English.

3.6.1. Age

Students of grade nine in Palestine containing those who are the sample of the current study aged almost 15 years. Accordingly, the age variable is controlled and this confirms that both groups were equivalent at the time of implementation.

3.6.2. Students' General achievement:

The sample of the study were 9th graders from an UNRWA school where students were distributed equally in classes according to their general achievement in the previous class. Thus, all classes were almost equal in their achievement. This confirms that the general achievement of students was already controlled.

3.6.3. Speaking skills variable:

T-test was used to investigate the statistical differences between the control and the experimental groups due to their previous learning of speaking skills.

Table (3.7): T-test results of controlling students' learning of speaking skills

Scope	group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Speaking skills	experimental	34	9.4	2.76	706	0.483	not sig.
	control	34	9.0	2.37			

Table (3.7) shows that there are no statistical differences at (0.01) and (0.05) between the experimental and the control group in relation to the previous learning of the speaking skills**.**

Table (3.8): Two –sample Hotlings' T2 results of controlling previous learning for each question of the speaking skills

Questions	group	N	Mean	SD	T	Sig. value	sig. level
Describe a sequence of events based on visual input.	experimental	34	2.00	1.15	0.902	0.370	Not sig
	control	34	1.37	1.26			
Express personal feelings, emotions, and the like.	experimental	34	2.85	1.13	0.993	0.325	Not sig
	control	34	3.11	1.06			
Respond to direct questions, instructions, suggestions, offers, visual input, and the like	experimental	34	3.73	1.18	0.893	0.375	Not sig
	control	34	3.00	1.25			
Respond to factual, referential and inferential questions.	experimental	34	1.41	0.95	0.801	0.426	Not sig
	control	34	1.58	0.85			

Table (3.8) shows the mean , standard deviation and (t) value in each question of the test. The result reveals that there are no statistically significant differences at (0.01) and (0.05) level between the experimental and the control groups in relation to the previous learning in each question of the speaking skills.

3.6.4. Previous self-efficacy towards learning English

To confirm the equivalence of in student' previous self-efficacy towards learning English, the researcher applied the pre-self-efficacy scale. Table (3.9) presents the mean and the standard deviation of the groups in their previous self-efficacy towards learning English.

Table (3.9): T.test results of controlling previous self-efficacy towards learning English

Scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Self-efficacy towards educational drama	experimental	34	18.233	2.648	0.117	0.907	not sig.
	control	34	18.133	3.839			
Self-efficacy towards learning English.	experimental	34	16.400	3.450	1.196	0.237	not sig.
	control	34	15.433	2.775			
Total Scale score	experimental	30	66.800	6.504	0.361	0.719	not sig.
	control	30	66.000	10.249			

Table (3.9) shows that the (t) computed value is less than the (t) table value in the sum degree of the scale. This indicates that there are no statistically significant differences at (0.01) and (0.05) level between the experimental and the control groups pertaining the previous self-efficacy towards learning English.

3.7.   Study Procedures

The study procedures were as follows:

1-   Investigating related studies and literature concerning CLIL and drama and their effect on Speaking skills in addition to self-efficacy.

2-   Deciding the difficulties of speaking skills for students in grade nine by consulting specialists, involving university instructors, Education specialists and supervisors and teachers who are experts in this field.

3-   Identifying the tools: first: a checklist for teachers to identify the degree of importance of the speaking skills,

4-   Relying on the most important speaking skills, an achievement test was designed.

5-	then a self-efficacy scale was prepared to explore the learners' self-efficacy towards enjoying learning English and towards educational drama as well.

6-	making use of the speaking skills checklist which best suit the 9th graders from the ELC 2015, Ministry of Education in Palestine.

7-	Based on the results, the achievement test was built.

8-	Constructing the suggested program based on CLIL and Drama to develop students' speaking skills and their self-efficacy. This was reviewed, refined and refereed by international specialists in the field of drama and methodology.

a-	Identifying the objectives and the content of the suggested program.

b-	Evaluating the program.

c-	Refereeing the suggested program by the specialists,

a-	Measuring the validity and the reliability of the test and the scale comments of the referees and conducting a pilot study.

9-	Selecting the sample of the study involving the experimental group and the control one.

10-	Applying the pre-test and the pre-self-efficacy scale on the sample of the study and computing the results.

11-	Applying the intervention by implementing the suggested program for the experimental group (CLIL and drama based passages) while the control one to be taught via the traditional method (text-book based texts).

12-	Implementing the post-test and the post-self-efficacy scale on the sample of the study after 4 weeks of the intervention.

13-	The findings are analyzed and interpreted. The test results and the responses of the scale in the pre and post treatment were collected, computed, and analyzed through the Statistical Package for Social Science (SPSS) program. Several statistical styles were used to achieve this purpose.

3.8. Summary:

The current chapter outlined the procedures of designing and implementing the instruments of the study in addition to the participants and the statistical analysis of the data that the researcher used in analyzing the results of the study tools. The next chapter presents the data analysis and results of the research questions. In addition, it tackles the data analysis and results.

Chapter IV

Data Analysis and Results

Chapter IV
Results: Data analysis

4.1. Introduction

The current research investigated the effect of a suggested program based on CLIL and drama on developing 9th graders' speaking skills and their self-efficacy. This chapter presents the analysis of the data. The data was collected quantitatively and qualitatively. The researcher used different statistical tools of (SPSS) to analyze the collected data. The analyzed data are shown in tables followed by interpretation.

4.2. Data Analysis

In this section, the answers of the study questions are analyzed and shown in tables:

4.2.1. Answer of Question 1:

1. What are the most important speaking skills that the students should possess to improve their English speaking competencies?

English Language Curriculum (2015) document designed new syllabi almost for all grades including grade nine. This new syllabus shows aims and objectives for each school level and each language skill. As stated, the aim of the language is oral and written which is primarily a means of communication in multiple and several social situations to express themselves, interact with others, learn international issues, and meet their individual and different needs. Successful language learning and language teaching emphasize the goal of functional proficiency.

The skills that 9th graders should possess are as follows: (See Appendix 1)

1. Articulate sounds in isolated form and connected speech.
2. Articulate stress patterns within words.
3. Produce basic intonation pattern.
4. Manipulate variation in stress in connected speech.
5. Summarize the main points of a text.
6. Describe a sequence of events based on visual input.

7.   Narrate a story based on personal experience.

8.   Narrate a story based on a strip-story.

9.   Make a rehearsed or unrehearsed presentation about a familiar topic.

10.   Express personal feelings, emotions, and the like …

11.   Respond to direct questions, instructions, suggestions, offers, visual input, and the like …

12.   Respond to factual, referential and inferential questions.

13.   Respond to conditional or hypothetical questions.

14.   Give directions and instructions.

15.   Ask about routine matters.

16.   Talk about inferred attitudes, feelings based on aural text or visual stimulus.

17.   Make predictions about a piece of discourse.

The researcher used a checklist of the preceded 17 skills as a tool for teachers and supervisors to decide the ones that are most important for 9th graders. Thus, the skills that got more than 90% were the most important skills, these skills were as follows: (See Appendix 2)

1.   Describe a sequence of events based on visual input.

2.   Respond to direct questions, instructions, suggestions, offers, visual input, and the like

3.   Respond to factual, referential and inferential questions.

4.   Express personal feelings, emotions, and the like.

The teachers and the supervisors considered describing pictures or visual inputs as one of the most important skills. This is confirmed by the previous studies that learners of a language should talk about events or visual inputs as this assures their ability to use this language effectively. In addition, responding to direct questions, instructions, suggestions, offers, factual, referential, inferential questions or expressing feelings and emotions were important as well.

4.2.2. Answer of Question 2:

2.   What is the framework of the suggested program based on CLIL and drama to improve 9ᵗʰ Graders English Speaking Skills and their self-efficacy?

The framework of the suggested program based on CLIL and drama contains dramatized texts that improve students' ability to interact and speak in English. The program consists of texts based on CLIL and drama, interactive and assessment activities.   Accordingly, the researcher designed the program and presented it to a jury of referees, from the Ministry of Education, UNRWA in Gaza and international methodologists and specialists in this field of study. Similarly, the suggested program was reviewed by specialists in drama and methodology from several countries. Scott Thornburry and Nick Bilbrough were among the referees of the suggested program based on CLIL and drama. Their comments were taken into consideration to design an effective program. Thus, two reading texts (unit 9 and 10, second term) from English for Palestine textbook for grade nine were dramatized. After that, students were to study two speaking lessons, depending on the reading texts they have learnt recently. Different types of assessment were included in the program to scaffold students' learning. (See Chapter III, the suggested program & Appendix, 6)

4.2.3.   Answer of Question 3:

3. Are there statistically significant differences at ($\alpha \leq 0.05$) in the total average score of the post speaking test between the experimental group and the control group?

To answer this question, a Hotlings' T2 was used to examine the results of the post test of speaking skills for the control and the experimental groups. The mean scores and standard deviations of the students' scores on the speaking post-test were calculated, as shown in table 4.1:

Table (4.1): Two –sample Hotlings' T2 results for the total average of the post speaking test

Questions	group	N	M	SD	T	Sig. value	sig. level
Describe a sequence of events based on visual input.	Experimental	34	3.44	0.74	4.37	0.000	Sig
	control	34	2.52	0.96			
Express personal feelings, emotions, and the like .	Experimental	34	4.41	0.70	3.54	0.000	Sig
	control	34	3.61	1.10			
Respond to direct questions, instructions, suggestions, offers, visual input, and the like	Experimental	34	4.23	0.88	3.81	0.000	Sig
	control	34	3.26	1.18			
Respond to factual, referential and inferential questions.	Experimental	34	3.32	0.91	5.16	0.000	Sig
	control	34	2.29	0.71			
Total	Experimental	34	15.41	1.65	7.53	0.00	Sig
	control	34	11.70	2.34			

Depending on the analysis of the total results of the achievement test, table (4.1) shows the mean of the experimental group which is (15.41) and the control group is (11.70) and this shows that the experimental group students got higher marks than the control one. In addition, the calculated T. is (7.53) and the Significance value is (0.00). Thus, these results confirm that the program based on CLIL and drama was effective and gave positive results.

Moreover, it shows the mean, standard deviation and (t) value of each question for both groups. Clearly, the mean of the experimental group, in Question 2 (Express personal feelings, emotions, and the like.), was (4.41) out of (5.00), it was the highest among the rest and the control group got (3.61). In this Question, students answered questions regarding their feelings and personal emotions as well. Thus, their answers were all correct and the vocabulary they used were easier compared with the vocabulary used in the rest of the questions. In the same concern, Question 4 (Respond to factual, referential and inferential questions), was (3.32) and the control group was (2.29) and this means that it was not an easy task for the students to respond to factual or referential questions, so it got the lowest degree.

Size effect was calculated from the collected data by the researchers using the size effect rule of T-test for two independent samples as clarified by   Afana (2016:217):

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Accordingly, the size effect is $\eta^2 = 0.46$ and this indicates a very big size effect based on the effect size levels clarified by Afana (2016:52) and the results were as follows:

The scale	Big	Medium	small
η^2	0.14	0.06	0.01

4.2.4. Answer of Question 4:

4.   Are there statistically significant differences at ($\alpha \leq 0.05$) in the total average score of the post application of the self-efficacy scale between the experimental group and the control group?

To answer this question, a scale of self-efficacy was implemented to examine the differences between the experimental group and the control one. The results are shown in the following table.

Table (4.2): Two –sample Hotlings' T2 results for the total average of the post self-efficacy scale

Scope	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Self-efficacy towards educational drama	experimental	34	3.68	0.16	15. 59	0.000	sig.
	Control	34	3.04	0.21			
Self-efficacy towards learning English	experimental	34	4.63	0.13	39. 55	0.000	sig.
	Control	34	3.34	0.16			
Total Scale score	experimental	34	4.16	0.10	35. 35	0.000	sig.
	Control	34	3.19	0.14			

Table (4.2) results show that there was a difference in the means and the standard deviation between the pre and the post application of the scale. This shows that the findings favour the experimental group results in the total average score and the items as well.

Chapter V

Discussion, Conclusions, Implications and Recommendations

Chapter V

Discussion, Conclusions, Implications and Recommendations

4.1 introduction

This chapter outlines the discussion of the study results, conclusion, implications and the recommendations that the researcher suggests as well.

4.2 Discussion:

The first question which is stated as follows: What is the content of the suggested program that is based on CLIL and drama to improve 9th Graders English Speaking Skills and their self-efficacy.

The content of the suggested program based on CLIL and drama contains dramatized texts that improve students' ability to interact and speak in English. The program consists of texts based on CLIL and drama, interactive and assessment activities. The researcher was inspired by a successful project by five European universities in Germany, United Kingdom, Spain and Romania. The project contains CLIL and drama pedagogy, namely, Playing-CLIL program in the European commission (2019), which combines different elements from the pedagogic theatre (game techniques) with the CLIL classroom, with the purpose of developing a new CLIL methodology. (see chapter 3, the suggested program 3.5 and Appendix 5)

The second question which is stated as follows: What are the most important speaking skills that the students should possess to improve their English speaking competencies?

The researcher used a checklist of the preceded 17 skills as a tool for teachers and supervisors to decide the ones that are most important for 9th graders. Thus, the skills that got more than 90% were the most important skills, these skills were as follows: (Appendix 2)

1. Describe a sequence of events based on visual input.

2.   Respond to direct questions, instructions, suggestions, offers, visual input, and the like

3.   Respond to factual, referential and inferential questions.

4.   Express personal feelings, emotions, and the like

Reviewing the third question of the study which examines the significant differences among ninth grade students' speaking skills that are attributed to the new used strategy (CLIL and drama). The statistical analysis of the data indicated that there was a significant difference on the achievement of the students' speaking skills at the level of (α = 0.05) favouring the experimental group. Apparently, the study results show higher marks of the experimental group than their peers at the control group in the speaking skills which are (describe a sequence of events based on visual input; express personal feelings, emotions, and the like.; respond to direct questions, instructions, suggestions, offers, visual input, and the like.; and respond to factual, referential and inferential questions. The mean score of the experimental group was 15.4 out of 20 which indicates much progress in the achievement of the students during the intervention. It is worth to say that the teacher who used the suggested program based on CLIL and drama used the scale of the rubrics of the speaking skills (fluency and coherence; vocabulary; structure and pronunciation).

The program CLIL and drama showed improvement in the students' speaking skills achievement. This may be attributed to different reasons; students were motivated to participate during the implementation of the program as it was interesting to present the lesson in a dramatized way. Pozo (2016) confirmed in his study that teaching history through drama is more effective than a textbook-based teaching. In Muszynska and Galazka (2017) study, they maintained that drama improves various skills and attitudes for students who study a certain topic via CLIL approach. The results also provided the teachers with outlines of how to use drama-based-process- and product-centred educational objectives. In the same concern, the findings showed that teaching through drama and CLIL can develop students' critical and creative thinking and enhance their participation in a shared learning experience.

Moreover, Hillyard (2010) and Hillyard (2015) developed a link to connect between Drama characteristics and five CLIL components. This connection was

beneficial for several learning purposes. Lantix, Learntix, Contix, learning outcomes and engagement were used as the connecting components of CLIL. This connection between Drama and CLIL includes aspects which are interesting and motivating forces to be used in the class. In addition, they are holistic and fully engages the learner. CLIL and drama can be characterized as a context and problem focused method. Also, it can develop analytical thinking skills and stimulate creativity and arouse the learners' motivation through promoting his autonomy. In the same context, this approach can develop the linguistic functions and the cross curricular aspects. Hillyard concludes that mixing drama and CLIL is a promising solution for the difficulties that are faced in the language classroom.

Apparently, introducing different topics through CLIL and drama fosters motivation for students and gives students an opportunity to be more engaged in the learning process. Teachers were more motivated and enthusiastic to help students learn. In a study for Aykac et al. (2019), they found that drama enhances teachers' attitudes towards teaching and gets them more motivated.

Drama and CLIL could be an effective method due to the current study findings for English language learning in Palestine as they have some challenges. There are large number of students in classes and many demotivated teachers who have few incentives. Sayigh, 2017 states that in crowded classes, students are not able to receive suitable attention or opportunity to participate. From the researchers' experience, teachers don't pay much attention to speaking skills as the speaking activities are taught through reading or writing skills and are assessed in written form through written conversations, dialogues and even written description for a visual input. Young Palestinians need to learn English in a modern way that enables them to pronounce English vocabulary and use structures correctly. They don't have to be very fluent but to be able to speak in a range level that makes communication understandable. English has been a core subject in the Palestinian National Curriculum. It's compulsory taught in the first grade (students of 6 years) to grade 12 (students of almost 17 years).

In the suggested program based on CLIL and drama, there are some activities that give students a chance to express their own story or create their own drama. Tho rnburry maintains that drama in the English language classroom ticks all the right boxes, particularly if it's re-told, created and performed by learners. Students of Gaza and the West Bank (Palestine) show enthusiasm when they

compose and then perform a story or listen to it. It could be said that, drama is participatory as it includes a group of learners who learn, compose and perform a play. Additionally, it is interactive as drama includes a communicative to-and-fro which replicates real-life interaction (Bilbrough, 2018). Moreover, this performance is oral. It activates the learners' speaking skills. Their level of pronunciation, and both accuracy and fluency are to be promoted and improved accordingly. It's important to say that drama is expressive. Clearly, it gets students think of an imagined world with the thoughts, experiences, feelings, fears and hopes Thornburry (2013).

Thornbury states that "*in the context of Palestine drama provides a means of thinking the unthinkable, of saying the unsayable, of dreaming the undreamable. And it is transformative: it empowers its creators by enhancing their English skills, and hence giving them a powerful voice in the wider world, by construing their lives as narratives that can be performed and shared, drama eloquently affirms their identity as Palestinians and as global citizens*" (Bilbrough, 2018:11). In the same context, Nick Bilbrough, the founder of Hands Up Project which is mainly concerned with play writing, confirms that creating plays provides Palestinian children with a platform in which they can express and explore the issues that are important in their lives. He adds that people express themselves and their ideas not only through the words that we use, but also, through facial expressions, with gestures and with physical movements (Ibid).

The suggested program based on CLIL and drama gives students the ability to learn English, get knowledge, improve the thinking skills and develop the teamwork competency. Obviously in this program, the activities include (work in pairs or groups) and this could get students more indulged in the collaborative work with their peers. The learners of the experimental group in this study responded enthusiastically to the synergy between CLIL and embodied drama pedagogy. They showed high levels of engagement with their teacher. Additionally, they were engaged with the subject and with the dramatized texts. Their comments were an indicator of their motivation to continue learning English through the same method. Clearly, these days, it is not easy to motivate all students or get them be involved in the given tasks. Thus, many researchers and specialists suggested many programs, methods techniques to catch the interest of students. there were recent studies as

Ozturk et al. (2020), Muthohar et al. (2019), Mahrous (2019), Alsharif (2019), Hidayat & Apriyanto (2019), Lestari (2018), Sirisrimangkorn (2018), Karimzadeh (2017), Nhi & Huan (2017) and Afana (2012) which were conducted in different countries around the world and investigated drama and its effect on improving speaking skills of EFL learners. Their results showed the effectiveness of drama on speaking skills. Furthermore, the results of such studies assured that drama is an interesting technique that could be used inside classrooms to enhance students' speaking skills. The majority of the studies dealt with CLIL located in Spain and this may be due to the use of this approach much in this country. The studies dealt with different ages of students (for example; young learners, university students, and adults).

Similarly, Mahrous (2019), in his study, states that drama itself has become a teaching technique which encourages students to learn a new language in a creative and effective way. This means that drama techniques create an atmosphere where students learn in context, use their imagination, and spontaneously react. Yet, drama in foreign language teaching context does not mean using a classical play or performing a theatre performance. Drama inhibits an active engagement of learners. Thus, the learners, who experience using a language in the classroom, become similar to the real life experience.

Moreover, Bobkina (2015) stated that drama techniques are based on communication. Learners are engaged in collaborative activities, where they have the chance to spend more time to speak with their peers. The groups are constantly exchanged so that the students have the opportunity to know each other better and increase their confidence. The teacher is considered as a facilitator, the lesson is learner-centered. In the same context, Aldavero (2008) argued that drama activities boost students' socialization, critical thinking, problem solving and improve oral production, by exploring different language styles and registers. Thus, Drama and CLIL makes shy students who hide behind others can be actively involved in some kinds of activities. This personalization makes language more meaningful and memorable than drilling or mechanical repetition can. Canado (2016) criticized the use of CLIL due to the plethora of models or variants which can be identified within it. This wide spectrum of models which CLIL encompasses is held to be dependent

on a series of factors or parameters. The researcher maintains that this plethora of models that tackle CLIL could be helpful to learners and to teachers to vary their used models as this increases their motivation. Effendi (2015) concludes that there are many causes why the writer applies drama activities and techniques in a language classroom. Firstly, drama is entertaining and fun. Thus it can motivate the learners to learn. It also can provide the variety of language due to its engagement with feelings, attention, and experience for using language.

Regarding the fourth question of the study which examines the significant differences in the total average score of the post application of the self-efficacy scale between the experimental group and the control group. It was clear from the results that the students' self-efficacy towards learning through drama and learning English in general was positive. This is confirmed in several studies related to Self-efficacy and how CLIL or drama affected learners' performance were conducted in different countries as Badrie & Abir (2018), Duman & Ozcelik (2018), Pablo & Jimenez (2018) and Heras & Lasagabaster (2015). The results of these studies showed positive impact of self-efficacy abilities for the students.

On the other hand, Aykac et al. (2019) in a study conducted in Turkey, explored the effectiveness of a drama program to improve the affective traits of teachers. Basically, their attitudes towards teaching, teaching motivation, and self-efficacy as well. The sample of the study was 32 pre-service teachers enrolled in different departments of the faculty. The tools of the study were "Teaching Motivation Scale", "Teacher Self-Efficacy Scale", and "Attitudes of Teaching Scale". The results of the study revealed that the drama program was effective to promote the pre-service teachers' attitudes towards teaching, teaching motivation, and self-efficacy. Similarly, for CLIL, a study for Dallinger et al. (2015) investigated skill development of 1806 German CLIL and non-CLIL eighth-graders in English and History. Additionally, the study explores the CLIL teachers' self-efficacy. Results revealed positive impact of the self-efficacy for teachers. The results of the CLIL study and the drama study showed positive effectiveness on teachers efficacy. This is an evidence that CLIL and drama can help not only students but also teachers to improve their skills and their self-efficacy as well.

Drama activities such as role-plays are effective learning activities for Palestinian school learners. In the self efficacy scale, students showed their opinion or feeling that drama can make English classes enjoyable and that they can understand some issues better through the use of drama. The reason behind this willingness was their belief that drama can improve their English language proficiency, make learning enjoyable thereby increasing their motivation, and provide them with an understanding of some issues even to global issues. Köylüoğlu (2010) argues that drama is one of the speaking skills that can improve learners' language fluency, which promotes interaction in the classroom, and which increases motivation. Roleplay also, encourages learners to learn with their peers. It's the most flexible method and teachers who immediately use role-play can meet unlimited needs with effective and suitable training.

Using drama is effective to improve the students' speaking skills. The use of drama techniques can help build an independent learning in a speaking class due to the structures of learning it has. This can maximize students' engagement and participation in speaking both individually and in groups. Consequently, many students were motivated to work in the speaking activities actively. In addition, drama techniques encourage the learners to participate with peers so that they can accomplish the allocated activity. Learning in groups in the drama techniques can be beneficial for students. For students, group learning is effective to develop students' independence and group cooperation in learning speaking. As drama is one part of the suggested program, Toraman & Ulubey (2016) and Ulas (2008) state that drama has a significant function especially in improving speaking skill among the basic language skills. Drama existed as a potential language teaching tool for long.

Goodwin (2001) states that Drama is a particularly effective tool for pronunciation teaching because various components of communicative competence (discourse intonation, pragmatic awareness, nonverbal communication) can be practiced in an integrated way. In an experimental study for Lestari (2018) which was conducted to explore the significant difference in students' speaking skill before and after the drama intervention examined the aspects of speaking skills. The result of data analysis revealed that the pretest of speaking had a mean score of

66.93 and in the posttest, the mean got a score of 74.93 and this means that implementing drama gave significant difference in teaching speaking. Another study for Sirisrimangkorn (2018) aimed at examining the use of project-based learning focusing on drama to improve the speaking skills of EFL learners. In addition, it aims to investigate the utility of drama on the learners' speaking skills. This design of the study was one group where a pre-post test implemented and aimed to see the results of using project-based learning focusing on drama to develop learners' speaking skills. The data analysis found that the project-based learning focusing on drama was beneficial to improve learners' speaking skills. The results revealed that the use of project-based learning focusing on drama has a positive effect and can be used to improve students' speaking skills.

Yet, Karimzadeh's (2017) study investigated the effectiveness of drama-based instruction on improving Primary Iranian ESL learners' speaking abilities. The sample of 30 homogeneous students were chosen and divided in two groups, 15 in experimental who got intervention via drama based instruction and the other 15 in control group who were taught via the traditional method. The findings presented the significant role of using drama-based strategies as it is beneficial for learning and to develop the communicative ability.

In the same context, Nhi and Huan's (2017) study aimed to investigate the effect of drama-based role play activities on speaking performance mainly; accuracy, pronunciation, and interaction of English. were the sample. In addition, the study examined students' attitudes towards the use of role-play instruction. The experimental study was conducted with thirty freshmen from a university in the Mekong Delta. They were assigned into two groups; one control and another experimental group. The data were collected from the tools of the study which were pre-and post-speaking tests and interviews. A mixed-methods design was implemented to explore the effect of drama-based role play activities on students' speaking performance. The test was designed to examine how drama-based role play intervention influenced students' speaking performance. The treatment lasted for eight weeks. Once the intervention finished, students were interviewed to determine their attitudes toward the drama-based role play instruction in a speaking class. The findings revealed that students in the experimental group made progress

in their speaking performance. On the other hand, the level of speaking performance among students in the control group remained unchanged. The interview results indicated that students held positive attitudes toward the implementation of drama based role play activities. Confirming several study results, Hidayat (2019) assured that talking through drama can help the learners express their ideas and can be able to communicate well. Also, drama is appropriate for several learners' learning styles. Additionally, dramatization is motivating to all kinds of learners. Since people process information in several ways; the basic channels are the vision, the hearing, or the physical movement. One channel is dominant in each person. When learners dramatize, all these channels can be used, and every learner draws on the most appropriate for him. Thus, all learners are actively engaged in tasks, and the language can go through the channels that are most appropriate for each one. The theory of speaking and dramatization is interrelated with the study program (CLIL and drama).

The suggested program based on CLIL and drama has physical demands in terms of the classroom setting. Being able to change the classroom layout and create free spaces for movement and drama activities is crucial.

Rallo Fabra and Juan-Garau (2011) investigated the impact of the CLIL program in Spain to explore learners' oral production. CLIL learners' speech was considered to be more intelligible than non-CLIL speech. Yet, all speech samples were heard by the listeners as equally accented. CLIL instruction did not have an ameliorating impact on perceived foreign accent. It was noted that several pronunciation mistakes could have been the result of task effects.

Briedbach and Viebrock (2012:11) state that "Teachers' mindsets containing assumptions about subject matter teaching or language teaching as well as CLIL-specific elements need to be considered in an integrated manner since these elements can and do influence and reinforce each other. For that reason, CLIL lessons can have a highly innovative potential for schools: CLIL can break the cycle of fossilized routines, behaviour and topics and lead to new perspectives and positions. However, schools and teachers need to make active use of this innovative potential as innovation does not happen automatically"

Teaching and Learning program based on drama and Content and Language Integrated Learning (CLIL) has some of the challenges with some students noticed by their teacher. These challenges were lack of communication, low motivation levels, lack of affective engagement with the given text or activity. These challenges were solved by the teacher through engaging these students who were sometimes shy to work in groups or pairs or to present a scene or a presentation in front of students.

The current study results in the self-efficacy scale shows that drama and CLIL can boost learners' motivation to study English particularly through drama. Additionally, Köylüoğlu, (2010) & Sapuan et al., (2012) state that drama can decrease the amount of anxiety and develop the English mastery, particularly, speaking. learners can get greater experience to use English via drama. Additionally, working in groups by drama learners, they work in a team where they must help each other. Some learners were smarter and more interacting than others. Similarly, some are more gifted in learning English. Some learners were friendly, communicative, extroverted, while others were embarrassed. In drama, everything can be socialized by learners. Ulas (2008) states that there are a few elements that accompany acquiring oral communication skills as adding efficiency to interaction and drama tasks. Also, speaking was stated as not only words, structure and pronunciation, but also feelings, motivations and meanings that are valuable benefits for bringing drama to the language learner. Drama techniques and activities are used to develop communication skills through fluency, pronunciation, co-operative learning, confidence-building and intercultural awareness. Ohlberger et al. (2019) argues in his study that there was a great effect on students' self-efficacy. The CLIL students have different attitudes towards English compared with the non-CLIL students.

Using drama in the classroom, teachers can make learning both productive and enjoyable, and oral communication skills can become the touchstone for enhancing self-efficacy. Cattanach (1996), stated that, drama can be an excellent way to improve self-efficacy of learners, even those with learning disabilities. It is also confirmed that: High self-efficacy helps find feelings of serenity in getting closer to hard given activities.

Teachers are one of the most important components in the learning process. Their motivation to teach and create effective ways and techniques is the key to better learning. Recent studies as, Aykac, (2019), Mahrous, (2019), Horasan & Cephe (2018) Horasan & Özdemir, (2017), Bilgin (2015), Lee et al. (2013), Ozmen (2010) and Lee et al. (2013) argued that drama was effective in increasing the teachers' motivation both intrinsically and extrinsically and this is important for teacher development because an increased teaching motivation implies that the teachers give more importance to their job, spend more effort for creating effective learning environments, become more ambitious for improving their teaching, and most importantly, become more enthusiastic for teaching. Another impressive result of the study is that drama was effective in increasing the pre-service teachers' self-efficacy beliefs. Additionally, drama techniques and scenario based teaching were used, pre-service teachers' self-efficacy beliefs increased significantly. Several other studies as, Aykac (2019), Mahrous (2019), Samper (2015), Erkan & Aykac (2014), Ceylan (2014), Ormanci & Ozcan (2014), Hendrix et al. (2012) and Debreli (2011) assured the effectiveness of drama in developing teaching skills. These studies show that teachers can improve in terms of non-verbal immediacy Meta-cognitive awareness, and several other teaching skills including body language, affective atmosphere, and spontaneous decision-making. They also, state that drama plays an important role in developing positive attitudes. It can be concluded that drama and CLIL can motivate students to study a new language and the teachers for doing the profession and carrying out their responsibilities.

4.3   Conclusion:

The results of this research have shown that students who learnt English through CLIL and drama have significantly improved their English level in speaking skills and language elements. Even though the allocated time for the intervention wasn't that enough to get better results even to improve other skills as well. The current research is unique in its idea as it dealt with combining both CLIL and drama on developing an essential language skill, speaking. There are many studies related to CLIL and its effect on speaking or drama and its effectiveness on speaking skills. But the researcher didn't find any previous studies that handled both CLIL and drama together and their effect on speaking skills. Yet, Pozo (2016) handled the CLIL and drama to

investigate its effectiveness on enhancing the historical content. The results of this study showed that the use of drama and music is effective on teaching history. Thus, the researcher tries this new method to dramatize the CLIL to enhance students' speaking skills and this is new in Palestine. This makes the topic important to the Palestinian students. CLIL and drama is noted to be motivating and match the students' proficiency levels in a foreign language. In addition, CLIL students have to be active learners through engaging them in authentic, meaningful, and interactive tasks and activities.

Thus, Drama and CLIL is a suitable environment for the English Curriculum for the Palestinian learners. Dramatizing the CLIL makes understanding the content easier as it is greatly connected to learners' life though an interesting method that helps them interact with different situations better.

4.4   Implications:

Teachers of English should be aware of the cultural factor, as one of the important component of a CLIL lesson, when integrating drama in teaching English as this influences the learning of English.

1.   Teachers should select a drama content which goes along with the values and history of the Palestinian context.

2.   Teachers and educators should be more aware of the methods of teaching drama as this is a main factor to learning a foreign language.

3.   Dramatized texts for Palestinians especially Gazans should suit their historical as well as present conditions.

4.   When dramatizing any text, vocabulary and structures used within texts should suit students' level.

5.   Stakeholders should make good use of the programs implemented in Gaza concerning drama and play writing as (Hands Up Project) to promote students' different skills.

6.   Curriculum designers in Palestine should dramatize the topics in the English curriculum in an interesting and motivating way,

7.   When dramatizing a text or choosing an authentic or artificial piece of drama, it should suit students' culture, stimulate students' interests to learn English language and then to communicate in different contexts; and the content should contain what is suitable to promote the improvement of English language skills.

8.   Teachers should use active learning strategies that are based on drama with their students as they enhance their speaking skills,

9.   Teachers should use speaking skills rubric criteria to assess students' speaking skills orally,

10.   English language teachers should be trained on the use of drama techniques in a CLIL EFL class.

To sum up, the researcher believes that teaching many topics in English through drama has a great potential of creativity. He also adds that the teacher as a main component of the learning process should be equipped with strategies and methods to utilize drama in English classes.

4.5   Recommendations for further studies:

In order to extend the findings of this study, the researcher recommends that researchers investigate the following:

1.   CLIL and drama helps on developing other English skills and for other levels and ages of students.
2.   Teachers' perceptions and attitudes towards the use of CLIL and drama.
3.   Comparative study of CLIL and non-CLIL learners' achievement.
4.   CLIL and games to improve learners' achievement.
5.   Students' perspectives towards CLIL and drama or games.

4.6   Concluding Remarks:

The current study investigates the effect of CLIL and Drama approach on developing Palestinian students' speaking skills and their self-efficacy towards learning English in general and learning English through drama. The researcher was inspired by several related studies and projects that were conducted in different countries around the world and the success that this approach acquired despite the

challenges that face the implementation of such approach. In addition, the international and the national referees of the tools of the study, particularly the suggested program based on CLIL and drama, showed remarkable comments to verify the study tools. After the intervention, the researcher got successful results statistically from the tools used in this study. In light of such results, he hopes that this approach can be a corner stone towards using such approach in the learning process.

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Appendices

Appendix (1)

English speaking Skills checklist

Dear Supervisor, /Expert teacher,

The researchers are conducting a study entitled " **A Suggested Program Based on CLIL and Drama and its Effect on Improving 9th Graders' English Speaking Skills and Their Self-Efficacy** "

One of the requirements of this study is to construct a checklist of the most important speaking skills in order to build an achievement test. Thus , the researcher listed the speaking skills for Ninth Graders as presented in the English Language Curriculum (2015). Because of the importance of your opinion and experience, you are kindly requested to look carefully at the items of the list so as to determine the degree of importance for the Ninth graders.

Please tick (√) in the suitable degree of importance.

(Key: 3 = very important, 2 = important, 1 = slightly important)

Many thanks for your kind cooperation

Supervisor ☐ Teacher ☐ Years of experience ☐

The Researcher,

No	Items	Degree of importance		
		1	2	3
1.	Articulate sounds in isolated form and connected speech.			
2.	Articulate stress patterns within words.			
3.	Produce basic intonation pattern.			
4.	Manipulate variation in stress in connected speech.			
5.	Summarize the main points of a text.			
6.	Describe a sequence of events based on visual input.			
7.	Narrate a story based on personal experience.			
8.	Narrate a story based on a strip-story.			
9.	Make a rehearsed or unrehearsed presentation about a familiar topic.			
10	Express personal feelings, emotions, and the like			
11	Respond to direct questions, instructions, suggestions, offers, visual input, and the like			
12	Respond to factual, referential and inferential questions.			
13	Respond to conditional or hypothetical questions.			
14	Give directions and instructions.			
15	Ask about routine matters.			
16	Talk about inferred attitudes, feelings based on aural text or visual stimulus.			
17	Make predictions about a piece of discourse.			

No.	speaking skills	Very important		important		Slightly important	
1	Articulate sounds in isolated form and connected speech.	7		4		9	
2	Articulate stress patterns within words.	6		7		7	
3	Produce basic intonation pattern.	7		6		7	
4	Manipulate variation in stress in connected speech.	4		8		8	
5	Summarize the main points of a text.	8		7		5	
6	Describe a sequence of events based on visual input.	15		4		1	
7	Narrate a story based on personal experience.	3		10		7	
8	Narrate a story based on a strip-story.	8		7		5	
9	Make a rehearsed or unrehearsed presentation about a familiar topic.	7		7		6	
10	Express personal feelings, emotions, and the like	15		3		2	
11	Respond to direct questions, instructions, suggestions, offers, visual input, and the like	19		1		-	
12	Respond to factual, referential and inferential questions.	18		2		-	
13	Respond to conditional or hypothetical questions.	16		3		1	
14	Give directions and instructions.	7		6		7	
15	Ask about routine matters.	9		4		7	
16	Talk about inferred attitudes, feelings based on aural text or visual stimulus.	8		6		6	
17	Make predictions about a piece of discourse.	5		8		7	

Appendix (2)

Results' analysis of the speaking skills questionnaire

Oral Speaking Skills Test

Dear Student,

you are going to answer some oral questions, please speak accurately,

coherently and fluently as much as you can. Try to use good vocabulary

you have learnt recently. Be sure that this test is just for research and

the marks will be added blindly.

Grade 9   **Time / 60 minutes**   **Mark / 20**

Name: ………………….…… Class: …………….. Date: ………………..

Question 1: (Describe a sequence of events based on visual input.) " **5 marks** "

* Look at the following pictures then write sentences to form a meaningful story:

Question 2 : (Express personal feelings, emotions, and the like**)** " **5 marks** "

 * Answer the following questions:

1.   Is there a rubbish problem where you live?
2.   If so, do you think this is good or bad? Why?
3.   What would you do if you saw someone throws rubbish on the street?
4.   What would you do if you found rubbish thrown on the ground?
5.   What do you think we should do towards this problem?

Complete the following:

A: I am going to help elderly people

B: ……………………………………………………

A: What about going to the sea?

B: ……………………………………………………

A: Would you like to some biscuits?

B: ……………………………………………………

A: I am going to see my friend now?

B: ……………………………………………………

A: Can you carry the books for me, please?

B: ……………………………………………………

Answer the following questions:

1.   What do you think of fishing troubles in Gaza?

2.   What will happen if we continue fishing from the sea?

3.   Is there a fishing problem worldwide? If so, what is it?

4.   What will you do if you volunteer to help in the rubbish problems on the sea?

5.   What will you say to the volunteers who help in cleaning and the fishermen who keep fishing from the sea?

With My Best Wishes

Appendix (4)

Oral Speaking test assessment sheet

Name: …………………………………………………..

score	Fluency and coherence	Vocabulary	Structure	Pronunciation
5	Produces simple speech fluently and complex communication does not cause fluency problems.	Attempts to use paraphrases and makes errors two or three times.	Produces basic sentence forms with accuracy and makes errors two or three times.	Uses an advanced range of pronunciation features and makes errors two or three times.
4	Produces simple speech fluently, but more complex communication causes fluency problems on a few occasions	Attempts to use paraphrases and makes errors for approximately one quarter of the total instances that paraphrases are used.	Produces basic sentence forms with accuracy for approximately three quarters of all sentences.	Uses an advanced range of pronunciation features for approximately three quarters of their spoken structures.
3	Produces simple speech fluently but more complex communication causes fluency problems in about half of all instances.	Attempts to use paraphrase and makes errors for approximately half of the total instances that paraphrases are used.	Produces basic sentence forms with accuracy for approximately half of all sentences.	Uses an advanced range of pronunciation features for approximately half of their spoken structures.
2	Produces simple speech fluently but more complex communication causes fluency problems in more than half the instances.	Attempts to use paraphrases and makes errors for more than half of the total instances that paraphrases are used.	Produces basic sentence forms with accuracy for more than half the sentences.	uses intermediate range of pronunciation features of the spoken structures.
1	Cannot produce simple speech fluently and more complex communication causes fluency problems in most of the speech.	Attempts to use paraphrases and makes errors for most of the instances that paraphrases are used.	Produces few basic sentence forms accurately.	Uses poor range of pronunciation features of the spoken structures.
0	Cannot produce the speech fluently and cannot communicate.	Cannot use paraphrases.	Cannot produce the sentences accurately.	Cannot pronounce the structures correctly.
Total				
Notes				

Adapted version by the researcher

Reference: IELTS's assessment rubrics: speaking (2017) British council. Available online:
http://www.thefreeschool.education/language-tests-review.html

By: Alaa Ali Aladini

Appendix (5) Self –Efficacy Scale

Dear student,

Please put Tick beside the suitable answer that represents your self-efficacy regarding educational drama and learning English. (1) represents 1 degree , (2) represents 2 degrees, (3) represents 3 degrees , (4) represents 4 degrees and (5) represents 5 degrees.

SN	Item	1	2	3	4	5
A	**First domain: self-efficacy towards educational drama**					
	Through educational drama, I can:					
1.	understand the topic more					
2.	answer comprehension questions easily					
3.	solve some problems					
4.	narrate a story based a strip-story pictures					
5.	recognize the characters of a drama easily					
6.	make predictions about a piece of discourse					
7.	express my personal feelings and emotions					
8.	respond to direct questions or offers					
9.	give directions or instructions					
10.	prepare my lessons in advance					
11.	do my written tasks effectively					
12.	understand only some vocabulary					
13.	speak fluently					
B	**Second domain: self-efficacy towards enjoying learning English Language**					
14.	I enjoy asking questions in English					
15.	I like to participate in English classes					
16.	I feel happy when I talk in English.					
17.	I feel I can speak English less fluently.					
18.	I am willing to communicate in English					
19.	I feel learning English is fun					
20.	I feel chatting in English is fun					
21.	I feel comfortable in expressing opinions in English					
22.	I feel comfortable reading in English					
23.	I feel I can creatively express opinions in English					
24.	I feel comfortable speaking English with native speakers.					
25.	I feel I can chat fluently online in English.					
26.	I feel comfortable writing in English.					

Appendix (6)

The suggested program based on CLIL and drama

1. Background

Content language integrated learning (CLIL) is a dual- focused approach to teaching. The target language is used for the teaching and learning of both the content of a school subject and the language itself within a specific set of learning objectives set by the teacher. In other words, an additional language is used as a medium in the teaching and learning of a non- language content. The emphasis on both teaching and content points to the very hallmark of CLIL: it involves a "two for one" approach where subject matter teaching is used, at least some of the time, as a means of increased meaningful exposure to the target language (Delliou & Zafiri, 2016; Kovacs, 2014; Donnery, 2013; Lyster, 2007 and Marsh & Langé, 2000)

Using Drama and CLIL promotes a good connection as this basic philosophy is holistic and goes along with the young learners' interests and needs. This method overlaps and weaves its way through the learners' minds, souls, and bodies. Undoubtedly, drama and CLIL is a good solution for those who those who hope to move to more universal role. CLIL deals with content that is dry and technical. Drama can change this content into a dynamic one. CLIL could help in improving the cultural awareness and language competence of learners. Putting CLIL and drama can form an effective and enjoyable learning experience.

CLIL could be integrated with drama or music containing a certain culture or content, and this helps developing understanding the human relationships and it is considered as a key of success to enhancing communication between humans locally or globally. Coyle et al. (2010) confirms that a successful CLIL lesson should combine the following 4Cs which are the components of the CLIL and the basic structure:

- **Content** - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum

- **Communication** - Using language to learn whilst learning to use language

- **Cognition** - Developing thinking skills which link concept formation (abstract and concrete), understanding and language

- **Culture** - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

Based on Coyle's (1999) 4 Cs, a well-planned CLIL lesson has to involve the following components:

Communication: to use the language while learning.

Content: to allow learners to improve their knowledge and skills through certain topics.

Cognition: to develop cognitive skills that connect concepts formation, knowledge and language.

Culture: to allow the exposition of various perspectives and of shared knowledge that make us more conscious of others.

Communication: to use the language while learning.

Content: to allow learners to improve their knowledge and skills through certain topics.

Cognition: to develop cognitive skills that connect concepts formation, knowledge and language.

Culture: to allow the exposition of various perspectives and of shared knowledge that make us more conscious of others.

2. The content of the suggested program:

The suggested program based on CLIL and drama aims to improve 9th graders' speaking skills and students' self-efficacy. In a CLIL class, different topics are to be taught in English using different drama techniques. This results dramatized texts that are motivating and stimulating for students.

3. The objectives of the suggested program:

The objectives were derived from the most important skills for ninth graders which were identified by the specialists and teachers of English. **The objectives** are as follows:

- Describe a sequence of events based on visual input.
- Express personal feelings, emotions, and the like.

- Respond to direct questions, instructions, suggestions, offers, visual input, and the like
- Respond to factual, referential and inferential questions.

4. The framework of the program:

Two reading texts (unit 9 and 10, second term) from the English textbook for grade nine were dramatized. When designing the program, the researcher took into account the level of the students in order to meet the inclusive practices inside classroom.

5. The assessment tools:

The researcher used formative **assessment** tools that are included in the program to scaffold students' learning. Students were assessed continuously using different assessment techniques and activities. These tools contain peer-assessment, self-assessment, poster presentations, oral presentations and large class assessment as well.

6. The Content of the Program.

1-   Grade 9, second semester, Unit 9 , period 5

Reaching to others

Once upon time, there were three students in high school who always motivated each other to help other people in any way they could.

They decided to establish their own non-profit organisation to encourage other students to be volunteers and donate clothes and money for the needy.

The three students decided to arrange a meeting with the school principal of the school to explain their idea.

At the time of the meeting, the principal welcomed the three students and asked them to elaborate on their idea .

Ahmed: At the end of the school week, I volunteered to help our local community and we recently finished a playground for young students and we were able to get some new play equipment. I'm now helping to get funds to help buy new clothes for young students.

Sameera: In my free time, I volunteer at my local library. My favorite part is helping young students improve their reading and writing by helping them to read short stories and to write their own stories .

Mohammed: In times of natural disaster in the world like earthquakes, floods and wars I work in an international organization which sends help to people in danger by collecting food and medicine. As a volunteer, I put everything into boxes ready to send. At the time of Eid, we send toys for children.

Ahmed: We are really passionate about our small company and its role in raising awareness about the importance of voluntary work, and how much we, as students, can help change the world .

principal: I'm very impressed that I have such incredible students like you in my school. I'll definitely help you set up your own organisation so we can have more students like you.

Activities (adapted from English for Palestine 9)

What do the three students want to set up?

Who did they meet?

What does Ahmed do at the end of the week?

What does Sameera do in her free time?

Where does Mohammad work and what do they do?

Will their work be good for the people's life? how?

What would you do if you had a lot of money?

2 Work in pairs. Think and discuss.

1 What kinds of voluntary work can Palestinians do?

2 What kinds of voluntary work have you ever done – or might you like to try?

3. In your school, what kind of voluntary work can you do?

4. At your home, what kind of voluntary work can you do?

3 Work in groups. Talk about gifts. Do these tasks.

(Eid is coming, and you are feeling generous!)

1 Choose who to give each thing to. Write their names on the labels.

2 Make statements like this.

I'm going to cook everyone a delicious meal.

4 Work in groups to play the students' roles. You can invent your own project or voluntary work…

5 Describe the following picture/ tell a story

2. Grade 9, second semester, Unit 10, period 5

Will the oceans live or die?

Nimo is a little whale living in the ocean. Once, he was with his father looking for food to eat.

Nimo: Dad, we have been looking for food for a long time but we could hardly find any.

Father: yes son, it's sad to say that there are many changes everywhere now because of the technology that humans have.

Nimo: What do you mean, father?

Father: Fish and many other kinds of life, like coral, are disappearing from the oceans fast. This is because of the pollution near the coast. Farther out, the cause is often over-fishing. Fishing boats with huge nets catch and kill everything. We risk a terrible manmade disaster – the death of the oceans.

Nimo: Oh, what a pity! But could we do anything to save the ocean, our home?

Father: we don't have any other place, son. This is our home. But, two centuries ago, whales were already being caught for their oil and meat. By the 1940s, the job was being made easier by modern technology. From the 1950s to the 1980s, they were being caught everywhere and numbers were collapsing. Whole species of whales were quickly being destroyed, and they were not being protected anywhere.

Nimo: What!? But we are still alive!

Father: yes, we are. Because the world took action in 1985. Almost every country agreed to stop catching whales. This means that whale populations are slowly rising again.

Nimo: Yea! Great! So, if this hadn't happened we wouldn't be talking now.

Father: Yes! But fish and fishing is still a sad story.

Nimo: sure! I see huge equipment for fishing and technology to help humans.

Father: In Europe, people are only allowed to catch small quantities of fish. But this doesn't happen everywhere.

Nimo: but this is unfair. Why do they do that?

Father: there are too many hungry people who need to eat as we do now.

Nimo: why don't they try farming.

Father: they already have many fish farms but people say the fish don't taste as good as wild fish. However, that is still much better than our species dying out.

Nimo: Ah! Thanks, dad. I hope things will be safe in the near future.

Activities (adapted from English for Palestine 9)

 1 Ask and answer questions about the story.

 1 What do the whales talk about?

2 What once happened to whales?

3 what is being done to save the whales life?

4 what does the world do to save the fish life?

5 What troubles do Palestinian fishermen face when going fishing?

2 Work in pairs. Think and discuss.

Human beings should stop eating other animal species. Instead of fish, we should live on the crops that we grow and things that some animals produce – eggs and milk.

3 Work in groups. Talk about kinds of fish. Do these tasks.

(you are a salesman who sells fish!)

1 Choose kinds of fish to sell. Write their names on the labels.

2 Make statements like this or you can use other statements…

I have a tuna. It makes a delicious meal ………..

Picture 1 retrieved from Vector – (2020)

4 Describe the picture / tell a story

5 Work in groups to play the whales roles. You can use your own words.

6 Imagine that you saw a local market of fish in your city, talk about it.

7 Discuss with your group a project of solving the problem of overfishing in Gaza. (you can think of fish farms) or any other project.. then elaborate and present in front of the class.

6. The teaching guide for the suggested Program

Introduction

This guide contains how to teach two units in English for Palestine - grade nine (2015 edition). These units are 9 and 10, period 5. This guide is a lesson plan notes for the mentioned units. There are two developed periods based on the suggested program based on CLIL and drama. Consequently two speaking periods are to be taught in light of the developed reading periods. In brief, 2 reading periods and 4 speaking periods are to be taught weekly.

The guide has been prepared to help you to:

1. plan and teach your lessons in an organized way,
2. encourage the teachers to use learning activities that enhance students' speaking competences,
3. plan learning functional situations that help students meet their needs,
4. get students relate the content of the lesson to their own life situations,
5. give students opportunities to express and create their own ideas and dramatize them in different situations.
6. this guide is a suggestion for teaching the developed units, teachers can follow or created their own procedures depending on the context.

This guide contains:

1. implementation guidelines,
2. aims and objectives,
3. the teaching timetable,
4. a brief summary about the content of the suggested program based on CLIL and drama,
5. *Lesson plan notes for the developed units **and it contains:***
   a. Learning objectives
   b. Teaching aids
   c. Procedures and activities
   d. Assessment tools: (***formative and summative assessment, peer-assessment and self-assessment tools***)

Implementation guidelines:

- Beforehand preparation.

- Classroom management and adaptation whereas students can implement the tasks effectively.
- Reading out the developed suggested program based on CLIL and drama.
- Giving students a brief summary about the developed texts and making sure they grasp the tasks well.
- Deep thinking of the content of the lesson and how to implement it well to achieve the desired goals.

Timetable:

unit/ period	skill	No. of periods	Total per week
9/ 5	Reading	4	
9/6	Speaking	3	10
9/7	Speaking	3	
10/5	Reading	4	
10/6	Speaking	3	10
10/7	Speaking	3	

Lesson Plan Notes for the lessons based on the suggested program:

| Unit 9 | Period 5 | Reading Comprehension | No. of periods 4 |

Title: **Reaching to others**

Learning Objectives:

- Identifying the main idea of the text.
- Answering factual questions related to the lesson.
- Describing events of the play.

Teaching aids: mp3, pictures, wall chart

Warm up

Pre-requisite- the teacher asks about voluntary work and if they help each other.

The students express their own ideas about helping others.

Objectives	Procedures and activities	Assessment
- Identifying the main idea of the text.	- The teacher shows the poster of the period and students use their own words to describe the events. - Students skim the text to identify the main idea and connect it to the poster and their own context. - Students relate the pictures of the lesson to the given written text.	Self- assessment Immediate feedback
- Answering factual questions related to the lesson. - Describing events of the play.	- Students listen to the audio material of the text and follow. - Students read the text silently. - Students answer the following questions: *What do the three students want to set up?* *Who did they meet?* *What does Ahmed do at the end of the week?* *What does Sameera do in her free time?* *Where does Mohammad work and what do they do?* *Will their work be good for the people's life? how?* *What would you do if you had a lot of money?* - Students answer the reading comprehension exercises in their books.	Discussing students' answers Observing students' performance.

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	- Teacher checks up the answer - They all have a discussion about the lesson.	

Unit 9   Period 6   Speaking   No. of periods 3

Title: **Reaching to others**

Learning Objectives:

- Express personal feelings, emotions …
- Respond to direct questions, visual input, referential and inferential questions.
- Work collaboratively to create their own plays and talk about the events.

Teaching aids: mp3, pictures, wall chart

Warm up

Pre-requisite- the teacher asks about the events of the story.

Objectives	Procedures and activities	Assessment
- Express personal feelings, emotions and beliefs	- The teacher shows the pictures of the lesson. - Students express their own personal feelings about the events. - Students work in pairs to describe the events and suggest ideas.	Collective discussion. Immediate feedback

- Respond to direct questions, visual input, referential and inferential questions.
- Work collaboratively to create their own plays and talk about the events.
	Students work in pairs. Think and discuss.
	
	1 What kinds of voluntary work can Palestinians do?
	
	2 What kinds of voluntary work have you ever done – or might you like to try?
	
	3. In your school, what kind of voluntary work can you do?
	
	4. At your home, what kind of voluntary work can you do?
	
	Teacher helps and supports the students suggestions and discussion.
	
	Students work in groups. Talk about gifts. Do these tasks.
	
	(Eid is coming, and you are feeling generous!)
	
	1 Choose who to give each thing to. Write their names on the labels.
	
	2 Make statements like this.
	
	I'm going to cook everyone a delicious meal.
	
	   - Students answer the reading comprehension exercises in their books.
	   - Teacher checks up the answer
	   - They all have a discussion about the lesson.
	Teacher helps and supports the students suggestions and discussion.
		Discussing students' answers
		
		Observing students' performance.

Unit 9   **Period 7**   **Speaking**   **No. of periods 3**
 	
Title: **Reaching to others**
 	
Learning Objectives:
 	
   - Describe their own project of voluntary work.
   - Describe a picture so as to create their own plays and talk about the events.

Teaching aids: mp3, pictures, wall chart – (play composition aids)

Warm up

Pre-requisite- the teacher and students discuss the voluntary work benefits and the positive feedback it has.

Objectives	Procedures and activities	Assessment
- Describe their own project of voluntary work.	- The teacher asked about projects the students have done recently. - The students talk about ideas and themes of their suggested projects. - The teacher discusses the themes with the students. - Students are given ideas to start their own project. - They get in groups and jot down the initial ideas. - The students show their own project in front of the students. - The suggested projects are to be discussed. - Students are to act out their own play.	Collective discussion. Immediate feedback

| - Describe a picture so as to create their own plays and talk about the events. | - Teacher shows the picture
- Students work individually to think about the events and tell a story to the group.
- Groups show their own story to the whole class .
- Students discuss the told story.

Describe the following picture/ tell a story

 | Discussing students' ideas

Observing students' performance. |

| Unit 10 | Period 5 | Reading Comprehension | No. of periods 4 |

Title: **Will the oceans live or die**

Learning Objectives:

- Identifying the main idea of the text.
- Answering factual questions related to the lesson.
- Describing events of the play.

Teaching aids: mp3, pictures, wall chart

Warm up

Pre-requisite- the teacher asks about the Mediterranean sea and the creatures that live in the seas and the oceans.

Objectives	Procedures and activities	Assessment
- Identifying the main idea of the text.	- The teacher shows the poster of the period and students use their own words to describe the events. - Students skim the text to identify the main idea and connect it to the poster and their own context. - Students relate the pictures of the lesson to the given written text.	Self- assessment Immediate feedback
- Answering factual questions related to the lesson. - Describing events of the play.	- Students listen to the audio material of the text and follow. - Students read the text silently. - Students answer the following questions:	

	1 What do the whales talk about?	
	2 What once happened to whales?	Discussing students' answers
	3 what is being done to save the whales life?	
	4 what does the world do to save the fish life?	
	5 What troubles do Palestinian fishermen face when going fishing?	Observing students' performance.
	- Students answer the reading comprehension exercises in their books. - Teacher checks up the answer - They all have a discussion about the lesson.	

Unit 9   **Period 6**   **Speaking**   **No. of periods 3**

Title: **Will the oceans live or die**

Learning Objectives:

- Express personal feelings, emotions and beliefs.

- Respond to direct questions, visual input, referential and inferential questions.

- Work collaboratively to create their own plays and talk about the events.

Teaching aids: mp3, pictures, wall chart

Warm up

Pre-requisite- the teacher asks about the events of the story.

Objectives	Procedures and activities	Assessment
- Express personal feelings, emotions and beliefs	- The teacher shows the pictures of the lesson. - Students express their own personal feelings about the events. - Students work in pairs to discuss the following:	Collective discussion.

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	Human beings should stop eating other animal species. Instead of fish, we should live on the crops that we grow and things that some animals produce – eggs and milk.	Immediate feedback
- Respond to direct questions, visual input, referential and inferential questions. - Work collaboratively to create their own plays and talk about the events.	**Work in groups. Talk about kinds of fish. Do these tasks.** (you are a salesman who sells fish!) *1 Choose kinds of fish to sell. Write their names on the labels.* *2 Make statements like this or you can use other statements…* *I have a tuna. It makes a delicious meal …………* Teacher helps and supports the students discussion. **Describe the picture / tell a story** - Teacher shows the picture - Students work individually to think about the events and tell a story to the group. - Groups show their own story to the whole class . - Students discuss the told story. Teacher helps and supports the students suggestions and discussion.	Discussing students' answers Observing students' performance.

| Unit 9 | Period 7 | Speaking | No. of periods 3 |

Title: **Will the oceans live or die**

Learning Objectives:

- Act out the play.
- Talk about a visual input in the local market.
- Talk about a project about solving the problem of the overfishing.

Teaching aids: mp3, pictures, wall chart – (play composition aids)

Warm up

Pre-requisite- the teacher and students discuss the voluntary work benefits and the positive feedback it has.

Objectives	Procedures and activities	Assessment
- Act out the play. - Talk about a visual input in the local market.	**Work in groups to play the whales roles. You can use your own words.** - Students listen to the text. - Students read the text aloud taking the roles of the characters. - Students in groups take the roles and act out the play in front of the class. **Imagine that you saw a local market of fish in your city, talk about it.** - Students are to talk about the local market in their neighborhood. - They describe it. - They talk about the fish selling in their city. - Students and the teacher discuss the ideas and the themes.	Observing students' performance. Immediate feedback

- Talk about a project about solving the problem of the overfishing.	**Discuss with your group a project of solving the problem of overfishing in Gaza. (you can think of fish farms) or any other project.. then elaborate and present in front of the class.** - The teacher asked about projects the students have done recently. - The students talk about ideas and themes of their suggested projects. - The teacher discusses the themes and the problem solving ideas with the students. - Students are given ideas to start their own project. - They get in groups and jot down the initial ideas. - The students show their own project in front of the students. - The suggested projects are to be discussed. Students are to act out their own play.	Collective discussion. Discussing students' ideas

Appendix (7)

The study tools' Referees

No.	Name	Affiliation / career / major	Country
1	**Prof. Dr. Awad Keshta**	Academic instructor at Faculty of Education -*IUG*	*Gaza-Palestine*
2	**Dr. Mohammad Mosheer Amer**	head of English department at Faculty of Arts. *IUG*	*Gaza-Palestine*
3	**Prof. Dr. Mohammad Shgair**	vice president for academic affairs at University of Palestine	*Gaza-Palestine*
4	**Prof. Scott Thornburry**	English language Methodologist, author, writer in Applied linguistics	*UK*
5	**Mr. Nick Bilbrough**	Founder and Project Manager at The Hands Up Project (specialized in drama, storytelling and play writing) -University of London	*UK*
6	**Dr. Erica Napoli Rottstock**	manager and a Teacher Delta (Diploma in Teaching to Speakers of Other Languages).	*Spain*
7	**Dr. Chris Sowton**	Trustee at Global Action Nepal, Lecturer at King's College London	*UK*
8	**Ms. Maricarmen Gamero**	trainer and teacher of English	*Venezuela*
9	**Dr. Verena Schneider**	PhD -Applied linguistics	*Germany*
10	**Ms. Phoebe Graham**,	English language teacher and trainer and drama specialist	*UK*
11	**Dr. Catarina Pontes**	English language trainer and teacher, Gerente de Formação at International School and Senior Consultant at Troika	*Brazil*
12	**Dr. Anne Margaret Smith**	Director at ELT	*UK*
13	**Dr. Anette Igel**	Teacher Trainer at IH Hamburg Verein für berufliche Weiterbildung	*Germany*
14	**Dr. Veronica Casado**	English teacher and Managing Director at English Centre San Rafael	*Argentina*
15	**Dr. Anna Novozhilova**	academic instructor- Freie Waldorfschule Bremen	*Estonia*
16	**Dr**. **Jalila Chelbi**	Instructor at Lyon University	*France*
17	**Dr. Simone Wichor**	Research Assistant at Universität Lausanne	*Germany*

18	**Ms. Weam Hamdan**	English Master Trainer and curricula designer – British council	*Ramallah - Palestine*
19	**Ms. Runna Badwan**	English Master Trainer and curricula designer – British council	*Ramallah - Palestine*
20	*Dr.* **Mahmoud Jalambo**	English Master Trainer at AMIDEAST and Academic instructor at *UCAS*	*Gaza- Palestine*
21	**Dr. Mahmoud Alastal**	Academic instructor – Science and Technology faculty-	*Khanyounis- Palestine*
22	**Dr. Husni Alattal**	Educational supervisor - MOE	*Gaza- Palestine*
23	*Ms.* **Rida Thabet**	Education Specialist – UNRWA- *Gaza Field office*	*Gaza- Palestine*
24	**Dr**. **Naima Ali**	Education Specialist – UNRWA- *Gaza Field office*	*Gaza- Palestine*
25	**Ms**. **Faten Safi**	Education Specialist – UNRWA- *Gaza Field office*	*Gaza- Palestine*
26	**Ms. Sirin Elsharif**	Education Specialist – UNRWA- *Gaza Field office*	*Gaza- Palestine*
27	**Ms. Rana Musallam**	English Teacher – UNRWA- *Gaza Field office*	*Gaza- Palestine*
28	**Ms. Abeer Alkhatteb**	School Principal – UNRWA- *Gaza Field office*	*Gaza- Palestine*