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***The Effectiveness of a strategy designed in the light of Content Based
Instruction and Drama Activities in developing the English oral
Expression skills of preparatory Stage students***

A Thesis

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(Curriculum and English language instruction)

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ABSTRACT

The Effectiveness of a strategy designed in the light of Content Based Instruction and Drama Activities in developing the English oral Expression skills of preparatory stage students

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The present study aims to develop the oral expression skills through teaching drama course of preparatory students in language schools in the light of content based instruction and drama activities. A strategy to develop the oral expression skills which include verbal communication skills and non-verbal communication skills was designed. The verbal communication skills include some skills such as cohesion, pronunciation, fluency, comprehension and accuracy. The non verbal communication skills include some skills such as eye contact, body language, facial expression and gestures. Theme based instruction was adopted, as it suits the strategy. Some drama activities such as , role play were used. A pre-post test was designed to determine the effect of the strategy. Analysis of data obtained revealed a statically high significance in favor of the experimental group in the post test in the verbal communication skills as well as the non verbal communication skills. Finally, it was concluded that the strategy provided evidence for the effectiveness of the content based instruction and drama activities in developing the oral expression skills of third preparatory students.

Keywords: Content based Instruction, Oral Expression skills, Drama Activities, Strategy.

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Table of Contents

<u>Chapters</u>	<u>Page</u>
<u>Chapter One :- Introduction and Problem</u>	1-26
Oral expression skills	4
Verbal aspect	4
Non verbal aspect	6
Content based Instruction	8
Drama Activities	11
Context of the problem	12
Statement of the problem	17
Hypotheses of the study	18
Variables of the study	20
Delimitations of the study	20
The aim of the study	21
Importance of the Study	21
Definitions of Terms	21
<u>Chapter Two :- Theoretical Background and Related Studies</u>	27-116
<u>Section one:-Content Based Instruction</u>	29
Definitions of CBI	29
Aims of CBI	30
Characteristics of CBI	31
Benefits of Content Based Instruction for the English Classroom	35
Principals of Control Based Instruction for the English Classroom	35
Advantages of Control Based Instruction for the English Classroom	36
Support for CBI from educational and cognitive psychology	37
Content Based Instruction and cognitive learning theory	41
Content based instruction and Depth of processing research	42
CBI and expertise research	44
CBI, language across the curriculum and related Approaches	46
Types of CBI	48
Commentary	52
<u>Two: Oral Expression skills</u>	55
Oral expression skills and the Communicative Approach	57
The importance of teaching verbal communication skills	60
General characteristics of verbal communication skills.	60
Techniques of verbal communication skills.	73
Activities of verbal communication skills.	76
Non verbal communication skills.	83

Table of Contents (Contd.)

<u>Chapter</u>	<u>Page</u>
The importance of teaching non verbal communication skills.	84
Techniques of non verbal communication.	84
Roles of non verbal communication skills.	87
Activities of non verbal communication skills comment.	88
Comment	91
<u>Section Three: Drama and Drama Activities</u>	92
Introduction	93
The relation between drama studies, drama text, theatre and performance.	95
The objectives of teaching drama	96
The value of Drama in Education	97
The use of Drama in TESL.	98
Dramatic Techniques.	100
The Activities of Drama	101
The relation between communicative activates, Drama and CBI	108
Drama and Cooperative Learning Approach	110
The importance of studying drama through CBI	111
Aptitudes developed through drama and CBI	113
Commentary	115
<u>Chapter Three:- Related studies</u>	118-147
Section One:-_studies dealing with CBI	119-128
Section Two:- Studies dealing with Oral Expression skills	129-137
Section Three:- studies dealing with Drama and Drama Activities	138-147
<u>Chapter Four :- Method</u>	148-166
Design of the study	149
Participants of the study	149
Instrumentation	149
Pre/post Oral expression Skills Test	150
Drama course achievement Examination	154
Test validity	155
Inter rater reliability	155
Test time limitations	156
The strategy	157-171

Table of Contents (Contd.)

<u>Chapter</u>	<u>Page</u>
<u>Chapter Five:-Data Analysis and interpretation of results</u>	167-190
The data analysis of the experimental group students who receive the drama activities through content based instruction and the control group students who do not receive these drama activities on the verbal communication skills post test	168
The data analysis of the experimental group and the control group on the non verbal communication skills post test	172
The data analysis of the experimental group and the control group on the overall oral expression skills post test	174
The data analysis for the performance of the Experimental Group on the verbal communication pre/post test	175
The data analysis for the performance of the Experimental Group on the non verbal communication pre/post test	177
The data analysis for the performance of the Experimental Group on the overall Oral Expression skills pre/post test	185
The data analysis of both the Experimental Group and the Control Group on the Drama final Test .	186
The data analysis of both the Experimental Group and the Control Group on the Satisfaction Questionnaire .	187
<u>Chapter Six:- Discussion of the findings, conclusions, recommendation and Suggestions for further research.</u>	191-200
Discussion of the results.	192
Conclusions	196
Recommendation.	199
Suggestions for further research.	200
References	201
Summary.	202

List of Tables

<u>List of Tables</u>	<u>Page</u>
Table (1) :- Comparing T-test results of the control group and experimental group in the pre-test on verbal communication skills	152
Table (2) :- Comparing T-test results of the control group and the experimental group in the pre-test on the non verbal communication skills.	153
Table (3) :- Comparing the T-test results of the experimental group and the control group on the overall pre oral expression skills test .	154
Table (4) :- <i>Scoring the reliability of the checklist .</i>	156
Table (5) :- T-test results of the control group and experimental group in the post-test on the verbal communication skills .	168
Table (6) :- T-test results of the control group and the experimental group in the post non verbal communication skills post test.	172
Table (7) :- <i>T-test results of the experimental group and the control group in the overall oral expression skills post test.</i>	175
Table (8) :- The performance of the experimental group on the pre/ post test of the verbal communication skills in favour of the post test.	177
Table (9) :- : T – test results of the experimental group on the pre-post test of the non verbal communication skills in favour of the post test.	180
Table (10) :- The performance of the experimental group on the pre/ post test of the overall oral expression skills in favour of the post test.	183
Table (11):- The effectiveness of the verbal and nonverbal communication skills of the experimental group in the pre-post test .	185
Table (12):- The performance of both the experimental group and the control group on the drama final test.	186

List of Figures

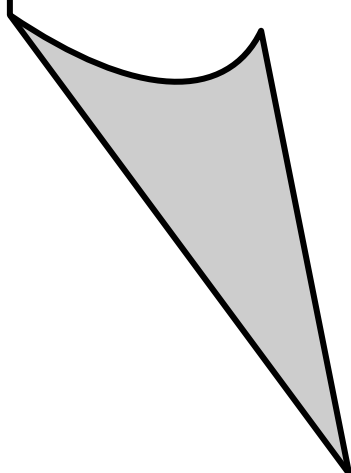
<u>Figures</u>	<u>Page</u>
Figure (1):- A tree diagram emphasizes the relation between the various ranks in a hierarchy.	66
Figure (2):- Comparison of the control group and the experimental group in the verbal communication skills post test in favour of the experimental group.	171
Figure (3):- Comparison between the control and the experimental in the non verbal communication skills post test.	174
Figure (4):- The significance difference between the mean scores of the experimental group and the control group in the overall oral expression skills post test in favour of the experimental group.	176
Figure (5):- The significance difference between the mean scores of the experimental group and the control group in the overall oral expression skills post test in favour of the experimental group.	179
Figure (6):- The performance of the experimental group on the post-test of the non verbal communication skills	182
Figure (7):- The performance of the experimental group on the pre/ post test of the overall oral expression skills in favour of the post test.	184

List of Appendices

<u>Appendices</u>	<u>Page</u>
Appendix (1):- Names of the Jury of the verbal and non verbal communication skills list....	224
Appendix (2):- Names of the Jury of the oral expression skills test and its scoring scale.	225
Appendix (3):- Names of the raters who measured students' performance on oral expression skills test and according to their scales.	226
Appendix (4):- Dialogues of the Pre/Post oral Expression skills Test	227
Appendix (5):- Rubrics for measuring verbal communication skills	233
Appendix (6):- Rubrics for measuring non-verbal communication skills	234
Appendix (7):- Drama Test	235
Appendix 8:- Experimental and Control Groups' satisfaction questionnaire	236
Appendix (9):- List of the Verbal Communication skills before being Judged.	237
Appendix (10):- List of the Non Verbal Communication skills before being Judged.	238
Appendix (11):- A hand out about the strategy in the form of a schedule	239
Appendix (12):- The strategy	240
Appendix(13):- Hand out about the elements of Drama	347
Appendix (14):- A Hand out about the oral expression skills	349
Appendix (15):- A sample from the flash cards about the Elements of Drama	352
Appendix (16):- Hand out about the plot summary of Act One	365
Appendix (17):- Hand out about the plot summary of Act Two	366
Appendix (18):- Hand out about the plot summary of Act Three	370
Arabic Summary	1- 31

Chapter One

Introduction and Problem



Chapter One

Introduction and Problem

Introduction:-

English has become one of the most important languages in the world. It has trickled even into lesser known countries as something that is needed to communicate with others. English is used in politics, business dealings, education and everyday life. Many people are finding it hard to get by without knowing English. The global language of English is found in popular music, television programs and even on the internet. As a whole, there are more websites made in English than anywhere else.

Realizing the importance of English, many people have taken it on as a second language. In the field of Education, the general objectives of teaching English are mainly divided into two objectives the Receptive and Communicative objectives. So far as the students are engaged in listening to and reading the language with understanding, their role will be receptive; when they attempt to speak and write, they convey something and here their role will be communicative. When students learn a language, there are four skills that students need for complete communication. Students usually learn to listen first, then to speak, then to read, and finally to write. The four language skills are related to each other in two ways:

a-)The direction of communication (in or out).

b-)The method of communication (spoken or written). Input is sometimes called "reception" and output is sometimes called

"production". Spoken is also known as "oral". These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling.

Tanveer (2008), mentioned that speaking is the most quoted reason for studying a foreign language, and often a source of great anxiety for students. The difficulty of speaking tasks has only recently become a topic of investigation in language testing. This has been prompted by work on discourse variability in second language acquisition (SLA)research, new classificatory systems for describing tasks, and the advent of statistical techniques that enable the prediction of task difficulty .(Glenn Fulcher and Rosina Márquez Reiter , 2003).

According to some recent researches most of the students in Egypt do better in reading and writing than in listening and speaking. They can read and write, but they can hardly communicate orally and can hardly express themselves in their own words. In order for any speaking activity to be successful children need to acknowledge that there is a real reason for asking a question or giving a piece of information. Therefore, teachers must make sure that the activities they present to the learners, provide a reason for speaking, whether this is to play a game or to find out real information about friends in the class.(Sakai,N.2007)

In Language classes two main types of speaking activities are used. The first type, songs, chants, and poems which encourage learners to mimic the model they hear on the cassette or the CD

players. This helps students to master the sounds, rhythms, and intonation of the English language through simple reproduction.

The games and pair work activities on the other hand, although always based on a given model, encourage the students to begin to manipulate the language by providing them with a certain amount of choice, albeit within a fairly controlled situation .

Oral expression skills can be studied through two different aspects:-

1-Verbal Aspect:-

Verbal communication skills include a social aspect in which students are involved in different social situations and a mechanical aspect in which man delivers an uttered message through producing a group of meaningful voices and sounds in a systemic pattern. Verbal communication skills include also the mental ability which is defined to be the ability to compose different thoughts and ideas in a logical and chronological order. The learner listens to the speaker until the operation of what is uttered is completed successfully and then the operation of response starts and that is why the comprehension of the content is of great importance. Carl and Rogers (2000), mentioned also that the purpose of learning a language is to communicate effectively. Communication is not just passively acquiring letters, words, and grammatical structures ,but also producing language that can be used in real life. Language classrooms are often said to provide little opportunities for meaningful use of language and genuine communication. Total physical response (TPR), drama and role play can provide students

with rich authentic communication on the one hand and enable them to enjoy a relaxed classroom atmosphere on the other. Drama activities provide a medium through which children can express their ideas and feelings without inhibitions. The main aim of teaching English is the advancement and spread of knowledge and understanding of the language for practical and functional purposes. Therefore, teaching should be focused on the communicative needs of the learner, which include expression of thoughts, feelings, ideas and opinions (Drikson,1990).

Research in L1 classrooms has revealed that teachers tend to do most of the talking (Cadzen, 1998). In most educational settings, the teacher sets the same instructional pace and content for everyone, by lecturing, explaining a grammatical rule, leading drill work, or asking questions to the whole class. Research in L2 classrooms tends to support similar conclusions. In terms of quantity of teacher talk, two third of classroom speech can be attributed to the teacher. L2 classrooms have been characterized by an abundance of questions asked by the teacher (White & Lihgtbrown,1991); a predominance of display questions (Long & Stato, 1983);an extremely high proportion of teacher –initiated interactions ; a high number of imperatives to classroom management and disciplinary matters and explanations (Ramierz & Merino,1990).Thus, the quality and amount of student participation in L2 classes are indeed limited. As Sinclair and Brazil (1982)point out, “the pupils have a very restricted range of verbal functions to perform. They rarely initiate, and never follow-up. Most of their verbal activity is response, and normally confined strictly to the terms of initiation”(p.58).