أثر تقنية "التمثيل المسرحي" على أداء طلبة المدارس في الصف السادس الإعدادي العراقيين

دارسي اللغة الإنجليزية لغة أجنبية في الأدب

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**The Influence of Dramatization Technique
on Iraqi EFL Sixth Preparatory School Students'
Performance in Literature
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Abstract

Studying literature is seen as a key to study different kinds of science because reading various literary texts makes students be aware of reading the scientific texts. Accordingly, teachers of English at the sixth preparatory classes are invited to adopt different techniques and strategies, such as Dramatization Technique in teaching literature to prepare their students for a new level of studying sciences and getting knowledge in the colleges because English is the main language of studying in the colleges.

The present study aims at investigating the influence of Dramatization Technique on sixth preparatory students' performance in literature. The study is limited to the preparatory school for boys in Karbala during the academic year 2023-2024. After the literature post - test had been carried out, the result scores were analyzed statistically. They showed that this technique has an effective impact on teaching literature. Based on the results, some conclusions and pedagogical recommendations have been put forwards, as well as a number of further studies have been proposed.

Key words: Dramatization. Literature. Technique. Iraqi EFL students

<u>**مستخلص البحث**</u>

تعتبر دراسة الأدب مفتاحا لدراسة أنواع مختلفة من العلوم لأن تنوع النصوص الأدبية يجعل الطلاب على دراية بقراءة النصوص العلمية. وعليه، فإن مدرّسي اللغة الإنجليزية في الصف السادس الإعدادي مدعوون إلى اعتماد تقنيات واستراتيجيات مختلفة, كتقنية التمثيل المسرحي في تدريس الأدب لإعداد طلابهم لمستوى جديد في دراسة العلوم و تحصيل المعرفة في الكليات لأن اللغة الإنجليزية هي اللغة الرئيسية في الدراسة في الكلّيات .

تهدف الدراسة الحالية إلى معرفة تأثير تقنية التمثيل المسرحي على أداء طلبة الصف السادس الإعدادي في الأدب. تقتصر الدراسة على المدارس الإعدادية للبنين في كربلاء خلال العام الدراسي 2023-2024. وبعد إجراء الاختبار البعدي في مادة الأدب, تم تحليل الدرجات إحصائياً. فقد أوضحت أن لهذه التقنية تأثيرا فعّالا في تدريس الأدب. وفي ضوء النتائج تم تقديم بعض الاستنتاجات والتوصيات التربوية، كما تم تقديم عدد من الدراسات المقترحة.

الكلمات المفتاحية

التمثيل المسرحي . الأدب . تقنية. الطلبة العراقيين دارسي اللغة الإنجليزية لغة أجنبية

1. Introduction

1.1   The Problem and its Significance

Literature is seen as   the heart of the language and cultural debates. It triggers language users' imagination and improves their skills. Reading literature develops speakers' abilities to select the most literary styles in their communication. In the educational situation, studying literature teaches learners to acquire literary language as well as a number of social and cultural values. Offering learners enough opportunities to engage them actively in reading literature lets them interact with the others' perspective.

Langer (2011, p. 856) states that cognitive dimensions that refer to critical components of intellectual developments can be improved through reading literature. Reading fiction develops not only learners' comprehension competence in reading literary texts, but also their competence in reading general texts. So, they are able to acquire various kinds of knowledge and express themselves effectively in different subjects and situations (Ivey and Johnston, 2013, p. 260). Outside the classroom, not all learners have enough opportunities to read literature. Therefore, it is the teacher's role to advise them to engage themselves in studying literature in the classroom with their teacher's guidance and assistance.

Teaching literature in EFL classrooms has a great role to present the learners authentic language source. It improves learners' language proficiency, develops their four language skills, reinforces their grammar competence, offers them more vocabulary and develops their literary competence. However, there are a number of obstacles and difficulties that teachers of English and their learners face in teaching and studying literature in Iraqi classrooms. Teachers as well as learners often get frustrated in dealing with reading literature. A number of teachers see that teaching literature faces challenges. Some of them do not find themselves qualified enough to teach literature (Sidhu et al., 2010, p. 56).

Another group of teachers follow boring and inadequate procedures in teaching this material. Also, neither the lesson period is long enough for the teacher to adopt modern

strategies and techniques, nor is the classroom environment suitable for teaching literature effectively. Because of these factors, the learners suffer in studying literature. They feel that studying this material is difficult, boring and fruitless. They cannot realize the importance and enjoyment behind studying this important language component. When the teachers are unable to write the behavioural objectives for teaching literature, and as a result they fail in teaching it, they change their learners into memorizing machines just to save vocabularies and lines for passing literature exams without any developing their literary thinking (Sugandi and Husnaini, 2015, p. 54).

Moreover, teachers suffer a lot from their poor classroom environment because of the lack of technology equipments, visual aids and other supportive classroom environment. These factors lead teachers to follow inadequate techniques and strategies in teaching literature. Accordingly, teachers are advised to adopt effective techniques and strategies in teaching literature, like Dramatization Technique.

Some teachers face difficulties when recent educations and trends invite them to reinforce their learners to inspire their critical appreciation. Studying literature is not easy for all the learners. Moreover, some of them are not interested in reading it and find difficulties to comprehend the literary text that needs deep understanding and imagination. So, a number of surveys and research urge teachers to create a desire and love in their learner to study literature eagerly through adopting variety of teaching strategies and techniques, like Dramatization Technique (Stan, 2015, p. 455).

The efficiency of the techniques and strategies adopted in teaching literature at Iraqi EFL are regarded one of challenges in teaching this material fruitfully. It is seen that the role of the teachers in teaching this material is just reading and translating the literary texts without creating any interaction between the students and the events of the literary lesson. On the other hand, not all the teachers are enthusiastic in teaching literature because they do not have interest in teaching it and they are unwilling when they present a lesson of literature (Haile et al., 2018, p. 43).

Celce-Murcia (2001, p. 188) argues that reading ability requires the reader to interact with the text through his/ her comprehending the text depending on his/ her previous experience in reading literature. So, it is supposed that the student should have enough knowledge in reading literature depending on his/ her study in previous academic stages. However, the students have weak linguistic skills and limited vocabulary that hinder their comprehension of the literary texts and lead to lack of students' imaginative ability.

On the other hand, the poor class environments such as lack of equipments and technology as well as supportive classroom environment hinder teaching literature effectively. Also, the crowded classroom does not allow the teacher to present an effective literature lesson. Moreover, the limit time of the lesson period does not allow the teacher to adopt adequate techniques and strategies in teaching literature or create

a student-centered lesson instead of teacher-centered lesson (Sidhu et al., 2010, p. 55).

Accordingly, students in Iraqi EFL classes face a number of difficulties during the lesson of literature because of low students' motivation in teaching literature, lack of confidence in comprehending literary texts, inadequate teaching techniques and strategies, exam stress and poor students' background in literature. All these factors lead

to lack of students' awareness of studying literature. So, teaching literature faces many challenges in our classes (Tayib and Hassan, 2020, p. 1212)

To the best of the researcher's knowledge, very few researcher in Iraq have studied this problem, therefore, this study attempts to present a remedy for teachers' difficulties in teaching literature and their learners' obstacles in studying it.

The previous studies that have asserted these difficulties and obstacles in studying English literature in EFL classes are Al-Obaydi and Al-Bahadli (2018, p. 45) and Mohammed et. al. (2021, p. 61). Accordingly, Iraqi teachers of English are invited to adopt a number of strategies and techniques in teaching literature to enable their students to interact with studying this material. As a result, these learners will become more interested in literature and will read it eagerly. Dramatization is one of these effective techniques in teaching literature that teachers are advised to adopt.

1.2 Aim

The aim of the present study is to empirically investigate the effect of Dramatization Technique on Iraqi EFL sixth preparatory school students' in literature performance.

1.3 Hypothesis

It is hypothesized that there is no statistically significant difference between the mean score of the performance of the experimental group students who are taught literature by Dramatization Technique and that of the control group students who are taught literature by traditional technique in the literature post test.

1.4 Limits

1-The study is limited to the students of the sixth preparatory classes in Karbala during the academic school -year 2023-2024.

2-The sample of the material is limited (Literature Focus- Section B/ "The Canary") of (English for Iraq-Sixth Preparatory / Garnet Education 2021)

1.5 Value

The present study can be beneficial for secondary school teachers and students. Also, the professors of English literature in the departments of English can get a benefit of the findings of this study.

Concerning secondary school teachers, the present study meets their needs since Dramatization Technique is hoped to be valuable and effective for assessing students' studying literature. Teachers can make use of the present study to reinforce teaching literature. Additionally, the present study helps them enhance group work which is one of the communicative approach activities.

For Iraqi secondary school students, the present study can be beneficial as Dramatization Technique helps them interact with literary texts to be aware of studying these texts. Also, this technique is joyful since it adds enjoyment to the learning process. So, the teachers can find their learners interested in studying literature.

Moreover, the present study is hoped to help Iraqi EFL secondary school students enhance their comprehension of the process of reading literature, overcome the difficulties they face in this process and stimulate their interest in reading literary texts.

At last, the present study can utilize the professors of English literature in the departments of English. They can adopt this study in teaching literature in order to help their students raise their comprehension level in studying literature.

1.6 Definition of Basic Terms

The following terms have been defined both theoretically and operationally.

1- Dramatization can be defined theoretically as a technique that adopts a role-playing activity in teaching literature. It is considered a joyful and interesting tool to promote and improve learners' understanding in reading literature and develop communicative processes in EFL classes (Chávez, 2016, p. 81).

Operationally, Dramatization Technique can be defined as acting activities done by the learners in EFL classes under their teachers' supervision and guidance. The learners play the roles of the actors who present plays on the theatre stage. The learners act the literary texts in their textbooks inside their classes to enhance their reading comprehension in literature and enhance their communication skills.

2-Literature is defined theoretically as "a language in which the various elements and components of the text are brought into a complex relation" (Culler, 1997, p. 29)

-Literature can be defined operationally as a medium that the writer and poet use to send their thoughts, ideas and feelings to the readers and listeners (Nojeng et al., 2017, p. 1136).

3-Theoretically, technique is defined by Cobuid (1987,p. 1501) as "a particular procedure of doing an activity, usually a procedure that involves practical skills".

-The operational definition of technique is the practical procedures adopted by a teacher inside the classroom in teaching an activity in order to facilitate and reinforce students' learning.

4-Iraqi EFL students

-Marckwardt (1962, p. 4) presents a definition of EFL as "English which is taught as a school subject to give students a foreign language competence which they may use for communication and for some other purposes"

-Iraqi EFL secondary school students are Iraqi learners who study English as a foreign language in the intermediate and preparatory stages for six years, three per-stage.

2. Dramatization Technique and the Concept of Literature

2.1 The Concept of Literature and its Role in the Society

Literature is considered as a mirror of the society in all the ages of the time. So, the readers and learners can have a knowledge about the nature of the society and the political, and social situations of that society through reading and studying the literature of that society.

It is asserted that literature helps the reader get a cultural, historical and geographical knowledge about the world. Through this art, the reader can realize what happened in the societies during different periods of time and how the people felt and did towards the challenges they faced. Moreover, the political changes the world faces and the people's reactions can be reflected in writing literature (Goodwyn, 2012, p. 215).

Literature has great influence on the people's emotions when it deals with several subjects of the life, like love, education, life and death, the human's injustice, poverty, etc. Literature motivates man to struggle the bad aspects of the society. He may not be affected if he faces a difficult social situation, but a small piece of literary work dealing with that situation can have a great influence on him. On the other hand, the readers find great enjoyment and pleasure in reading literature when the poems, novels, short stories etc. deal with the various subjects about the beauty of life.

Moody (1971, p. 1) defines that literature as an umbrella term used to express various aspects of human experience in words. In narrow sense, Rees (1973, p. 20) defines literature as a writing that describes and communicates thoughts, feelings and attitudes of the people towards life, whereas Arthur (1968, p. 203) states that literature is the way of using the language effectively.

Sugihastuti (2007, p. 81-82) indicates that literature is a medium used authors to express their ideas, thoughts, feelings and experiences. So, literature can be a good media to convey the authors' views to the readers. Also, the reader can realize the social, and political issues that are discussed in the literary works.

Al-Ma'ruf (2009, p. 1) states that states that literature is the product of literary creation resulting from writers' contemplation and reflection. According to Esten (1978, p. 9), literature refers to the artistic and imaginative work that manifests human life and society through the use of language as a medium. This fine work has an influence on human life. Parkinson and Reid Thomas (2000, p. 9) state that literature reinforces the readers' understanding and awareness of the culture. It develops their emotional abilities. According to Factorova (2011, p. 9), language and literature have a very important role in education and upbringing. Literature reflects the culture of a nation. Accordingly, a foreign language learner can interact with native speakers and gain knowledge about their culture by immersing themselves in the study of its literature.

2.1.1 The Role of Literature in Developing Learners' Education

In order to develop learners' education, there is a great need to study books in different fields of knowledge. However, it is not sufficient to read just for cramming and retrieving information. The learners should interact with the texts they are reading depending on different thinking skills (Sylvester, 2008, p. 102).

Studying literature, including both fiction and non-fiction texts, is one of the most effective strategies that enable learners to be critical and creative readers for different kinds of texts. So, teachers are advised to help their learners realize the effect of reading

literature on the study of other disciplines, since literature and sciences are closely allied. Reading literature thoughtfully creates open mind learners who will be able to interact with other academic subjects scientifically. The greater the literature competence learners acquire, the deeper their understanding of academic subjects becomes. The learners will be more conscious to comprehend different language styles adopted in producing different kinds of texts (ibid).

Studying literature guides learners to be independent readers making use of different thinking skills that those learners have acquired through reading process. Accordingly, literature offers learners different language styles and trains them to be critics to all the texts they read. Literature is like a bridge that enables the learners to cross between language and other academic materials.

It is noticed that studying literature reinforces learners' critical and analytical skills since they are encouraged to be independent learners when they try to read, comprehend and discuss the literary texts. These discussions lead the learners to improve the skill of reasoning associated with sequence, cause and effect, predictions, visualization of events and setting (Serir, 2012, p. 10).

To develop skills in studying literature and comprehending literary works, it is advised that teaching literature begin at the preschool stage, using picture books with

supportive stories. These books develop visual literacy. The pictures in these books help the learners realize the content of the text effectively and offer them opportunities for interpretations and scaffolding their critical and creative skills (Stan, 2015, p. 456). Studying literature in the preschool stage leads to scaffold learners' imagination and emotional intelligence and develop their understanding and enable them to interact with other's feelings and ideas. Consequently, it encourages them to express their feelings and ideas effectively.

Literature appeals to the learners when they listen to the voice of their favourite writer or poet through his/ her products. Each learner begins to form an attitude towards each writer and poet. The leaner will be effected by the writings and poems of these writers or those poets. Gradually, the learners develop their perspective towards life and society. Accordingly, effective teaching literature contributes in developing the learner's personality. It impacts on learner's education and values. Moreover, during the learner's reading a literary text, for example a story or a play, he/ she attaches with the text and characters. This situation has a great influence on personal growth and the whole learning process. So, literature can improve learner's personality (Gajdusek, 1988, p. 230).

According to Rosenblatt (1995, p. 175), studying literature offers the learners pleasure and relaxing time. It helps them to break monotony and the routine of school-day time. The literature lesson offers learners a leisure time that not only provides recreational reading but also requires them to engage in high-level skills. So, this can create an enthusiastic learning environment.

2.1.2 The Role of Literature in Teaching English

Studying literature plays a vital role in acquiring the foreign and second languages. It enhances the learners' abilities to learn the language and develop their abilities since there is a relation between studying it and reinforcing the learners' four skills. The learners can

improve their abilities of reading comprehension, raise their writing level through studying literature intensively. Also, they can scaffold their speaking and listening abilities when they make a discussion about the literary texts inside the classroom under the supervision and guidance of their teachers.

Studying literature in EFL classes has three vital roles: foreign language development, cultural comprehension and foreign learner's intellectual growth. So, studying English literature has an impact on the learners' English acquisition since it offers them great opportunities of exposure to authentic language input. Literature presents those learners chances to pick up new words and phrases to realize idiomatic language. It is seen that foreign language development can be a result of studying literature of that language. So, studying literature is as important as studying foreign language grammar and developing other language skills. Moreover, reading literature

helps learners have great knowledge about the culture of that language. It , also, adds enjoyment and entertainment in learning foreign language (Rahimi, 2014, p. 3).

Collie and Slater (1987, p.145) explain the main role of literature in improving learners' English. Reading literary texts offers learners effective input in acquiring English. Literature is seen as an effective means in teaching English since it wants learner not to read the texts only, but also to decode the meaning and get deep comprehension. Literature offers learners new expressions, syntax, discourse functions, correct sentence patterns and standard story structures. Moreover, learners can improve their reading and writing skills through reading literature since it plays a vital role in reinforcing these skills.

The role of teaching literature in EFL classrooms cannot be deniable for its merits since it is pleasurable and fascinating for the learners. Involving learners in reading world literary works creates enthusiastic readers, promotes their skills, and supports their achievement in foreign language acquisition (Kendouci, 2019, p.24). Moreover, Rosenblatt (1995, p.175) argues that teaching literature has the power to provide entertainment for learners and serves as great resource for vocabulary repertoire.

Tarakcioglu (2003, p. 219), Yilmaz (2012, p. 87), Rahimi (2014, p. 3) and Yimwilai (2015, p. 15) argue that literature plays a main role in enhancing English language teaching. First of all, literature improves foreign language learning through concentrating on the linguistic structures found in literary texts, that are considered authentic materials. These texts enrich learners' vocabulary and syntactic and semantic competences in using the target language. Secondly, literature achieves cultural growth for the learners through reading. It offers the learners opportunities to express their opinions and discuss a variety of social issues from different cultures.

The learners can improve their reading experience through studying English literature when they have the ability to develop their reading skills, like skimming, scanning, etc. Also, reading English literature has a great influence on reinforcing learners' skills in writing and improve their writing styles since they read several authentic foreign texts. Moreover, English literature has a considerable effect on improving learners' speaking skills when they select elegant expressions in communicating with their classmates, or even when they chat with foreign speakers through internet sites (Witte and Jansen, 2015, p. 570).

In fact, literature improves learners' awareness to English cultural when various literary texts allow those learners to have knowledge about different cultural features that enable them to realize the diversities and similarities among world cultures and peoples.

2.1.3 The Reader-Response Theory and Teaching Literature

According to the Reader - Response theory, teaching literature in EFL classrooms creates creative and critical readers. This theory highlights the significant role of the

reader's experience in interacting with the literary text. The words in the text convey images to the reader's mind and this reader depends on his/ her experience to interpret the text and its images. Since the readers are different in acquiring life experiences, it is difficult to find two readers getting the same level of comprehension and forming the same level of comprehension and interpretation to same literary text. Moreover, the reader has the ability to interact with the text through his/ her own emotions and feelings. Also, the extensive reading enriches the readers' experience and makes them acquire enough skills to express their logical opinions in the text they have read (Bruns, 2011, p. 43).

In EFL classroom, the teacher can adopt this theory in teaching literature when he/ she motivates the learners to read the literary texts thoughtfully and critically. The teachers hold a session to discuss what the learners have comprehended and encourage them to express their self reactions and opinions about these texts.

2.1.4   Teaching Literature Approaches

Beach, et. al. (2011, p. 6) discuss three approaches in teaching literature, the transmission approach, the student-centered approach and the socio-cultural approach. The transmission approach, which is based on the traditional conception of literature, states that the teacher explains the literary text through presenting the facts in the text and the learners study the text and memorize these facts mechanically and then they represent them. This approach is considered efficient to help the learners pass the exam. However, a number of criticisms have been directed to this approach. It has been found that this approach gives the teacher a great role in teaching literature. He/ she explains, discusses, analyzes , etc. the literary texts, whereas the role of the learners is just to listen to the teacher and memorize what the teacher has presented.

The second approach is the student-centered approach. This approach offers the learners a great opportunity to have responsibilities in studying literature choosing self-study strategy. The learners, themselves, choose the material and select the procedures that they prefer in studying the literary material. Also, this approach has been criticized. It has been claimed that the learners have limited experiences to choose the literary materials and they have little knowledge to select the pedagogical teaching methods and procedures to study these materials (ibid).

The third approach, which is based on Vygotsky's learning theory, views that learning is a social work and team practice. This approach allows the students to learn from each other. So, they cooperate to get knowledge and develop their ways of thinking. In literature lessons, the students can work in groups to interact with the lesson effectively. Each student studies the literary texts critically depending on his/ her discussions with the classmates and their interpretations and opinions (ibid).

Dramatization Technique in teaching literature is based on the third approach since this technique allows the learners to study literature cooperatively holding seminars to

discuss the literary texts and then they create a classroom theater to act the literary work. The teacher can evaluate the learners' comprehension to the literary text through their acting to these texts in artificial theatre, that is the classroom theatre.

2.2 Dramatization Technique in Teaching Literature

It is seen that the aim behind selecting various techniques and strategies in teaching literature is to reinforce teaching and enhance learners' comprehension to the literary texts. Moreover, these techniques and strategies offer the learners more opportunities to practice the foreign language inside the classroom. Also, they emphasize the pair-work and group work in studying literature. They, also, support the process of peer-learning. On the other hand, they create an enjoyable atmosphere in the classroom and break learners' monotony in teaching literature when the learners are free to move inside the class and talk with each other using the foreign language. Dramatization is one of these techniques (Samantaray, 2014, p. 71).

2.2.1 The Concept of Dramatization Technique

Mwangi et al. (2015, p. 93) define Dramatization as a teaching technique that has been adopt globally for acquiring and practicing English. This technique invites the learners to study the literary works in their textbooks and comprehend them thoughtfully. Then, the learners try to act these works inside their classes. This activity becomes exciting and a useful way to stimulate learners for practising English inside the class intensively as much as they possible. Dramatization Technique has a vital role in facilitating learning since it manifests learners' innovations and stimulates their imaginative powers that assist them to explore new horizons of knowledge.

Chávez (2016, p. 81) perceives that Dramatization is a role playing technique used in a playful theatre inside an EFL classes. It invites the learners to interact with the literary texts in their textbooks. They are encouraged to play the characters presented in a literary text to perform the scenes in that text. This technique needs the learners to interact with the text and challenges them to comprehend the ideas and perspectives of writer. When the learners repeat implementing this technique in studying literature, they can get enough comprehension in reading the literary works. So, the teacher is able to achieve what is aimed behind teaching literature.

Dramatization technique is considered an effective activity for developing oral skills in an EFL classroom. When implementing this technique, learners read literary texts and take on the roles of the characters in the work. This technique offers the learners a chance to practise the target language before they make conversations in the acting activity. It creates a realistic environment in the class to invite the learners to practise English. In order to help learners comprehend literary works, it is noticed that providing them with the opportunity to act out the text is more powerful than just reading it or listening to the teacher's explanation (Samantaray, 2014, p. 70).

Demircioglu (2010, p. 440) states Dramatization is a technique that presents various contextualized situations and literary activities, encouraging learners to be active participants who will find good opportunities to achieve language proficiency in their

EFL classes. This technique enables the learners to make use of what they are learning with pragmatic intent that is not easy to learn through explanation. Adopting this technique makes the learners take the role of participants and observers. Each learner takes a role of one character in the literary work and he/ she observes the others' performances in the same activity. Through practicing both roles, learners can achieve a deep comprehension of literary texts.

Fernandez and Coil (1986, p. 19) indicate that dramatization is a technique that encourages all learners, especially those who struggle with reading literature, to participate in the process of studying literature, since it promotes self-learning and group interaction in an authentic environment. It reinforces learners to share ideas and develop imaginative skills. Moreover, this technique plays a fruitful role in fostering linguistic development, personal and sensory awareness, social intellectual and imaginative growth of the learners.

2.2.2 The Benefits of Adopting Dramatization Technique

Teachers are advised to select adequate techniques and strategies in teaching literature to help learners read literature eagerly and thoroughly and become more interested in reading literature and its properties. On the other hand, teaching this material without adopting adequate techniques and strategies creates difficulties for learners, reduces their role to simply memorizing sentences, and leads them to develop a negative attitude towards studying literature (Gill, 2008, p. 45).

Dramatization Technique makes teaching literature more enjoyable since it changes the traditional classroom environment into interactive one. This technique creates an enthusiastic atmosphere to practice English when a class theatre is built. This theatre can be a successful factor that will make the learners relax in acquiring the language and encourage the weak and shy learners to use the language positively (Basharat, 2017, p. 301).

Cawthon et. al. (2011, p. 2) think that that Dramatization is a significant technique since it is utilized to stimulate and promote learners to acquire the foreign language. Also, it supports oral activities therefore learners' speaking skills will be improved and their literary competence will be developed through cooperative work, as well.

Learners should realize that language does not refer only to a system of conventional spoken and written words, but also includes body movements, facial expressions, gestures, and the tone of sounds, which are similarly effective in expressing our ideas, thoughts, and feelings. So, learners should realize these kinds of language.

Dramatization Technique reinforces this fact. When the learners implement the acting activity, like the professional actors, they do not only present the literary conversations on the classroom stage, but they also use the other kind of language mentioned above.

So, the teacher can utilize Dramatization Technique to train his/ her learners to use various kinds of language to convey effectively what they want to say and express (Bello et al., 2016, p. 114).

Greenfader and Brouillette (2013, p. 174) state that Dramatization Technique has a great benefit in the process of language learning. It develops learners' four skills as well as critical thinking skill. Moreover, this technique reinforces learners' imagination and enhances their abilities to grasp the plot, the events of the literary work and writer's messages.

It is seen that teaching literature in EFL classroom can reinforce teaching structures and vocabulary as well as language concepts. So, the efficient techniques in teaching literature can enrich learners' vocabulary and structures competence. Dramatization is one of these techniques. Moreover, Gill (2005, p. 80) asserts that the techniques adopted in teaching literature can scaffold learners' confidence, motivation and spontaneity to develop their oral abilities in English communication that needs good mastery on vocabulary and structures.

This technique enhances the learners' interaction with the literary text they are studying. Through the learners' creative performance on the classroom stage, the teacher can evaluate their understanding to the literary work. This technique encourages them to perform any work imaginatively outside the classroom to practise the target language with the feeling of confidence and enjoyment. Also, this technique can reduce the learners' feelings of shyness and anxiety in the process of studying literature. This is one of the main aims behind adopting this technique (ibid).

Literary works convey various lessons and messages about the life. Teachers do their best to explain the messages of literary texts to learners and attempt to interact their learners with what the writers wants to express. One of the effective procedures to achieve good learners' comprehension in the literature lessons is adopting Dramatization Technique where the teacher encourages the learners to study the literary texts thoroughly and then act out the these texts on the classroom stage with all learners participating in this acting activity. This activity lets the learners interact with the process of studying literature (Odo and Odo, 2018, p. 479).

Studying literature requires the learners to read the literary work many times. The learners differ in their abilities to comprehend the literary works and get the exact writer's idea. Accordingly, the teachers are advised to select adequate techniques in teaching literature to help their learners improve their understanding level and interact effectively with the literary texts. By adopting Dramatization Technique, the teacher

combines the process of reading with acting to help learners get a deeper understanding of the texts and achieve a successful literature lesson (Prchlik, 2017, p. 21).

2.2.3 Dramatization Technique and the Experiential Learning Theory

Experiential Learning Theory, a holistic philosophy of education, is based on the notion that a learner's life experiences, education, and work perform a central role in their learning and acquisition of knowledge. This theory defines learning as the process whereby the new knowledge is realized when it is based on accumulation of previous knowledge. This knowledge is the result of the combination of grasping and transforming experience (Mamatha, 2021, p. 215).

Learning is not just adopting a set of strategies and techniques by the teacher to fill the learners' mind with knowledge and theories. Learning is a continuous process that allows the learners to bring their own knowledge, ideas, beliefs and experiences to be background in acquiring new knowledge in the classroom. The learners' mind is not a blank sheet. They have acquired various experiences and have practised inside and outside their class at different levels. They make use of these experiences and practices to acquire new knowledge and comprehend new lessons to be added to their experiences. Accordingly, Experiential Learning Theory shifts learning process form teacher-centered, where the teacher is regarded as a source of giving knowledge and explaining the lessons in the class, into the student-centered, where the learners are given the main role in the learning process. They have a freedom to direct this process. They read the lessons and decide to cooperate each other to comprehend these lessons. They plan to practise new knowledge. The teacher has new roles in this process. He becomes as a guide, organizer and facilitator (Fry, et al., 2009, p. 33).

It is seen that Dramatization technique is built on Experiential Learning Theory. According to this Theory, this technique invites teachers to immerse their learners in the process of studying literature cooperatively within group work under their teacher's guidance and supervision then they act these texts inside the classroom. The process of learners' acting reflects the process of engaging them in studying literature and this is what Experiential Learning Theory emphasizes in the process of teaching. Engaging learners in the process of studying through group work and acting activity is better than the process of learners' listening to the teacher's explanation.

Moreover, depending on the principles of Experiential Learning Theory, Dramatization Technique offers learners rich opportunities to immerse them in practise English inside the classroom through the process of acting. Language

proficiency cannot be achieved unless offering learners these opportunities to practise the language.

2.2.4 Dramatization Technique and Learning Preferences

Mkonto (2015, p. 213) states that generally, each learner tends to prefer a particular learning style. This preferred learning style describes the learner's styles and tendencies to acquire new knowledge. In some learning situations, learners may tend to adopt different learning styles, but they like to maintain their particular learning style. In fact, there is no learning style that can be inferior to another. However, each learning style has different attributes. Learners interact with information in different ways according to their various learning styles.

Learners' awareness of their preferred learning style helps them learn quickly, easily and effectively. When they are able to identify their own learning style, they succeed to acquire various learning skills (Biggs, 2001, p. 223). Matching learning styles with the teaching styles, enhances students' learning. But this matching neither means that the lecturer must adjust between the teaching style and each student's learning style nor means that the teacher should adopt an all-encompassing teaching style for all the students (Healey & Jenkins, 2000: 187). Rather, it is more appropriate when a teaching technique or strategy accommodates the different learning styles   in   the class. A teaching style that suites one learning style will not meet the needs of all the students in the class. In other words, students, who realize a mismatch between their own   learning   styles and teaching style, cannot interact with the lecture and lose interest in it (Boström, 2011, p. 19).

Gilakjani (2012, p. 106) argues that learners differ in their styles when they receive the information of lecture inside the classroom. There are four kinds of learners:

1- Visual learners: are learners who tend to get information through charts, diagrams, graphs, maps, watching videos and plays.

2- Aural learners: are learners who tend to get information through listening and discussing.

3- Read-write learners: are learners who tend to get information through the written word.

4- Kinesthetic learners: are learners who tend to get information through doing physical activities during the learning process. They like movement in the class rather than seeing and listening.

Moreover, there are multimodal learners who tend to get information through using two or more of these learning styles.

It is seen that Dramatization can be preferable technique since it can be suitable for the various learning styles in teaching literature. This technique offers visual learners rich opportunities to comprehend the literary texts when they see their classmates acting the literary works inside the classroom. Also, implementing this technique enables aural learners to enhance their comprehension to the literary texts when they listen to their classmates' conversations during acting activity. Aural learners tend to listen to these conversations rather than just listening to teacher's explanation. Moreover, this technique help read-write learners achieve deep comprehension to the literary texts when they study them cooperatively. They read these texts, discuss them and writes notes within team groups. Finally, kinesthetic learners can make use of this technique in raising their comprehension level to the literary texts when they have opportunities to change the literary text into a play acted by those learners in the class. They prefer acting to reading the texts or listening to teacher's explanation in studying literature.

Dramatization is an innovative technique. It creates real life situations in the classroom through changing the process of teaching into interesting acting activity and the classroom environment into a fine theatre It, also, creates an enthusiastic atmosphere since it facilitates learning for all learning preferences.

2.2.5 Dramatization Technique and Communicative Language Teaching

Depending on Communicative Language Teaching, Dramatization Technique, that focuses on student-centered classroom, aims at assisting learners to grasp the topic of the texts through reading, discussion and acting. It is seen that acting is a vital activity in EFL classroom to achieve the aims behind teaching literature. So, there is a mutual interaction between activities of reading and acting in literature lessons. This interaction can be fulfilled through adopting Dramatization technique that reinforces learners' literary competence and promotes their performance in studying literature. The deeper they grasp the texts, the more effective their performance will be (Greenfader and Brouillette, 2013, p. 175).

Albalawi (2014, p. 56) states that Dramatization technique offers the learners authentic communicative classroom to enrich their language competence. Uguma and Obiekezie (2018, p. 3) indicate that this technique promotes learners' self-esteem through creating non-threatening and relaxing learning environment to raise their achievement level. Haruyama (2010, p. 15) confirms that this technique boosts learners' oral skill and their communicative competence. It stimulates authentic conversation. These authentic situations lead the learners to overcome the negative feelings in learning English, like the feeling of fear and shyness of committing linguistic mistakes. Also, it helps those learners who suffer from social constraints and encourages them to be active participants.

Mwangi et. al. (2015: 97) state that adopting Dramatization Technique encourages the learners to present a lot of conversations and discussions. So, it offers good opportunities for low proficiency learners to participate with their peers in the events of the literature lessons. Also, this technique allows the learners who have good levels in oral communication to stimulate their classmates who struggle in speaking activates through creating authentic conversational interactions leading to present interesting and useful lessons that improve all learners' speaking achievement. Accordingly, teachers try to produces attentive and active participants in EFL classes through adopting this technique.

2.2.6   Dramatization Technique as Cooperative and Social Work

Dramatization Technique plays a great role in the process of peer learning through working in teams. It promotes learners to create an atmosphere of empathy instead of competition. This technique helps the shy and anxious learners get rid of their struggle in studying literature. Moreover, the learners have a chance to get a sense of enjoyment inside the class environment. So, learning will be more effective (Chávez, 2016, p. 81).

This technique promotes the learners to be aware of their abilities in reading and comprehending texts. Also, this technique reinforces learners' confidence to express themselves freely and interact with their peers using the target language through acting activity (ibid).

Another benefit of adopting this technique is that it scaffolds the learners' social interaction. It offers them a psychological and balanced support in their interpersonal relationships with their classmates. This technique invites them to respect their peers' point of view during their team work. With a successful learners' coordination to present a literary lesson dramatically under the teacher's supervision and guidance, the learners will realize that they are responsible for the producing an effective dramatic lesson in literature (Ranzau and Thomas, 2016, p. 43).

To adopt cooperative techniques, like Dramatization Technique, in teaching literature, there must be three requirements. First of all, the learners should have the feeling of interdependence, so they get enough confidence to be responsible for achieving the aims of a literature lesson. Secondly, the learners are encouraged to make effective interactions. They become ready to work cooperatively in teams, They are encouraged to help each other, discuss, share their feedback, respect others' point of views, reinforce each other and reduce their peers' anxiety. The last requirement is that the learners need to assess their cooperative work continually. To do this, the learners should acquire skills and abilities for assessing their work and keeping their team spirit to fulfill the aims behind making team work in a literature lesson (Bello et al., 2016, p. 115) .

The teacher can see that these requirements should be achieved when he/ she plans to adopts Dramatization Technique since it enables the teacher to raise the learners' comprehension level in reading literary texts. So, the teacher can create independent

literature readers in an EFL classroom. Accordingly, this technique that adopts cooperative work, can be regarded as one of efficient techniques in teaching literature.

2.2.7 The Procedures for Implementing Dramatization Technique

Below are the teacher's and learner's roles in adopting the dramatization technique for teaching literature in EFL classes.

1- The teacher writes on the board the title of the text that will be taught according to the present technique.

2- The teacher explains the procedures of implementing this technique to the learners.

3- He / she divides the learners into groups and ask them to read the literary text thoughtfully and cooperatively.

4-He/ she prepares the necessary requirements to create a classroom theatre.

5- He/ she writes the characters of the text on the board. He/ she divides the literary text into parts.

6- He/ she asks each group of the learners to act one part of the literary text for ten minutes on the classroom stage.

7- The members of each group study the part of the literary text that will be acted by that group. The members works cooperatively to comprehend the text. Those who have a good level in reading comprehension help their classmates who have problems in reading comprehension.

8- Each member in the group reads deeply the role of the character that he/ she will perform on the class stage.

9- The teacher will be the facilitator for the learners in the process of reading comprehension and he/ she will be the guide for organizing the learners' performance.

10- The teacher takes the role of the timer. When the first group finishes the performance of one part within the limited time, the second group will be ready to perform the second part of the literary work.

11- The remaining groups continue performing all the parts of the text .

12- The teacher takes the role of evaluator to the learners' performance. The evaluation depends on the following:

A - the learners' effective understanding of the literary work,

B - their language accuracy while they are acting,

C- their language fluency while they are acting,

D- their work organization within their group during the implementation of the technique,

E- their level of the effective implementation of the technique, and

F- the level of cooperation between the group members during the implementation of the technique.

13- The teacher should not pay a great attention to the learners' acting proficiency. He/ she can give little interest in his/ her evaluation to the of the learners' acting performance because the aim of this technique is not to give the learners a mastery on the process of acting itself. The aim of this technique is to raise the learners' level in studying literary texts.

14- When all the groups finish acting the parts of the text, the teacher asks the learners to discuss the events of the texts and its characters.

15- The teacher asks all the learners to write the new vocabulary in the literary text and write a summary for that text.

2.3 Previous Related Studies

Two previous studies, that dealt with the same topic, are presented below.

2.3.1   Mwangi et. al. (2015)

This study aims at finding out the effect of Dramatization Technique on learner's achievement in learning English language. The population of the study was 4400 school students, 45 head teachers, 720 teachers and 16 Directorate Quality Assurance officers from the Ministry of Education Science and Technology in Kenya. This study adopted random sampling to select the sample size of the study. The study instrument was questionnaires and interviews in testing. Validity and reliability for the instrument were conducted. Three questionnaires were prepared. The first one was for head teachers, the second one was for teachers and the last one was for students.

2.3.2   Uguma and Obiekezie (2018)

This study investigates the effect of Simulation and Dramatization Techniques on student's performance in learning English language Central Senatorial District in of Cross River State, Nigeria. The study population was 3417 senior secondary in public secondary school in the district. The study sample, which consisted of 320 students in senior secondary school, selected randomly from four schools in the area of the study. The study design was quasi - experimental.

The study instrument was an English language performance test. The data got for the study was analyzed through analysis of variance and analysis of covariance. A multi-stage random sampling procedures were selected. The researchers conducted validity and reliability for their instrument. Using Dramatization Technique, the

researchers   taught the students in the experimental   group for two weeks. At   the end of the experimental period, the students in experimental and control groups were given a post - test to test the effect of this technique in teaching literature.

3. Methodology and Procedures

3.1   Experimental Design

The experimental   design is defined by Good (1973, p. 74) as "the plan according to which experimental   groups   are   selected   and experimental treatments are administrated and their   effect   is   answered". The non - randomized, pre-post-test, equivalent - group design has been adopted by the researcher. The researcher has chosen two groups of sixth preparatory students. The first group is the Experimental Group (EG for short) and the second group is the Control Group (CG for short). These groups are given the same pre-test in Literature Focus.   The researcher has adopt Dramatization Technique to teach The EG Literature Focus whereas he has taught CG according to the traditional technique. Both groups are given the same post-test at the end of the experimental period.

3.2   Sample Selection

The students at Al - Rafidain preparatory school for boys in the city of Karbala has been chosen non-randomly by the researcher to be the representative sample of this study. The students at the sixth preparatory stage in this school is 350. They were classified into 7 groups. The researcher has selected two non - randomized sections out of the eight sections; namely A and B. Section A represents EG. Section B represents CG. The number of the students in these two groups is is 64; 32 students in each section. It is found that no students have been left out from both groups (See Appendix A. Table 2)..

3.3   Equalization of Groups

In order   to achieve the equalization   between the two groups, the   following variables have been controlled. It has been found out that there is no statistically significant difference in the controlled variables which are:

1- Academic level of the father   (See Appendix A. Table 3) ,

2- Academic level of the mother   (See Appendix A. Table 4),

3- Age of the students   (See Appendix A. Table 5).

4- Students' performance at English in the Mid-year Examination   (See Appendix A. Table 6)

5- The pre - test.   (See Appendix A, Table 7).

3.4   Description of the Pre-test

To achieve the equalization between the two groups involved in this study, a pre - test is implemented. The pre - test is about the first part of (Literature Focus) material in the sixth preparatory textbook. It is a short story "The Swing" written by Mohammed Khudhair (See Appendix B).

The test is out of 30 scores. It contains two questions. The first question, which is objective, contains fifteen multiple choice items. Concerning scoring scheme, this question is scored out of 15 scores. 1 score is allocated for each item. 1 score is given for the correct answer and zero is given for the incorrect one. The second, question which is subjective, contains five question-answer items. It is scored out of 15. 3 scores are allocated for each item. 3 scores are given if the idea of the answer is correct and there is no mistakes in grammar and spelling. 2 scores are given if the idea of the answer is correct, but there are mistakes either in grammar or spelling. 1 score is given if the idea of the answer is correct, but there are mistakes in grammar and spelling, and zero is given if the idea of the answer is incorrect. The time allocated for this test is 45 minutes.

The pre-test has been exposed to a number of jurors to get face validity of this test. The agreement percentage of the suitability of the test is 100 %. The reliability coefficient of the second question, which is subjective, has been got by using Person coefficient for score-rescore method. It has been found out to be 0.91 which is acceptable (Nunnaly and Ator, 1972, p. 226). When the researcher made sure that this test is reliable, he used the two independent samples t-test formula. It is shown that there is no statistically difference between the mean scorer of the two groups as the computed t-value, which is -.449, is less than the tabulated t-value, which is 2 at 62 degree of freedom and .655 level of significance (ibid). See Appendix A. Table 7.

3.5 Controlling Extraneous Factors Jeopardizing External and Internal Validity of the Experiment

Some of the extraneous factors that affect the experimental design have been controlled. The factors are:

a-history   b-maturation   c-instrumentation   d-the teacher   e-selection bias   f-experimental morality   g-classroom environment

3.6 Description of the post-test

The post-test is about the second part of (Literature Focus) material in the sixth preparatory textbook. It is a short story "The Canary" written by Katherine Mansfield (See Appendix C). The test is out of 30 scores. Like the pre-test, The post-test contains two questions. The first question, which is objective, is scored out of 15 and the second question, which is subjective, is scored, also, out of 15. The first question is multiple

choice items, whereas the second question is question-answer items. The same scoring scheme, that is adopted in the pre - test, is followed in the post-test. The time allocated for the post - test is 45 minutes.

3.6.1 Construct and Face Validity of the Post-test

Brown (1987, p. 221) explains validity which is a "degree to which the test usually measures what is intended to measure". In order to find out whether the performance of the post-test is valid, construct and face validity are suitable types. Construct validity is calculated to evaluate whether the measurement tool actually measures what it has been designed to asses (ibid). Construct validity of the post-test of this study has been got and it has been found that all the items in this test are statistically significant (See Appendix A, Table 11 and Table 12).

In order to get the face validity, the post - test has been presented to jury members. They agreed that the post - test is valid in its face and it is suitable for the purpose for which the test is used. The test has got 100% agreement of the total jury members.

3.6.2 Pilot Study of the Post-test.

The post-test is presented to a sample of 100 students to be tested. This sample has been chosen non-randomly from the population of Al-Balagh preparatory school for boys.

The students needed 38-42 minutes to do the post - test. So, the average length time for the post - test is 40 minutes. So, doing this test needs the time of one lesson. Also, it has been shown that the post-test instructions are clear and unambiguous.

3.6.3 Item Analysis

After the process of scoring the test sheets of the students' responses in the pilot study, the final scores are arranged from the highest to the lowest. Two groups of these responses sheets are classified, an upper group of the highest 27% of the scores and a lower group of the lowest 27% of the scores. The following subsections present the processes of item analysis conducted in the present study.

3.6.3.1 Difficulty Level

DL should rank from 0.20 to 0.80 (Ebel, 1972. p. 200). The items whose DL ranges among 0.20 to 0.80 seem to be acceptable (Madsen, 1983, p. 180). The DL of the objective and objective items in this post-test ranges between 0.33 to 0.74. So, DL of the test items is acceptable (See Appendix A. Table 8 and Table 9).

3.6.3.2 Discriminating Power

If the DP of the item ranks from 0.20 - 0.80, this item is decided acceptable (Gronlund: 1976, p. 268). The DP of the objective and subjective items in this post-test ranges between 0.26 to 0.74. So, the DP of the item is acceptable (See Appendix A. Table 8 and Table 9).

3.6.3.3 Distracter Efficiency

Distracter efficiency reveals the extent to which a sufficient number of test takers are "lured" by the distracters and across these distracters test takers' responses are distributed (Brown, 2004, p. 60).

Appendix A. Table 10 shows the efficiency of the distracters of the multiple choice in the post-test. The efficiency of the distracters has been found acceptable.

3.6.4 Reliability of the Post - test

Using Person coefficient for score-rescore method, the reliability of the second question in this test, which is subjective, has been computed. It has been found 0.92 which is acceptable (Nunnally and Ator, 1972, p. 226). On the other hand, Alpha - Cornbach formula has been adopted to get the reliability coefficient of this post-test which is 0.81. Such high reliability is considered acceptable since it is above 0.50 (Madsen, 1983:181).

3.7 Application of the Experiment

The experiment period lasted for nine weeks. The EG and CG were exposed to the same the pre-test. Then, they were taught (Literature Focus) by the researcher himself who adopted Dramatization Technique in teaching the EG and the traditional technique in teaching CG. At the end of the experimental period, both groups were given the same post-test.

4. Data Analysis, Results, Conclusions, Recommendations and Suggestions

4.1 Data Analysis

Through the use of the t-test formula for two groups, it has been found out that the computed t-value, which is 5.120, is greater than the tabulated t-value, which is 2, at 62 degree of freedom and .000 level of significance. This reveals that there is a statistically significant difference between the mean scores in favor of the experimental group. Therefore, the hypothesis above is not validated and the alternative one is stated which shows that there is a statistically significant difference between the mean score of the performance of the two groups. Also, the Eta squared formula shows that the value of effect size is 0.545. This shows clearly the effect of Dramatization Technique on teaching literature as compared with the traditional technique.

4.2 Discussion of the Results

The results of the present study has shown that Dramatization Technique adopted by this study has a clear effect on teaching literature. This success is attributed to certain merits concerning Dramatization Technique. The following are some of these merits as they are drawn by the researcher himself during the experimental work:

1-Adopting this technique encourages learners to interact with each other for cooperation and improving their comprehension level in studying literature.

2- This technique supports cooperative learning. So, the weak learners at reading and comprehending the literary texts can have an opportunity to raise their levels when they interact with the students who have good performance in studying literature.

3-This technique can reduce learners' struggle in the process of comprehending the literary texts.

4-This technique can develop learners' speaking skills through acting activity.

5- An intimate atmosphere can be created between the students through using this technique during the literature lesson.

6- Monotony and boredom in teaching literature can be broken through using this enjoyable and interesting technique.

Below, the results of the present study, that have been affirmed by the previous studies presented in Section Two, show the following:

1- Dramatization Technique facilitates teaching literature. This technique presents the teacher various fruitful procedures in teaching literature.

2-This technique reinforces student - centered classroom rather than teacher - centered classroom.

3-This technique fosters and develops students' creative and critical thinking.

4-Since Dramatization Technique emphasizes group work and cooperative learning, it is seen that this technique is suitable for the large classrooms.

5-This technique invites teacher to adopt peer-learning strategy that motivates students to make discussions to study the literary texts. This will develop and improve weak students' comprehension level in studying literary texts.

6-This technique enables teachers to stimulate students' background knowledge in comprehending the texts.

4.3   Conclusions

The benefits of the present study is attributed to the influence of Dramatization technique in teaching literature. Below, the researcher presents some of these aspects:

1-This technique is very appropriate and effective in teaching literature.

2-It improves students' studying in literature.

3-It is seen as one of the effective communicative techniques since it emphasize the student-centered classroom and it reinforces teaching literature communicatively.

4-It encourages the weak students to study literature and develop their levels through the cooperative work.

5-It makes studying literature an enjoyable lesson and breaks students' monotony.

6-It presents students enough opportunities to develop their English inside the class.

4.4   Recommendations

Some suggestions can be presented below:

1- Teaching literature in the schools needs to be fostered by the English curriculum committee at Ministry of Education through implying different techniques such as Dramatization Technique.

2- Teachers should realize the effectiveness of Dramatization Technique to enhance teaching literature and encourage learners to study it.

3-Communicative techniques in teaching English, like Dramatization Technique, can be useful inside EFL classrooms to stimulate students to practice language inside the class.

4-It is hoped that the students at the department of English in the colleges of Education be aware of the effect of the communicative techniques in teaching literature through implying them in the curricula of this department.

4.5 Suggestions for Further Studies

A number of suggestions can be put forward:

1-A study can be presented to study the influence of Dramatization Technique on intermediate schools students' performance in literature.

2-A study can be prepared to investigate the effect of Dramatization Technique on primary schools pupils' performance in literature.

3-Finally, a study can be proposed to imply the influence of Dramatization Technique on secondary school students' performance in reading comprehension.

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APPENDIXES

Appendix A

Tables

Table 1   The Experimental Design

The Groups	The Test	Independent Variables	The Test
E.G.	Pre -test	Dramatization Technique	Post -test
C.G.	Pre -test	Traditional Technique	Post -test

Table 2   Sample of the Study

Groups	No. of Students
E.G.	32
C.G.	32
Total	64

Table 3   Equalization in Academic Level of Father

Sample	Number and Ratio	Diploma and Bachelor	Higher Education	Total	Computed X² Value	Tabulated X²- Value	d. f.	Level of Significance.
E.G	Number	30	2	32				
	Ratio	93.8%	6.3%	100.0%		3.84	1	0.05
C. G	Number	26	6	32	2.29			
	Ratio	81.3%	18.8%	100.0%				
Chi. Sequare	2.29							

Table 4   Equalization in Academic Level of Mother

Sample	Number and Ratio	Primary	Secondary	Diploma and Bachelor	Total	Computed X²- Value	Tabulated X²- Value	d. f.	Level of Significance.
E.G.	Number	4	4	24	32				
	Ratio	12.5%	12.5%	75.0%	100.0%		3.84	2	0.05
C.G.	Number	2	1	29	32	2.94			
	Ratio	6.3%	3.1%	90.6%	100.0%				
Chi. Square	2.94								

Table 5   Equalizations in Age

Test	Sample	—X	SD	Computed t-Value	Tabulated t-Value	d.f.	Level of Significance
Age	EG	216.97	1.53	-.434	2	62	.866
	CG	217.16	1.90				

Table 6   Student's Performance at English in the Mid-year Examination

Test	Sample	X	SD	Computed t-Value	Tabulated t-Value	d.f.	Level of Significance
Student's Performance at English in the Mid-year Examination	EG	49.22	15.29				
	CG	49.91	17.20	-.169	2	62	.666
	CG	217.16	1.90				

Table 7　　Equalizations in Pre-test

Sample	X	S D	Computed t-value	Tabulated t-value	d.f.	Level of Significance
EG	9.97	5.71	-.449	2	62	.655
CG	10.66	6.53				

Table 8　　DL and DP Coefficients of the MCQ Items in the Post-Test

No. of item	The Distractor	No. of Correct Answers of the Highest 27% G.	No. of Correct Answers of the Lowest 27% G.	DL	DP
1	b	17	0	0.69	0.63
2	d	14	4	0.67	0.37
3	a	12	5	0.69	0.26
4	b	15	3	0.67	0.44
5	a	14	4	0.67	0.37
6	c	20	0	0.63	0.74
7	d	14	0	0.74	0.52
8	a	20	6	0.52	0.52
9	b	18	7	0.54	0.41
10	c	18	2	0.63	0.59
11	a	18	5	0.57	0.48
12	d	13	1	0.74	0.44
13	c	16	6	0.59	0.37
14	b	19	0	0.65	0.70

15	a	17	0	0.69	0.63

Table 9   DL and DP Coefficients of the Question - Answer Items in the Post-Test

No. of item	No. of Correct Answers of the Highest 27% G.	No. of Correct Answers of the Lowest 27% G.	DL	DP
1	17	8	0.33	0.54
2	18	9	0.33	0.50
3	20	8	0.44	0.48
4	19	10	0.33	0.46
5	20	9	0.41	0.46

Table 10   Distracters Efficiency of the MCQ Items in the Post Test

No. Item	The Highest 27% G.				Distracters Efficiency				The Lowest 27% G.			
	a	b	c	d	a	b	c	d	a	b	c	d
1	3	**17**	3	4	-0.26		-0.26	-0.11	10	**0**	10	7
2	4	4	5	**14**	-0.11	-0.15	-0.11		7	8	8	**4**
3	**12**	5	5	5		-0.11	-0.11	-0.04	**5**	8	8	6
4	5	**15**	4	3	-0.11		-0.11	-0.22	8	**3**	7	9
5	**14**	6	4	3		-0.04	-0.15	-0.19	**4**	7	8	8
6	2	2	**20**	3	-0.26	-0.3		-0.19	9	10	**0**	8
7	4	4	5	**14**	-0.26	-0.15	-0.11		11	8	8	**0**
8	**20**	2	2	3		-0.15	-0.19	-0.19	**6**	6	7	8
9	4	**18**	2	3	-0.07		-0.15	-0.19	6	**7**	6	8
10	5	2	**18**	2	-0.19	-0.22		-0.19	10	8	**2**	7
11	**18**	4	4	1		-0.07	-0.11	-0.3	**5**	6	7	9
12	4	5	5	**13**	-0.15	-0.15	-0.15		8	9	9	**1**
13	4	4	**16**	3	-0.11	-0.11		-0.15	7	7	**6**	7
14	1	**19**	4	3	-0.3		-0.19	-0.22	9	**0**	9	9
15	**17**	4	3	3		-0.22	-0.22	-0.19	**0**	10	9	8

Table 11   Construct Validity of the MCQ n the Post-test

No. Item	Correlation with the Total
1	.487**

2	.550**
3	.369**
4	.599**
5	.352**
6	.487**
7	.546**
8	.416**
9	.290**
10	.507**
11	.512**
12	.419**
13	.427**
14	.501**
15	.684**

Table 12   Construct Validity of the Question - Answer Items in the Post-test

No. Item	Correlation with the Total
1	.390**
2	.410**
3	.331**
4	.333**
5	.378**

Table 13   The Mean Scores, Standard Deviation , T-test Value and

Eta Squared and Effect Size for Both Groups in the Post-test

Sample	$\overline{X}$	S D	Computed t-value	Tabulated t-value	d.f.	Level of Significance	Eta squared	Effect size
EG	17.97	5.32	5.120	2	62	.000	0.3	0.545
CG	10.34	6.53						

Appendix B

The Pre-test

Q1/ Choose the best alternative depending on the literary text in your textbook. (15 Scores)

1- At the end of the story, Haleema told Sattar that her father disappeared in ------------

a- the bag of bicycle   b- the water

c- the dead parlour   d- the smoke

2- Sattar wanted Haleema to pretend to be asleep in order not to -------------

a- frighten her father's image   b- imagine her dead father

c- forget her father's image   d- remember her father's picture

3- The grandma refused to -----------------------

a- see the pigeons   b- wait the grandpa for the lunch

c- sway Sattar and Haleema   d- head to the rooftop

4- The grandma asked Haleema to wait until -------------------

a- Sttare told them the message   b- her father arrived on leave

c- the war ended   d- Sattar returned from the war

5- "Sattar" is the name of both, ----------------.

a-the friend of Haleema's father and the mayor   b- her grandpa and the mayor

c- Haleema's father and the mayor's son   d- the friend of Haleema's father and the mayor's son

6- The "pigeons" in the story refers to ----------------

a- life   b- beauty

c- happiness   d- peace

7- When the mayor's son played with Haleema , he wanted to --------------- with her.

a- go in the dead parlour   b- swim in the river

c- feed the pigeons   d- have the loaf

8- The main characters of the story are ---------------.

a- Haleema and Ali   b- her grandma and Sattar

c- Sattar and Haleema   d- Sattar and Ali

9- Haleema said that she could see her father coming out of the ----------------

a- bag   b- river

c- dead parlour   d- smoke

10- Sattar tried to ---------------- Haleema saying that her father was like smoke.

a- convince   b- deceive

c- comfort   d- help

11- Sattar wanted Haleema to imagine her father as smoke because --------------------

a- it was difficult to him to tell her the truth   b- he would tell her the truth later on

c- her father asked him to do that   d- he did not find any answer for her father's absence

12- The story mainly deals with ----------------------

a- the criminal effects of the wars   b- the importance of the joy for the children

c- the good and evil   d- the hospitality of the Iraqi people

13- The story invites us to ------------------

a- work hard   b- obey laws

c- appreciate education   d- live peacefully

14- The grandma brought ---------- for Sattar and Haleema.

a- a piece of cheese   b- two cups of tea

c- a loaf of bread   d- two bowels of soup

15- Ali was ---------------------------

a- the mayor   b- the mayor's son

c- Haleema's father   d- Haleema's grandpa

Q2/ Answer the following questions taking information from the short story of "The Swing" in your textbook. (15 Scores)

1- How does the writer want the people to live? Comment.   2- Discuss what the writer wants to say about the war.

3- Show the moral lessons that the story presents.   4- Discuss the bad effects of the war on the people.

5- what does the story stress?

Appendix C
The Post-test
Q1/ Choose the best alternative depending on the literary text in your textbook.   (15 Scores)
1- The woman suffered from -------------
a- illness   b- loneliness
c- sadness   d- homeless
2- The woman was happy to have the canary because it --------------
a- sang wonderfully   b- used to greet her with a drowsy note
c- was exquisitely neat   d- was a perfect company
3- The woman --------------- the people saying that birds are heartless.
a- criticized   b- agreed
c- approved   d- accept
4- The canary cage was hung by a big nail to the ---------------
a- right of the behind door   b- right of the front door

c- left of the front door   d- left of the behind door

5- The people stopped at the gate to ----------------------

a- listen to the singing of canary   b- see the nail

c- admire with the perfect company   d- greet the woman

6- The canary used to hop from one perch to another and tap against the bars as if to ------------------

a- greet the woman   b- make the people admire with its singing

c- attract the woman's attention   d- remind the people with the perfect company

7- After the canary had come into the woman's life, she forgot -----------------

a- the flowers   b- the gum tree

c- her garden   d- the evening star

8- "You're a regular little actor". the pronoun "you" refers to -----------------

a- the canary   b- the Chinaman

c- one of the three man   d- the washerwoman

9- The woman described her canary as a ------------------ because she lived lonely.

a- professional singer   b- perfect company

c- regular actor   d- goldfinch

10- The three men came in to supper every evening and sometimes they stayed in the ----------------

a- garden   b- sitting room

c- dining room   d- veranda

11- The woman felt thankful that night because -----------------

a- she had the canary   b- the people still remembered her canary

c- the three men were interested in her life   d- the canary sang wonderfully

12- The washerwoman wanted the woman to keep a ---------------- instead of the canary.

a- parrot   b- dog

c- pigeon   d- fox terrier

13- She felt her ----------- as if it was the cage of canary.

a- soul   b- body

c- heart   d- chest

4- One night, the woman woke up because ----------------

a- the canary had died   b- she had had an awful dream

c- it had been raining heavily   d- she had felt thirsty

15- The woman's dreadful dream refers to the ----------------

a- death of the canary   b- bad weather

c- her loneliness   d- her life before having the canary

Q2/ Answer the following questions taking information from the short story of "The Swing" in your textbook. (15 Scores)

1- Why does (dose not) the story of the canary appeal to you?   2- "My heart felt hollow, as if it was his cage" Comment.

3- What was the story of "The Canary" about?   4- Why do (do not) you sympathize with the woman?

5- The woman could not have another bird after the death of her canary. Discuss.