

The Effect of Gender on the Achievement of Third Year Students in the Area of English Drama

تأثير الجنس على إنجاز طلاب السنة الثالثة في
مجال المسرح الإنجليزية

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Abstract

The paper analyzes The effect of gender on the Achievement of Third year college students at the Department of English Language and Literature / AL-Yarmouk University College at Diyala - Iraq . This paper aims at identifying the effect of gender on the achievement of third year college students in the area of English Drama - Department of English Language and literature of AL-Yarmouk University College. In addition, the paper's goal is to highlight the main Discrimination between students in learning English drama. The population of this study comprised all the third year college students of Department of English Language and literature – AL-Yarmouk University College for the academic year 2013-2014. The sample of the study included all the (72 students) males and females of third year college students of Department of English Language and literature – AL-Yarmouk University College for the academic year 2013-2014.

Anyhow, a test presents in the type of Recognition and Production level. It comprised (48) items. Every item was marked as correct or incorrect.

An item correctly rendered scores one point, and incorrect rendering scores zero, despite (Task four) which test the production level. Task four comprised of (3 items). Each item score from the scale of (5 Marks). Failure to tick any choice was considered a wrong answer. However, all the papers were scored by the researcher herself, and the full mark of the test was sixty. From the results obtaining, the researcher concluded that:-

- 1- The effect of gender on the achievement of third year college students in the area of English Drama is low, since its rate between the scale of (0, 49 – 0, 01) so it is considered low. In other words, there is weak relation between gender and success in achievement of third year students in the area of English Drama.
- 2- Students' answers at recognition level seem to be higher than that at production level as follows:
 - A- The item difficulties in question 1 and 2 seem to be lower than that in 3 and 4.
 - B- The item discrimination in questions 3 and 4 seems to be higher than that in 1 and 2.

INTRODUCTION

Drama is all about bringing the word on the page to life, interpreting language through speech and performance. English Language too focuses on the spoken and written word, giving an extra layer of understanding to help bring Drama studies to life. Meanwhile, English studies draw on the University's internationally- recognized strength in corpus linguistics, grammar, stylistics, discourse analysis and applied linguistics. Whatever career choose to pursue, it will guide and support to become a confident and accomplished reader, researcher, writer and performer, with excellent career prospects.

Drama as a Powerful Teaching Tool

In the ESL/EFL classroom, role-playing is a powerful tool. It teaches cooperation, empathy for others, decision making skills and encourages an exchange of knowledge between the students. These aspects alone make role-playing beneficial because the students are learning from each other. Yet,

there are many other positive aspects to the role-playing. Apart from the obvious development of communication skills, it encourages leadership, team work, compromise, authentic listening skills and practice with real life savoir-faire. However, it does not stop there. It teaches cooperation, empathy, develops decision making skills, promotes the exchange of knowledge, builds confidence and self-esteem, refines presentation skills, encourages self-acceptance and acceptance of others, features of empowerment, pride in work, responsibility, problem solving, management and organizational skills, begets creativity and imagination. However, we can sum up the benefits of drama in language teaching as follows:

- the acquisition of meaningful, fluent interaction in the target language;
- the assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner;
- the fully contextualized acquisition of new vocabulary and structure;

An improved sense of confidence in the student in his or her ability to learn the target language.” . (Bernat & Gvozdenko, 2005; Wenden, 1999; Horwitz, 1999; Rifkin, 2000).

Final Reflections on Improvisations and Benefits of Drama

'Improvisation, then, is an organic experience where skills are constantly being refined. In particular, students develop an increasing facility to meet changing or unknown stimuli with immediate responses. Ideally, improvisation leads to a blending; the students create the personality traits as he/she simultaneously identifies with the character as it evolves. Obviously, the teacher-director should never lose sight of the metamorphic and highly personal nature of improvisation; therefore, there must never be the question of success or failure.' (Price, p. 6). Drama in its purest form gives the student several avenues to self-awareness. It is one of the closest literary forms to life itself. It is a dynamic process that reveals and examines aspects of the complicated lives we lead (Price 1980). All of this leads me to believe that there are many subtle benefits to drama in the ESL classroom.

The benefits of drama to develop the imagination should not be undervalued. In our rote school routines of memorization and compulsory subject matter, we sometimes do not spend enough time on encouraging our students to use their imagination. It is the spark that makes the ordinary into something incredible. Imagination is the magic force that is beyond facts, figures and techniques which can inspire new ideas. It is with imagination that

the ordinary is transformed into something significant. There is a need to cultivate this trait in our students. Imaginations are closely linked to dreams and inspire us to get up every morning. Drama has the capability to keep this alive and/or rekindle what our routine daily lives are burying in ourselves. We need imagination to make a better world. In order to accomplish anything worthwhile, we first need to imagine and dream it. We should not neglect this facet of human sentience. It may seem like a trivial point, but dreams without imagination would be like life without colour. We would all be worse off without it.

Therefore, it makes sense that dramatic skills can help us become the person we want to be. In this way, drama has a wider reach than simply making us more fluent in a second language. It has the potential of making our lives better as we will be better understood and may help us become the people we want to be. Drama is all about how we present ourselves. If the student can communicate better, the more likely others will see him/her as he/she wishes to be seen. Therefore, the skills of drama can help the student become the person that he/she wants to be. (Kern, 1995; Weinstein, 1994, Peacock, 2001)

Aims of the Study

The paper aims at identifying the effect of gender on the achievement of third year college students in the area of English Drama of the Department of English Language and literature at AL-Yarmouk University College. In addition, the paper's goal is to highlight the main Discrimination between students in learning English drama.

Procedure of the Study

Data were collected and presented in the form of table , which further illustrated in the form of percentages as well as results were drawn.

Population of the Study

The population of the present study comprised all the (72 students) of the third year college students of Department of English Language and literature – AL-Yarmouk University College for the academic year 2013-2014.

Sample of the Study

The sample of the study included (21 males and 51 females) of the third year college students of Department of English Language and literature – AL-Yarmouk University College for the academic year 2013-2014.

Delimitation of the Study

The scope of the study was narrowed down to the third year college students of Department of English Language and literature in the field of drama, to test the effect of gender on the achievement of the third Year students in the area of English drama. So the delimitation of the study center around drama curriculum for the third year students and it is center in turn on three dramas:-

- 1- 'The Tragedy of Hamlet, Prince of Denmark' by William Shakespeare.
- 2- 'She Stoops to Conquer' by Oliver Goldsmith.
- 3- 'The Devil's Disciple' by Bernard Shaw.

Construction of the Test

Bachman (1990:20) defines test as "a measurement instrument designed to elicit a specific sample of an individual's behaviour". Sesnan (1997:187) points out that "Tests are assessments conducted in the class by the teacher on a regular or casual basis"

However, tests are normally designed to measure what the learners know of the target language, or, at least, that part they have been studied. This what Davies and Pearse (2000:210) want to say in defining the test as "Exercise or activity used to measure the learners' progress in a course, or their more general command of English ". AL-Samawi (2000:123) defines tests as "Instruments used mainly for measuring performance before and after certain treatments. They can also be used to evaluate the progress of participants in certain programs after certain period of time ".

A test, then, is a measurement instrument designed to elicit a specific sample of an individual's behaviour as it is one type of measurement, a test should quantify characteristics of individuals according to explicit procedures. What distinguishes a test from other types of measurement is that it is designed to obtain a specific sample of behaviour that the test user can interpret as evidence of the abilities which are of interest.(Ibid : 123)

The test of the present study consists of four sections, each section consists of (15) items. The targeted knowledge differs according to each section; section (1) and (2) are geared to elicit receptive knowledge, whereas, section (3) and (4) are meant to elicit productive knowledge.

As we construct the test item, we must make a point of circling the time allowed for the test. Consider the steps involved in completing the test, and decide how long the students take for each item. The majority of the test time will go for writing the response, but they will also need to read and undertake the question, plan their response, and revise their finished test. Allocate enough time for each of these steps, and avoid giving anyone of them more time than they afford (Dornan and Dawe, 2004:341).

The Recognition Tasks

Recognition tasks are used to show the students real thinking ability as well as their real understanding of the concepts under investigation. It is one which is asked in such a way that there is only one predetermined correct answer. This definition rules out any question which requires an answer to be supplied, however short, since judgment is needed in the marking of such answers. It is necessary to emphasize that the only thing that is objective about recognition task or test is its marking, everything else about it involves the taking of subjective judgment, for example, what to include and what to exclude in the option or test (AL-Juboury; 2000:27).

In the present study, recognition tasks are divided into two sections: task one and task two.

1. Task One: Circling Task

In this task, students asked to circle the appropriate verb tense from the choices in parentheses. In this type of tests, a number of questions or problematic statements are provided along with multiple answers to these questions or problems ranging into three answers set as choices. Among choices there is either one correct answer or one best choice for each item and the other choices are either wrong or of secondary relation to the question or the problem.

Task one includes (15) items; (5) items for 'The Tragedy of Hamlet, Prince of Denmark' by William Shakespeare. (5) Items for 'She Stoops to Conquer' by Oliver Goldsmith. (5) Items for 'The Devil's Disciple' by Bernard Shaw.

2 Task Two: Multiple – Choice Test

Multiple-choice tests are famous in language learning and language research. A multiple – choice test is one of the difficult tests to construct because of the time needed for constructing it and the difficulty associated with finding plausible alternatives to the correct answer . (AL-Juboury, 2000:29; and, 2004:18-19)

In this task, students are asked to write the letter of the correct choice that carries the suitable tense of the sentence. Anyway, a number of questions or problematic statements are provided along with multiple options to these questions ranging into four answers set as choices .The options are ranging into (A,B,C and D), and the correct answer appeared in a random order. The researcher beware that all options should be related to the same general area or activity, and all distracters should be attractive to the students who are not sure of the correct answer.

Task two includes (15) items; (5) items for 'The Tragedy of Hamlet, Prince of Denmark' by William Shakespeare. (5) Items for 'She Stoops to Conquer' by Oliver Goldsmith. (5) Items for 'The Devil's Disciple' by Bernard Shaw.

The Production Task

AL-Samawi (2002:127) points out that the production tests are intended to measure the subject's ability to produce statements of certain linguistic features. In such a test, students are asked to complete sentences using a single word between brackets or using their own words. It can be developed for measuring vocabulary acquisition, grammatical items and reading comprehension.

In the present study, production task is divided into two sections: task three and task four.

1 Task Three: Identify and comment

In this task, students are asked identify and comment on given quotations chosen from the three drama ('The Tragedy of Hamlet, Prince of Denmark', 'She Stoops to Conquer', and 'The Devil's Disciple' by Bernard Shaw). These kinds of test are famous in language learning and language research. It is used to make students use their own linguistic system efficiently and clearly, with a minimum of efforts.

However, in the present study, the third task elicits knowledge on the production level. It is made up of (15) items; (5) items for 'The Tragedy of Hamlet, Prince of Denmark' by William Shakespeare. (5) Items for 'She Stoops to Conquer' by Oliver Goldsmith. (5) Items for 'The Devil's Disciple' by Bernard Shaw.

2 Task Four: Discuss the following

'Discuss the following' is intended to measure the ability of concerned subjects to discuss different statement present on the basis of previously gained knowledge that results from being involved in certain experience.

However, in the present study, task four includes (3) items; (1) item for 'The Tragedy of Hamlet, Prince of Denmark' by William Shakespeare. (1) Item for 'She Stoops to Conquer' by Oliver Goldsmith. (1) Item for 'The Devil's Disciple' by Bernard Shaw.

Test Validity

Validity refers to the correspondence between the test and what it intends or claims to measure. AL-Juboury (2004:6) defines validity as "The quality which a test should have if it is to achieve the outcome that is intended". In other words , a test is said to be valid to the extent that it measures what it is supposed to measure or can be used for the purposes for which it is intended .

However, every test, whether it is a short informal classroom test or a public examination, should be as valid as the constructor can make it. (See also AL-Juboury , 2000:22; Harris, 2000 :18-19)

Anyway, before applying the test, the researcher would like to present the procedures she followed in order to ensure both content and face validity.

Content Validity

The test has content validity if it is designed to measure the mastery of a particular course of study (Harris, 2000:19). In other words, if a test is designed to measure the mastery of a specific skill or the content of a particular course of study, we should expect the test to be based upon a careful analysis of the

skill or an outline of the course, and we should further expect the item to represent adequately each portion of the analysis or outline.

In any test, it is not enough to depend only on face validity to judge the suitability of a test. Content validity is also needed to (a) make sure that the test adequately samples the material it is supposed to measure, and (B) Supply information about the nature of the test.

Hence, to achieve content validity, a table of specifications is developed in which behaviours and content areas to be tested are clarified. With reference to behaviours, production and recognition tests are constructed (See Table (1)).

Table (1)
Behavioural and Content Specification

Content Area	No. of test items	Behavior	Note
Task One			
1. Hamlet 2. She Stoops to Conquer 3. The Devil's Disciple	5 (1,2,3,4,5) 5 (6,7,8,9,10) 5(11,12,13,14,15)	Recognition	A- To be able to recognize (Circle) the right choice from others that carries appropriate statement from the choices in parentheses.
Task Two			
1. Hamlet 2. She Stoops to Conquer 3. The Devil's Disciple	5 (1,2,3,4,5) 5 (6,7,8,9,10) 5(11,12,13,14,15)	Recognition	B- To enable student to reorganize the correct choice from others that carries the suitable statement of the sentence.
Task Three			
1. Hamlet 2. She Stoops to Conquer 3. The Devil's Disciple	5 (1,2,3,4,5) 5 (6,7,8,9,10) 5(11,12,13,14,15)	Production	C- To enable students to Identify and comment on the presenting items
Task Four		Production	D. To enable

1. Hamlet	1		students to discuss on the presenting items
2. She Stoops to Conquer	2		
3. The Devil's Disciple	3		
Total	48 items		

3.9. Scoring Scheme

For the purpose of objectivity and reliability, a scoring scheme should be developed for the test, scoring refers to the process of correcting tests and assessing numerical scores (AL-Juboury ; 2004 :36) .

The test comprised (48) items. Every item was marked as correct or incorrect. An item correctly rendered scores one point, and incorrect rendering scores zero, despite (Task four) which test the production level. Task four comprised of (3 items). Each item score from the scale of (5 Marks). Failure to tick any choice was considered a wrong answer. However, all the papers were scored by the researcher herself, and the full mark of the test was sixty.

Face Validity

AL-Juboury (2000:23) defines face validity as "The way the test looks to the examinees, supervisors or in general to the people concerned with the education of the students. Harris (2000:21) agrees with AL-Juboury in defining face validity as "The way the test looks-to the examinees, test administrators, educators, and the like". In other words, a test is said to have face validity if it measures what is supposed to measure.

Hence, a test which does not have face validity may not be accepted by candidates, teachers, education authorities, or employers. Therefore, the researcher exposed the test to a jury of experts in different positions. The four tasks of the test are examined by a number of specialists in English language teaching and linguistics. Each specialist is requested to point out his/her remarks and suggestion about the suitability of the test to the level of the students and to the aims of the study. The majority of specialists have verified the validity of test items. The jury consisted of the following members:

- 1- Prof. Khalil Ismail Rigia (Ph.D), College of Education for humanities, University of Diyala.
- 2- Asst. Prof. Ayad Hameed Mahmoud (Ph.D), TOEFL Center, University of Diyala.

- 3- Dr. Najia Ali Anber, Head Department of English Language Teaching,
AL- Yarmouk University College.

Data Collection and Interpretation

The primary data were collected from the respondents on the problems faced by students during listening comprehension. The data were presented in the form of table and graph and further explained with the help of percentages.

3.7. Item Analysis

The first step is scoring the test and classifying it into high and low. Then the 27% highest and the 27% lowest subjects were taken a basis for testing the level of difficulty. Level of difficulty of the test items is represented by the percentage of pupils who answer the item correctly to the total number of pupils. To find out the level of difficulty for each item, the following statistical formula is used:

$$\text{Level of Difficulty} = \frac{\text{High correct} + \text{Low correct}}{\text{Total number of sample}}$$

According to Madsen (1983: 181) the accepted range of the level of difficulty is from (0,30 to 0,70). Bloom (1981: 95) on the other hand states that "a good spread of results can be obtained if the average difficulty of the item is a round (0,50 to 0,60) percent and items vary in difficulty from (0,20 to 0, 80) per cent ". The results of the present study indicate that most of the items have an acceptable level of difficulty which ranges between (0,20 to 0,80) .

It is clear, however, that very easy items on which (90%) of students obtain the correct answer; will not distinguish between the high students and the low ones. On the other hand a very difficult item on which (15%) of the students obtain the correct answer; will fail to distinguish among students, though it will certainly distinguish the very good students from the good ones.

The second step then, is to determine how each item will discriminate between high and low level students. It involves to separate or compare between those students who performed well on the whole test.

AL-Juboury (2000:111) defines item discrimination as " an item indicates the extent to which the item discriminates between the testees , separating the more able testees from the less able". To obtain the index of

discrimination, subtract the number of correct answer in the low group from that of the high group; divide the difference by the total number of the students in one group, the following formula is used:

$$\text{Item Discrimination} = \frac{\text{High correct} - \text{Low correct}}{\text{Half the number of students}}$$

Anyway, after the application of item discrimination formula, has been found that the discrimination power of this study ranges between (0,22–0,80) percent, (See Table (3)). According to Brown (1981: 104) who states that "The item is acceptable when its discriminating power is 20 percent and above". Therefore, the discriminating power of the present study is satisfactory.

Table (2)

The Item Difficulty and Item Discriminating Power of the test

Question	Item	Item Difficulty	Item Discrimination
Q 1	1	0,58	0,37
	2	0,40	0,40
	3	0,55	0,56
	4	0,80	0,56
	5	0,58	0,37
	6	0,62	0,25
	7	0,40	0,40
	8	0,49	0,40
	9	0,47	0,48
	10	0,80	0,51
	11	0,62	0,25
	12	0,46	0,62
	13	0,55	0,56
	14	0,49	0,40
	15	0,47	0,48
Q 2	1	0,66	0,81
	2	0,55	0,70
	3	0,43	0,80
	4	0,65	0,33
	5	0,45	0,37
	6	0,56	0,60

	7	0,67	0,70
	8	0,45	0,50
	9	0,65	0,44
	10	0,21	0,77
	11	0,61	0,51
	12	0,56	0,48
	13	0,44	0,70
	14	0,33	0,55
	15	0,20	0,44
Q 3	1	0,66	0,81
	2	0,70	0,70
	3	0,75	0,80
	4	0,65	0,77
	5	0,45	0,58
	6	0,56	0,60
	7	0,66	0,81
	8	0,78	0,74
	9	0,80	0,58
	10	0,80	0,49
	11	0,60	0,33
	12	0,80	0,44
	13	0,70	0,37
	14	0,53	0,59
	15	0,58	0,51
Q 4	1	0,66	0,81
	2	0,78	0,70
	3	0,80	0,51

Phi-coefficient

The Phi-coefficient formula is used to show if there is a relation between gender and the achievement of third year students in the area of English Drama, (See Table (3)):

Table (3)
Phi-coefficient Data

Gender	Success	Failure	Total
Female	19	32	51
Male	5	16	21
Total	24	48	72

So as: A = 19, B = 32, C = 5, D = 16

$$R_{\phi} = \frac{ad - bc}{\sqrt{\{(a + b)(c + d)(a + c)(b + d)\}}} = \frac{(19 \times 16) - (32 \times 5)}{\sqrt{\{(19 + 32)(5 + 16)(19 + 5)(32 + 16)\}}}$$

$$R_{\phi} = \frac{304 - 160}{\sqrt{\{51 \times 21 \times 24 \times 48\}}} = \frac{144}{\sqrt{\{1233792\}}}$$

$$R_{\phi} = \frac{144}{1110,76} = ., 13$$

By taking this result and compare it to the following table, The researcher could calculate the result:

Table (4) Coefficient Value

Coefficient Value	The Meaning
1 +	Perfect Coefficient
0.99 to 0.70	High Coefficient
0,69 to 0,50	Medial Coefficient
0,49 to 0,01	Low Coefficient
0	No Coefficient

Source: - McNemar, Q. (1962) '*Psychological Statistics*' Wiley, New York.

From the above mention, the effect of gender on the achievement of third year college students in the area of English Drama is low, since its rate between the scale of (0,49 – 0,01)so it is consider low. In other words, there is a weak relation between gender and success in achievement of third year students in the area of English Drama.

Conclusion

Overall, with the exception of two items, males and females in this study seem to respond in a similar way. However, the researcher concludes that:-

- 3- The effect of gender on the achievement of third year college students in the area of English Drama is low, since its rate between the scale of (0, 49 – 0, 01) so it is considered low. In other words, there is weak relation between gender and success in achievement of third year students in the area of English Drama.
- 4- Students' answers at recognition level seem to be higher than that at production level as follows:
 - C- The item difficulties in question 1 and 2 seem to be lower than that in 3 and 4.
 - D- The item discrimination in questions 3 and 4 seems to be higher than that in 1 and 2.

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Appendix – The formal test

Recognition Test

Q1 / Circle the appropriate answer from the choices in parentheses: (15 M)

Hamlet

- 1- Hamlet says, "Frailty, thy name is woman", when he is talking about (Ophelia, Gertrude, Rosencrantz, Guildenstern).
- 2- Polonius sends (Reynaldo, Ophelia, Guido, Marcellus) to France to spy on Laertes.
- 3- The university at which Horatio and Hamlet studied is (Paris, Oxford, Constantinople, Wittenberg).
- 4- The skull that Hamlet discovers in the churchyard is (The former court jester's, Reynaldo's, Ophelia's, His father's).
- 5- The play-within-the play was a play which the players knew well by (the murder of Gonzago, the murder of Hamlet, the murder of the last king, the end of era).

She Stoops to Conquer

- 6- (Marlow, Mr. Woodward, Kate Hardcastle, Tony Lumpkin) recites the play's prologue.
- 7- Hardcastle hopes Kate will marry(Marlow, Sir Charles, Hastings, Tony Lumpkin) at the beginning of the play.
- 8- Mrs. Hardcastle hope Tony will marry(Constance Neville, She does not want him married, The landlady at the inn, Kate Hardcastle).
- 9- (Mr. Hardcastle, Kate, Mrs. Hardcastle, Tony Lumpkin) character is the best example of moderation.
- 10- (Vanity, Lust, Depression, Thievery) is Mrs. Hardcastle's great vice.

The Devil's Disciple

- 11- The Devil's Disciple surrounding on the period of (American Revolution, British Revolution, Indian Revolution, Iraqi Revolution).

12- One of the two real historical characters to appear in *The Devil's Disciple* is (General John Burgoyne, Mr. Dudgeon, Tadeusz Bradecki, Judith Anderson).

13- (Dick Dudgeon, Christopher Dudgeon, Peter Dudgeon, Titus Dudgeon) consorts with smugglers and gypsies, and boasts that he serves the Devil instead of God.

14- In the devil's disciple, The British recognized the sovereignty of the United States and independence in (1783, 1878, 1745, 1687).

15- (Judith, Essie, Mrs. Anderson, Lily) is Peter's illegitimate daughter. She sent to live with Mrs. Dudgeon after his death.

Q2/ Write the letter of correct choice that carries the suitable answer: (15 M)

Hamlet

1- Who is the last character to die in the play?

(A) Horatio (B) Hamlet (C) Claudius (D) Fortinbras

2- In what country do Rosencrantz and Guildenstern die?

(A) Belgium (B) Denmark (C) England (D) Poland

3- Why does Hamlet decide not to kill Claudius after the traveling players' play?

(A) Claudius is praying. (B) Claudius is asleep. (C) Claudius pleads for mercy. (D) Gertrude is in the next room.

4- Who killed Fortinbras's father?

(A) Prince Hamlet (B) Laertes (C) Fortinbras (D) Hamlet's father

5- Which character speaks the first line of the play?

(A) Bernardo (B) Francisco (C) Hamlet (D) Horatio

She Stoops to Conquer

6- Why does Mrs. Hardcastle want Constance to marry her son?

(A) She suspects it a good match. (B) To keep the jewels in the family (C) She worries Tony will marry a poor girl. (D) She knows they love each other.

7- What do Marlow and Kate not talk about in their first conversation?

(A) Education (B) Hypocrisy (C) Dancing (D) Worldiness

8- Why does Hastings not get angry when he learns what Marlow has done with the casket? (A) He is overcome with emotion. (B) He does not care. (C) He does not want to insult Marlow. (D) He cannot reveal the truth of where they are.

9- Why does Hardcastle finally banish Marlow?

(A) Marlow calls him a cad. (B) Marlow breaks something (C) Marlow insults his daughter (D) Marlow's drunken servants.

10- Why is Hardcastle in the garden in Act V?

(A) He saw Tony out there. (B) He is worried about his wife. (C) Kate warned him something was amiss. (D) He takes nightly walks.

The Devil's Disciple

11- The Devil's Disciple is an 1897 play written by Irish dramatist.....

(A) George Bernard Shaw. (B) William Shakespeare. (C) Henry Fielding.
(D) Jean Austin.

12- The setting is in the....., during the Saratoga Campaign.

(A) Winter of 1742. (B) Autumn of 1777. (C) Summer of 1786. (D) Spring of 1877.

13- After the death of his father, Dick returns to his childhood home to

(A) get his punishment. (B) say hello to his family. (C) see his mother. (D) hear the reading of his father's will.

14- Dick's father secretly changed his will just before he died, leaving the bulk of his estate to -----

(A) Mrs. Dudgeon. (B) Christopher Dudgeon. (C) Dick Dudgeon. (D) Peter Dick.

15- Soldiers came to arrest Anderson but went in his place.

(A) Peter Dudgeon. (B) Christopher Dudgeon. (C) Dick Dudgeon. (D) Peter Dick.

Production Test**Q3/ Identify and comment on the following: (15 M)****Hamlet**

1- "Tush, tush, twill not appear. Sit down awhile, And let us once again assail your ears, That are so fortified against our story, what we two nights have seen".

2- "My father's spirit in arms! All is not well; I doubt some foul play. Wound the night were come! Till then, sit still, my soul! Full deeds will rise".

3- "Affection! Pooh! You speak like a green girl, Unsifted in such perilous circumstance".

4- "To be, or not to be-that is the question. Whether tis nobler in the mind to suffer".

5- "Let me not think on 't- frailty, thy name is woman! – A little month; or e'er those shoes were old".

She Stoops to Conquer

6- "I'm not so old as you'd make me, by more than one good year. Add twenty to twenty, and make money of that".

7- "Lud, this news of Papa's, puts me all in a flutter. Young, handsome; these he put last; but I put them foresome".

8- "My dear Hastings! To what unexpected good fortune? To what accident am I to ascribe this happy meeting?".

9- "I have been saying no soft things; but that it's very hard to be followed about so. Ecod! I've not a place in the house now that's left to myself but the stable".

10- "Confusion ! thieves ! robbers ! We are cheated, plundered, broke open, undone".

The Devil's Disciple

11- "History, sir, will tell lies, as usual!"

12- "The rest of this story is pure fiction. Rest assured, you can believe every word of it".

13- "The worst sin towards our fellow creatures is not to hate them, but to be indifferent to them: that's the essence of inhumanity".

14- "Martyrdom, sir, is what these people like: it is the only way in which a man can become famous without ability".

15- "You know, I've never met a minister that doesn't ask you to dinner and give you a sermon".

Q4 / Discuss the following :- (15 M)

1- The motif of misogyny, or hatred of women in "The Tragedy of Hamlet, Prince of Denmark".

2- A short note on humour as used in She Stoops to Conquer.

3- 'AMERICAN REVOLUTION' during the latter half of the 18th century as it is presented in 'The Devil's Dicile'.

تأثير الجنس على إنجاز طلاب السنة الثالثة في مجال المسرح الإنكليزية

الخلاصة

يتناول البحث دراسة مدى تأثير الجنس على إنجاز طلبة المرحلة الثالثة – قسم اللغة الانكليزية وآدابها - كلية اليرموك الجامعة في محافظة ديالى - العراق . فضلا عن ابراز الفروق الفردية لدى الطلاب في تعلم المسرحية الانكليزية. مجتمع الدراسة كان كل طلاب المرحلة الثالثة في قسم اللغة الانكليزية وآدابها – كلية اليرموك الجامعة للسنة الدراسية ٢٠١٣-٢٠١٤ . اما عينة الدراسة فكانت ايضاً كل طلاب المرحلة الثالثة والبالغ عددهم (٧٢) طالب وطالبة لقسم اللغة الانكليزية وآدابها للسنة الدراسية ذاتها.

قدم اختبار على شكل (ادراكي و انتاجي) . سؤالين للاختبار الادراك وسؤالين آخرين لاختبار الانتاج . يتكون الاختبار من (٤٨) فقرة ، كل فقرة تم تصحيحها على اساس فقرة صحيحة او خاطئة . الفقرة الصحيحة تعطى درجة واحدة والخاطئة صفر. فيما عدا السوائل الرابع والذي يتكون من ثلاثة فقرات، كل فقرة صلحت من (٥) درجات . الفشل في الاجابة (يقدم السؤال من دون جواب) اعتبر اجابة خاطئة . على أية حال، كل الاجابات تم تصحيحها من قبل الباحثة والتصحيح كان من (٦٠) درجة . ومن النتائج الاخيرة للاختبار، استنتجت الباحثة ما يلي:-

١- تأثير الجنس على إنجاز طلبة المرحلة الثالثة – قسم اللغة الانكليزية وآدابها - كلية اليرموك الجامعة في محافظة ديالى العراق منخفض ، بما انه يقع ضمن مقياس (٠,٤٩ – ٠,٠١) لذا اعتبر تأثير منخفض. بمعنى آخر ، هناك علاقة ضعيفة بين الجنس والنجاح في إنجاز طلاب المرحلة الثالثة في مجال المسرحية الانكليزية .

٢- اجابة الطلبة في اختبار الادراك اعلى من اجابتهم في اختبار الانتاج وكالتالي:-

أ- مقياس صعوبة الفقرات يبدو في السؤال الاول والثاني اقل من السؤال الثالث والرابع .

ب- مقياس الفروق في السؤال الثالث والرابع اعلى من السؤال الاول والثاني .