



## Students' Self-Efficacy Towards Learning English Through Drama and CLIL

**Alaa A. Aladini**

Assistant Professor, Department of Education, United Nations Relief and Works Agency,  
Gaza Field Office, Palestine

**Mohammad Abu Owda** (Corresponding Author)

Assistant Professor, Faculty of Education, Islamic University of Gaza, Palestine  
Email: [modaa@iugaza.edu.ps](mailto:modaa@iugaza.edu.ps)

### Article History

Received: September 7, 2020

Revised: October 2, 2020

Accepted: October 10, 2020

Published: October 14, 2020

Copyright © 2020 ARPG &  
Author

This work is licensed under  
the Creative Commons  
Attribution International



CC BY: Creative  
Commons Attribution License  
4.0

### Abstract

This study aimed at exploring the impact of Content and Language Integrated Learning (CLIL) and drama on students' self-efficacy towards learning English through drama. The sample of the study was (68) ninth graders (divided into two equal groups) from Al-Mamounia preparatory school in Gaza Strip. The two researchers used a self-efficacy scale. The findings revealed that the program based on CLIL and Drama was effective to improve the students' self-efficacy towards learning English in general and towards learning English through drama. The researchers recommend that EFL Palestinian teachers should use the CLIL and drama approach as a tool for enhancing students' self-efficacy.

**Keywords:** CLIL; Drama; Self-efficacy.

### 1. Introduction

The entire modern world has become narrow, accessible and sharable. The language of communication is English even though there are some variations for people in their habits, cultures and traditions (Rao, 2019). In the same respect, Harmer (2001), Keshta (2001) and Jenkins (2007) state that several states are devoting more attention to teaching English as a foreign or a second language and it becomes the "lingua Franca" even for communication for people in different countries. In addition, Palestine as one of the Arab states prepare well-planned projects for teaching English language to get learners communicate functionally. The Palestinian curriculum confirms that the four English language skills should be taught in an interactive method. The main aim of teaching English language speaking skills is to get learners to communicate effectively with speakers of English in a several social and academic contexts. It is aimed to get a level at speaking that is illegible when learners speak. Moreover, learners should pronounce the words correctly and with accurately, (ELC Palestinian National Authority, 2015). Speaking is challenging to teach and to learn. The Palestinian curriculum confirms the integration of the four skills to be learnt namely; reading, writing, speaking and listening during the course. Yet, each skill is emphasized more in every period. Speaking has been ignored by English language teachers due to the way it is tackled in the given exams. In addition, self efficacy and attitudes of students towards learning English in general and Learning English via several active learning resources. Speaking skills are examined similar to the writing skills where students have to fill in the spaces of a conversation for instance. Rabab'ah and Bulut (2007); Dajani and Mclaughlin (2009) declared that there are many challenges and difficulties English language teaching in Palestine particularly speaking as there are a few chances for students to speak naturally. Almost 40 minutes every day are allocated for English lessons which hinders their creativity and chances to be fluent in English. This gets the teachers and students less motivated and creative. Additionally, classrooms are crowded with students who are in need to have their own chance to speak inside classroom and be ready to use the registers in their own life. Therefore, there are some studies which suggested how to improve speaking skills in an EFL classroom and how they are motivated to study. Meinawati *et al.* (2020) implemented YouTube, as a method to teach speaking in a fun and interesting atmosphere, to investigate its effect on improving students' speaking skills. Similarly, Elmasri (2019), proposed a program based on the Socratic Method in enhancing Palestinian tenth graders' Speaking (fluency, pronunciation, vocabulary, grammar, and comprehension) and four creative thinking skills (fluency, flexibility, originality and elaboration) and how this motivates them. Moreover, Ozturk *et al.* (2020), proved the effectiveness of creative drama activities implemented in an English course for 7th graders to improve learners' speaking skills and their motivation. In the same context, (Coyle *et al.*, 2009) confirmed that the language focus and the content focus are interwoven. As Content and Language Integrated Learning (CLIL) refers to situations where subjects, or parts of subjects, are taught through a foreign language. CLIL has changed the educational scene by adding new methods and principles in the bilingual education environment. In a recent study for Figueroa (2018) who explored the effect of CLIL on speaking skills and the results showed the effectiveness of CLIL approach on improving students' speaking skills. (Muszynska and Galazka, 2017; Pozo, 2016; Roman and Nunez, 2016) in their studies concerning the effect of CLIL and drama affirmed that 'drama-and-CLIL'

connection is powerful because of their mutual cornerstones as they mix engagement in active learning, sustainment of learner motivation, authenticity in communication, responsibility in making choices and reflecting on the process and the results. CLIL opens new methods for drama implementation in its various ways: role-play, simulations, drama activities, educational drama.

Palestinian students like other students in different contexts face difficulties in communicating orally in English. Many researchers and methodologists say that in Palestine, several learners are doing better at reading, and writing, but not at speaking. Some of these challenges were stated by [Dajani and McLaughlin \(2009\)](#) as, English language education in Palestine nowadays faces critical difficulties. Big classes, a few resources, a little access to the world wide web, and low salaries as well. In addition, a few incentives are given to teachers to be innovative in their classes. Teacher demotivation is engaged with both a classical teaching method. The last school exam (Tawjihi) and other grades as well which have neither a listening nor a speaking exercises affects negatively learning speaking. The listening is not given at all while speaking is written as a writing exercises. This has impacted poor speaking skills in English. The Palestinians, through generations of conflict and military occupation, have always placed focus on education as a means to a better future. [Rabab'ah and Bulut \(2007\)](#), asserts that teaching speaking in the Palestinian schools, has been nearly neglected and English language teachers use teaching speaking just to make students memorize conversations or do some activities. They still spend the larger part of teaching time on reading and writing practices. Similarly, ([Afana, 2012](#); [Alattar, 2019](#); [Aljadili, 2014](#); [Alwahibee, 2004](#); [Alzharna, 2019](#); [Ashour, 2014](#); [Elmasri, 2019](#); [Obeidat, 2002](#)) in their studies confirmed that Palestinian learners face some challenges concerning pronunciation, this could be because English and Arabic are different. They assure that speaking is a difficulty for many students. In addition, they maintain that language anxiety performs an obstacle for learners to speak and interact in a certain speaking activity and even the lack of vocabulary hinders their speaking as well. Yet, they assured that teachers teach their students in a test-oriented method.

Based on the researchers' experience, they confirmed the above mentioned challenges to teaching speaking. Meanwhile, he believes that all these difficulties can be solved if teachers use suitable methods and techniques to teaching speaking and getting their students more engaged in the learning and more motivated. In the same context, [Zourob \(2014\)](#) confirms that helping learners to learn English effectively needs change of the teachers' methods of teaching. Additionally, teachers should think of creative techniques that investigates the learners' interaction competencies, and give them more opportunities to speak and communicate well in addition to empowering their self-efficacy.

## 2. Teaching Speaking Through Drama

[Harmer \(2007\)](#), suggests telling stories as an effective activity to enhance speaking skills for learners, he argues that spending a lot of our time telling other people stories and anecdotes about what happened to us and other people could be effective to develop speaking. He also suggests information-gaps to be one of the activities that could be used for this activity. [Ulas \(2008\)](#), explains the benefit of learning speaking through drama as follows:

- A student grasp meaningful content better.
- Learning is shown as a result to the interaction between the student and his environment.
- The more sensory organs a student uses, the greater the retention of the lessons.
- A student learns best by doing.
- Effective participation is essential in learning emotional conduct.
- Learning becomes easier and more permanent as there is more than one stimulus.

[Fabio \(2015\)](#) and [Goodwin \(2001\)](#) confirm that drama is a particularly effective tool for teaching speaking especially pronunciation because it has different communicative competences such as: discourse intonation, pragmatic awareness and nonverbal communication. In addition, drama activities foster pupils' socialization, critical thinking, problem solving and improve oral communication skills, by exploring different language styles and registers, in addition to motivating students towards learning and changing their attitudes towards learning English.

### 2.1. Dramatizing the CLIL

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

Drama and CLIL promotes a good connection as this basic philosophy is holistic and goes along with the young learners' interests and needs. This method overlaps and weaves its way through the learners' minds, souls, and bodies. Undoubtedly, drama and CLIL is a good solution for those who those who hope to move to more universal role. CLIL deals with content that is dry and technical. Drama can change this content into a dynamic one. CLIL could help in improving the cultural awareness and language competence of learners. Putting CLIL and drama can form an effective and enjoyable learning experience ([Hillyard, 2015](#)). [Nunez and Roman \(2015\)](#), state that Content and Language Integrated Learning (CLIL) has created a modern teaching method. CLIL has no fixed model and this could help the teachers to implement this method with no difficulties. Teachers can contextualize the taught items via a dramatized context and this can motivate their students. Implementing the four Cs (Content, Cognition,

Communication and Culture) proposed by Coyle *et al.* (2009), finds in drama a great step towards communications development. CLIL opens new possibilities for the implementation of drama in its multiple varieties: role-play, simulations, drama activities, educational drama and so on.

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

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

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

## 2.2. The Role of Self-Efficacy

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

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

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

1. Cognitive Process: Most of our deeds are initially formed in our thought. Self-efficacious ones visualize success that provides positive guides and empowers performance.
2. Motivational Process: self-efficacy beliefs can also influence motivation. These beliefs have a basic function in improving motivation. Much of the motivation is cognitively shaped.
3. Affective Process: people's beliefs about what they can do affect the amount of tension and depression they would face in frightening or complicated situations and also the degree of motivation.
4. Selection Process: Judgments of personal efficacy impact people's choice of environments and tasks. People also break away from tasks and situations which seem to be beyond their abilities.

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

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

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

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

## 3. Self-Efficacy and Academic Achievement

It is evident that learners' affective variables have a key role in students' success. Some scholars believe that learners' affective variables have more effective influence on their foreign language learning than their language aptitude. Among affective variables self-efficacy is recognized to have an essential role in academic success of students. Learners' academic achievement is basically influenced by their cognitive capabilities. That is learners with bigger intellectual capacity would be successful at higher degree than those with lower intellectual abilities. Learners' self-efficacy perceptions play a basic role in decision about learners' academic performances. Yet, academic achievement is concerned to several factors and just knowing and possessing skills does not ensure success. learners meet a lot of hard situations in their learning such as noisy study environments, bothersome

thoughts, and negative feelings and if they don't use their knowledge well in these conditions they won't succeed (Ayoobiyan and Soleimani, 2015).

### 3.1. CLIL, Drama and Their Relation to Learner's Self-Efficacy

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

In addition, Badrie and Abir (2018) study who explored the effectiveness of CLIL implementation on the academic achievement of Lebanese learners and on their self-efficacy and attitude toward it. The findings of the study revealed positive attitudes of the learners toward the application of CLIL and they showed the efficacy of CLIL as a pedagogical method to enhance students' self-efficacy and academic performance. In the same concern, Heras and Lasagabaster (2015), study examined the effect of a CLIL (content and language integrated learning) method on affective factors, and to examine the impact of CLIL on gender differences on learning the foreign language. Results showed that CLIL can help reduce gender differences in motivation. Similarly, vocabulary tests indicated that the CLIL approach had a similar positive effect on both male and female students' learning of the technical content-related vocabulary.

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

## 4. The Statement of the Problem

Based on the researchers' experience, there is a bad need to get students to learn to speak confidently and accurately and be more motivated. Additionally, students can learn English speaking through some strategies, but the most effective maybe CLIL, as they learn content through English language. Yet, CLIL in this way needs some vivid elements to be added and drama can help in making CLIL more effective and understandable. Thus, in this study, the researchers suggest CLIL and drama as a new integrated strategy to help learners to use language through an interesting way that improves students' self efficacy about learning English in general and learning English through dramatizing the CLIL.

## 5. Definitions of Terms

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

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

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

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

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

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

## 6. The Research Question

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

## 7. The Significance of the Research

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

## 8. Methods and Procedures

The study followed the quasi-experimental approach. Two groups were assigned as the participants of the study; the experimental group, and the control group. The research includes two variables; the independent variable is CLIL and drama. The dependent variable is self efficacy. The experimental group was taught the dramatized passages, while the control group was taught the syllabus-based passages. The experiment lasted for 4 weeks.

The sample of the study was chosen from Mamounia prep girls' school A for Palestinian Refugees. Two ninth grade classes from this school were chosen randomly. Thus, the sample of the study consisted of (68) students distributed into two classes (groups); one experimental group consists of (34) students and one control group includes (34) students. The researchers trained the teacher who taught her students using the suggested program and how to deal with the passages and the speaking activities. The students in both groups were equivalent economically, culturally, socially and in their general achievement. Students aged 15 years.

### 8.1. The Self-Efficacy Scale

A self-efficacy scale was designed by the two researchers so as to get data and information about the learners' self-efficacy towards learning English.

### 8.2. The Aim of the Scale

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

### 8.3. Steps of Constructing the Scale

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

### 8.4. Description of the Scale

The scale includes two domains (Table 1). It was implemented before and after the experiment. A Likert Type Scoring Format was used in this scale (Table 2). Students have to respond to each statement according to their opinions. They can select one response from a five-point scale as from strongly agree to strongly disagree.

Table-1. The self-efficacy scale domains

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

Table-2. Likert Scale

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

### 8.5. Instruction for the Scale

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

### 8.6. Pilot Study

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

### 8.7. The Validity of the Scale

#### 8.7.1. The Referee Validity

A group of methodologists and specialists in Palestine and in Europe refereed the test. The items of the scale were modified depending on their recommendations.

#### 8.7.2. The Internal Consistency Validity

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

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

## 8.8. Reliability

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

**Table-3.** Alpha Correlation Coefficient of the scale reliability

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

The results of [Table \(3\)](#) indicates that the degrees of reliability of both domains were more than (0.986), this finding reveals that the scale was appropriate. Alpha Cronbach and the split-half methods were used for measuring the reliability.

## 9. Results of the Study

The study question is stated as: Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the self-efficacy scale between the experimental group and the control group?

The results show that there was a difference in the means and the standard deviation between the pre and the post application of the scale.

**Table-4.** Two –sample Hotlings' T2 results for the total average of the post self-efficacy scale

scope	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Self-efficacy towards educational drama	experimental	34	3.68	0.16	15.59	0.000	sig.
	Control	34	3.04	0.21			
Self-efficacy towards learning English	experimental	34	4.63	0.13	39.55	0.000	sig.
	Control	34	3.34	0.16			
Total Scale score	experimental	34	4.16	0.10	35.35	0.000	sig.
	Control	34	3.19	0.14			

This shows that the results favour the experimental group results in the total average score and the items as well. It was clear from the results that the students' self-efficacy towards learning through drama and learning English in genral was positive.

## 10. Discussion

The results of the study are confirmed in several studies related to Self-efficacy and how CLIL or drama affected learners' performance were conducted in different countries as ([Badrie and Abir, 2018](#); [Duman and Ozelik, 2018](#); [Heras and Lasagabaster, 2015](#); [Pablo and Jimenez, 2018](#)). The results of these studies showed positive impact of self-efficacy abilities for the students. On the other hand, [Aykaç et al. \(2019\)](#) in a study conducted in Turkey, explored the effectiveness of a drama program to improve the affective traits of teachers. Basically, their attitudes towards teaching, teaching motivation, and self-efficacy as well. The sample of the study was (32) pre-service teachers enrolled in different departments of the faculty. The tools of the study were “Teaching Motivation Scale”, “Teacher Self-Efficacy Scale”, and “Attitudes of Teaching Scale”. The results of the study revealed that the drama program was effective to promote the pre-service teachers’ attitudes towards teaching, teaching motivation, and self-efficacy. Similarly, for CLIL, a study for [Dallinger et al. \(2015\)](#), investigated skill development of 1806 German CLIL and non-CLIL eighth-graders in English and History. Additionally, the study explores the CLIL teachers' self-efficacy. Results revealed positive impact of the self-efficacy for teachers. The results of the CLIL study and the drama study showed positive effectiveness on teachers efficacy. This is an evidence that CLIL and drama can help not only students but also teachers to improve their skills and their self-efficacy as well. Drama activities such as role-plays are effective learning activities for Palestinian school learners. In the self efficacy scale, students showed their opinion or feeling that drama can make English classes enjoyable and that they can understand some issues better through the use of drama. The reason behind this willingness was their belief that drama can improve their English language proficiency, make learning enjoyable thereby increasing their motivation, and provide them with an understanding of some issues even to global issues. [Nihal \(2010\)](#), argues that drama is one of the speaking skills that can improve learners' language fluency, which promotes interaction in the classroom, and which increases motivation. Roleplay also, encourages learners to learn with their peers. It's the most flexible method and teachers who immediately use role-play can meet unlimited needs with effective and suitable training.

## 11. Conclusion

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

self-efficacy. The use of drama techniques can help build an independent learning in a motivating class due to the structures of learning it has. This can maximize students' engagement and participation in speaking both individually and in groups as well. Consequently, many students were motivated to work in the speaking activities actively. In addition, drama techniques encourage the learners to participate with peers so that they can accomplish the allocated activity. Learning in groups in the drama techniques can be beneficial for students. For students, group learning is effective to develop students' independence and group cooperation.

## Recommendations

**In the light of the study results, the researchers recommend that:** curriculum designers and stakeholders in Palestine should dramatize the topics in the English curriculum in an interesting and motivating way that can enhance students' self-efficacy, and teachers should use active learning strategies that are based on drama with their students as they promote their self-efficacy. In addition, teachers should use speaking skills rubric criteria to assess students' self-efficacy.

## References

- Ackerman, C. (2020). What is self-efficacy theory in psychology, Positive Psychology. Available: <https://positivepsychology.com/self-efficacy>
- Afana, S. (2012). *The impact of educational drama intervention on palestinian ninth graders' english language speaking skills at Gaza UNRWA Schools*. Unpublished master thesis. IUG: Palestine.
- Alattar, R. (2019). *The effectiveness of using scenario-based learning strategy in developing EFL eleventh graders' speaking and prospective thinking skills*. Unpublished ma thesis. IUG.
- Aljadili, M. (2014). *The effectiveness of using virtual classes on developing the tenth graders' speaking skills and their speaking anxiety*. Unpublished MA thesis. IUG.
- Alwahibee, M. K. (2004). Revival of role-play: The effectiveness of role-play activities in learning English as a foreign language by Saudi college students. *J. King Saud Univ. Lang. and Transl.*, 16(1): 25-48.
- Alzharna, K. (2019). *The Impact of Using SIOP model based on active learning on developing English language speaking skills among six graders*. Unpublished M.Ed. thesis. IUG.
- Ashour, J. M. (2014). *The effect of using a videoconferencing-based strategy on UNRWA 9th graders' English speaking skills and their attitudes towards speaking*. Unpublished master thesis. The Islamic University of Gaza: Gaza, Palestine.
- Aykaç, N., Ulubey, Ö., Celik, Ö. and Korkut, P. (2019). The effects of drama on pre-service teachers' affective traits about teaching. *International Journal of Contemporary Educational Research*, 6(2): 338-51.
- Ayoobiyan, H. and Soleimani, T. (2015). The relationship between self-efficacy and language proficiency: A case of Iranian medical students. *Journal of Applied Linguistics and Language Research*, 2(4): 158-67.
- Badrie, E. D. and Abir, A. (2018). The impact of clil implementation on Lebanese students' attitudes and performance. *Encuentro Journal*, 27(1): 64-79.
- Bandura, A. (1997). *Self-efficacy in changing societies*. Cambridge University Press.
- Carey and Forsyth (2009). *Teaching tip sheet: Self-efficacy*. American Psychological Association. <https://www.apa.org/pi/aids/resources/education/self-efficacy>
- Cherry, k. (2020). Self efficacy and why believing in yourself matters. *Very Well Mind Internet Journal*: Available: <https://www.verywellmind.com/what-is-self-efficacy>
- Coyle, D., Holmes, B. and King, L. (2009). *Towards an intergrated curriculum: CLIL National Statement and Guidelines*. Languages Company: London, United Kingdom.
- Dajani, D. and McLaughlin, S. (2009). Implementing the first palestinian english language curriculum: A need for teacher empowerment. *Mediterranean Journal of Educational Studies*, 14(2): 27-47.
- Dallinger, S., Jonkmann, K., Hollm, J. and Fiege, C. (2015). The effect of content and language integrated learning (CLIL) on students' English and history competences- Killing two birds with one stone? *Learning and Instruction Journal. Elsevier*, 41(1): 23-31.
- Delliou, A. and Zafiri, M., 2016. "Developing the speaking skills of students through CLIL. A case of sixth grade Primary School students in Greece." In *The 5th Electronic International interdisciplinary conference*.
- Donat, M., Radant, M. and Dalbert, C. (2008). *Psychologie der Schülerpersönlichkeit, Psychology of student personality*. In M. K. W. Schweer (Ed.), *Lehrer-SchülerInteraktion, Teacher-Student-Interaction*. VS Verlag für Sozialwissenschaften: Wiesbaden. 127-54.
- Donat, M., Peter, F., Dalbert, C. and Kamble, S. V. (2016). The meaning of students' personal belief in a just world for positive and negative aspects of school-specific well-being. *Society Justice Research Journal*, 29: 73-102. Available: <https://link.springer.com/article/10.1007/s11211-015-0247-5>
- Duman, B. and Ozcelik, C. (2018). The effect of the creative drama-supported problem-based learning approach on the self-efficacy Ability In Geometry. *Universal Journal of Educational Research*, 6(12): 2918-24.
- ELC Palestinian National Authority (2015). *English language curriculum (elc) for public schools grades*. Macmillan Publishers. 1-12.
- Elmasri, R. (2019). *The role of work-based learning approach in enhancing employment for technical and vocational education and training graduates from the perception of the TVET providers and employers in the gaza strip*. Unpublished ma thesis. IUG.

- Fabio, T. (2015). *Drama techniques to enhance speaking skills and motivation in the EFL secondary classroom*. Published Master thesis. Matritensis Universitas.
- Figuroa, L. (2018). *ICT workshops based on CLIL to impact speaking*. Published Master thesis. Universidad Externado de Colombia.
- Goodwin, J. (2001). Teaching pronunciation. In M. Celce-Murcia. *Teaching English as a Second or Foreign Language Journal*, 3(1): 26-45.
- Harmer, J. (2001). *The practice of English language teaching*. 3rd edn: Pearson Education Limited. Essex: England.
- Harmer, J. (2007). *How to teach English*. Longman: UK.
- Heras, A. and Lasagabaster, D. (2015). The impact of CLIL on affective factors and vocabulary learning. *Language Teaching Research*, 19(1): 70-88. Available: <https://journals.sagepub.com/doi/abs/10.1177/1362168814541736?journalCode=ltra>
- Hillyard, S. (2015). *Drama and CLIL: The power of connection*. Online course. Ministry of Education: Argentina. <http://biblioteca.unisabana.edu.co/publicaciones/index.php/laclil/index>
- Jansen, M., Scherer, R. and Schroeders, U. (2015). Students' self-concept and self-efficacy in the sciences: differential relations to antecedents and educational outcomes. *Contemp. Education Psychology*, 14(1): 13-24.
- Jenkins, J. (2007). *English as a Lingua Franca: Attitude and identity*. Oxford University: Oxford.
- Keshta, A. (2001). *Alternative approaches for teaching english literature to undergraduate students in Gaza Strip*. Unpublished ph.D. . University of Houston: USA.
- Mahrous, A. (2019). *Using drama techniques for developing EFL speaking skills and reducing speaking anxiety among secondary stage students*. Asyout University: Egypt.
- Margolis, H. (2006). Improving self-efficacy and motivation: What to do, what to say. *Intervention in School and Clinic*, 41(4): 218-27.
- Marsh, D. and Langé, G. (2000). *Using languages to learn and learning to use languages*. PB publishing: Finland.
- Meinawati, E., Dewi, N., Harmoko, D. and Rahmah, N. (2020). Increasing English speaking skills through youtube. *Polyglot Journal Ilmiah*, 16(1): 1.
- Muszynska, A. and Galazka, A. (2017). Increasing English speaking skills through youtube. *Polyglot Journal Ilmiah*, 16(1): 1-13.
- Nihal (2010). *Using drama in teaching english for young learners*. Selçuk Universitesi.
- Nunez, J. and Roman, S. (2015). *Drama and CLIL: A new challenge for the teaching approaches in bilingual education*. 1424-8689. Linguistic Insights. 194.
- Obeidat, R. (2002). *Content and representation of women in the Arab media*. United Nations division for the advancement of women (daw). *Egm/media/2002/ep.11*. Lebanon. <https://www.un.org/womenwatch/daw/egm/media2002/reports/EP11Obeidat>
- Ohlberger, S., Litzke, V. and Wegner, C. (2019). Comparing the affective outcomes of CLIL modules and streams on secondary school students. *RISTAL Journal*, 2(1): 61-84.
- Ozturk, M., Gokturk, O. and Caliskan, M. (2020). The effects of creative drama activities on developing english speaking skills. *Journal of Inquiry Based Activities*, 10(1): 1-17.
- Pablo, M. and Jimenez, E. (2018). Are CLIL students more motivated? An analysis of affective factors and their relation to language attainment. *Porta Linguarum, Enero Journal*, 29(1): 71-90.
- Pozo, E. (2016). Learning history and English through drama and the CLIL approach. *Plus journal. IES Manuel de Falla (Madrid)*: Available: [https://www.researchgate.net/publication/313315160\\_Learning\\_History\\_and\\_English\\_through\\_Drama\\_and\\_the\\_CLIL\\_Approach](https://www.researchgate.net/publication/313315160_Learning_History_and_English_through_Drama_and_the_CLIL_Approach)
- Rabab'ah, G. and Bulut, D. (2007). Compensatory strategies in Arabic as a second language. *Poznań Studies in Contemporary Linguistics*, 43(2): 83-106.
- Rao, P. (2019). The role of English as a global language. *Research Journal of English*, 4(1): Available: [www.rjoe.org.in](http://www.rjoe.org.in)
- Roman, N. and Nunez, T. (2016). *Drama and CLIL: A new challenge to the teaching approaches in bilingual education*. Puls.
- Schober, C., Shutte, K., Koller, O., McElvany, N. and Gebauer, M. (2018). Reciprocal effects between self-efficacy and achievement in mathematics and reading. *Learning and Individual Differences journal, Science Direct*, 63(1): 1-11.
- Ulas, A. (2008). Effects of creative, educational drama activities on developing oral skills in primary school children. *American Journal of Applied Sciences*, 5(7): 876-80.
- Williamson, J. (2018). Self-reflection as a way of improving instruction. Chapter 9. *Science Direct journal, Instruction to Learning Styles and Personality Characteristics*: 133-45.
- Zourob, M. (2014). *The effectiveness of using webinar on improving speaking skills for the rafah UNRWA seventh graders and their anxiety in speaking*. Unpublished master thesis. IUG.