

The Effect of Drama Activities in Enhancing Saudi EFL Learners' Speaking Skills and Attitudes

Dr.Mohamed El-Sayed Hussein Noureldin
English Language Instructor
Ministry of Education, Egypt

Abstract

The current research aimed to investigate the effect of using drama activities, as implemented in the English language classes and combined with pedagogical practices to develop Preparatory Year Deanship students' speaking skills and their attitudes towards speaking at one of the Saudi universities in Riyadh province. The participants of this study were sixty students who had studied Reading and Writing and Listening and Speaking in level two. They were classified into two groups including control and experimental groups. The two groups were administered a pre-test to measure the targeted speaking skills before and after the treatment. The speaking test included three main parts: Telling a personal story, expressing opinions and direct questions. The other data-collecting technique was a questionnaire to test students' attitudes towards learning speaking. The experimental group students were subjected to drama-based lessons in their speaking classrooms such as role-playing, simulation, improvisation and story-telling. After analyzing the data, the results revealed that using drama activities enhanced experimental group students' speaking skills. Further, those students developed positive attitudes towards speaking in English as a foreign language classroom.

Keywords: *drama, drama activities, speaking, attitudes*

المستخلص

هدف البحث الحالي إلى قياس أثر استخدام أنشطة الدراما والتي تم توظيفها في دروس اللغة الإنجليزية وتم دمجها ببعض الممارسات التعليمية لتنمية مهارات التحدث والإتجاهات نحو التحدث لدى طلاب السنة التحضيرية في أحد الجامعات السعودية بمنطقة الرياض. وكانت عينة البحث تشمل (60) طالباً درسوا المستوى الثاني في اللغة الإنجليزية (القراءة، الكتابة، الإستماع والتحدث). كما تضمنت عينة البحث مجموعتين إحداهما ضابطة والأخرى تجريبية، وتم تطبيق إختبار تحدث قبلي و بعدي لقياس مهارات التحدث قبل وبعد التجربة. تكون إختبار التحدث من ثلاثة أجزاء وهي (سرد التجربة الشخصية، والتعبير عن الرأي و اسئلة مباشرة). كما تم استخدام استطلاع رأى الطلاب لقياس الإتجاه نحو تعلم التحدث كما تم استخدام أنشطة الدراما في دروس التحدث على سبيل المثال لعب الأدوار، التشبيه، الإرتجال، وسرد قصة. وأظهرت نتائج البحث بعد تحليل البيانات ما يلي: أن استخدام أنشطة الدراما نمت مهارات التحدث لدى طلاب المجموعة التجريبية وكذلك نمت إتجاهات إيجابية نحو التحدث باللغة الانجليزية.

The Effect of Drama Activities in Enhancing Saudi EFL Learners' Speaking Skills and Attitudes

Dr. Mohamed El-Sayed Hussein Noureldin

English Language Instructor

Ministry of Education, Egypt

Introduction

It is clear that involving learners in the learning process has become the main concern for modern methodologies in the EFL context. This kind of involvement could demand students to use creative thinking skills to help them learn effectively (Zahid, 2018). Many techniques have been used to assess students' effective involvement. Mattevi (2005) concluded that drama is one of the most important techniques that provide much more involvement for both teachers and students in the learning process. He added that in foreign language classrooms, drama and drama techniques enable students to use the target language in an active way and contextualized way. Consequently, using drama in ESL classrooms helps teachers to teach the four language skills (reading, writing, listening and speaking) effectively and facilitates learning neglected skills such as pronunciation and oral presentation skills.

Teaching speaking is based on many factors such as the material and the strategy applied by the teacher. Drama is an alternative technique to improve students' speaking skills. Drama can help students to learn and express themselves both through language spoken and language expression as well. Drama is also a specific action to make the learning process more active, exciting, communicative, and contextual. Cheng (2007) stated that interactive dramas are a language learning activity in which each student in the class takes a distinct role with specific goals and then interacts with other students in the class to collaborate to achieve a certain task. Moreover, Rahman (2011) revealed that drama also can establish a connection between learners in terms of emotions, thought and action. As for language skills, drama can improve students' receptive and productive skills by offering the appropriate context that enables students to learn faster and perform better.

Literature review

Literature and language teaching:

Hall (2005) points out that literature promotes vocabulary expansion and reading comprehension skills. Additionally, literature is considered a communicative strategy to language teaching as it provides learners with authentic material that creates pleasure in the ESL classroom context.

Hişmanoğlu (2005) also emphasizes the role that literature can play in teaching both basic language skills and language areas like vocabulary, grammar and pronunciation. Most importantly, drama techniques are powerful means to motivate students' active involvement in learning as it brings excitement, fun and laughter into the classroom and encourages cooperation in a creative context. Using literature in a language classroom may create an authentic environment in which students move from reading information from literary texts to experiencing them (Fareh et al, 2022). Therefore, incorporating drama in EFL classrooms motivates students to learn, makes them use the language for real purpose and enables teachers and students to concentrate on pronunciation (Burke and O'Sullivan, 2002).

Drama and teaching speaking skills

Speaking is a fundamental skill to measure the ability to conduct a conversation in the target language. Thus, learning to speak is a priority for EFL learners at Saudi universities. Speaking skill is inclusive of many dynamics such as pronunciation, accuracy, fluency, emotional factors and interaction, which cause several difficulties in the process of acquisition. In order to develop students' speaking skills, the instructor may use drama techniques such as using visuals, benefiting from creative drama, presenting anecdotes from the real life, using pair-work, group-work, role play, simulation activities, providing personal research topics for the students and asking them to present them in front of the classroom, giving students realia and asking them how they can be used differently from their authentic purposes and so on. Some principles should be taken into account in the planning of in-class speaking activities. Such principles are using motivating techniques, using authentic materials in target language and focusing on the natural connection between listening and speaking (Culha, 2020). Hence, drama enables students to learn new languages and to understand new ideas by participating in different roles through which they use language to make sense of ideas. Another important contribution to understanding the interaction between language acquisition and drama is the principle that learning is situated within interactions, particularly in drama. In this context, Harmer (2007) suggested that telling stories about students' real lives could be an effective method to enhance speaking skills. Further, teaching speaking through drama can make students learn easier and more permanently. It is essential for teaching speaking sub skills especially pronunciation because it includes and fosters communicative competences such as pragmatic awareness and non-verbal communication (Fabio, 2015).

The Effect of Drama Activities in Enhancing Saudi EFL Learners' Speaking Skills and Attitudes

Drama techniques foster students' socialization, critical thinking and problem solving. Additionally, through drama activities, learners improve their oral communication skills as they figure out different language styles and registers. Hence, learners can utilize the language in an interesting way (Aladini et al, 2021). Ozturk et al (2020) examined the effects of creative drama activities used in a 7th grade English course to improve speaking skills. The idea that creative drama activities could improve speaking skills, and that this improvement may help students develop positive attitudes towards the course formed the theoretical foundations of the action plan. The study concluded that the creative drama activities improved the speaking skills of students and this improvement positively affected the attitudes towards speaking.

Thus, it is important to get EFL learners to stimulate the language and use effective methodology to learn speaking through connecting the particular language with the content that stimulates them through using drama techniques that are suggested by the current research.

According to this research, PYD students interact with each other and with the teacher, in ways that situate the meaning of those interactions. In this context, drama techniques can create supportive environments conducive to enhancing students' speaking skills.

Drama techniques

Some drama techniques such as miming, language games, group discussions, role-playing, and simulation. Further, there are some other techniques such as storytelling, acting a story and improvisation. These techniques can develop speaking skills, especially the role-play technique owing to its importance and ability to combine all the other techniques. As a result, everyone in the class can be entertained while playing, develop fluency in their speaking, listen to each other, be motivated for better performance and promote a mutual reaction (Kovàcs, 2014).

Role-play

According to Moody (1997), the most famous drama activities in the foreign language context are mainly role-playing and improvisation. Students discover a new world through drama. For Dickenson and Neelands, role-plays bring life to stories and enable social learning (qtd.in Lloyd, 2014). Students learn moral and social themes growing close to drama activities. They get the chance to imagine and develop their critical thinking skills because different themes allow learners to be engaged in different situations, play different roles and encounter various plots. Thus, students can enhance their speaking skill through the practice of role-

plays and learn more about native speakers' pronunciation (Bahraoui&Reguieg, 2022).

Improvisation

Improvisation is the ability to take existing pieces and put them together in a new combination for a purpose. The pieces could be bits of information about a problem or they could be parts of a melody. Teachers or students apply tools or methods to these pieces in a very flexible manner. Improvisational exercises provide three main goals: student pronunciation improves, proper use of a grammatical structure is reinforced, and vocabulary practice is enhanced. It may be important to share with students these functions in order to engage them in speaking and to build trust so they will not lose face and will not fear making mistakes.

Practicing an improvisation exercise generally requires students to utilize a number of skills at once. Students must actively listen to their peers, be aware of body language and other contextual clues, maintain eye contact, and respond quickly, generally using a stem (Florea, 2021). In speaking, Improvisation provides a safe space for a student to try out new things in front of peers and the teacher that will support and encourage them. It also encourages the speaker to form connections with others. This may also ensure making eye contact or making one-to-one connections by using listening skills to be a great presenter.

Simulation

Today's education is more and more nurtured by true-to-life simulation scenarios. Simulation is an activity in which participants are assigned duties and are given enough information about the problem to perform those duties without play-acting or inventing key facts (Jones, 2013). A simulation is based on a representation of a model that imitates a real-world process or system. Key information is provided to carry out tasks, debate, negotiate from different points of view and solve a specific problem (Klabbers, 2009). In speaking classrooms, students collect ideas about a topic they are going to speak; they may watch videos or read related literature about that topic at home, and then they perform a simulation about the topic at class. They may be involved in a debate or a forum. These class practices help the instructor gauge students' understanding of the topic and the type of the language that learners use. Grammar clarifications and explanations are also provided when needed.

Attitudes towards speaking

Attitudes are important in language development or decay. Attitudes refer to the internal factors that could be positive or negative and influence what the language learners are going to learn. Baker (1998)

pointed out that attitudes towards language learning could be developed or changed from negative to positive by learners' experiences. Further, language attitude gains its importance because it has a considerable impact on learning and teaching language. Thus, it can be concluded that learners with a positive attitude towards speaking English will be more engaged in speaking activities and may try to make use of more strategies that help them deal with their difficulties in EFL speaking classroom; and learners with negative attitude will be less willing to participate in speaking activities. Hence, the researcher suggested using some drama activities such as role play, improvisation and simulation to enhance Saudi EFL learners' positive attitudes towards speaking. Some studies investigated the effect of using drama on students' attitudes towards speaking such as Iamsaard and Kerdpol (2015) who examined their attitudes towards the integration of dramatic activities into a speaking class using lesson plans, questionnaire and tests with five assessment scales (pronunciation, vocabulary, language structure use, content, and fluency). Their findings showed that students improved communicative skills and positive attitudes towards this instructional approach. In a similar vein, Janudom and Wasanasomithi (2009) investigated the effects of the use of drama and questioning techniques on students' speaking abilities. They found positive attitudes of students towards this type of instruction. Also, Galante and Thomson (2017) reported positive impact of drama-based approaches on oral proficiency, as evidenced in Taiwan, Korea and Singapore.

Method

The design of the study

The current study adopts the quasi-experimental design to test the effectiveness of using drama techniques in EFL speaking classrooms. In this regard, two intact groups will be chosen amongst PYD students (Level B) to form an experimental group and a control one. A pre-posttest and a questionnaire will be administered on both groups before and after the treatment to determine the effect of the suggested technique on students' speaking skills and their attitudes towards learning speaking.

Questions of the study

The current study sought to find an answer to the main following question:

What is the effect of using drama activities on Saudi EFL students' speaking skills and attitudes?

In answering the above main question, the following sub-questions were also answered:

1. What is the effect of using drama activities on Saudi students' speaking skills?
2. What is the effect of using drama activities on Saudi students' attitudes towards speaking?

Hypotheses of the study

1. There is a statistically significant difference between the mean scores of the experimental group students and that of the control ones in the post speaking test favoring the experimental group students.
2. There is a statistically significant difference between the mean scores of the experimental group students and that of the control ones in the post attitudes questionnaire favoring the experimental group students.

Participants

The participants of this study are 60 students from Preparatory Year Deanship in Saudi Arabia. They were classified into two groups including control and experimental groups. The two groups were administered a pre-posttest in speaking skills. Prior to administering the pre-speaking test and attitudes questionnaire, the researcher provided the participants with a brief explanation concerning the aims of the study. Following that, a consent form was distributed to the participants and they were requested to sign and return it to the researcher. In the consent form, it was clearly stated that participation in the present study was voluntary and participants had the choice to withdraw from the study at any stage they wished. Moreover, they were informed that the data collected would be used for research purposes only.

Tools

- Pre-post Test
- Questionnaire

Speaking pre-posttest

a. Aim of the test

A speaking pre-post test was conducted by the researcher to investigate the effect of using drama activities on developing common first year students' speaking skills.

B. construction of the test

The test consisted of three parts:

- tell a story from their own personal life (3questions).
- express personal opinions, feelings and emotions (6 questions).
- respond to direct questions (6 questions).

C. Procedures for designing the Test

1. Identifying the objectives of the test.
2. Suggesting items of the test and judging them by jury members.
3. Modifying the test according to the jury members' suggestions.
4. Piloting the test to ensure the clarity of instructions, suitability of the linguistic level to the subjects, and to determine the validity, reliability and time limit. Results indicate clarity of instructions and suitability of the test's linguistic level to the subjects. Each student needed 15 minutes to answer the questions.

D. Validity of the speaking test

The researchers ensured the content validity of the test by submitting the test items to some specialists in English language teaching who approved the test as a whole. e. Test reliability: Test-retest reliability was used to calculate internal consistency. Seventy students took the test and after 15 days they took the same test again. Internal consistency was computed by Pearson Coefficient Formula (0.833) which was acceptable for conducting such a study.

E. Instructions of the Test

Test instructions are written in English. They are brief, simple to understand, and free from any possible ambiguity. They contain information about the objective of the test, time allowed to complete the test and how to record the answers.

g. Scoring the Test

The researchers developed a scoring rubric, see appendix (A), to assess students' speaking skills. It includes five components; fluency, coherence, vocabulary, grammar and pronunciation.

Students' attitudes questionnaire

a. Designing the speaking attitudes questionnaire

A questionnaire was designed to test students' attitudes towards learning speaking before and after using drama activities. The questionnaire consisted of (25) statements and includes both positive and negative statements. The questionnaire followed a 5-point Likert scale based on the following opinions: strongly agree, agree, neutral, disagree, and strongly disagree. The responses on the questionnaire were scored by assigning the score of "5" to the "strongly agree" response, "4" to the "agree" response, "3" to the "neutral", "2" to the "disagree" response, and "1" to the "strongly disagree". While as the negative, statements were scored in the reverse order.

b. Questionnaire validity

The researcher ensured the content validity of the questionnaire by submitting its statements to some specialists in language testing and educational psychology who approved the questionnaire as a whole.

c. Questionnaire reliability

To estimate the reliability of the questionnaire, Cornbrash's Alpha formula was used to estimate its reliability, which was (0.74). This value indicated a high degree of reliability.

Instrument

The control group will receive regular instruction for speaking while as the experimental group students will receive instructions based on some literary texts and drama activities such as role play, simulation activities and using authentic materials.

Description of the drama activities-based lessons

When incorporating drama into a speaking class, it is important to provide clear instructions and feedback, and to create a supportive environment where students feel comfortable taking risks and making mistakes.

Here are the drama activities that the experimental group students performed in their speaking classes during the treatment:

Lesson1. Role-playing

In this lesson, the instructor assigned roles to students to have them act out dialogues and practice speaking in real-life situations. For example, students could role-play ordering food at a restaurant, checking in at a hotel and having a conversation with a friend.

Lesson 2. Improvisation

In this lesson, students were given prompts to improvise a scene that could help them develop their creativity, spontaneity, and fluency. For example, students were given a scenario and asked to improvise a conversation between two people.

Lesson 3. Simulation

To perform the simulation effectively, the students were assigned into collaborative teams of 8 of four or five members to perform dynamic activities in class. They performed famous speeches, graduation speech, and company introduction and promotion acceptance.

Lesson 4. Reader's theater

This involved having students read a script aloud, without the need to memorize lines or act out a scene. This would help students focus on their pronunciation, intonation, and overall speaking skills.

Lesson 5. Storytelling

In this lesson, students were asked to tell stories or anecdotes to help them practice speaking in a narrative style. This was done individually and in groups, and could also help students develop their listening skills as they listen to others' stories.

Procedures of the study

- Reviewing literature related to teaching speaking
- Reviewing literature related to using drama and drama techniques in teaching English in general and teaching speaking in particular
- Selecting the participants of the study and dividing them into two groups, control and experimental.
- Piloting the pre-posttest on a group of students to determine its suitability to the linguistic level of the students and time needed to finish the test.
- Administering the speaking pre-test and questionnaire to judge the homogeneity of the groups.
- Administering the treatment on the experimental group
- Administering the post-test on both groups.
- Administering the post-questionnaire on both groups.
- Analyzing results using the appropriate statistical analysis.
- Discussing the results and highlighting recommendations and suggestions for further research.

The results

Prior to conducting the study, the researchers conducted a speaking pre-test and a pre- questionnaire attitudes for both the experimental and the control group students.

To investigate the significance of the difference, an independent sample t-test was conducted. As the table (1) below shows, there are no statistically significant differences between the mean scores of the experimental and the control groups on the speaking pre-test, the sig value (0.38) was not statistically significant at ($\alpha \leq .05$) level. As a result, the two groups were homogeneous at the beginning of the experiment.

(Table 1)

Group	N	Means	Stand-deviation	df	T value	Sig.level
Experimental	30	17.4	9.0	58	0.38	0.765
Control	30	16.8	6.3			

Table (2) below shows that there are no statistically significant differences between the mean scores of the experimental and the control groups on the pre-attitudes questionnaire, the sig value (0.654) was not statistically significant at ($\alpha \leq .05$) level. As a result, the two groups were homogenous at the beginning of the experiment.

(Table 2)

Group	N	Means	Stand-deviation	df	T value	Sig.level
Experimental	30	88.8	14.4	58	270.	0.654
Control	30	87.9	12.1			

After conducting the study, implementing the use of drama activities with the experimental group, both groups went through a speaking post-test. The results of the post application of the study are presented with the regard of the study hypotheses using an SPSS program. Then, the findings are discussed and interpreted in light of other previous studies conducted in the same field to compare and support the results obtained.

Hypothesis 1

Hypothesis one predicted that “there is a statistically significant difference between the mean scores of the experimental group students and that of the control ones in the post speaking test favoring the experimental group students”. To test this hypothesis, the t-test for independent samples was used to compare the mean scores of the two groups on the speaking post-test according to the results of the test. Results of the t-test confirmed the Hypothesis one as shown in table (3) as $M= 26.4$ for the experimental group and $M= 16.5$ for the control group on the speaking test, and the significant value (0.01) was statistically significant at ($\alpha \leq .05$) level.

(Table3)

Group	N	M	Std-Dev	df	t value	Sig.level
Experimental	30	26.4	3.6	58	9.50	0.01
Control	30	16.5	5.4			

To determine how largely the suggested technique affected students' speaking skills, the effect size was calculated through calculating (η^2) =eta square. As noted in table (4) below, the effect size $D= (2.14)$ is

The Effect of Drama Activities in Enhancing Saudi EFL Learners' Speaking Skills and Attitudes

higher than 0.08 which means drama activities are effective in enhancing Saudi EFL learners' speaking skills.

Table (4)

Test	T value	df	η^2	D	significance
Speaking test	9.50	58	0.53	2.14	Great

High $d=0.08$, Medium $d =0.05$, Small $d=0.02$

Hypothesis 2

Hypothesis two predicted that “there is a statistically significant difference between the mean scores of the experimental group students and that of the control ones in the attitudes questionnaire favoring the experimental group students”. To test this hypothesis, the t-test for independent samples was used to compare the mean scores of the two groups on the post application of the attitudes questionnaire according to its results. Results of the t-test confirmed the Hypothesis two as shown in table 5 as the significant value (0.01) was statistically significant at ($\alpha \leq .05$) level.

(Table 4)

Group	N	M	Std-Dev	df	T value	Sig.level
Experimental	30	118.7	7.1	58	9.80	0.01
Control	30	98.4	11.0			

The effect size was calculated through calculating eta square (η^2). As noted in table (5) below, the effect size d (1.09) is high. It means that drama activities are effective in developing students' positive attitudes towards speaking.

(Table 5)

Test	T value	df	η^2	D	significance
Attitudes questionnaire	9.8	58	0.55	2.2	Great

Conclusion and discussion

Based on the results pointed out above, drama activities enhanced experimental group students' speaking performance and attitudes. This is encouraging and provided a general picture of students' speaking skills through using drama activities. During the treatment, students in the experimental group used drama activities to practice and finalize the

speaking assignments assigned to them. This led to improvement in students' speaking skills. The researcher believes that this improvement can be explained by the student-centered activities that were based on drama and focused on students' needs, abilities and interests, along with the teacher helping students to become familiar with the learning environment and reaching their full potential. In this study, drama activities were administered to promote speaking skills and attitudes. Further, it was observed that students showed autonomy and actively participated in the speaking classes. They spent the entire classes constructing, understanding, and learning in a proactive way. This is consistent with cognitive constructive theory, which suggests that individuals construct new knowledge from their experiences. These results are in line with other studies such Göktürk et al (2020) who examined the effects of creative drama activities used in a 7th grade English course to improve speaking skills and attitudes. It was found that the creative drama activities improved the speaking skills of students and this improvement positively affected the attitudes towards the speaking skill.

It was also found that drama activities fostered students' linguistic learning and verbal structures through dramatization. Moreover, the researcher noted that students developed their learning styles such as visual and kinesthetic through using role play and improvisation in speaking classrooms. These results are aligned with Ashton-Hay (2005) and Kabesh (2022) who found that drama activities enhanced students' oral communication and verbal structures.

It was also observed that some of the students of the experimental group were reluctant to speak in English. Those students' speaking anxiety lowered after getting them involved in drama-based activities during speaking classes. These results concurred with (Atas,2015) who investigated the effect of drama-based activities on reducing speaking anxiety in EFL context. It was concluded that students felt comfortable and showed no fear of making mistakes when speaking and became eager to speak and promoted positive feelings toward the learning experience.

The results of the current study also revealed that employing role plays as one of the drama activities fostered experimental group students' foreign language communication in a different social and cultural context such as ordering food from a restaurant, checking in at a hotel and having a conversation with a friend. Further, role playing enhanced those students' positive attitudes towards practicing speaking. These outcomes are aligned with another study conducted by (Nguyen,2017) who explored the effect of using drama-based role play activities on students'

attitudes towards oral communication. It was clear that students showed positive attitudes towards drama-based role plays activities.

Furthermore, the results of the study confirmed that using drama activities enhanced positive attitudes towards speaking skills and this can be seen in the students' results in the attitudes questionnaire. As dramatizing speaking lessons enabled students to play different roles as actors or audience which created a positive atmosphere to speak and express themselves in a way met their interest and needs. The same result has been drawn by (AlTweissi, 2022) who concluded that employing drama techniques in speaking classrooms developed positive attitudes towards learning speaking and other language skills.

Recommendation

In the light of the findings and conclusions of the study, it is recommended that using drama activities in EFL speaking classrooms is crucial for improving students' speaking skills. Moreover, using drama activities developed positive attitudes towards speaking. In light of this study, it is obvious that results can draw on other skills of the language like reading and writing for example. Role play in this study positively improves the learner's attitudes towards learning speaking and other language skills through encouragement to play different roles, benefiting from the peers' or audience feedback, and through the confidence learners gain through acting or making a role they are interested in. In teaching or having students practice their speaking, group oral presentations and other students' feedback and their effects on improving students speaking is worth exploring. So, it is recommended to put that to full use by including drama techniques into the pedagogical plan for other English language courses.

References

- Akyüz, A., & TANIŞ, A. (2020). Effects of drama activities on EFL students' speaking skills. *ELT Research Journal*, 9(2), 146-166. Technical University, Ankara Turkey. Available online at: <https://dergipark.org.tr/eltrj/>
- Aliakbari, M., & Jamalvandi, B. (2010). The Impact of" Role Play" on Fostering EFL Learners' Speaking Ability: A Task-Based Approach. *Journal of Pan-Pacific Association of Applied Linguistics*, 14(1), 15-29. Available online at <https://eric.ed.gov/?id=EJ920501>
- AlTweissi, A. (2022). The effect of using educational drama on developing speaking skill of the sixth graders in the English language. *The Universal Academic Research Journal*, 4(1), 10-21. Available online at <https://dergipark.org.tr/en/download/article-file/1810932>
- Ashton-Hay, S. (2005). Drama: Engaging all learning styles. In *9th International INGED (Turkish English Education Association) Conference*. Available online at <https://eprints.qut.edu.au/12261/1/12261a.pdf>
- Atas, M. (2015). The reduction of speaking anxiety in EFL learners through drama techniques. *Procedia-Social and Behavioral Sciences*, 176, 961-969. <https://doi.org/10.1016/j.sbspro.2015.01.565>
- Baker, C. (1992). *Attitudes and language (Vol. 83)*. Multilingual Matters.
- Cheng, M. (2007). Student Perceptions of Interactive Drama Activities. *Journal of Interactive Drama*.2.(3). Available online at http://www.interactivedramas.info/archive/IDJ_3_3_2008_11.pdf#page=7
- Culha, M. (2020). The Effect of Creative Drama on Student Success and Speaking Skill in Foreign Language Teaching. *International Technology and Education Journal Vol. 4 No. 2. ISSN: 2602-2885*. Available online at <https://dergipark.org.tr/en/download/article-file/1548652>
- Fabio, T. (2015). *Drama techniques to enhance speaking skills and motivation in the EFL secondary classroom*. Published Master thesis. Matritensis University. <https://hdl.handle.net/20.500.14352/25051>
- Fareh, S. (2022). Integrating Literature into Teaching the Language Arts. *International Journal of Arabic-English Studies*, 22(2), 65-82. <https://doi.org/10.33806/ijaes2000.22.2.4>
- Florea, P. J. (2011). Using improvisational exercises for increasing speaking and listening skills. *Asian EFL Journal*, 52(2), 46-58. Available online at asian-efl-journal.com/PTA/May-2011-Florea.pdf
- Göktürk, Ö., Çaliskan, M., & Öztürk, M. S. (2020). The Effects of Creative Drama Activities on Developing English Speaking Skills. *Journal of Inquiry Based Activities*, 10(1), 1-17. Available online at <https://files.eric.ed.gov/fulltext/EJ1265727.pdf>
- Hall, G. (2005). *Literature in Language Education*. New York: Palgrave.

The Effect of Drama Activities in Enhancing Saudi EFL Learners' Speaking Skills and Attitudes

- Hişmanoğlu, M. (2005). Teaching English through Literature. *Journal of Language and Linguistic Studies* 1, No. 1, (1). Available online at <https://dergipark.org.tr/en/download/article-file/104660>
- Iamsaard, P., & Kerdpol, S. (2015). A study of effects of dramatic activities on improving English communicative speaking skill of grade 11th students. *English Language Teaching*, 8(11), 69-78. *International INGED (Turkish English Education Association) Conference, Economics*. Available online at <https://files.eric.ed.gov/fulltext/EJ1080285.pdf>
- Janudom, R., & Wasanasomsithi, P. (2009). Drama and questioning techniques: Powerful tools for the enhancement of students' speaking abilities and positive attitudes towards EFL learning. *ESP World*, 8(5), 23-28. Available at www.esp-world.info
- Mahmoud Kabesh, M. (2022). Using Drama Activities to Foster Primary Students' Oral Communication Skills. *College of Education Journal, Tanta University*, 87(3), 980-1020. <https://dx.doi.org/10.21608/mkmg.2023.202738.1519>
- Mattevi, Y. (2005). "Using drama in the Classroom: The Educational values of theatre in second language Acquisition". PhD Dissertation, Stony Brook University. UMI number: 3189394
Available online at https://search.proquest.com/openview/7c77bb136a752b6e2375801a7aa90ac7/1?pq-origsite=gscholar&cbl=18750&diss=y&casa_token=Qj5ktL42czQAAA:AA:c-UqpFvw5Rk1Kiw9RsYYwSjqnQsIN1jGH-5bUf3nszyT3hdeScTfWdSogzOi_Jvm9uq99REj9bA
- Nguyen, H. B., & Do, N. N. T. (2017). Students' attitudes towards drama-based role play in oral performance. *European Journal of Foreign Language Teaching*. Available at <http://dx.doi.org/10.5281/zenodo.893585>
- Torrico, F. (2015). *Drama techniques to enhance speaking skills and motivation in the EFL secondary classroom*. MA thesis. URI: <http://hdl.handle.net/11162/122936>
- Wongsa, M., & Son, J. B. (2022). Enhancing Thai secondary school students' English-speaking skills, attitudes and motivation with drama-based activities and Facebook. *Innovation in Language Learning and Teaching*, 16(1), 41-52. Available online at <https://doi.org/10.1080/17501229.2020.1853134>