The Effectiveness of Digital Drama Techniques in Enhancing Physiotherapy Students' English for Academic purpose speaking skills.

فاعلية تقنيات الدراما الرقمية في تعزيز مهارات طلاب كلية العلاج الطبيعي في التحدث باللغة الانجليزية للأغراض الأكاديمية

اعداد

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ABSTRACT:

Purpose: This paper investigates the effectiveness of digital drama techniques, English for Physiotherapy course, first year. The aim of this study is to determine the impact of digital drama techniques, English for academic purposes, Egyptian Chinese university Physiotherapy students' in enhancing their Academic speaking skills. This study was conducted in a quantitative design with many participants, first year physiotherapy students (English for specific purpose).

Methodology: The study used a quantitative approach. a survey, a pre and a posttest were used to collect data.

Findings: The results revealed that the digital drama technique was affective for physiotherapy students (English for specific purpose students) in enhancing English language academic speaking skills.

Practical implications: Digital drama technique was approved for English for specific language teaching and learning.

Keywords: Digital drama techniques, English for academic purposes, speaking skills.

1-Introduction

English for specific purpose recommend a development for communicative skills students. ESP is divided into two major areas, namely English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). In terms of the terminology, (ESP) is "the language used for a utilitarian purpose, whether occupational or academic". Egyptian Chinese university physiotherapy students are English for Academic purposes students, whether English is studied for educational purposes. English for Physiotherapy is a sub-category of English for Medical Purposes, as are, for example, English for Nursing or

Pharmacy. As Shi (2009: 207) puts it, the aim of English for Medical Purposes is to "facilitate both the practice of the medical language profession and the acquisition of medical knowledge" and in our case it is the language profession and knowledge related to the field of Physiotherapy. Development of any ESP (English for Specific Purposes) course requires content knowledge and the language specialist. Our approach is based on close collaboration between language specialists and content subject within a CLIL (Content and Language Integrated Learning) programmed, and the resulting synergy between their subjects in the field of Physiotherapy. The researcher observes a fear of public speaking, a Social Anxiety Disorder which may have a direct impact on public speaking and social interaction by students. However, speaking skills is needed through English for academic purposes, to practice their role as physiotherapists through integration between content, personality, and language learning.

According to, (Dudley-Evans and St. John,(1998). Drama technique is concerned with personality development and the development of communicative competence, and it has two main branches: Theatre in Education (TIE) and Drama in Education. English for specific purposes also need to develop the students' academic personality and communicative competence especially the oral communicative skills needed for their academic life (collaboration between language specification and content subject within a CLIL (Content and Language Integrated Learning) programmed, this is why the researcher decides to use the drama technique to develop the students' speaking skills (the chosen skill of the students, related to their needs analysis). drama technique has not only been used in the traditional classroom but can also be used online. The development of online means of information exchange promises to bring a new form of teaching suitable for difficult periods for going to traditional classes, especially pandemics like COVID -19 that may take place in the future. Therefore, techniques for teaching English also need to be adjusted to be more suitable for online education.

Naturally, the drama technique has also moved online and is now known as the "digital drama technique Therefore, the aim of this study is to determine the impact of digital drama techniques on the English Egyptian Chinese University Physiotherapy Students In particular, this study was conducted in a quantitative design with a large number of participants, first year physiotherapy students (English for specific purpose).

2-Literature Review

2.1. Digital Drama Techniques:

Shraiber and Yaroslava (2016) stated that drama techniques in foreign language teaching are considered as a combination of procedures that organize learner's role-related behavior in specially designed situations promoting to develop both communicative competence and student's personality. Dougill (1987) distinguishes between the traditional type of drama, specifically the performance of a play, and a series of other activities such as role plays, simulations, games, songs, and so forth. He calls the former "theatre" and the latter "informal drama. Bobkina (2015) stated that drama techniques are based on the Communicative Approach. Students are involved in pair and group activities, where they have the opportunity to dedicate more time to speaking interaction with their peers and negotiate meaning in order to be understood. The groups are constantly exchanged so that the students have the chance to know each other better and increase their confidence. The teacher does not direct the activities, but acts as a facilitator of the learning process, since the student is the true protagonist, and the lesson is learner-centered. There are several studies that support the benefits of drama in foreign language learning, Ulas (2008) confirmed that although drama has existed as a potential language teaching tool for hundreds of years it has only been in the last thirty years or so that its applicability as a language learning technique to improve oral skills has come to the forefront. Aldavero (2008) stated that drama activities foster students" socialization, critical thinking, problem solving and improve oral communication skills, by

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exploring different language styles and registers. Maley and Duff (2001), Brumfit (1991), Philips (2003), and Aldavero (2008) state that Drama activities can provide students with an opportunity to use language to express various emotions, to solve problems, to make decisions, to socialize. Drama activities are also useful in developing oral communication skills, reading, and writing. Drama activities help students to communicate in the foreign language including those with limited vocabulary. There are plenty of reasons supporting drama activities employment in a language classroom, Ulas (2008) summarizes the advantages of drama techniques in enhancing speaking and oral communication skills through six principles:

- A student learns meaningful content better than other content.

- Learning occurs as a result of a student's interaction with his

environment.

- The more sensory organs a student uses while learning, the greater the retention of the lessons.

- A student learns best by doing and experiencing.

- Effective participation is important in learning emotional conduct.

- Learning becomes easier and more permanent in educational

environments where there is more than one stimulus

According to Gabnai (1999), personality development is the main goal of drama in education, which is done through different situational games or role-plays. There is no audience, but the presence of peers helps students to develop self-confidence and the ability to work in a team and prepares them to communicate more easily in real-life situations. These activities can be considered rehearsals, where the participants have to speak and perform different tasks in the middle of attention, practicing through this the readiness and inventiveness necessary in different social roles and situations of everyday life (Thanh Thao1, Phuong Hoang Yen2, Nguyen Duy Khang3, Vuong Tan Minh Khoi4 Bui Nha Quyen5 (2022))

Drama games can increase self-knowledge and insight into the human nature of people working in and for a community. Dynamic thinking, a focused and well-planned working method, and clear, coherent, emphatic way of speaking can be developed through them. According to" (Maley &Duff 1991: 6). Some of the activities used in language teaching like language games, group discussions, role-plays, and simulations – can be gathered under the umbrella of term drama techniques. Akey (2006) found that students get more success when they feel confident and when teachers use activities based on peer interaction. According to the previous studies related to the role of the drama techniques, the researcher found that both English for academic purposes and the drama techniques shared the same principles in teaching and learning English language as follows:

1- Drama techniques and English for academic purposes instruction depend on student's interaction with his environment through peer's interaction which helps students to develop self-confidence and the ability to work in a team and prepares them to communicate more easily in real-life situations.

2-Drama techniques and English for academic purposes instruction are effective in learning the specified English language though using the task -based instruction which depends on learner-centered, where the participants have to speak and perform different tasks in the middle of attention, practicing through inventiveness which is necessary in different social roles and situations of everyday career and academic life.

3-Drama techniques and English for academic proposes instruction targets is to depend on personality development through enhancing oral communication skills.

4- Self cognitive knowledge is important principle through both drama techniques and teaching and learning English for Academic purposes

Cameron (2009) states that digital media forms can be used "to extend the life of the drama beyond the boundaries of the physical space in which it may originally or ultimately, be enacted" (p. 55). The recent development of information technology has more significant potential for helping language learners learn. Technology also is recommended in the field of English for Academic purposes.

2.2. Technology and English for Academic Purposes Classes:

English for Academic Purposes is English for academic purposes is defined as a set of skills that include a formal academic style, a general academic English register, proficiency in English, as well as English study skills. Online Education and technology have a sharing principle with drama techniques and English for specific purposes, as learner - centered and task-based instruction is recommended. Integrating technology in ESP curriculum provides students with a lot of learning opportunities and advantages ranging from providing interactive and communicative activities related to their professions tools for giving feedback and self-evaluation on that specific context (Butler-Pascoe & Wiburg, 2003) Advantages of technology include the use of benefits of technology through computer-assisted language learning in ESP instruction, development of ESP materials, and the design of ESP courses (Butler-Pascoe, 2009; Dashtestani & Stojković, 2015).With the development of technology use in ESP classes, practitioners of ESP started using several tools, multimedia packages, and internet sources to promote ESP learners with the real use of target language in situations (Arnó-Macía, 2012). In addition, communicative and interactive activities specific to several professions and specific input for students' interests in the related field are among the merits of technology use in the field of ESP. Technology use in ESP also provides students with the strategies to learn languages for specific purposes, task-based and collaborative learning activities, content-based authentic materials, and tailored learning environments to students' own needs (Dashtestani & Stojković,

2015). Therefore, several researchers conducted studies to explore the effects of technology use in both general language and ESP classes, such as the use of wikis (Hadjiconstantinou &Yerou, 2012), blended learning in listening (Kavaliauskiene, 2011), The rapid changes and progress of new technologies that change from time to time lead to faster acceleration of the rate of the development (Digal, 2022). Therefore, technological tools' integration is critical in overcoming learners' hurdles such as to speaking the target language during the outbreak (Ying et al.,2021). Twitter mobile application as a source of authentic and communicative learning (Albadi, 2016), multimedia use (Dayag, 2016), and the effects of slideshow-supplemented lecture and virtual learning environment (Have & Corcoran, 2008). Apart from these, Chliaras (2014) also mentioned interactive whiteboards, document cameras, student response systems, lecture capture systems, digital projectors, and wireless and projection keyboards as the new tech devices used in ESP classes especially in higher education context.

2.3. Academic speaking skills:

English is a global language (Melitz, 2016; Speak now, 2023) and the increasing demand for fluency in English (Speak now, 2023) has led to a wealth of research dedicated to finding more effective ways to teach English (Richards, 2008). In the past, academic English courses (EAP, English for Academic purposes) were based primarily on reading skills. However, today students in non-English speaking countries are required to achieve a prominent level in all four skills; listening, writing, reading, and speaking. Many academic institutions as well as employers in Europe now require the B2 level in English (as stipulated by the European Union's Qeios, CC-BY 4.0 · Article, August 21, 2023 Qeios ID: H5NKUG · https://doi.org/10.32388/H5NKUG 1/30 Common European Framework of Reference for languages). In response to this new requirement, academic institutions have had to rethink how they teach academic English in higher education. Speaking skills are particularly problematic because not only does it require adequate opportunities to

speak in the language (Sun et al, 2017; Hakim & Rima, 2022) which a normal classroom situation cannot provide (Sun et al, 2017; Levak & Son, 2017), but also the speaking skill is accepted to contain four sub-skills: fluency, pronunciation, vocabulary and grammar (Astorga et al., 2011; Iwashita et al., 2008).This is why the researcher investigated the required speaking skills for the students through speaking skills questionnaire , the result was the following skills: Vocabularies' building speaking skills, Grammar speaking skills, Listening to speaking skills, Content-cognitive speaking skills, Professional communicative speaking skills, negotiation speaking skills and Presentation academic skills

2.4. Vocabularies' Building and Speaking Skills:

Different approaches to learning and teaching languages have developed over the years, each with a unique perspective on teaching vocabulary (Schmitt & Schmitt. 2014). The vocabulary ranges to have academic and professional success is established to be between 3000-5000 words (Nation, 1993; Chujo & Oghigian, 2009). This could be why recent EFL and ESP teaching practices are putting an emphasis on learning vocabulary (Laufer & Goldstein, 2004). Adequate vocabulary knowledge is important in EFL for comprehension, written and oral language (Schmitt, 2008). When vocabulary is learnt implicitly it impacts on a learner's breadth of vocabulary, how well each word is known and used, and correlates with reading comprehension (Staehr, 2009). From reading comprehension ESP content, the researcher moves with the vocabularies-building to speaking skill through using these vocabularies.

2.5. Grammar and Speaking Skills:

Grammar is an important language skill for successful communicative competence and the ability to speak and use grammatical concepts effectively in real-life situations (Purpura, 2004; Long, 2016). As a result, its instruction has been a subject of many studies, where explicit and implicit instructional approaches have been debated (Murphy & Hastings, 2006). Implicit grammar teaching relies heavily on context (Ellis, Loewen

& Erlam, 2006; Murphy & Hastings, 2006; Guci et al., 2021). Implicit instruction does not refer to the grammar rule directly, rather, students are exposed to the structure in context, such as requesting, apologizing, and ordering. The researcher uses the structure in context to learn the learner's grammar structures through tasks, moving to the speaking skills tasks through the drama techniques.

2.6. Listening to Speaking Skills:

Listening comprehension can be defined as an active process requiring a range of skills such as distinguishing between sounds, understanding words and grammar, interpreting intonation, and retaining information to be interpreted in context later (Astorga, 2011; Richards, 2008). The researcher used the listening tasks to learn speaking skills through listening and imitating sounds, words, intonation, and grammar through drama techniques.

2.7. Content-cognitive Speaking Skills:

The audience for the Cognition and Language Learning volume includes students, teachers, educational practitioners, and researchers interested in research into the interaction between cognition and language learning. It is also destined for anyone working in the areas of language studies, language learning and teaching, cognitive linguistics, and applied

linguistics, Sadia Belkhir (2022). Teaching speaking means successfully make the speaker deliver oral message to the hearer. The speaker must be able to deliver the oral message without any confusion to the grammar mistake, limitation of vocabulary and be able to observe the social and cultural rules. Techniques of teaching speaking can be balanced by three methods by Lee and Van Patten (2003:179) ,1- Language input: a Content-oriented Input focuses on information given by the tutor, for example from what tutor said, from listening material. form-oriented input focuses on ways of using language including the accuracy of linguistic competence, discourse competence, sociolinguistic competence, and strategic competence. 2. Structured output focuses on

correct form. In this form, students may give the responses, but the responses used have been introduced by the tutor before. 3.Communicative output focuses on doing tasks, stimulating the students to speak by creating videos, completing tasks, or developing plans. To develop EFL students' communication skills effectively, the language input approach can be a beneficial method. Language input focuses on content-oriented input, particularly as a sustainable teaching and learning activity that can be implemented after students have been exposed to listening materials. This method is considered effective for application in EFL classrooms where students concentrate on ESP (English for Specific Purposes) materials taught in the class. Vygotsky (1978) proposes the idea that environment around students can provide opportunities for language learners to improve learners' cognitive development or to repair their linguistic and cognitive hurdles. Sociocultural perspectives believe that learning a target language involves individuals to carry out interaction, not an individual activity. When learners carry out social interactions, they will internalize the knowledge they get from the interaction and produce the input in the form of new knowledge (Devos, 2016). In interaction, Vygotsky believes that participants can help each other so that this is where the process of language internalization or language learning occurs. This process of helping each other is called scaffolding. Swain (2006) advances Vygotsky's theory stating that in peer interaction learners can express a problem and solve it with their counterparts. This is the so-called the language process where students make "meaning and shaping knowledge and experience through language" (Swain, 2006, p. 98).

2.8. Negotiation Speaking Skills:

The phrase 'negotiation of meaning' has been a subject of much research and discussions among second language researchers and practitioners (Branden, 2000). This phrase was first used in first language acquisition research. Its use then evolved in second language acquisition contexts due to the different developments in the field. The recognition of

the active and essential role of interaction in the acquisition of a second or foreign language (Morell, 2004), the role of comprehensible input and output, the effect of conversational modifications or modified interactions and the call for more communicative language approaches are major causes that have led to the emphasis placed on negotiation of meaning. The prevailing hypothesis in current theory is that the more learners struggle to get their messages through or across to their interlocutors, the greater the amount of interaction and therefore the greater the acquisition. The phrase negotiation of meaning, Pica (1994) defines it, "focuses on the comprehensibility of the message's meaning and on the message's form in so far as that can contribute to its comprehensibility" (p. 518). Thus, negotiation is linked to the lexical and structural aspects of language. Negotiation is first triggered by lexical difficulties (Ellis, Tanaka, and Yamazaki, 1994) that cause breakdowns in communication and non-comprehension. Therefore, attention should be devoted first to difficulties impeding comprehension. Attention to and analysis of form can come later. Stressing its interactive nature, Morell (2004, p. 329) defines negotiation of meaning as "an aspect of interaction that occurs when at least two interlocutors work together to arrive at mutual comprehension of their utterances. It is characterized by modifications and restructuring of interactions when instructors and their students anticipate or perceive difficulty in understanding each other's messages meanwhile, variables affecting negotiation, such as learner factors, modes of communication, type of interaction (whether it is in groups, pairs or the classroom), and types of tasks have also been researched by many studies documented in the literature.

2.9. Professional and Presentation Communicative Speaking Skills:

Byram (2001) introduces the concept "intercultural communicant". Scientific interest in the development of communicative competence by students of non-linguistic specialties is closely related with the understanding of the significance of creative activity of specialists in

different spheres and situations concerned with cross-cultural communication, business partnerships, and collaborative scientific and industrial work. Our study is focused on professionally oriented communicative competence which can be considered a particular type of communicative competence and be defined as the ability to acquire scientific knowledge and knowledge of a certain subject through professional communication. Academic speaking is focused on three key areas: presentations, seminars, and tutorials. Presentations need to be well structured, logical, and well signposted with clear visuals. Seminars need to be well prepared for in advance with a good understanding of key material to discuss. Seminars are central to learning at university through pre-reading texts and post-lecture discussions, so students need to interact with other students effectively. Tutorials are usually a group or one-to-one meetings with your tutor to discuss an outline of an essay (Jeffery,2022).

3-Problem identification

3.1. Purpose of the Study:

The purpose of the study was to investigate the effectiveness of using digital drama techniques to foster physiotherapy students' English for academic purposes speaking Skills.

3.2. Objectives of the Study:

1- Enhancing and promoting first year, physiotherapy students' speaking academic skills.

2-Developing digital drama techniques to Foster Physiotherapy students' English for academic purpose speaking skills.

3.3. Statement of the Problem:

The problem of the present study was that first year at the faculty of the physiotherapy, Egyptian Chinese university are weak in their academic speaking skills, so the research made an attempt to investigate

the effectiveness of digital drama techniques to foster physiotherapy students' speaking academic skills, so the following main questions was tried:

-What is the effectiveness of digital drama techniques in enhancing physiotherapy students' speaking academic skills?

This question can be divided into the following sub questions:

1-What are the drama techniques needed for physiotherapy students 'to foster their academic speaking skills?

2-What are the academic speaking skills needed for physiotherapy students?

3- How far do ESP physiotherapy students acquire their academic speaking skills?

4-What is the effect of the drama techniques in fostering the first year, physiotherapy students' academic speaking skills?

3.4. Limitations of the Study:

The present research limits first year students', ESP students, Faculty of physiotherapy, Egyptian Chinese University. Students were assigned to two groups randomly; one group was considered as an experimental group and the other one is considered a control group. each group consisted of 100 students.

4-Methodology

4.1. Research Design:

This study was conducted quantitatively to collect data from a large number of participants according to Heale and Twycross (2015), a quantitative research design allows researchers to generalize the findings from vast data. For this current study which includes 100 participants, participants in this current study: ESP students, Faculty of physiotherapy, Egyptian Chinese University. Students were assigned to two groups

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randomly; one group was considered as an experimental group and the other one is considered as a control group. each group consisted of 100 students.

4.2. Research Tools and Data collection procedures:

Research tools which are used to collect data can be considered as follows:

1-Needs Analysis Communicative Skills Questionnaire. (Appendix 2).

2-Needs Analysis Speaking Skills Questionnaire. (Appendix 3).

3-Pre-and Post-Speaking Skills Test. (Appendix 4).

4.3. Instrument and Experiment:

The study had a pre -post groups design. An experimental and a control group were pre- posttests "pre and post speaking skills test". The experimental group was instructed and trained in an ESP digital drama technique, task -based instruction while the control group received no such training. Pre digital communicative skills questionnaire was used to measure the students' selected communicative skill which is needed for their academic life. Pre-speaking skills questionnaire which is used to select the needed speaking skills for their academic life.

4.4. Needs analysis communicative skills questionnaire:(Appendix 2)

4.4.A The objective:

The questionnaire was designed for the purpose of:

-Surveying the physiotherapy students' needs for the most needed academic communicative skill

4.4.B. Design:

In order to design the questionnaire, the researcher did the following:

-Reviewing the ESP literature that focused on English for academic purposes communicative skills.

-Reviewing the previous studies that already developed the communicative skills for academic purposes.

4.4.C validity

The questionnaire was validated by jury members (appendix 1), English language professors and instructors who are specialized in English methodology and ESP COURSE design. Based on the jury members' recommendation, the researcher made the suggested changes and modification to reach to its final form.

4.4.D. Administration

The questionnaire was administrated to the first year, physiotherapy students Egyptian Chinese university, through Microsoft teams (online), to be filled calculated online, the researcher explained the purpose of the questionnaire.

4.4.E. Description

The questionnaire consists of four items representing the target communicative skills "writing, reading, speaking and listening ". Before each item there are three fields to determine the degree of importance (very important - less important-not important)

4.5. Needs analysis speaking skills questionnaire:(Appendix 3)

4.5.A The objective:

The questionnaire was designed for the purpose of:

-Surveying the physiotherapy students' needs for the most needed academic communicative speaking skills.

4.5.B Design:

In order to design the questionnaire, the researcher did the following:

-Reviewing the ESP literature that focused on English for academic purposes communicative speaking skills.

-Reviewing the previous studies that already developed the communicative speaking skills for academic purposes.

4.5.C validity

The questionnaire was validated by jury members (appendix 1), English language professors and instructors who are specialized in English methodology and Esp. course design. Based on the jury members' recommendation, the researcher made the suggested changes and modification to reach to its final form.

4.5.D. Administration

The questionnaire was administrated to the first year, physiotherapy students' Egyptian Chinese university, through Microsoft teams (online), to be filled calculated online, the researcher explained the purpose of the questionnaire.

4.5.E. Description

The questionnaire consists of four items representing the target communicative speaking skills which is most needed to be developed through drama technique and which is important for the physiotherapy students' academic life. The needs analysis questionnaire measures the students' speaking skills as follows:

1-How can Drama help in cognitive (knowledge) speaking skills?

2-How can Drama help in presentation speaking skills?

3-How can Drama help in profession (career) speaking skills?

4-How can Drama help in negotiation speaking skills?

Before each item there are three fields to determine the degree of importance (very important - less important-not important)

4.6. Speaking Skills Test:(Appendix 4).

4.6.A The objective:

The speaking test was designed for the purpose of:

-Surveying the physiotherapy students' acquisition *for* their academic communicative speaking skills.

4.6.B Design:

In order to design the test, the researcher did the following:

-Reviewing the ESP literature that focused on English for academic purposes communicative speaking skills test.

-Reviewing the previous studies for designing speaking tests that already developed the communicative speaking skills for academic purposes.

4.6.C validity

The test was validated by jury members (appendix 1), English language professors and instructors who are specialized in English methodology and Esp course design. Based on the jury members' recommendation, the researcher made the suggested changes and modification to reach to its final form.

4.6.D. Administration

The test was administrated to the first year (the control and the experimental groups) , physiotherapy students ,Egyptian Chinese university, pre and post teaching the EAP content for the control group through the normal content and for the experimental group through teaching the designed English for academic purpose content , the researcher explained the purpose of the test .

4.6.E. Description

The test consists of ten oral tasks representing the target communicative speaking skills which is most needed to be developed through drama technique and which is important for the physiotherapy students' academic life according to the result of the needs analysis

speaking skills. Every task was out of ten marks, five speaking skills was measured for every one task . two marks for every one skill, so the total mark for every task was out of ten and the total mark for whole test was out of 100.

4.6.f. Psychometric Properties of Speaking Skills Test for Physiotherapy Students' :(Appendix 4).

The researcher verified the availability of the psychometric Properties (validity, reliability) of the test as follows:

First: Validity

In this research, the researcher relied on the validity of the jury members (Appendix one) to emphasize the validity of the content, also the internal consistency, the following is an explanation for this:

A. Content validity:

The researcher presented the test in its initial on jury of experts' form field of curriculum and teaching methods to express their opinions on the appropriateness of items of the test, Based on the viewpoints agreed upon by the jury members, the researcher has done the modifications agreed upon by the jury of experts (80.00% and more).

the percentage of agreement on the test as a whole reached (92.86%), which is a high percentage indicating the validity of the test, after making the modifications approved by the jury members, which included an amendment to the formulation of some of the questions of the test, The researcher made the modifications referred to by the jury members. (Appendix one).

B. Internal consistency validity:

Internal consistency was calculated through the application of the test on (85) students during the pilot study as follows:

Calculation of the correlation coefficients among the test items and total test as follows:

Table (1)
Correlation Coefficients between Items of Test and Total Test

Items	Correlation Coefficient of items & Total Test	Items	Correlation Coefficient of items & Total Test	Items	Correlation Coefficient of items & Total Test
1	0.725**	5	0.829**	9	0.848**
2	0.622**	6	0.714**	10	0.851**
3	0.801**	7	0.488**		
4	0.713**	8	0.738**		

** Correlation is significant at the at level (0.01)

Table (1) shows the correlation coefficients between the total test and items of the test have ranged between (0.488) and (0.851), all of which are a statistically significant at the level of (0.01); this indicates the correlation and coherence of the test items, and the test as a whole, which indicates that the test It has internal consistency.

Second: Reliability

The reliability of the test was calculated in a number of ways, the Cronbach's Alpha, and Split Half, as follows:

A-Cronbach's Alpha: The researcher used this method to calculate the reliability of the test by applying it to a sample of (85) student. The Cronbach's Alpha coefficients for the value of the Cronbach's Alpha for the overall test was (0.839).

Table (2)
Results of The Reliability Coefficient Values
For the Speaking Skills Test

Test	Number of items	Cronbach's Alpha Coefficient
The test as a whole	10	0.839

These values indicate that the test has an appropriate degree of reliability.

Split Half: The reliability coefficient of the test was also calculated using the split half method, as shown in the Table (2):

Table (3)
Reliability Coefficient Using the Split half Method to
the Speaking Skills Test

The Test	Number of items	reliability coefficient after correction (Spearman-Brown)
Speaking Skills Test for Physiotherapy Students'	10	0.889

These values indicate that the test has an appropriate degree of reliability, and this means that the values are appropriate to be reliable and indicate the validity of the test for application.

-The Statistical Methods:

The Social Sciences Statistical Package SPSS ver.25 was used to perform statistical analyzes, and the methods used in this research are:

- "t-test" for the independent groups to examine the equivalence in the Speaking Skills test between experimental students' group & control students' group, and its significance was verified by the value of (t).

- "t-test" for the independent groups to examine the significance of the differences between the degrees of students (experimental students' group & control students' group) to determine the difference in the level of the Speaking Skills test in both gsroups, and its significance was verified by the value of (t).

- Effect size scale "η^2" to demonstrate the impact of the experimental treatment on Speaking Skills test.

- the ratio of Blake to verify of effectiveness.

4.7-English for Academic Purpose Physiotherapy Content:(Appendix 5).

4.7.A The objective:

English for Academic purpose physiotherapy content was designed for the purpose of:

-Developing the physiotherapy students' needs for the most needed academic speaking skills through the designed digital drama tasks.

4.7.B. Design:

In order to design English for academic purpose content through the designing digital drama tasks, the researcher did the following:

-Reviewing the ESP literature that focused on English for academic purposes digital drama techniques for developing speaking skills.

-Reviewing the previous studies that focused on English for academic purposes digital drama techniques for developing speaking skills.

-Calculating the students' needs through the needs analysis questionnaire which is most needed to be developed through drama technique and which is important for the physiotherapy students' academic life.

4.7.C validity

The content was validated by jury members (appendix 1), English language professors and instructors who are specialized in English methodology and Esp. course design. Based on the jury members' recommendation, the researcher made the suggested changes and modification to reach to its final form.

4.7.D. Administration

The content was administrated to the first year, physiotherapy students' Egyptian Chinese university, through Microsoft teams (online), the researcher explained the purpose of the questionnaire.

4.7.E. Description

The content consists of four units representing the target communicative speaking skills to be practiced through digital drama techniques. the content is a "task-based content" which is designed for developing the required communicative speaking skills to be practiced through digital drama techniques. the course content is designed according to the speaking skill target, faculty of physiotherapy, first year needs analysis speaking skills questionnaire.

4.8. Hypotheses of the Study: -

In the light of the results of the theoretical background, the following hypotheses can be stated:

1-There is a statistically significant difference between the mean scores of the experimental and control groups in the post administration of the academic speaking skills test favoring the experimental group.

2-There is a statistically significant difference between the mean scores of the experimental group students in the pre and post administrations of academic speaking skills test favoring the post administration.

3- Digital drama techniques are effect in enhancing physiotherapy students' academic speaking skills.

4.9. Results and Discussion:

- Pre-test of the Speaking Skills Test:

The prior application of the test was done on the students of the experimental and control groups, and the results were monitored and statistically processed using the (t) test for two independent samples.

the value of (t) was calculated for two independent groups and their significance for the difference between the average scores of experimental students' group and control students' group in the Speaking Skills test, and a table (4) shows that:

Table (4)
The value of "t" test and the level of its significance for the difference between experimental group and control group in pre-test of the Speaking Skills test

Variable	Groups	N	Mean	Std. Deviation	df	t	Sig
Speaking Skills Test	**Experimental Group**	100	20.63	9.441	198	0.489	0.625
	Control Group	100	20.01	8.452			

It is shown from the previous table (4):

- Table (4) shows the great Convergence between the average scores of experimental group students and the average score of control group students in Total of the Speaking Skills test,

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where experimental group students got an average (20.63) with a standard deviation (9.441), while control group students got an average (20.01) with a standard deviation (8.452), and the calculated value of (t) for the significance of the difference between the average scores of experimental group and control group students in Total of the Speaking Skills test, which reached (0.489); Thus, there is no statistically significant difference at the level of significance (0.05) between responses For students of experimental group and control group in pre- application to Total of the Speaking Skills test.
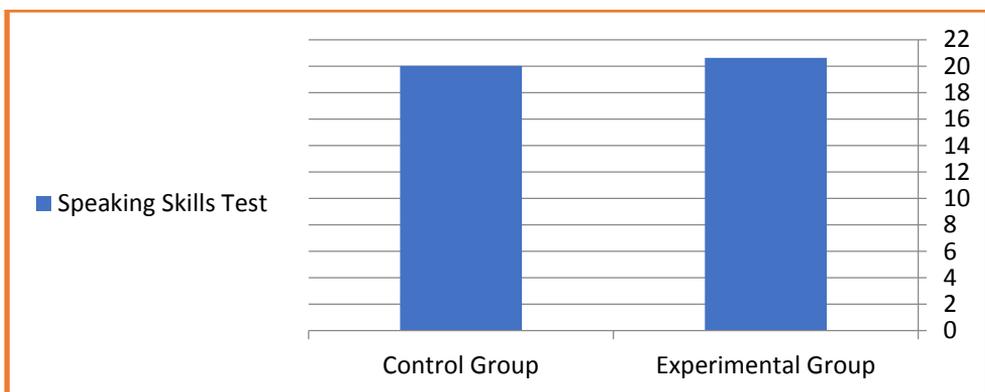
- **This result can be also illustrated by in figure (1):**

Figure (1)
A graph Showing of Average Scores of Experimental Group and Control Group in Pre-test to the Speaking Skills Test

Results

- First hypothesis testing of the research

The first hypothesis Stated that " **There is a statistically significant difference between the mean scores of the experimental and control groups in the post administration of the academic speaking skills test favoring the experimental group** ".

To test the validity of this hypothesis, the (t) test was employed to two independent groups the experimental students' group and the control students' group in post-test of the academic speaking skills test on the content skills. The results are shown in table (5):

Table (5)
The value of "t" test and the Level of Its Significance for the Difference between Experimental Group and Control Group in Post-test of the Academic Speaking Skills Test

Variable	Groups	N	Mean	Std. Deviation	df	t	Sig
Speaking Skills Test	Experimental Group	100	76.38	9.953	198	39.138	.000
	Control Group	100	23.81	9.019			

It is shown from the previous table (5):

- Table (5) illustrates high of average scores for experimental group students than average score of control group students in Total of the academic speaking skills test, where experimental group students got an average (76.38) with a standard deviation (9.953), while control group students got an average (23.81) with a standard deviation (9.019). it's mean the average scores of experimental group students was higher than the average scores of control group students in the post-test of Total of the academic speaking skills test.

- The calculated value of (t) for the significance of the difference between the average scores of experimental group and control group students in Total of the academic speaking skills test, which reached (39.138); Thus, there is statistically significant difference at the level of significance (0.05) between responses for students of experimental group and control group in post- application to Total of the academic speaking skills test in favor of experimental group.

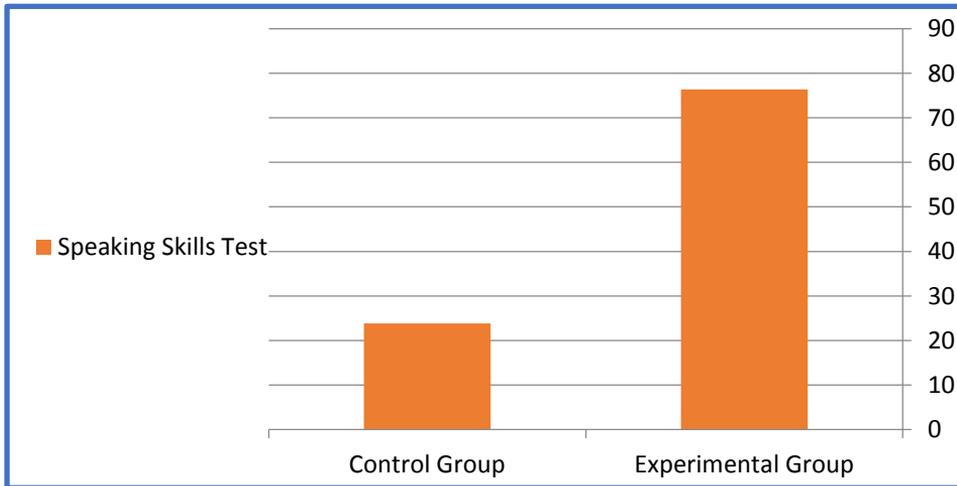- **This result can be also illustrated in figure (2)**

Figure (2)

a graph showing of average scores of experimental group and control group in post-test of the academic speaking skills test

This means accepting the first hypothesis of research, and this indicates that there is difference at the level of (0.05) between the experimental and control group in the post- test of the academic speaking skills test in favor of experimental group.

The Second hypothesis of the research

The Second Hypothesis Stated that " There is a statistically significant difference between the mean scores of the experimental group students in the pre and post administrations of academic speaking skills test favoring the post administration ".

To test the validity of this hypothesis, the (t) test was employed to two paired groups in pre and post-test of the academic speaking skills test for the experimental students group. The results are shown in the following table (6):

Table (6)

The value of "t" test and the Level of its Significance for the Difference between the Experimental Group in the Pre and Post Test of the Academic Speaking Skills Test

Variable	Test	N	Mean	Mean paired differences	Std. Deviation	Std. Deviation paired differences	df	t	Sig
Speaking Skills Test	Pre-test	100	20.63	55.75	9.441	13.395	99	41.621	.000
	Post-test	100	76.38		9.953				

It is shown from the previous table (6):

- High of average scores for post-test about average score of pre-test for experimental group students in Total test of the Speaking Skills, where experimental group students got an average (20.63) in pre-test of Total test, while got an average (76.38) in post-test of the Speaking Skills Test. it's mean the average scores in post-test of the Speaking Skills Test for experimental group students was higher than the average scores in pre-test of the Speaking Skills Test.

- Mean paired differences between the mean scores of the pre-test and post-test of the Speaking Skills Test was reached (55.75).

- also, the calculated value of (t) for the significance of the difference between the average scores of the pre-test and post-test of the Speaking Skills Test, which reached (41.621); Thus, there is statistically significant difference at the level of significance (0.05) between responses of experimental students in the pre-test and post-test of Total the Speaking Skills Test in favor of the posttest.

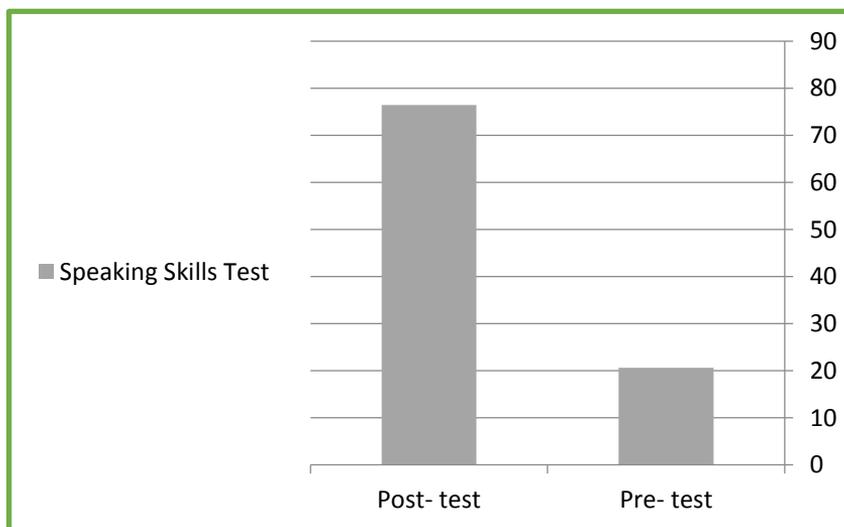- **This result can be also illustrated by the in Figure (3):**

Figure (3)

a graph showing of average scores for pre and post test

in the Speaking Skills Test for experimental group

- This means accepting the second hypothesis of research, and this indicates that there is difference at the level of (0.05) between the mean scores of the experimental group in the pre-test and post-test of the academic speaking skills test in favor of the posttest.

Third hypothesis of the research

The third hypothesis Stated that " Digital drama techniques is effective in fostering physiotherapy students' academic speaking skills ".

To test the validity of this hypothesis, the effect size of the Digital drama techniques on fostering the physiotherapy students' academic speaking skills.

The following table (7) illustrates the effect size of the Digital drama techniques on developing the academic speaking skills test.

Table (7)
value of (η^2) and the level of effect size

implementation	t	η^2	The Effective Size	d	The Effective
Experimental Group - Control Group	39.138	0.886	88.6%	5.563	high
Pre test - Post test	41.621	0.812	81.2%	4.162	high

The previous table (7) shows the following:

- The value of Eta-square (η^2) for Experimental Group - Control Group in Academic Speaking Skills test was (0.886). This means that (88.6%) of variance in the level of Academic Speaking Skills is due to use the Digital Drama Techniques, The value of (d) equal (5.563) means the effect size of using the Digital Drama Techniques on students' Academic Speaking Skills is large, because the value of d is higher than (0.8).

- The value of Eta-square (η^2) for Pre test - Post test in Academic Speaking Skills test was (0.812). This means that (81.2%) of variance in the level of Academic Speaking Skills is due to use the Digital Drama Techniques, the value of (d) equal (4.162) means the effect size of using the Digital Drama Techniques on students' Academic Speaking Skills is large, because the value of d is higher than (0.8).

- In order to verify the effectiveness of Digital Drama Techniques, the modified gain ratio of Blake and its significance was applied for Developing Academic Speaking Skills for Physiotherapy Students'. The results were as shown in the following table (8):

Table (8)
Blake's modified ratio and its significance for Developing Academic Speaking Skills for Physiotherapy Students'

final grade	pre average	post average	ratio of Blake	significance
100	20.63	76.38	1.260	acceptable

It is clear from the previous table (8) that:

- Digital Drama Techniques effectiveness in developing Academic Speaking Skills for Physiotherapy Students', as the earning rate reached (1.260), which is considered an acceptable percentage; This indicates that the Digital Drama Techniques is effective in developing the Academic Speaking Skills for Physiotherapy Students'.

- **This means accepting the third hypothesis of research, and this indicates that the Digital drama techniques is effective in fostering physiotherapy students' academic speaking skills.**

5-Interpretation, Recommendations and Suggestions:

Throughout the discussion of the previous results, it has become clear that the Digital drama techniques is effect in fostering physiotherapy students' academic speaking skills. Through these results, a number of conclusions can be made:

1. The students tend to be more proficient academic speakers through using digital drama techniques.

2. Digital drama techniques were effective in enhancing physiotherapy students' academic speaking skills.

3. Academic learning language with their target skills can be effectively enhanced through using technology and computer assisted language learning.

4. Digital drama techniques provided the students with positive teaching and learning environment.

5. Digital drama techniques helped the students in being more active, initiative and creative.

6. Digital drama techniques connected the students with academic real-life situations of language use and thus, this made learning more realistic to them.

5.1. Recommendation:

In the light of the results and conclusions of the present study, the following recommendation are recommended:

1-Students enrolled in the first year, faculty of physiotherapy should be trained in an effective ESP drama techniques content.

2- ESP instructors in the faculty of the Physiotherapy should receive training in using effective digital drama techniques to improve the students 'academic speaking skills.

3-It is recommended that curriculum designers should depend on developing academic speaking skills through using technology.

4-During performing the program, students should be provided with a relaxing and effective environment.

5.2. Suggestion for further researches:

-Out of the study results, conclusions and recommendations, the following areas of the study may be suggested for further research:

1-Developing a program through using digital drama techniques for developing other skills are not dealt with in the present research and then it is needed to investigate its effect on the other communicative language skills.

2-Designing an effective digital drama technique for developing students' speaking skills in the pre- university stage.

3-Developing ESP digital drama techniques language programs in different faculties.

4-Determing the long-term effect of using the digital drama techniques in effective different strategies.

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