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Students' Perceptions towards the Use of Drama to Enhance The Speaking Skill

The Case Study of Third Year EFL Learners at the University Centre of Mila

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Dedication

To my dearest people on this planet; my loving parents who gave me not only love and support but also strength …

To all my sisters and brothers,

To my second half, my dear husband,

My friends,

And everyone who gave me the power to achieve this work.

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Abstract

Since English now is the lingua-franca all over the world, learning how to speak it fluently and accurately became certainly needed. In order to practise the speaking skill, learners of English as a foreign language tackle many obstacles due to its difficulty. Accordingly, teachers start pushing students to speak regardless of their difficulties and helping them minimizing these problems. In this regard, the current study attempts to investigate the role of applying drama techniques to enhance third year English as a foreign language students' oral performance at Mila University Centre. It aims to determine how drama techniques help in ameliorating learners' speaking in addition to exploring students' perceptions towards it. Therefore, a research question is raised: What are the attitudes of third year students at Abdelhafid Boussouf University Centre towards the use of drama in order to enhance the speaking skill? To obtain the necessary data for responding to the question, two questionnaires are held; one was distributed to oral expression teachers, and the other one went for the third year learners. The main research findings revealed that students speak better when they learn through drama techniques. In addition, this data denoted that drama techniques help to promote learners' speaking skill. Eventually, the research work proffered a variety of recommendations for pedagogy and future research.

List of Abbreviations

CLTA: Communicative Language Teaching Approach

EFL: English as a Foreign Language

FL: Foreign Language

FLA: Foreign Language Acquisition

SL: Second Language

OE: Oral Expression

%: Percentage

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GENERAL INTRODUCTION

1. Background of the Study

Foreign language acquisition (FLA) is a complicated task that requires different attitudes and variety of tools that are needed to overcome every possible obstacle that students may encounter in their path of mastering the language. Thus, students' interests, desires, learning styles, and cognitive developments should be taken into consideration while designing the syllabus and the curriculum. The purpose of learning differs from one student to another, some focus on the receptive skills (reading and listening), in the meantime, others focus on the productive ones (writing and speaking). Yet, it is important to say that mastering a foreign language (FL) is strongly related to the process of learning how to speak and how to use the target language (TL) in real life context. Kurum (2017) said that speaking is considered to be the mostly needed skill for an individual to be accepted as competent in a FL. It means that mastering the art of speaking is the single most significant aspect of learning a FL or second language (SL) that leads to carry out a conversation in real life situation. In view of this fact, Nirmawati (2014) said that speaking is the skill that the learners will be judged upon most in real-life situation. In the same context, Chaney (1998) claims that: "speaking ability is the process of sharing and building meaning while using verbal and nonverbal symbols in different situations …." Hence, speaking is paramount in both language learning and teaching, and learners are supposed not only to study how to express themselves, but also to follow social and cultural norms in any context. The huge importance of speaking skill is strong enough reason to develop new ideas, beliefs, attitudes, and teaching tools. One of these tools is drama, the latter is remarkably popular among teachers in a challenging period of time due to the link it has to the real life as it provides students with opportunities for personal development by helping them to communicate properly and to release their competence through performance.

Creative drama in education is to act out any subject by using techniques such as improvisation and role playing. Participants act based on their background and experiences (Adıgüzel, 2006). Improvisation processes enable it to be changeable and creative (San, 1990). Creative drama has a significant impact on speaking skill, with students taking active roles, communicating more easily, and providing a more comfortable environment. Moreover, drama can help learners to understand and pronounce words when they listen to them and encourage them to communicate with others.

2. Statement of the Problem

EFL teachers should take into consideration that English can be taught and practiced most in the classroom and that the ability to communicate spontaneously is one of the main objectives that EFL learners aim to achieve. Thus, students need to develop their speaking skills in order to be able to speak not only in English classes, but also to express themselves and interact with the society. With the purpose of being able to speak the TL fluently in real life situation, it is suggested by Richards and Rogers (2001) to use different communicative activities that may foster students speaking skills. This study claims that using drama in English lessons will develop learners' speaking abilities and will enable them to use the TL in a functional and communicative way.

3. Aims of the Research

This study argues that educative drama boosts speaking skills of learners by providing a stress free and positive environment where students feel more comfortable, relaxed and more confident, which leads to a high participation in learning. One of the main purposes of the current study aims to capture the point of view of third year students at Abdelhafid Boussouf Mila University Centre about using drama methods to enhance speaking and students' perceptions towards it.

4. Research Question

In the present study, we aim to answer the following question:

- What are the attitudes of third year students at Abdelhafid Boussouf University Centre towards the use of drama in order to enhance speaking skill?

5. The Significance of the Study

The findings of this study are expected to be beneficial for EFL learners, EFL teachers and the readers. It will provide more efficient and interesting technique of learning speaking for learners. Also, it is expected to help teachers know whether drama is an effective teaching classroom technique or not. Furthermore, this study can be used by other researchers who want to conduct researches on how to improve the learners' EFL speaking abilities.

6. Tools of the Research

In order to answer the already stated question, two tools of investigation have been used at the Department of Foreign Languages at Abdelhafid Boussouf Mila University Centre. The first tool was a questionnaire that has been administered to third year EFL students hand in hand. The questionnaire was opted because it is one of the most practical methods that enable me to gather a large amount of data from a large number of students. Also, the information obtained from the questionnaires can be measured easily and effectively. In addition to students' questionnaire, another questionnaire was made for teachers as a second tool for the purpose of investigating teachers' attitudes towards the use of drama to sharpen and boost students speaking skill.

In fact, my research method is quantitative and not qualitative. Although this method is effort exhausting and time consuming, I adopted it due to the nature of my research topic that can be better studied through it.

7. Structure of the Dissertation

This research is purposefully made of two chapters. The first chapter constitutes of two sections as a literature review about using drama in EFL classroom and the speaking skill. The first section will deal with drama, its definition, history, importance and techniques as a teaching tool. However, the second section presents brief descriptions of the speaking skill, its elements, aspects and importance; in addition it sheds light on teaching and learning speaking and the speaking difficulties that may be encountered within EFL classrooms. In conclusion, covering how teachers evaluate the learners' mastery of this skill was certainly needed. The second chapter provides a detailed analysis, interpretation and discussion of both teachers' and students' questionnaires. Finally, it ends by a list of implementations, limitations and recommendations of the study.

CHAPTER ONE: THEORETICAL BACKGROUND

Chapter One

Theoretical Background

Introduction

EFL learners aim to learn English for the purpose of expressing themselves, and conveying their thoughts in a meaningful communication; however, speaking becomes an obstacle that obstructs them from reaching their goals. Therefore, they cannot master the speaking skill, this problem is the purpose of suggesting drama techniques as a key method to improve learner's speaking proficiency. The first chapter of my research is divided into two sections. The first section deals with all that has to do with drama techniques and strategies whereas the second section will tackle the speaking skill in general.

Section One: The Use of Drama Techniques and Activities in EFL Learning

Teachers everywhere are constantly trying to find new techniques and strategies to motivate and improve their students' learning experiences. One of the recent and highly supported strategies by teachers is drama. It is increasingly being used in educational contexts as an essential and effective teaching strategy. It promotes meaningful, active and reflective thinking processes as well as enhancing communication skills development. One of the reasons that drama is able to enhance students' learning experience is because of its unique ability to accommodate many different learning styles and, thus, to motivate the learners.

The first section is devoted to present brief descriptions of drama and its history, in addition to its application on lesson stages. Moreover, it sheds light on using drama as a tool in Communication Language Teaching Approach (CLTA). Furthermore, it underlines the importance of using drama in classrooms. It concludes by covering drama techniques that may be used, such as: role play, mime, simulation, improvisation, and script writing.

1.1.1 Definition of Drama

Drama is considered as a major form of literature. According to Holden (1982), "drama is any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation"(p. 1). In other words, it is when the actors perform life experiences to the audience on stage as an imitation.

Similarly, Hubbard (1986, p. 317) defined it as an activity in which people are concerned in a pretended social context where they interact and communicate with one another. Drama is also used as an educational activity where learners take roles and participate in imaginary social contexts. In the same context, Holden (1982) believed that "Drama is concerned with the world of ´let's pretend´; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person" (p. 1). In other words, it is performed in front of the audience with accordance to language teaching/learning where the participant acts as another person. From another perspective, Courtney (1980, p. 7) confirmed that drama is the act of pretending to be someone or something but not yourself. Equally, it is when you play different roles imaginary or even from real life situations.

For pedagogical settings, "It is a multi-sensory tool, which combines listening, speaking, thinking, exploration and use of the immediate environment and the development of physical control" (Gill Thompson & Huw Evans, 2005, p. 15). That is to say, in pedagogical terms, it is supposed that to make language learning more meaningful and memorable, we should provide our students a multi-sensorial experience, and should engage them physically and emotionally.

From the aforementioned definitions, it can be concluded that drama is an imaginary situation when the participants play various roles in order to communicate and learn language effectively.

1.1.2The History of Drama in Education

A look at educational attitudes in the twentieth century reveals two opposing perspectives on education that have been in constant conflict throughout the century: teacher-centered education and learner-centered education. Gavin M. Bolton (2010, p. 25) discussed these two contrary educational approaches and states that the teacher centered approach has regarded the purpose of education as the transmission of knowledge while the learner-centered approach is about taking into account a child's individual interests, abilities, schemata, and cognitive development.

One of the methods of the learner-centered education views was drama. The drama teaching method and improvisation that emerged from the 1950s onwards might be understood as a reaction to the restrictive and uncreative practices of that time, which involved children acting out in a rather formal way instead of creating their own ideas (Slade, 1954). It was suggested that when participants are engaged in more spontaneous, improvised work (traditionally called 'drama') their level of engagement and feeling will be more intense and 'genuine' than when they are performing on stage (traditionally called 'theatre'). The reason why drama was accepted as one of the methods of the learner-centered education is that drama was associated with self-expression which was an important factor in recognizing a learner as an individual. Learner-centeredness and self-expression were not the only catch-words of the New Education movement with which drama was associated. "Learning by doing", "activity method" and "play-way" were the reasons why drama has become a tool of the learner-centred education.

1.1.3 Drama as a Teaching Tool in Communicative Language Teaching Approach

Drama is all about talking and acting, it can be one of several teaching techniques that are often employed in classroom activities that make the learning process easier for students to learn English because they must be able to deliver dialogues correctly in order to convey the story's theme. Hence, they have to speak to each other even for the students who have never spoken English before. As Franklin Benjamin said "Tell me and I forget. Teach me and I remember. Involve me and I learn"(Albalawi, 2014),

For many years, drama has been considered as a successful strategy in EFL learning. It is used within the CLTA in which it helps learners in developing their communicative skills, especially speaking skills. Drama activities are used to achieve the main goal of CLTA which is developing an effective communicative competence that allows learners to interact successfully using the target language. Drama is generally seen as a technique to engage learners in active learning and interactive pedagogy which encourages them to engage in dialogue which uses subject specific language in highly appropriate contexts. In CLTA, drama techniques play an important part because of their holistic effect on personality development. CLTA enables teachers to create student-centred and communicative environment which implies simulation of communicative situation, role distribution, problem statement, and problem solving.

1.1.4 Principles of the Communicative Approach to Language Teaching (CLTA)

CLTA is defined by Doughty and Long (2003) as a collection of methodological principles. They describe these principles as characteristics that can aid in the acquisition of a second language (SL) (as cited in Brandl, 2007, p. 6).

1.1.4.1 Using Tasks as an Organizational Principle

Tasks should be employed as an organizational principle, according to this idea. Unlike traditional techniques, which focus on grammar texts, CLTA aimed to improve conversational abilities to help students learn more effectively by giving learners "a purpose to use grammar in a meaningful context" (Doughy and Long, 2003, p. 8).

Social interaction is the most effective technique to learn and teach a FLbecause it allows learners to share knowledge and ideas with one another, to collaborate toward a common goal, and to assist the interlocutor in comprehending the input and receiving feedback. The tasks that are given to the students assist them in using grammar in meaningful contexts. They also involve them in understanding, manipulating, generating, or engaging in the target language, but the emphasis should be put on meaning rather than form. In order to prepare learners for real-life language use, these tasks should be authentic (Brandl, 2007, p. 7).

1.1.4.2 Promoting Learning by Doing

This fundamental principle to CLTA is based on the theory that a practical approach positively increases a learner's cognitive engagement. Doughty and Long (2003, p. 58) believed that "new knowledge is better integrated into long term memory, and easier retrieved, if tied to real- world events and activities". So, this principle entails that knowledge can be better retained if it is tied to real-world events and activities.

1.1.4.3 Making Input Rich

The third principle emphasizes the importance of the learners' input .When pupils can hear the language from a variety of sources, such as the teacher, TV, video, or other students, it is considered a rich input.In this context, Doughty and Long (2003)

stated that a rich input entails "realistic samples of discourse use surrounding native speaker and non- native speaker accomplishments of targeted tasks" (p. 61).

Moreover, the authenticity of materials used makes the input rich. Authentic materials contain authentic language and reflect real-life language use. The use of the target language in the classroom is considered as an important factor which makes the input rich since the student needs to be exposed to the language from various sources such as texts, photographs, and videos to develop language skills (Brandl, 2007, p. 13).

1.1.4.4 Input Needs to Be Meaningful, Comprehensible, and Elaborated

The input needs to be meaningful, comprehensible, and elaborated. The assimilation of the input depends onhow the knowledge is attached to the preceding knowledge of the learner. Throughout the history of language teaching, there has been a focus on meaning rather than on the form and also on developing the learners' ability to enable them to use language for communication.In this respect, Lee and VanPatten (1995, p. 38 as cited in Brandl, 2007, p. 16) put it, "The learner must be able to understand most of what the speaker (or writer) is saying if acquisition is to happen. [. . .], the learner must be able to figure out what the speaker is saying if he is to attach meaning to the speech stream coming at him".

1.1.4.5 Promote Cooperative and Collaborative Learning

Cooperative and collaborative learning promotes communicative interaction in TL. When pairing or grouping learners together they can work cooperatively on a language-learning task, their educational aspirations and accomplishments will be influenced (Brandl, 2007, p. 18).

1.1.4.6 Focus on Form

This principle gives emphasis to the focus on form approach. It stresses the importance of achieving communicative goals without ignoring the structural side of the language. The form-meaning connection enables teachers to teach grammar within communicative contexts (Brandl, 2007, p. 19).

1.1.4.7 Providing Error Corrective Feedback

One of the conceived roles of the teacher is giving feedback to students' answers. It is important to provide learners by corrective feedback whether it is positive (agreeing and praising) or negative (correcting the mistake). This behavior demonstrates the development of the learners' TL by accepting or modifying the language use (Brandl, 2007, p. 20).

1.1.4.8 Recognize and Respect Affective Factors of Learning

Recognizing and respecting what can affect students' learning is crucial for teachers to understand and provide learners with an environment where they can feel motivated. There are reasons behind learners' reluctance to participate in classroom such as anxiety, fear of making mistakes, and nervousness. Hence, teachers have to look for solutions such as using group work and creating a beneficial relationship with students (Brandl, 2007, p. 21).

1.1.5 Applying Drama on Lesson Stages

Drama can be used at any stage of a lesson when the teacher can give the appropriate amount of talking time. Davies (1990) argued that drama activities can be efficient from stage two to five of a lesson as follow:

- In the stage two, "the presentation stage", the new language items can be presented by any drama technique used by the teacher.

- In the stage three, "the practice stage", students can learn through practice such as using information gap, true-false, and pair and group role play exercises.

- In the stage four, "the further practice stage," new cues are used for expressing the new vocabulary and lexis more creatively such as substitution tables.

- In the stage five, "free stage," the teacher create new atmosphere to employ what has been learnt freely and act out of conditions.

1.1.6 The Significance of Using Drama Techniques in English Language Classes

Drama is an effective way of helping students to learn languages including EFL. Fleming (2006) stated that drama is certainly a learner centered since it goes through group working. Its use in the classroom and provides exciting opportunities for foreign language learners to use the language in concrete "situations." In the same vein, drama activities can offer students with an opportunity to express various feelings, to solve problems, to make decisions, to socialize using language. Drama activities are also beneficial in the development of oral communication skills in which it help students to communicate in the FL(Aldavero, 2008).

Boudreault (2010) went over the main points that drama use in language teaching facilitates: (1) learning meaningful, fluent interaction in the FL; (2) assimilating the features of pronunciation and prosody in a contextualized way; (3) acquiring new contextualized vocabulary and grammar; (4) increasing students' confidence in their ability to learn the FL; (5) developing the learners' imagination; (6) increasing independent thinking; (7) using critical and creative thinking; (8) improving cooperative skills and social awareness and understanding; and (9) releasing emotion freely which can work to relieve the anxiety of learning in a SL (as cited in Angelianawati, 2019).

Moreover, Maley and Duff (1988) stated that: "if drama is motivating– and we believe it is- the reason may be that it draws on the entire human resources of the class and that each technique, in its own way, yields a different and unique result every time it is practiced" (p.

13). That is to say, it makes learning enjoyable, lively, and motivating by using different drama techniques.

Maley and Duff (2005) also made a list of points defending the use of drama as a learning strategy and its benefits in general:

- It naturally integrates linguistic skills, attentive listening, and spontaneous verbal expression;

- It incorporates both verbal and nonverbal parts of communication (as well as physical and mental aspects of learning);

- It integrates both cognitive and affective domains (importance of feeling as well as thinking);

- It brings the classroom interaction to life through an intensive focus on meaning;

- It offers unequalled opportunities for catering to learner differences;

- It fosters self- awareness, awareness of others, self-esteem and confidence;

- It provides motivation through the variety of expectancy generated by the activities;

- It offers transfer of responsibility for learning from teacher to learners;

- It promotes an open, exploratory learning style in which creativity and imagination are encouraged to develop. In order to learn a language effectively, you must be willing to take risks;

- It has a positive effect on classroom dynamics and atmosphere.

- It is an enjoyable experience;

- It is low-resource. All you need is a roomful of human beings. (p. 2)

To conclude, drama activities allow learners to be creative in a totally different way, build confidence, and give a way for learners to communicate easily.

1.1.7 Drama Techniques Used in EFL Classes

Since drama is a valuable form of communication, it has different techniques to be used in teaching EFL. These techniques are activities that give students the opportunities to express their personalities through imitating, mimicking, and facial expressions (Maley& Duff, 2005, p. 2). Teachers use many drama techniques like role-plays, mime, simulation, improvisation, scriptwriting, and skits to make their learners fluent speakers.

1.1.7.1 Role-play

Role play is considered as a successful tool which aims to improve students' interaction inside classroom. In search for the aim of role play, Palvannazarovna (2020) stated:

> Role play is any speaking activity which is produced by acting a scene from a textbook, story, novel, or even real life. Role-play is a well-known strategy that helps students to familiarize themselves with new social environments. Role-play is a strategy in which students are required to act specific roles through saying, doing and sharing. It develops communication skills and students are encouraged to master and enrich vocabulary learning through conversational activities.

That is to say, role play is a method for exploring learners' communicative skills through being an imaginary person usually in a hypothetical situation.

However, role play has different types: Dramatic plays, story dramatization and sociodrama, seminar style presentation, debates and interview. They vary according to the level of the learners (from beginner to proficient). Also, they range according to the way of introducing the description of the roles and its easiness (Zyoud, 2010).

1.1.7.2 Mime

In drama activities there is not only verbal communication but also there is non-verbal communication. Dougill (1987) defines mime as "a non-verbal representation of an idea or story through gesture, bodily movement and expression" (p. 13).Miming is a good technique that enables students practice their senses. It allows learners to represent their thoughts through gestures without saying anything.Mime and gestures will be able to facilitate communication, understanding, and reinforcing memory. The learners are given a topic to work on cooperatively for minutes, each group present its mime in turn, and after each performance the teacher asks the class for interpreting what has been performed (Dougill, 1987, pp. 15-16).

In the same context, Guadart (1990) referred to the three main ways to use mime in the classroom which are:

- The first way to use mime in the classroom requires imagination. Learners imagine themselves in a certain physical environment and they act in mime as though they are.

- The formal mime in which students are involved in a more formalized movement.

- Learners perform them in groups (p.24).

1.1.7.3 Simulation

It is considered as a drama technique which enables learners to integrate language and communicative skills with their previous knowledge. Buckner (1999) defined simulation as, "an intensive, interactive experience in which the content and roles assumed by participants are designed to reflect what people encounter in specific environments" (p. 1). It is a mode which intended to reflect a situation is the real- life and become participants in an event. Learners have roles, duties, and tasks within a situation involving problem-solving. In addition to that, they can practice several communicative skills as expressing their opinions,

persuading, solving problems and analysing situations while the teachers take the role of a facilitator. Simulation provides chances to practice fluency and accuracy in contexts and encourages creativity and motivation and lowers anxiety among learners (Zyoud, 2010).

1.1.7.4 Improvisation

Improvisation is a play without a script. Wessels (1987) believed that "… improvisation taps the students' already existing command of the language and tests their communicative strategies" (p. 85).Because of this lack of script, there is no dependency upon reading or memory skills, and every student should be able to take part in it and enjoy it regardless to their level. Improvisation emphasizes thoughts, feelings, and language where learners' creativity takes apart in speakingwithout a preconceived plan (Davies, 1990).

There are two types of improvisation. The first one is spontaneous when the teacher initiates it to discuss some language issues and learners are challenged to talk about it. The second type is prepared where the class argue about a specific theme and start building its structure and exchange ideas about it (Davies, 1990).

1.1.7.5 Script writing

Script writing is another technique of drama. Learners in this activity write their own script and analyze it, and then they discuss it and memorize it in order to perform it in front of their classmates. It can be done individually, in pairs or in groups. Script writing makes the learners comfortable since they are not limited with time not like other activities (Davis et al., 2012).

Conclusion

Drama occupies a prominent place in FL teaching. It paves the way for effective communication among learners and plays as a crucial teaching tool in CLTA. Drama gives learners the chance to learn the TL through acting in different activities such as role play,

mime, simulation, improvisation and script writing. These later help in making the learning process more challenging, motivating and active. Furthermore,using drama in teaching FL prepares students for unpredictable real life situations and develops their confidence and self-esteem.

Section Two: The Speaking Skill

Introduction

Since speaking is one of the important language skills which aim to improve learners' communicative competence,the mastery of language can be measured by how fluent and accurate the learners speak. During an EFL learning process, the mastery of the speaking skill is necessary to declare that a learner has mastered the language or not.From this start, teaching speaking plays a crucial role in developing the conversation of a language. Therefore, the use of English is a priority of any learner.

1.2.1 Definition of Speaking

In defining speaking, scholars have different views. According to Brown (1994), speaking is defined as "an interactive process of constructing meaning that involves producing and receiving and processing information" (p. 19).In the same vein, Chaney (1998) notes that speaking is "the process of building and sharing meaning through the use of verbal or non- verbal symbols in a variety of contexts" (p. 13).That is to say, speaking is a method of building a variety of language patterns orally. Thus, when speakers talk, they express their desired ideas and thoughts by producing well- structured utterances.

To elaborate the term, Bygate (1987) asserts that speaking is a solid bridge that enables people to communicate in different domains of life by saying that:

> Speaking is the vehicle par excellence of social solidarity, of social ranking, ofprofessional advancement and of business .It is also the medium through which much language is learnt, and which for many is particularly conductive for learning. Perhaps, then, the teaching of speaking merits more thought. (p. 1)

In other words, Bygate believes that speaking is a fundamental tool of communication. It unites people socially and helps in academic and occupational advancements.

In this respect, Harmer views that mastering the TL is measured not by how well the speaker can use it, but by how much he knows about. In the sense that it enables the speaker to be a good performer. He justified also that in order to be more fluent, the speaker has to chooseappropriate expressions which enable the receiver to form an interpretation of the intention of his message; the act of selecting words that can be understood by listeners is what meant by agood speaking skill (Harmer, 2001, p. 69).

All in all, it can be said that speaking is a skill by which people can interact to express their views, intentions, and hopes.

1.2.2 Elements of Speaking

In order for speaking to be effective, EFL students have to practice some language features. Harmer (2001, pp. 269-271) sheds light on the following features:

1.2.2.1 Connected Speech

EFL speakers have to produce connected sounds. Harmer (2001, pp. 269-271) declares that "It is about the different ways and styles speakers use to express their feeling and thoughts such as using stress, intonations, speed of utterances, and pitch. As well as using the paralinguistiques features" (Harmer, 2001, pp.260-271). Any speaker needs to speak the language in a coherent way and not just separated phonemes. These sounds may be modified, omitted and linked, or weakened in the connected speech (through contractions and stress patterning).

1.2.2.2 Expressive Devices

EFL learners need to have the ability to use effectively the phonological rules which refer to the pitch, stress, volume, and speed with the use of non- verbal means. These phonological rules enable them to convey their intended meaning and communicate like natives.Harmer (2001) states that "The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity" (p. 269).

1.2.2.3 Lexis and Grammar

Students usually use the same vocabulary and lexical structure when they communicate. Hence, the teacher then should provide them with various language forms which involve different functions. Expressions of agreement, disagreement, shock, and surprise are a good example that the learners need to own a variation in their language luggage so that they can use in different stages of communication with others (Harmer, 2001, 270).

1.2.2.4 Negotiation Language

Any FL needs to be understood for the interlocutor in order to learn it easily. In this context, the teacher should provide the necessary expressions for learners when they ask for clarification from other speakers. Moreover, speakers also need to well perform the speech and their utterances have to be clear and understandable.Harmer (2001, p. 270) claims that "they use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood".

1.2.2.5 Mental-Social Processes

The speakers' language skill is based on rapid mental and social processes. It depends on language processing which is the ability to process the language in their minds through putting it in a coherent range and the ability to retrieve language forms to communicate when

it is needed; interaction with others where the speakers need to be able to talk, listen and communicate spontaneously; and information processing when the speakers need to be able to respond to others' talk by processing the information in their minds rapidly (Harmer, 2001, p. 271).

1.2.3 The Aspects of Speaking

In order to accomplish a good speaking skill, learners have to master two important aspects: fluency and accuracy.

1.2.3.1 Fluency

Fluency is one of the main aspects of speaking that learners should achieve. Hughes (2002) defines fluency as "the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will breakdown because listeners will lose their interest" (p. 14). It is the ability to communicate using the language rapidly and freely without getting afraid of making errors or a lot of uncertainty, unnatural pauses and false starts in order to make a positive communication with others.

Fluency also has some aspects as they are suggested by Fillmore (1979, p. 93):

- **Speed:** fluency in speaking means to be quick and to fill time with talk.

- **Coherence:** it is to be able to talk in logical and meaningful sentences.

- **Language knowledge:** a fluent speaker must be knowledgeable in different contexts so that he can speak without fear.

- **Creativity:** the speaker should be original in his ideas and let his imagination free when he speaks.

1.2.3.2 Accuracy

Accuracy is a fundamental aspect which is related to correctness. Harmer (2001) confirms that "accuracy involves the correct use of vocabulary, grammar and pronunciation" (p. 104).In other words, to be accurate in oral production, learners should be knowledgeable and able to speak correct form of phrases and sentences which do not contain mistakes or errors at the level of grammar, vocabulary, and pronunciation; the focus on producing valid rules in accordance to language system.

1.2.3.2.1 Grammar

Grammar plays a crucial role in forming the structure of any language. It describes how elements of a sentence are put and work together such as morphemes, phonemes, words, phrases, clauses… etc.; thus, when the listener produces a good grammatical and lexical sentences, he would create a comprehensive meaning to the listener (Harmer, 2001, p. 12).

Thornbury (2005, p. 21) listed the features ofa spokengrammarasfollows:

- Frequentnon-clausalunits(e.g.:Mmm,No,uh,huh,yeah);

- Avariety oftagsnotfoundinwrittenstylesuchas tag questions;

- Interjections(e.g.:ah,oh,wow…)

- Hesitators(e.g.:umm,emm)

- Condensedquestions(e.g.moremilk?Anyluck?)

- Response forms (e.g.sure!) to acknowledgeandrequest

- Fixedpolitespeechformulate(e.g.happybirthday!Congratulations)

- Directspeechfavoured.

1.2.3.2.2 Vocabulary

Vocabulary is one of the important aspects of speaking. Mastering vocabulary helps learners in selectingand using the appropriate words, utterances, and expressions with the context when speaking. Lack of vocabulary can create a barrier for speakers; the more the speakers know vocabulary the more communication is effective and good expressive ideas are conveyed (Harris, 1974, p. 81).

1.2.3.2.3 Pronunciation

Pronunciation is an important aspect of measuring how the language is mastered. Redmond& Vrchota (2007) argues that "it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood" (p. 104). In other words, it is how to produce the words and utterances clearly which affects the meaning of the conveyed message.

In addition, Florez (1999) confirms that pronunciation is concerned with: "production of sounds, stress patterns, rhythmic structures and intonation of the language" (p. 2). This means that pronunciation deals with the phonological process of the language which helps in varying words' patterns.

1.2.4 Types of Speaking

There are different forms of the spoken language. Brown (2004, p. 141) differentiates five types of speaking:

- **Imitative Speaking:** It is the ability to imitate a performance in accordance to some grammatical properties.This imitation, actually, helps learners and improves their speaking skill when they pronounce words in the same way as they heard them.

- **Intensive Speaking:** It goes one step beyond imitative speaking to test the speaker in performing some phonological or grammatical aspects of language in which he is aware of its semantic meaning.

- **Responsive speaking:** it is a small interaction through very short conversations when the learners reply to their teachers with short answers when they are asked or comment about a given situation.

- **Interactive speaking:** interactive speaking is longer and more complex than the responsive one. It differs in term of participants and information exchange and it commonly contains face to face interaction.

- **Extensive speaking:** There is no interaction between the speaker and the hearer since this type of speaking is monologue used by learners to give oral reports, summaries or short speeches, either planned or not.

1.2.5 The Importance of Speaking for EFL Learners

Proficiency in each skill is necessary to become good communicator, but the ability to speak skillfully provides the speaker with several advantages. Ur (2000) declares that: "of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as 'speakers of the language, as if speaking included all other kinds of knowing'" (p. 12). This means that to convey the information we may use written or spoken language, but if we want to convey our ideas directly we need to speak.

Communication takes place where there is speech. Without speech we cannot communicate with one another. Speaking is an expressive language skill in which the speaker uses verbal symbols to communicate. So, through speaking we communicate with others, express our ideas, thoughts, and feelings; and know others' ideas as well. Hence, the

importance of speaking skill is enormous for the learners of any language (Karen, 1994). Speaking a FL means being able to communicate with people in real situations, not only during classroom controlled speaking activities. It is now the most emphasized skill in the field of EFL (Dakowska, 2005, p. 231).

In the same context, Baker and Westrup (2003, p.5) state that "a students who can speak English well may have greater chance for further education, of finding employment and gaining promotion." To conclude, mastering speaking offers golden opportunities in the future for a better life.

1.2.6 Teaching and Learning Speaking

After the emergence of CLTA, there has been a change in the roles of both the teacher and the learner.

1.2.6.1 Teacher's Role

The teacher has various roles: he can be according to Harmer (2007, p. 108):

- **Controller:** the teacher is the dominant in the classroom and the center of focus by reducing the opportunities for the learners to speak.

- **Prompter:** the teacher has to encourage his studentsby giving hints to the next steps whenever it is necessary without direct interference.

- **Participant:** the teacher can manage and participate in the conversation from the inside rather than just giving encouragement from outside the group.

- **Resource:** the teacher can be a resource of information and can help his students on how to use resource materials.

- **Tutor:** Being a tutor means to adopt two roles of a prompter and a resource.

However, Richards and Rodgers (1995) state that the teachers' role is built on these aspects:

> (a) the types of functions teachers are expected to fulfill, whether that of practice director, counselor, or model, for example; (b) the degree of control the teacher has over how learning takes place; (c) the degree to which the teacher is responsible for determining the content of what is taught; and (d) the interactional patterns that develop between teachers and learners (p, 24).

In this regard, teacher's role is determined by his function, control, responsibility, and relationship with learners.

As far as teacher's role is concerned, Breen and Candlin (1980, p. 99) maintain that the teacher plays three different roles. Unlike the traditional method where the teacher is a dominator in the classroom, CLTA asks the teacher to be a facilitator of the communicative process and an independent participant within the teaching-learning group. As he is assigned also to be an organizer of resources which suit his learners' needs.

Indeed, teachers should be able to switch between the mentioned roles in the classroom depending on the nature of activities and the types of students they are teaching.

1.2.6.2 Learners' Role

Traditionally, the learners were a passive participants and empty vessels which are waiting to be filled but by the coming of CLTA, learners' role has changed. Breen and Candlin (1980) describes the role of learners as:

> The role of leaner as negotiator- between the self, the learning process, and the object, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learners is that

he should contribute as much as he gains, and thereby learn in an independent

way" (p. 110).

Learners should achieve interdependence. They have to learn in an independent way as much as they work cooperatively and participate actively within learning activities.

Also, learners are tended to speak and communicate with each other; they are communicators. Larson- Freeman (1986) points out that:

Students are, above all, communicators. They are actively engaged in negotiating meaning- in trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning. (p. 131)

1.2.7 Learners' Speaking Difficulties

In learning EFL, learners may find many hindrances. Among those difficulties: shyness, nothing to say, mother tongue use, and poor level of English.

1.2.7.1 Shyness

Shyness is one of the barriers that complicate the learning process. Juhana (2012, p.101) believes that "shyness is an emotional thing that many students suffer from atsome time when they are required to speak in English class." In the sense that, learners become embarrassed when trying to talk and they are careful about making mistakes because of their inability to develop their communicative skills. Hence, most of them prefer reducing their speaking time and remain silent. Likewise, Ur(2000, p. 111) states that"Learners are often inhibited about trying to say things in a foreignlanguage in the classroom. Worried about, making mistakes,

fearful of criticism or loosingface, or simply shy of the attention that their speech attracts". Much the same, learners are inhibited to talk or to express their ideas and opinions in front of their teachers and friends when using the TL.

1.2.7.2 Nothing to say

In FL learning, when sometimes teachers ask the learners, they remain silent. One of the difficulties that hinder learners from participation is that they have nothing to say. According to Baker and Westrup (2003, p. 28), "it is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say". Learners may say nothing at all because of the teachers' choices of uninterested or unknown subjects to discuss. So, teachers should choose suitable topics which learners can discuss.

1.2.7.3 Mother Tongue Use

EFL students prefer to use their mother tongue outside and even inside the classroom because they find it easy, feel more comfortable and less exposed to the TL. However, the corrected use of the TL would be affected by the use of the mother tongue.According to Baker and Westrup (2003, p. 5), "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language". Thus, learners go directly to borrow words from their mother tongue or think according to the mother tongue culture when they do not find the exact word of the TL.

1.2.7.4 Poor English Level

Learners meet many difficulties in speaking English due to the weakness in their level of English. They encounter hardness in both vocabulary and pronunciation. For Ur (1996, p. 120), "Vocabulary is the only instrument on which we can construct a speech". In other words, without vocabulary, the learners cannot demonstrate their intended meaning. Ozkan,

Bada, and Genc (2011, p. 122)find sometimes most of EFL learners do not pronounce their English very well, and this is due to their lack of experience either to understand or to speak with native speakers or their teacher's unpronounced words (they do not pronounced the sounds well).

1.2.8 Assessment of Speaking

In order to assess speaking, there are a set of tests. Thornburry (2005, pp. 125-126) summarizes them as follow:

- **Interviews:** using interviews is very important in assessing speaking. Thepre-selected topics or casual chat before the interviewwould offer more time for learners to prepare and for teachers to make objective judgments.

- **Live Monologues:** the speech or the presentation given by the learner is in front of his mates. It helps in talking spontaneously which can end up by interacting with friends.

- **Recorded Monologues:** this type of tests is more practicable and less stressful. The learner records himself and the teacher will assess him later on.

- **Role plays:** In this kind of tests, students are asked to play a character in accordance to different situations.

- **Collaborative tasks and discussion:** The candidates work cooperatively and express their ideas and opinions about a chosen theme and their interactive skills would be assesses easily.

1.2.9 Criteria of Assessing Speaking

FL learners are assessed according to different criteria. For Brown (2004, pp. 142-143), speaking is assessed on the basis of:

- **Micro-skills:** learners will be assessed on how to produce the smaller chunks of language.

  1. Producing phonemes and allophones.

  2. The length of language chunks.

  3. Producing stress, rhythm, and intonation.

  4. Producing small forms of phrases.

  5. Demonstrating sufficient vocabulary to convey meaning.

  6. Fluent speech.

  7. Using strategic devices as fillers and pauses.

  8. Grammar structures.

  9. Natural components of speech as phrases, pauses, and sentences.

  10. Meaning through different grammatical forms.

  11. Cohesive devices.

- **Macro-skills:** how to produce larger elements of language which are:

  1. Accomplishing communicative functions.

  2. Using sociolinguistic features such as appropriate style and register.

  3. Using appropriate links between information.

  4. Conveying verbal language as body language.

  5. Using speaking strategies for better understanding by the interlocutor.

Conclusion

Along this section, a discussion on the speaking skill in the EFL classes has been made.Speaking is regarded an important productive skill since its mastery indicates the mastery of the language. In the act of defining speaking, many scholars had different views. They stated also its types and aspects in which the speech relies on; fluency and accuracy.

However, this oral performance is somehow complex to realize and the speaking skill is difficult to practice because learners face many constraints such as: shyness, nothing to say, mother tongue use, and poor English level. Moreover, the role of speaking is demonstrated as teachers' and learners' roles. In order to hinder the speaking obstacles, teachers aim to assess learners through different types of tests within appropriate criteria.

CHAPTER TWO: FIELD WORK

Chapter Two

Field work

Introduction

In the previous chapter, a literature review about the speaking skill and drama has been presented. Multiple views of different researchers have been taken into consideration. However, this chapter is devoted to the practical part of the present research. It is aimed at presenting a description of the most important elements that are suitable to the field work.This includes the essential aims of the study, the participants, and the data collection tools. Moreover, it concerns a detailed description, analysis, and discussion of both the students' and teachers' questionnaires. Farther, the chapter accounts for the limitations of the study in addition to the provision of some suggestions for further researches.

Section One: Research Methodology

2.1.1 Aims of the Study

The present study aims at investigating the role of applying drama to ameliorate learners' oral proficiency. It sets out to figure out whether teaching through drama contributes in promoting learners to speak. In addition to find out teachers' perceptions about using drama activities as an educational strategy to promote students' speaking production. Equally, the research is intended to investigate whether learners are aware of the value of implanting drama in developing their speaking skill.

2.1.2 Data Analysis Method

Choosing the method for conducting a research is heavily determined by the nature of the aim. In this context, the study at hand used the descriptive method to study the different

variables. As a means of collecting data, we resort to the use of questionnaire. One questionnaire will be submitted to oral expression (OE) teachers, and the other one is for third year students at Mila University Centre in order to figure out their views towards the effectiveness of drama in enhancing speaking.

2.1.3 The Population

For the purpose of gathering information about the effectiveness of drama in ameliorating learners' speaking skill, ten teachers who have been teaching OE to third year students and third year EFL students of the department foreign languages at Mila University Centre are administrated to be the population.

2.1.4 Participants

Since it is impractical to study the whole population, we should choose a sample. Ten teachers and eighty students, who constitute 32 % of the whole population, have been selected to represent the sample of our research.

2.1.5 Research Instruments

For the sake of proving the previously stated hypothesis, I followed a descriptive method to collect data by addressing questionnaires to both teachers and students. On the one hand, teachers' questionnaire aims at figuring out teachers' perceptions about using drama to promote students' speaking abilities. Students' questionnaire, on the other hand, is intended to investigate the learners' awareness of the importance of drama in ameliorating their oral proficiency.

2.1.6 Data Collection Process

The data for this study was collected through the teachers' questionnaire which is administered via pencil-paper. It takes about seven weeks to collect the needed information. However, the students' pencil-paper questionnaire, which includes 80 students,were

distributed during their classes. The process of collecting data has taken about four weeks to reach the intended sample number which is 80 students.

Section Two: Data Analysis and Discussion of Results

2.2.1 The Students' Questionnaire

2.2.1.1 Description of the Students' Questionnaire

The questionnaire is arranged logically in the form of twenty-one questions, closed and open-ended, classified under four sections which are: personal information, the practice of speaking, drama use in teaching speaking, and learners' suggestions.

Personal information (Q1-Q5), this section aims at gathering learners' background knowledge in terms of their gender, how long they have been learning English, the reason behind the learners' choice of English language to be studied at university, their rate of the easiness of speaking English, in addition to the frequency of speaking English in a week.

The focus of this section (Q6- Q14) is on the speaking skill.This is emphasized in eight questions. The sixth question isdescribing students' speaking level. The seventh question is devoted to investigate the frequency of learners' participation during OE classes. The eighth question is about students' perceptions towards English speaking sessions. The ninth and tenth questions seek to determine whether learners have difficulties when speaking and the reason why so. The next question (the eleventh one) is upon knowing students' attitudes towards the importance of speaking in learning English. The twelfth question is meant to find out the ways students use in order to ameliorate their oral skills. In addition, the thirteenth question is concerned with what is important for students to achieve when speaking. The last question (the fourteenth) tackles the students' satisfaction when learning the speaking skill.

The third section, drama use in teaching speaking (Q15- Q17), is devoted to know whether learners' participate when using drama techniques. This emphasized in the fifteenth question. After that, the sixteenth question is designed to look for learners' attitudes about drama activities. In the seventeenth question, the informants are asked to choose whether drama techniques are important in enhancing their oral production. The eighteenth question is raised to investigate the most enjoyable drama activities used in improving the speaking skill

In the last section (Q19), learners are supposed to give suggestions on how they can ameliorate their speaking skill through drama activities.

2.2.1.2 Analysis of the Students' Questionnaire
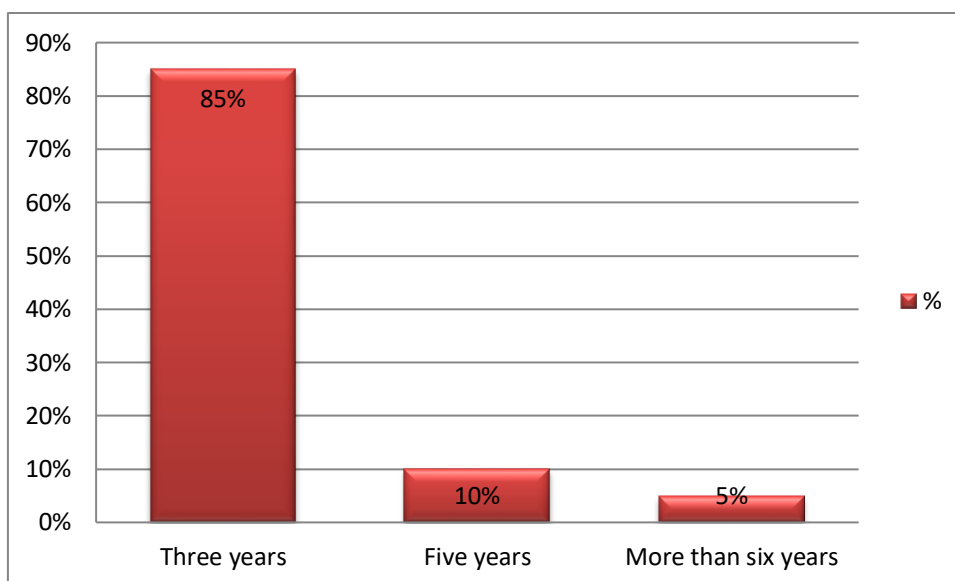
2.2.1.2.1 Personal Information
Q1: Gender
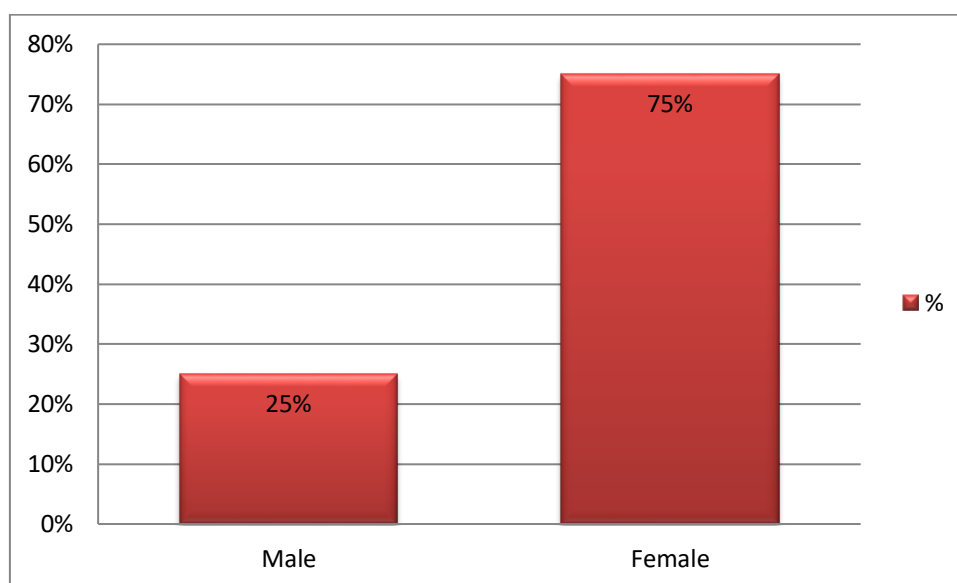
Figure 1. Students' Gender

The majority of students who study English (75%) are female, whereas; a few numbers (25%) are male. This indicates that women show a higher attribution and more interest in learning English language than men.

Q2: How long have you been studying English at university?

Figure 2. Students' Studying Years at University

As is shown in the figure 2, (85%) of the respondents studied English for three years. (10%) studied English for five years, whereas; (5%) of them studied it more than six years. These results assume that the participants have enough background knowledge and a mastery of the English language system.

Q3: Why did you choose to study English?
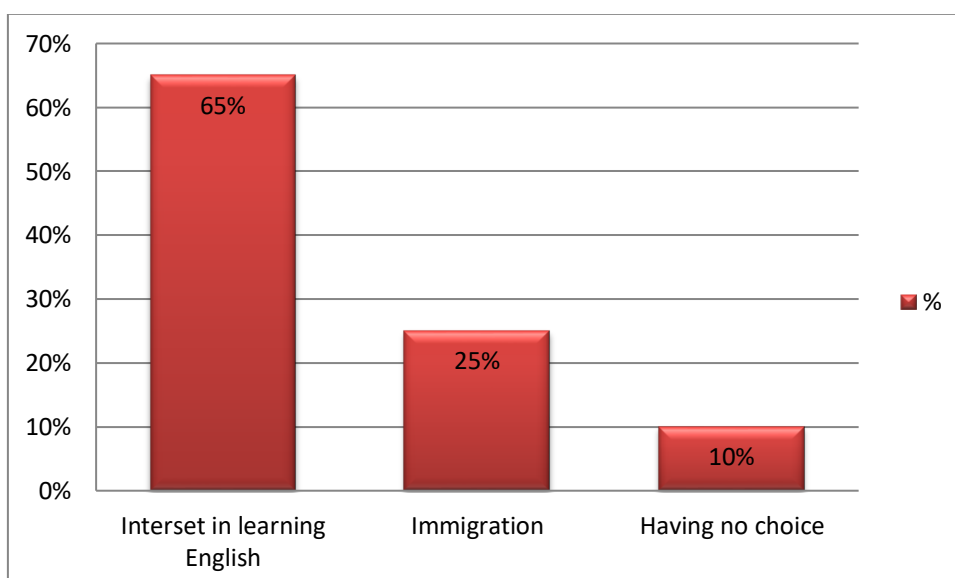
Figure 3. Students' Reasons behind Choosing English

The results imply that (65%) of the students chose English because of their interest in learning it. Considering (25%) of the learners studied English in order to live in a foreign country, the last (10%) had no choice but to study it. These indicate that that most of the students have an evidence to like English and want to improve it.

Q4: How do you find speaking English?
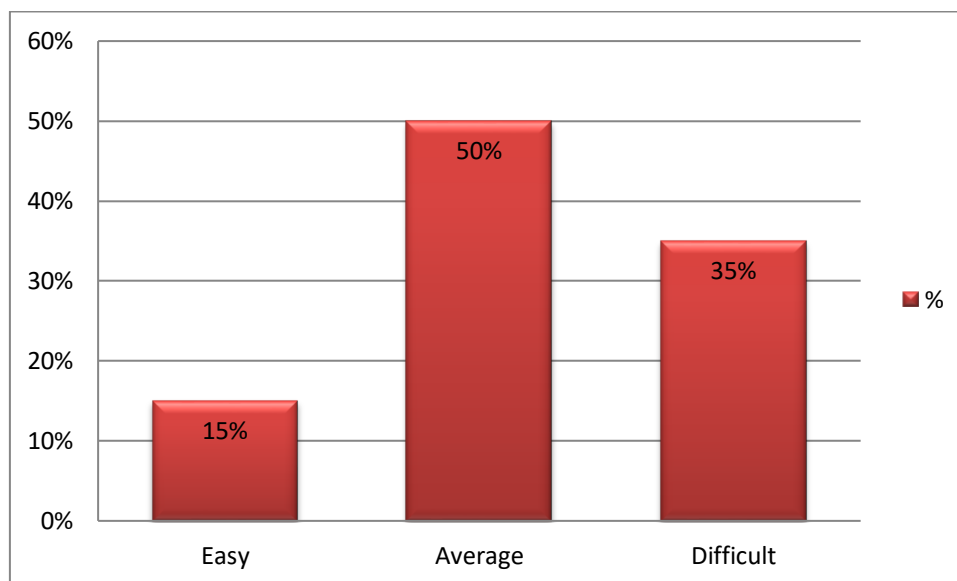
Figure 4. Students' Perceptions towards the Difficulty of Speaking

We notice that half of the students (50%) declared that they have an average rate of difficulty when speaking English. (35%) of them found that speaking English is difficult; however, only (15%) said that it is easy. These findings denote that the majority of students may face obstacles when speaking the language which make it hard to be ameliorated.

**Q5:** How often do you speak English in a week?
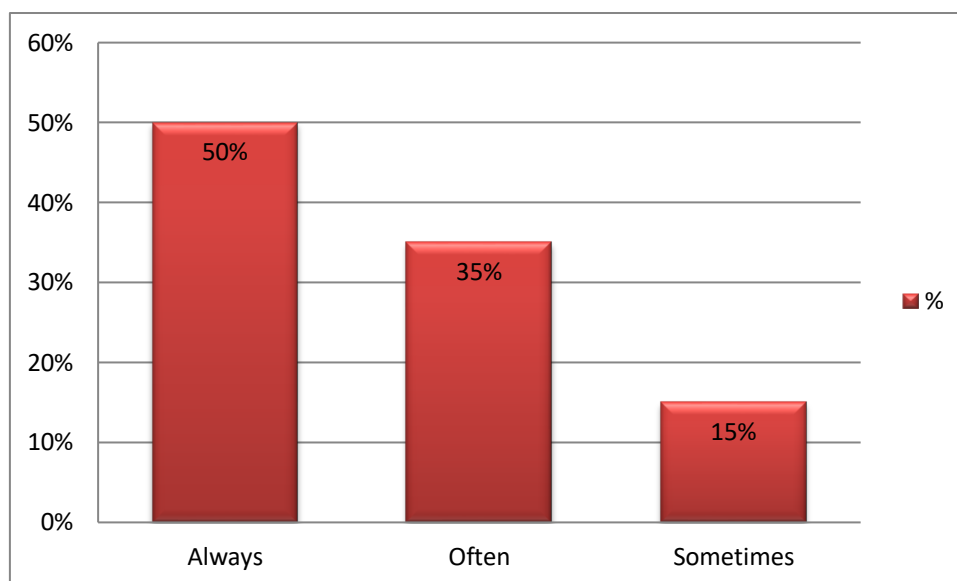
Figure 5. Students' Frequency of Speaking English in a Week

From the figure above, half of the participants (50%) always speak English during a week. While (35%) of the students often use the language, just (15%) of them speak it sometimes. These results indicate that the students are interested in English and take the chance to speaking whenever it is possible.

**2.2.1.2.2. The Practice of Speaking**

Q6: Which of the following describes your level of oral performance in English?
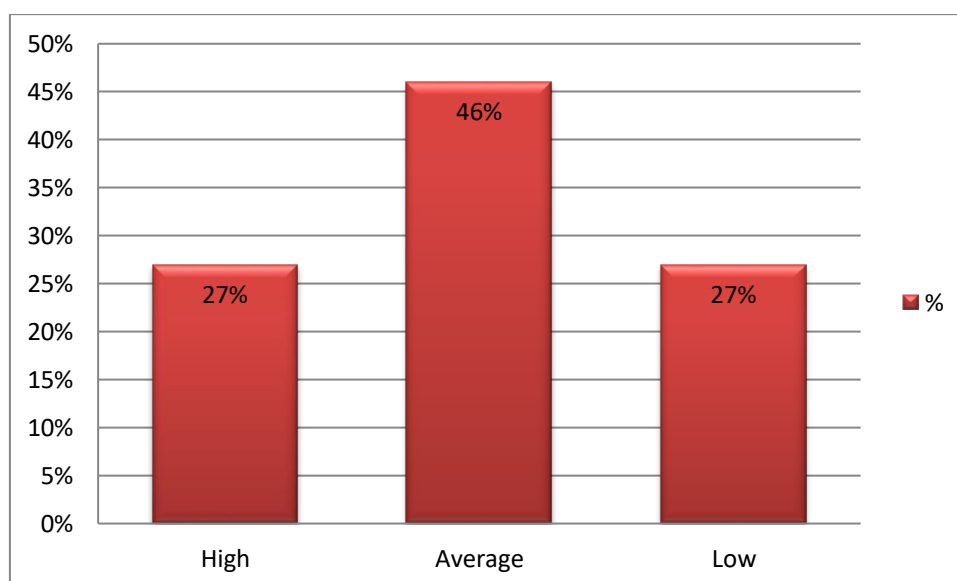
Figure 6. Students' Speaking Level

Most of the students (46%) claimed that they have an average level of English. As (27%) of the participants evaluated their level as high, the other (27%) of them viewed it as low. This asserts that the students have some weaknesses which affect their levels.

Q7: How often do you participate during OE classes?
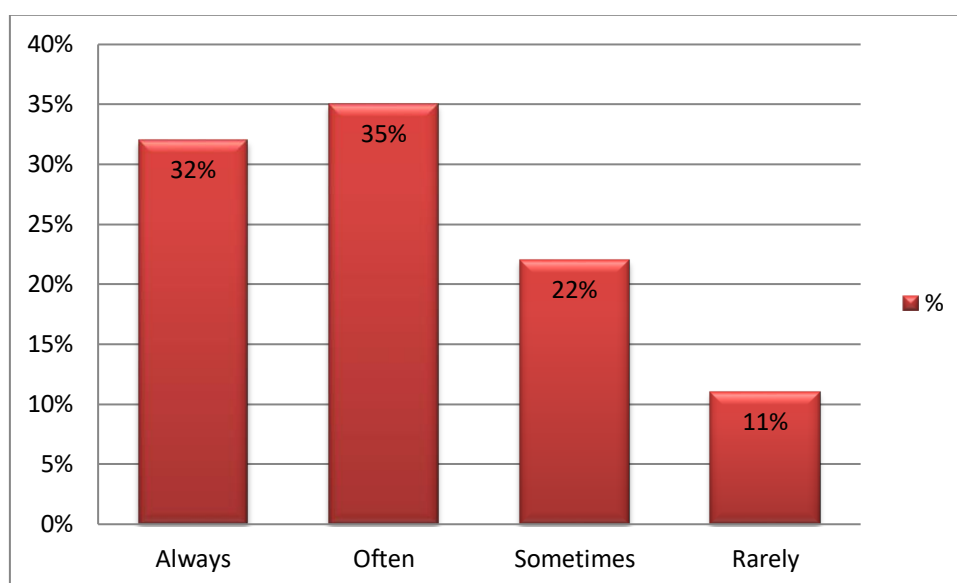
Figure 7. Students' Frequency of Participation during OE Classes

According to the figure above, the learners described how frequent they participate during OE classes. (35%) of the students said that they often contribute. While (32%) of the participants argued that they always take part when speaking, (22%) of them sometimes do so. The rest (11%) declared that they rarely participate. The results indicate that the students like speaking English however any obstacles they may face.

Q8: What do you think about English speaking sessions in the classes?
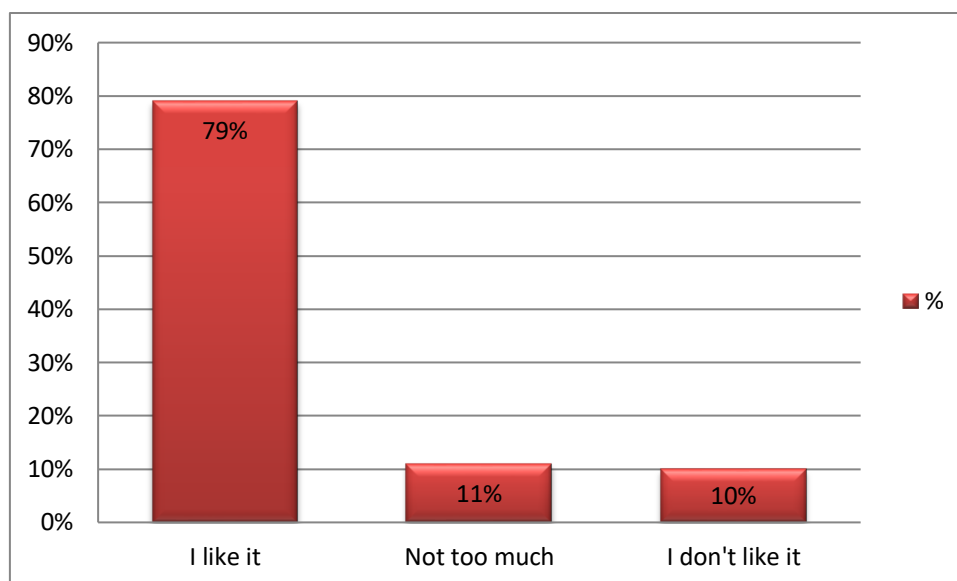
Figure 8. Students' Attitudes towards Speaking Sessions

As it is illustrated in the figure above, the vast majority of learners (79%) like the speaking sessions. However, (11%) of students declared that they do not like speaking sessions too much, (10%) of them do not like it at all. This assumes that English speaking sessions are preferred by most of students.

Q9: Do you have difficulties when speaking English?
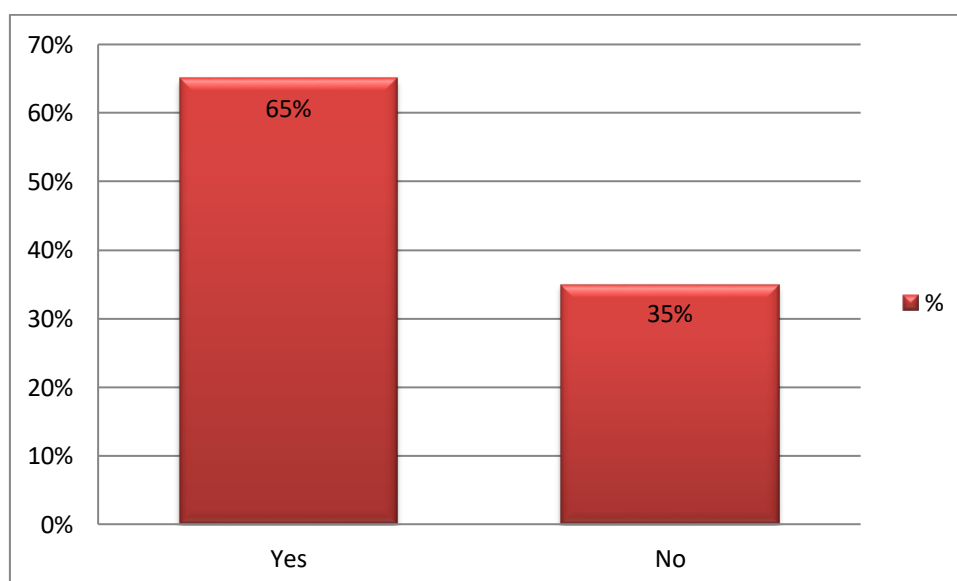
Figure 9. Speaking Difficulties

The majority of the sample (65%) declared that they face obstacles when speaking English. Besides, (35%) said that do not face any. It asserts that speaking is a difficult skill that requires specific training and intensive practice to be developed.

Q10: If yes, which of the following problems are mostly faced?
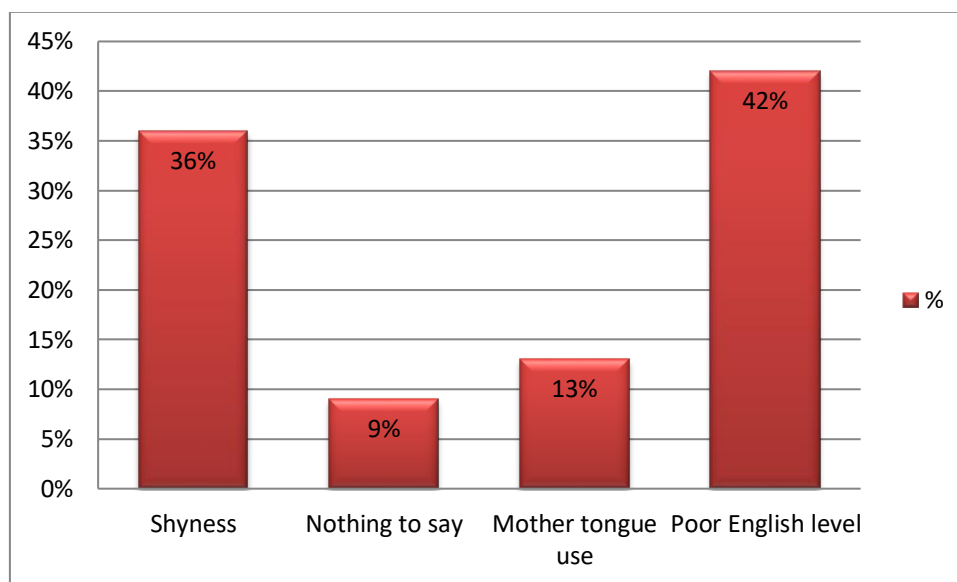
Figure 10. Students' Difficulties

As it is shown in figure, almost half of the students (42%)suffer from weakness in their level of English. (36%)of them struggle with shyness as the difficulty that prevents them from speaking English. (13%) confessed thattheir passive existence in class is due to the use of mother tongue language. Last (9%)stated that they have no idea about the topics that are discussed in the classroom, for that; they do not participate. These results may be interpreted that the students are unable to interact in classroom due to psychological and pedagogical problems.

**Q11:** Do you find that speaking is important in learning English?
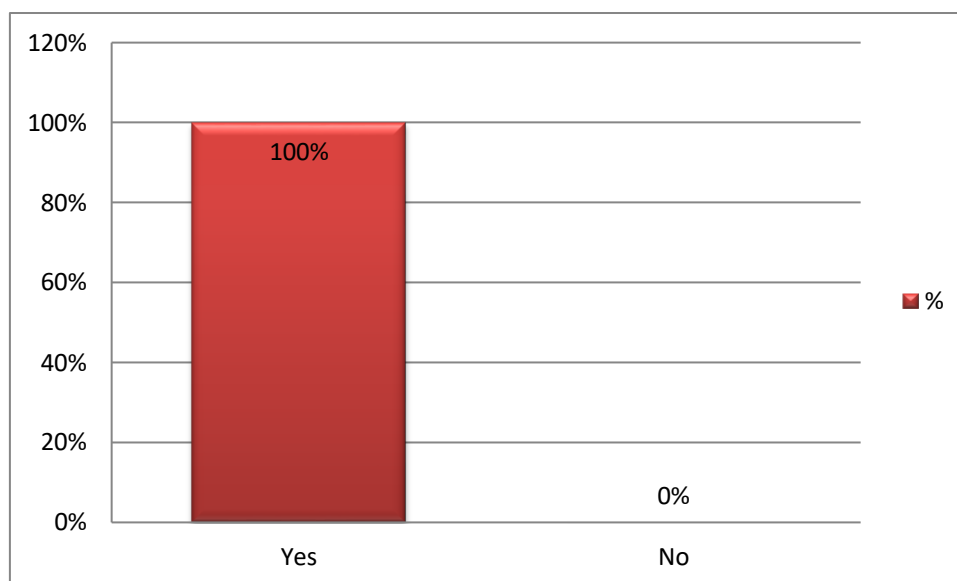
Figure 11. Speaking Importance

Based on the data presented in the figure above, it is highly noticed that all the students admit the value and usefulness of speaking. According to most of them, speaking English is important for improving fluency for making new friends, opening up new possibilities to travel, and new job prospects. This implies that learners are aware of the effectiveness of speaking in learning English.

Q12: How do you improve your English oral skills?

a) Prepare talk out class.

b) Use drama techniques.

c) Interact with peers.

d) More, please specify.
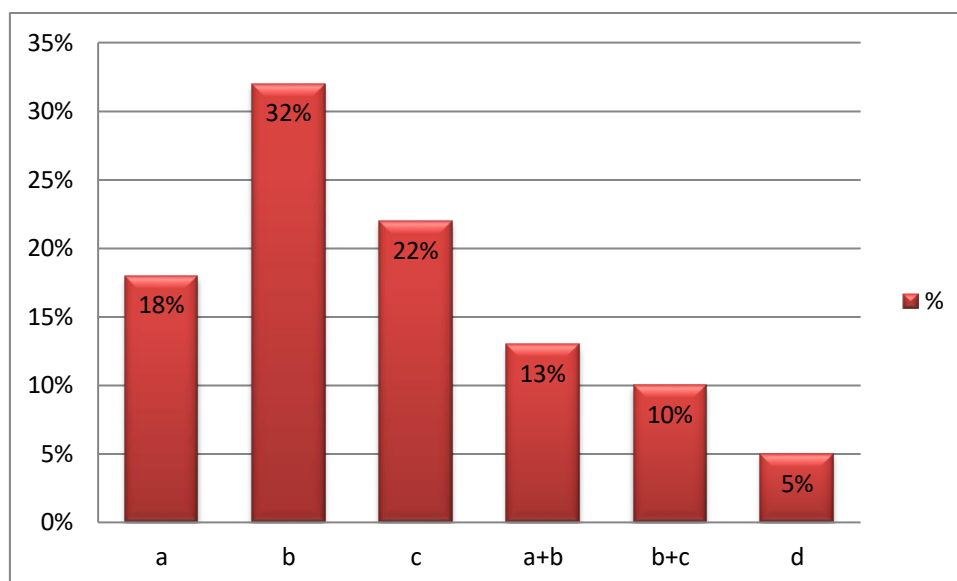
Figure 12. Improving Students' Speaking

As far as the results, (32%) of the respondents considered using drama techniques suitableto the purpose. (22%) liked to interact with peers. (18%) of them went for preparing talk and practicing out. Besides, (13%) shared the same view of using drama techniques with preparing what to say before class. Moreover, (10%) preferred to interact with peers and adopt some drama activities. However, (5%) have other views; they suggested reading books in order to get more vocabulary, listening to music and natives to be fluent, and they saw that teachers should be active and motivating, in addition to seeking help from the teacher is the appropriate solution for them to overcome speaking problems. From what we analyzed above, we may deduce that most of the informants insisted on drama techniques as a solution because they are aware of its importance in reducing speaking difficulties.

Q13: When you speak, do you give priority to?
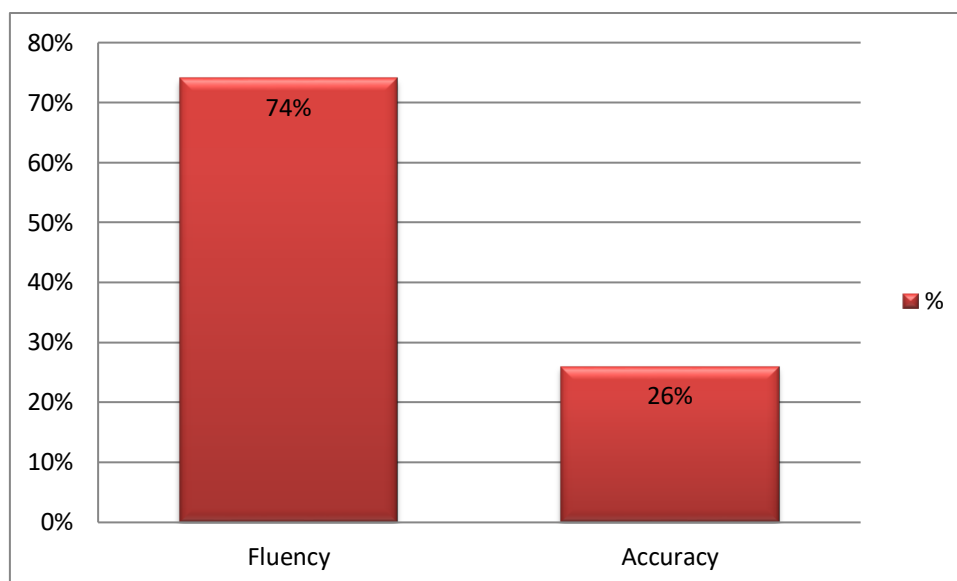
Figure 13. Speaking Priority

The figure above indicates that (74%) of students preferred to focus on fluency and how to articulate easily. However, the other (26%) focusedon producing valid rules in accordance to language system. This may indicate learners' interest towards learning speaking.

Q14: Are you satisfied with the way you are taught OE?
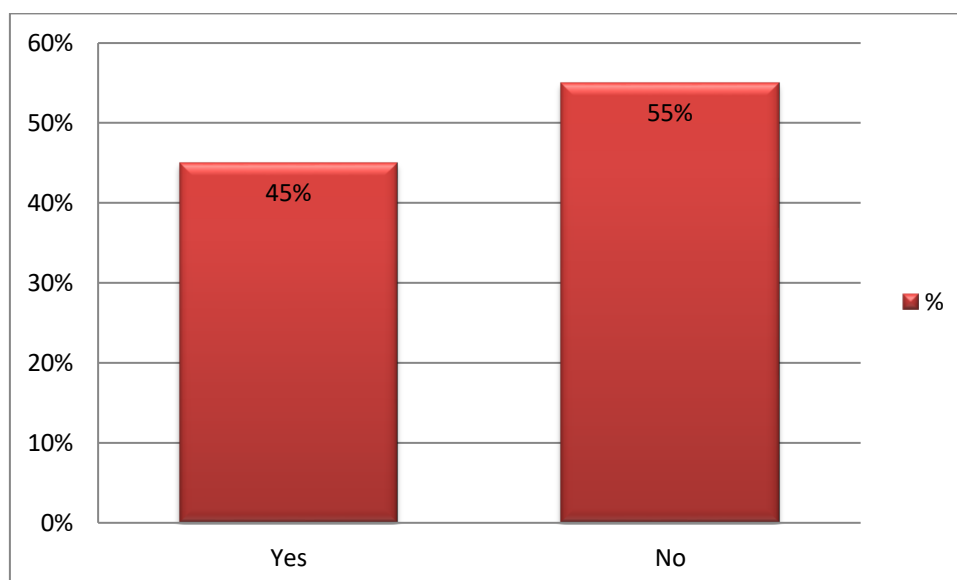

Figure 14. Students' Satisfaction

More than half of the students (55%) declared that they are not satisfied on how they learn speaking because some found speaking a challenging skill that has to be taught through different activities in order to cover all the learners need of the language; whilst, the others (45%) did so. These results may claim that the learners face some obstacles and need to try different ways to improve the OE sessions.

2.2.1.2.3. Drama Use in Teaching Speaking
Q15: Do you participate when using drama techniques?
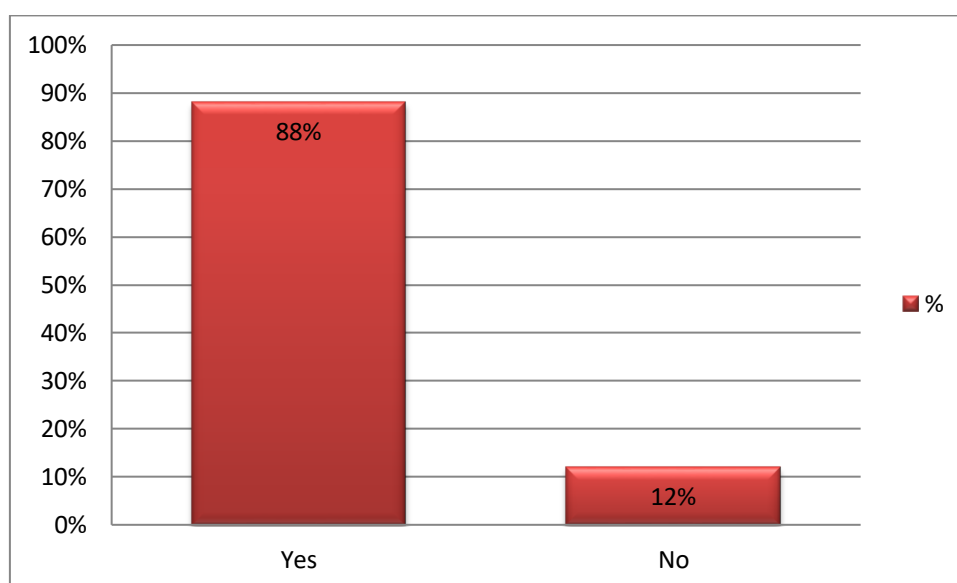
Figure 15. Students' Participation when Using Drama Techniques

The vast majority of the respondents (88%) said that they heavily participate when using drama techniques. However, the minority of them (12%) did not do so. This implies the awareness of the students about the effectiveness of drama techniques.

Q16: Do you like drama activities?
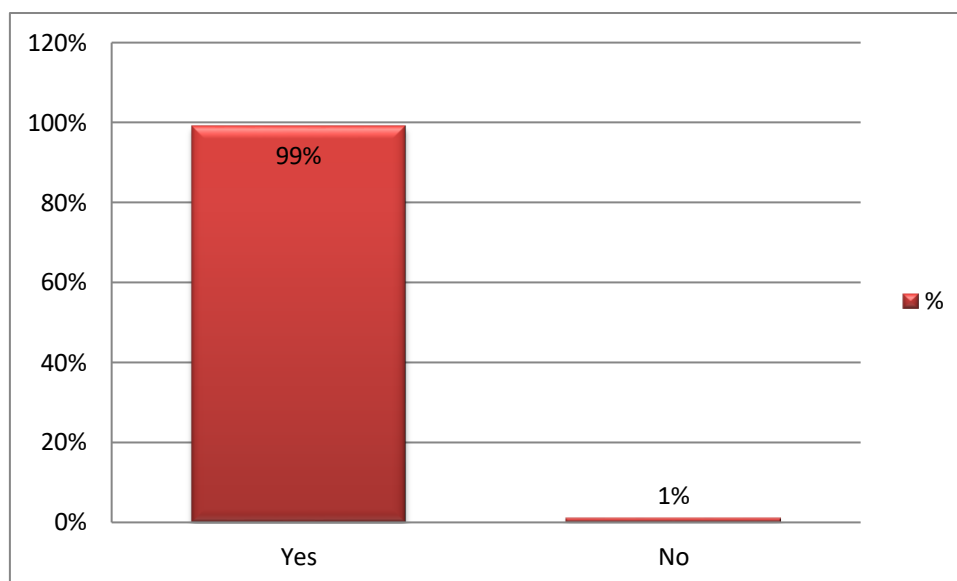
Figure 16. Students' Attitudes towards Drama Activities

As it is presented in the figure above, almost all the students (99%) had the same attitudes as they like drama activities since it allows them to express their personalities and feel free to speak; however, only (1%) did not share similar view. This approves the popularity of drama techniques among students.

Q17: Do drama activities improve your language use?
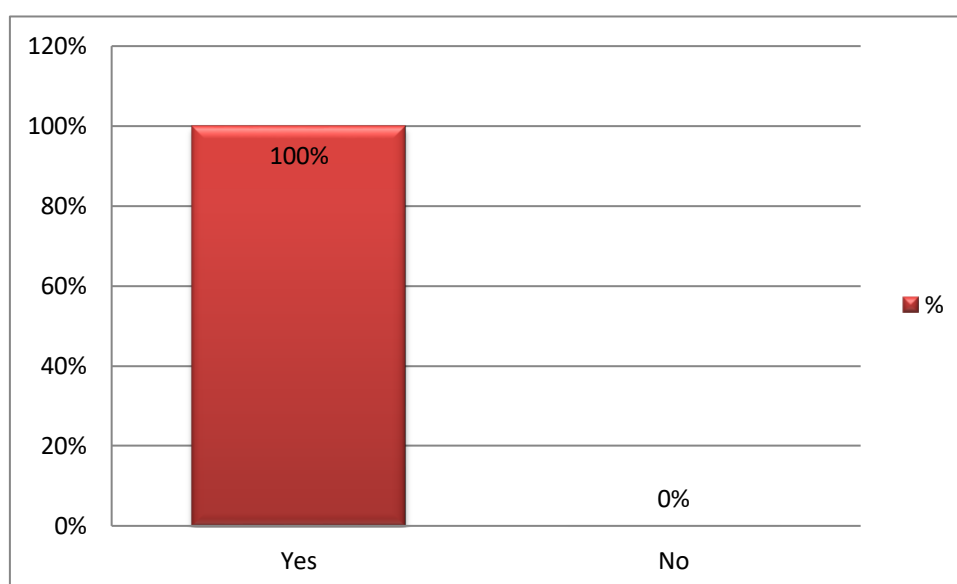
Figure 17. Drama techniques' importance

The figure above represents that all the participants (100%) agreed upon the fact that drama techniques improve oral performance. This could be evidenced that learners are aware of the importance of drama techniques in ameliorating speaking.

Q18: Which of these drama techniques do you prefer?
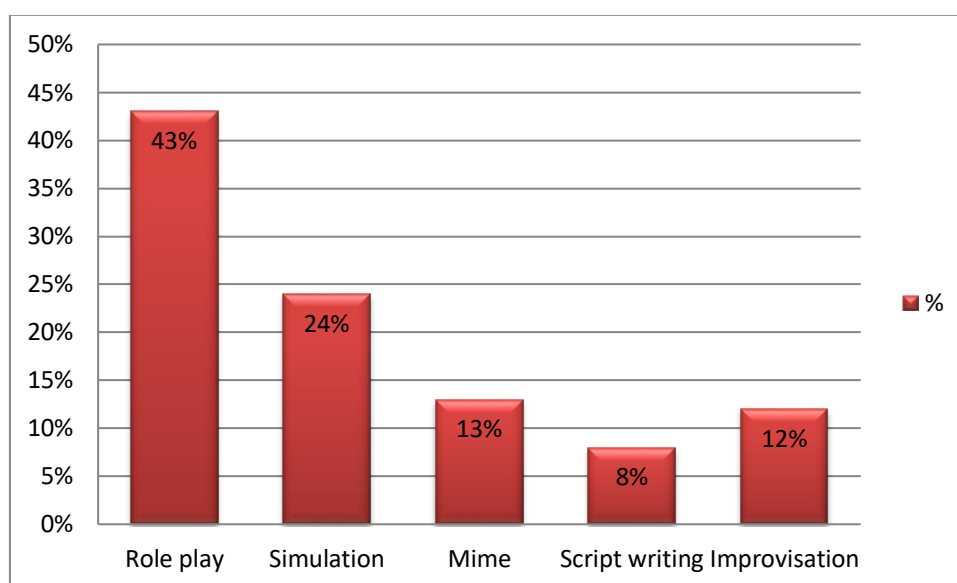
Figure 18. Drama Techniques Students Prefer

Based on the data mentioned in figure 18, there is (43%) of the students preferred role plays. (24%) of them found themselves comfortable in speaking English when they imitate models and simulate them. While (13%) of the participants opted to act without words as mime, (12%) liked spontaneous speech and improvisation. However, the last (8%) had another view when they prefer scriptwriting. It might be said that learners have different favorable fonts of speaking.

2.2.1.2.4 Students' Suggestions

Q19: Would you please add any comments or suggestions on how drama activities can help in ameliorating oral proficiency?
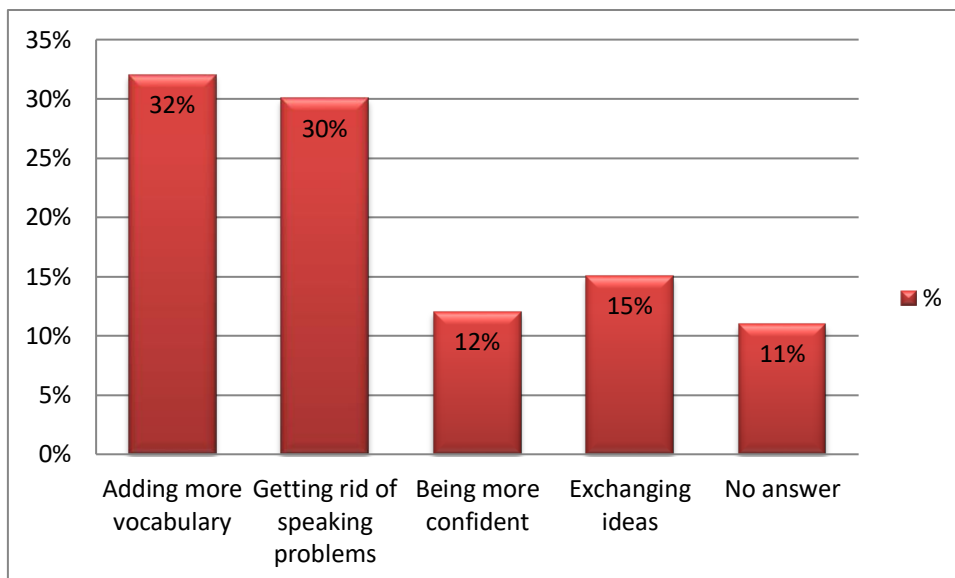
Figure 19. Students' Suggestions

This question is devoted to recognize learners' suggestions about the way drama techniques helps in enhancing their speaking skill. (89%) of the students answered this question; whereas, (11%) of them did not answer. Well, (32%) of the sample proposed that using drama techniquesadds more vocabulary to their repertoires. But, (30%) argued that it is a helpful tool to decrease various speaking problems like inhibition, fear of being criticized, and anxiety. (15%) of the informants suggested that peer interaction paves the way for sharing and exchanging opinions. The remaining (12%)appeared to be more interested in developing their communicative competence claiming that it helps them be more confident to practise the English language freely and fluently. Hence, these findings confirm that students are aware of the importance of drama activities in developing the oral production.

2.2.1.3 Discussion of the Main Findings of the Students' Questionnaire

Under the basis of the analyses of the students' questionnaire, many facts about their attitudes towards the effectiveness of drama techniques in enhancing oral performance are revealed.

The analyses demonstrate that most of the students show their language experience and their desire and motivation to improve it which interprets their voluntary enjoyable participation regardless of their predominant average level. However, the learners confirmed that they do facea number of psychological and pedagogical barriers like shyness, nothing to say about the topic discussed, their inadequate level and the interference of mother language which affect their ability to speak even they tried to practice it frequently.

Since the participants are not satisfied by the way they taught OE, they suggest several ways to ameliorate it. Besides interacting with peers and preparing before class, drama techniques seem to be the most widely preferred by the students. These findings illustrate their pleasant motives to speak fluently and express their free use of language. Moreover, the positive response of the informants towards the efficacy of drama techniques confirms the learners' awareness towards this beneficial strategy in the amelioration of the speaking production.

In general, the results obtained from this questionnaire elucidate that the students are satisfied with this learning method in enhancing the speaking skill which gives evidence to the current research.

2.2.2 The Teachers' Questionnaire

2.2.2.1 Description of Teachers' Questionnaire

The questionnaire is made up of an overall fourteen (14) questions which are divided into four parts. These questions are multiple-choice or open ended; in which the participants give their own answers and justify them whenever necessary.

The first part seeks to collect general information about the teachers (Q1-Q2). The first question is concerned with the academic degree that the teachers' hold and the second one is designed to figure out the period of time that they spent in teaching at university.

The second part is structured to investigate the teachers' views about teaching speaking and their awareness about learners' difficulties in OE (Q3-Q8). In the third question, the teachers are asked whether they find a difficulty in teaching speaking. In the fourth and fifth questions, the teachers are invited to describe the learners' speaking level and their participation during OE classes. The sixth item of information is intended to investigate the most faced obstacles by students. The seventh question is about knowing whether the learners' participation is voluntary or obliged by teachers. The last question (Q8) is about discovering what teachers implement in order to force learners participating.

The prime focus of the third part is on the importance of drama techniques in overcoming speaking difficulties (Q9-Q14). Question nine is devoted to investigate teachers' views towards the effectiveness of drama techniques in ameliorating the oral skill. The purpose behind question ten is to know the tutors' perceptions towards the use of drama techniques in minimizing learners' shyness. By the question eleven and twelve, we aim to discern teachers' opinions and reasons towards the application of various drama activities in maximizing learners' conversational competence. The question thirteen seeks information about instructors' attitudes towards using drama to enhance learners' autonomy, self-esteem and participation.

Finally, the fourth part (Q15) is about asking teachers' for further suggestions about teaching speaking and using drama techniques as a communicative strategy.

2.2.2.2 The Analysis of the Teachers' Questionnaire

2.2.2.2.1 Personal Information
Q1: Which academic degree do you hold?
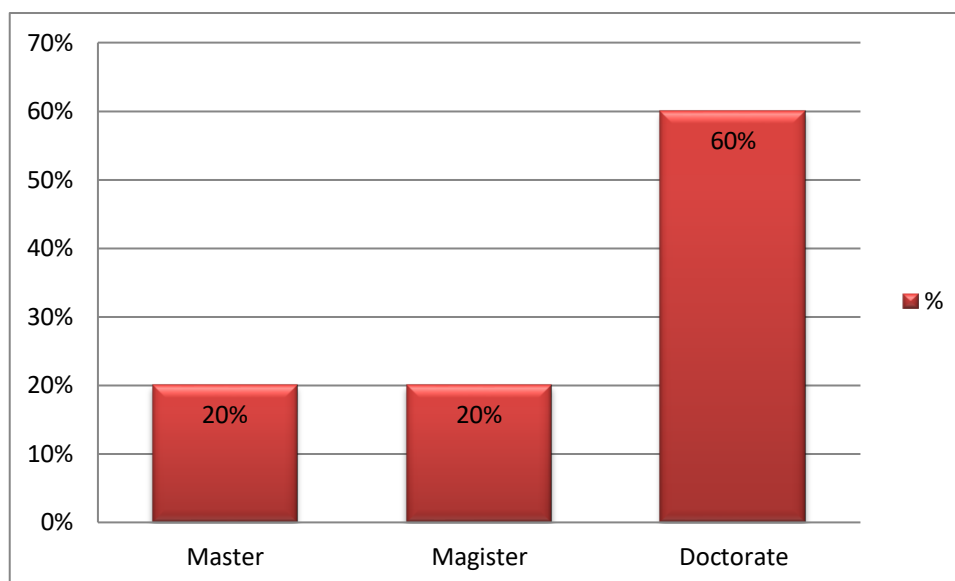
Figure 20. Teachers' Academic Degree

The aim of the question is to identify the informants' university teaching experience. As it shown, (60%) of the teachers hold PhD degree. (20%) of the respondents hold magister degree while (20%) hold master one. These results reveal that the sample teachersshow a mastery of the language that let them be a qualified sample for the students and allow us get more concrete information.

Q2: How long have you been teaching oral expression to third year university students?
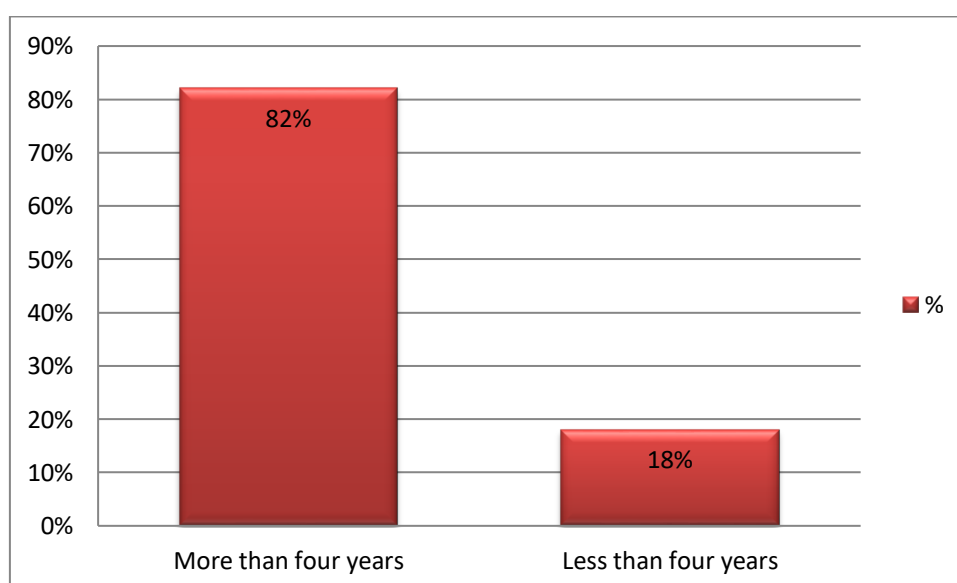
Figure 21. Teachers' Experiences in Teaching OE

The figure above shows the informants' university teaching experience. Results imply that (82%) of the instructors has been teaching OE for more than four years. The remaining (18%) had a teaching experience that lasted less than four years. Hence, it denotes that the teachers have a good experience and enough knowledge in teaching English and this should be informative to the present work.

2.2.2.2.2 The Speaking Skill
Q3: Do you find teaching the speaking skill a difficult matter?
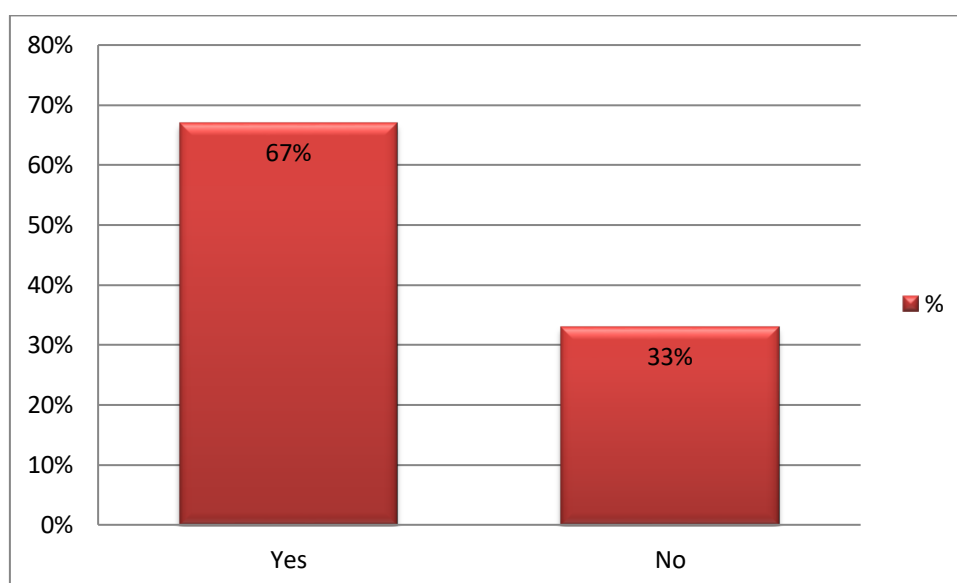
Figure 22. Teachers' Attitudes towards the Difficulty of Teaching Speaking

In order to know whether teachers have a difficulty in teaching speaking, this question is structured. The majority of the tutors (67%) argued that teaching OE seems problematic while only (33%) declared that do not face any problems. These findings assert that speaking is a hard skill to be taught.

Q4: How can you describe third year students' speaking level?
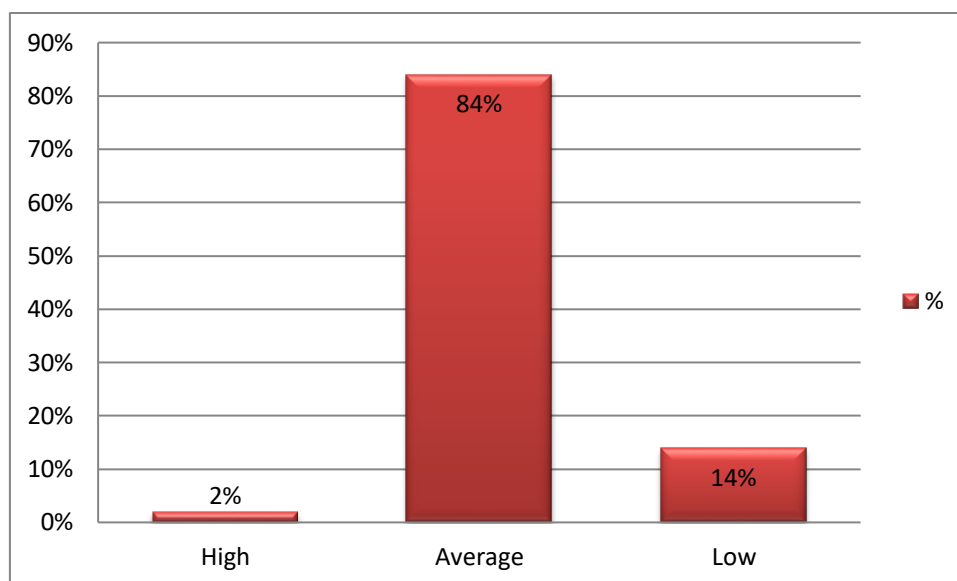
Figure 23. Third Year Students' Level

According to the teachers' evaluation of third year learners' speaking level, (84%) of them argued that they have an average level of speaking. While (14%) of the tutors described the level as low, the rest (2%) expressed it as high. These can be an evidence for the teachers to use more drama techniques in order to develop their oral proficiency.

Q5: Do your students participate?
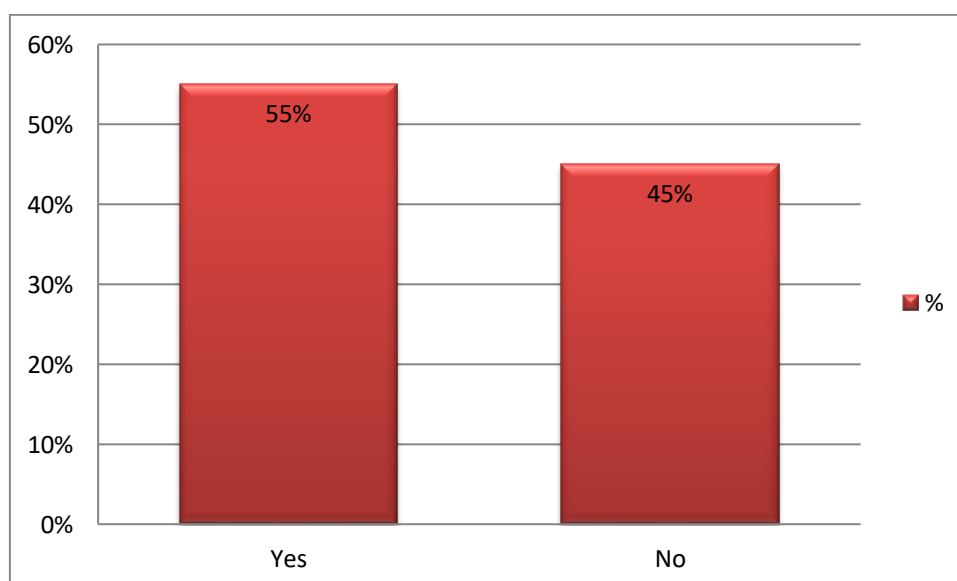
Figure 24. Students' Participation

It is visible in the figure (55%) of the respondents agreed that the learners do participate in OE sessions. But (45%) of them said that their learners do not participate. These findings indicate that learners like to study English whatever obstacles they may face.

Q6: If you answered by no, what are the most common problems encountered by students?

a. Shyness

b. Nothing to say

c. Poor English Level
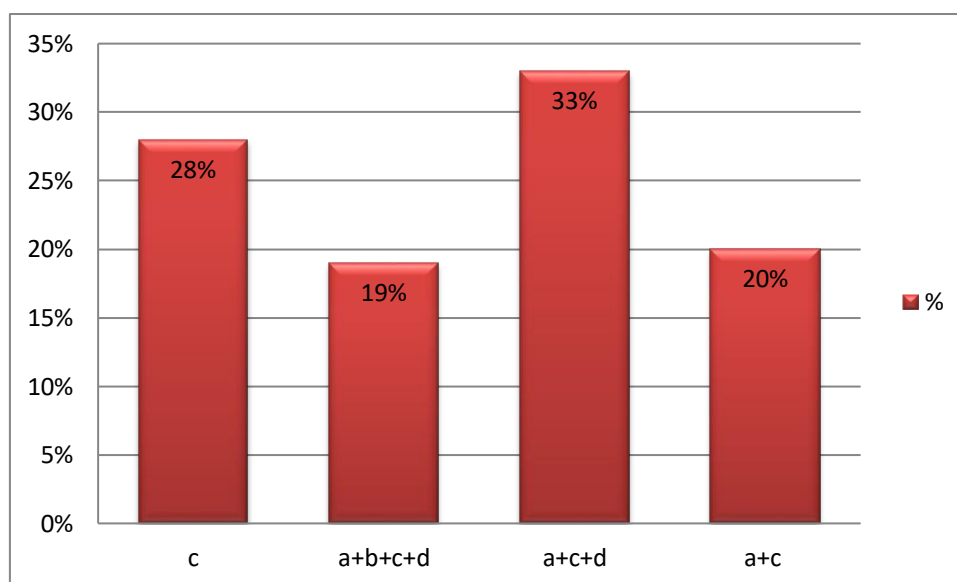
d. Mother tongue use

Figure 25. Students' Speaking Problems According to Teachers

Figure 25 represents the obstacles that learners face when they speak. (33%) of the instructors had the same opinion about shyness, mother tongue use, and poor English level. (28%) asserted that having a poor English level is the only problem that hinders students from speaking. The other (20%) agreed just on shyness and poor English language. However, the remaining (19%) attributed students' lack of participation to all the suggested difficulties: shyness, mother tongue use, nothing to say, and poor English level. These results confirm the need for using an appropriate strategy to reduce those difficulties in speaking.

Q7: Do you oblige them to participate?
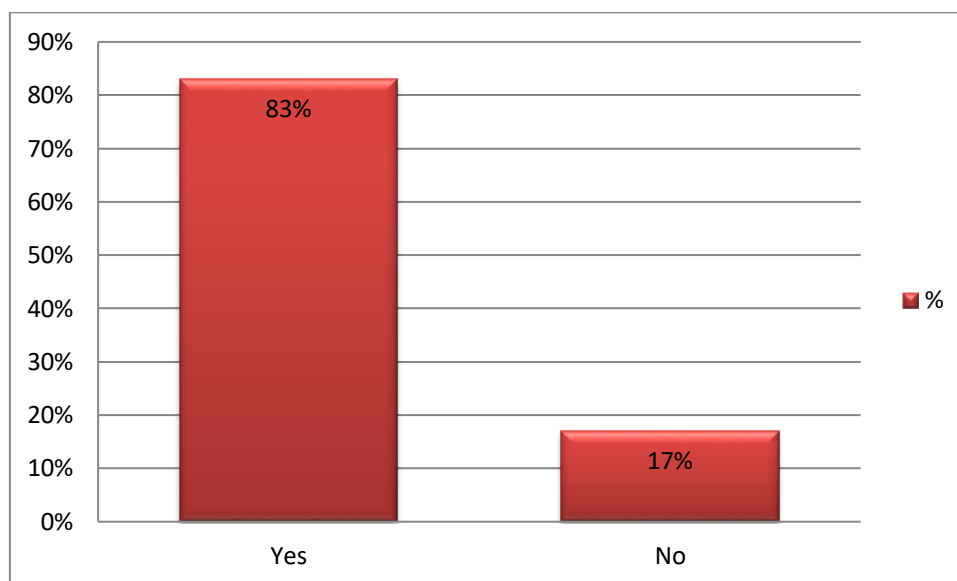
Figure 26. Teachers' Obligation of Participation

The vast majority of the teachers (83%) oblige their learners to involve themselves in the OE sessions. However, (17%) of them let the learners be free. From these outcomes, we can assume that the instructors make efforts to help in overcoming speaking problems.

Q8: If yes, how you do that? Is it by?

a. Using drama techniques based tasks

b. Choosing interesting topics

c. Others, please specify:
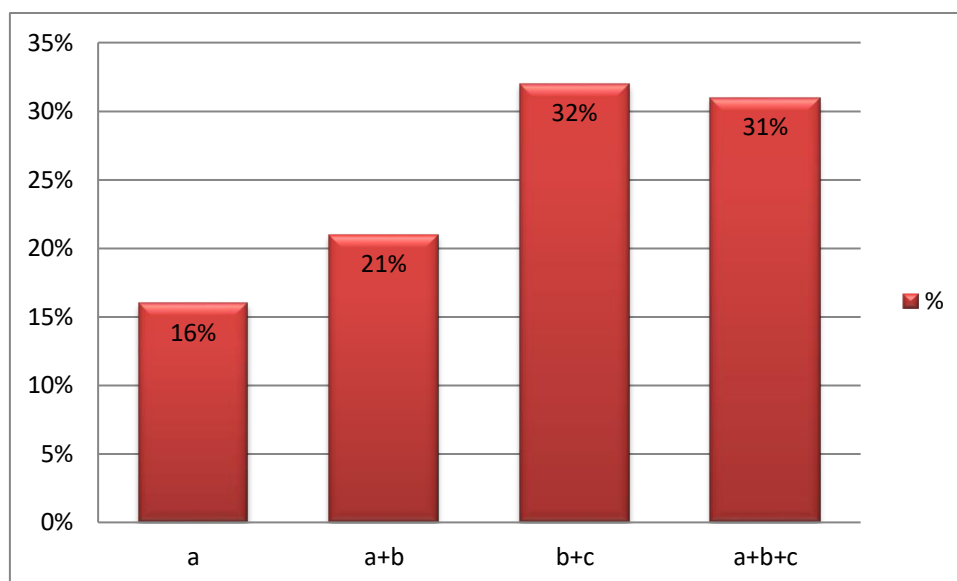
Figure 27. Teachers' Ways to Motivate Students for Participation

As for the results, teachers used different ways to encourage students for participation. (32%) of tutors prefer selecting enjoyable topics and other specifications. However, (31%) of them choose to use drama techniques based-activities and interesting topics, in addition to other means. The other (21%) declared that they use both drama techniques based-activities and choose interesting topics, while; the remaining (16%) like better to encourage learners just through drama based tasks. Concerning the suggestions provided, some of the teachers prefer learning with fun through games such as crosswords and quiz, others insist on peer interaction. But, other teachers like to use listening- speaking activities. From the findings, we can realize that tutors oblige learners to participate not by being controllers, but rather by being pedagogue.

2.2.2.2.3 The Use of Drama Techniques in Teaching Speaking
Q9: Do think that using drama techniques help in enhancing students' oral performance?
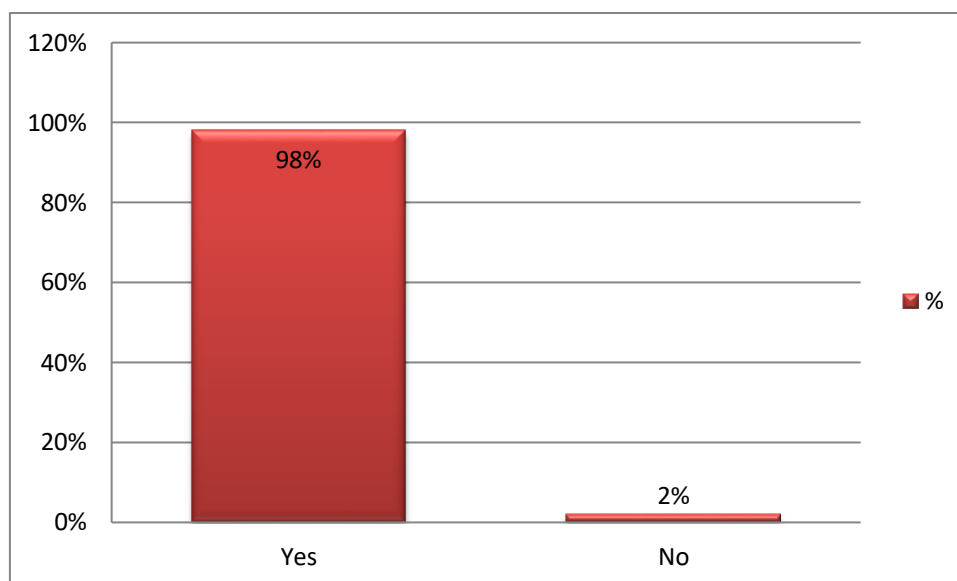
Figure 28. Teachers' Perceptions towards Drama Techniques

The results present that the vast majority of the instructors (98%) agreed on that using drama techniques helps in ameliorating learners speaking skill. However, only (2%) may see things from a different angle. These findings assert the value and usefulness of this educational strategy.

Q10: In your view, drama techniques' uses reduce the shyness of students?
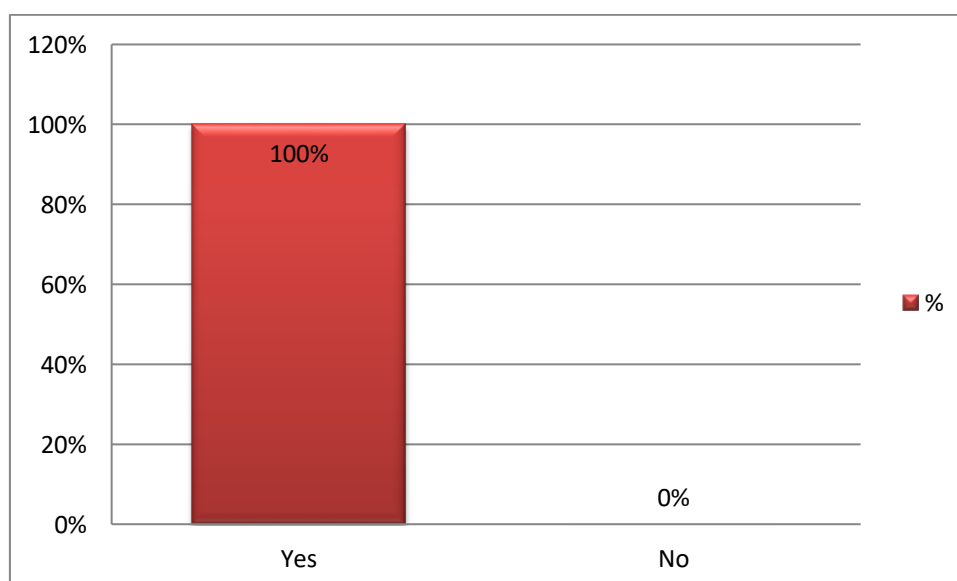
Figure 29. Teachers' Opinions about the Impact of Drama Techniques on Shyness

As far as the results demonstrated above, all the teachers (100%) insisted on the fact that using drama techniques helps in decreasing inhibition when speaking. It may denote that speaking performance which is affected by shyness could be improved by the drama techniques.

Q11: Do drama techniques develop conversational competence among FL learners?
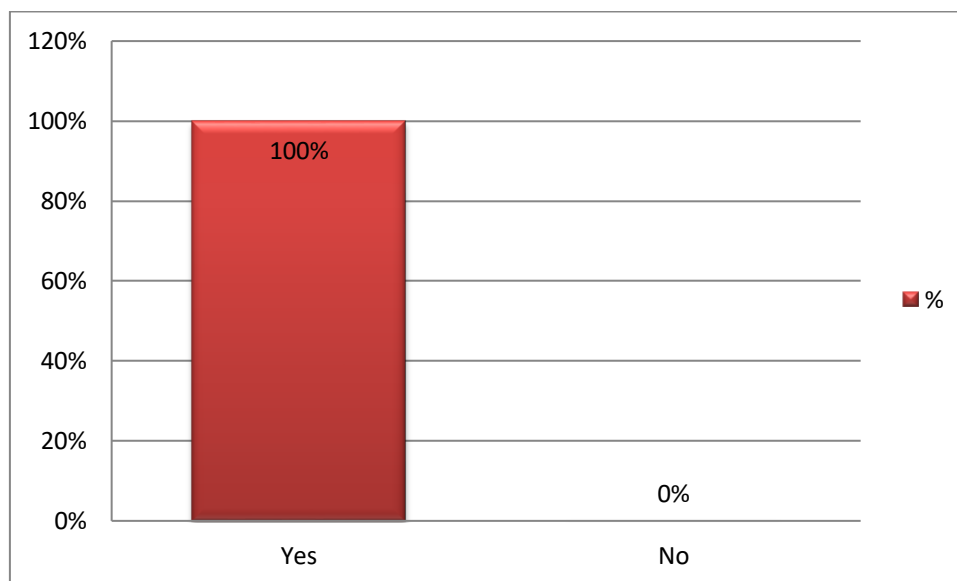
Figure 30. The Impact of Drama Techniques on the Conversational Competence

All the teachers (100%) went for the same opinion that conversational competence can be developed by applying drama techniques during OE classes. These assert that using drama activities help in ameliorating the ability to hold a conversation easily.

Q12: Would you please state why?
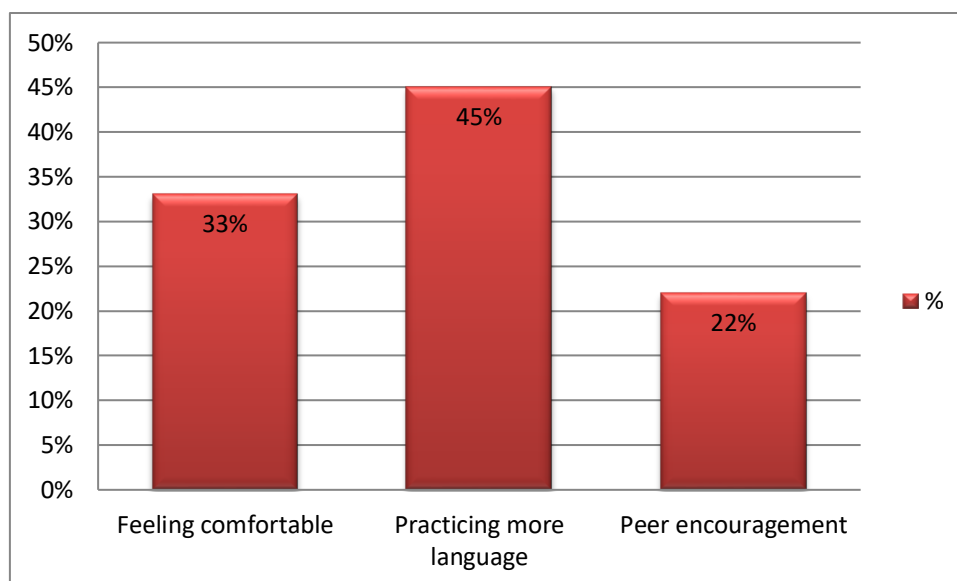
Figure 31. The Ways Drama Techniques Effect Conversational Competence

Figure 31 shows that (45%) of the teachers proposed that during interaction, learners perform more the language. Moreover, (33%) of them claimed that learner's feel comfortable and less intimidated when acting, mimicking or exchanging opinions. The remaining (22%) argued that peers encourage and help each other to speak. Data gathered signify that drama techniques have a positive effect on learners' speaking abilities.

Q13: Do you think that applying drama techniques maximizes learners' autonomy, self-esteem and participation?
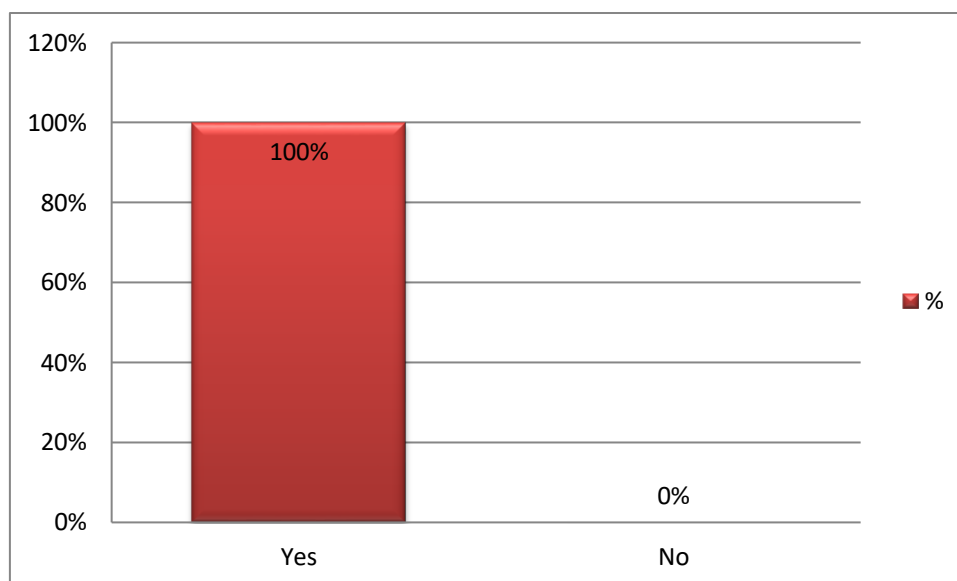
Figure 32. The Influence of Drama Techniques on Autonomy, Self-esteem and Participation

In order to discern teachers' opinions towards the application of drama techniques in maximizing learners' autonomy and self-esteem, the figure above indicates some results. All the participants (100%) guaranteed that learners' feel more independent with high confidence and participate in classroom activities when using different drama techniques. This result confirms that drama techniques create a positive and appropriate atmosphere which stimulates learners to study.

2.2.2.2.4 Teachers' Suggestions

Q14: Please, add any suggestions you see relevant to the aim of the questionnaire.
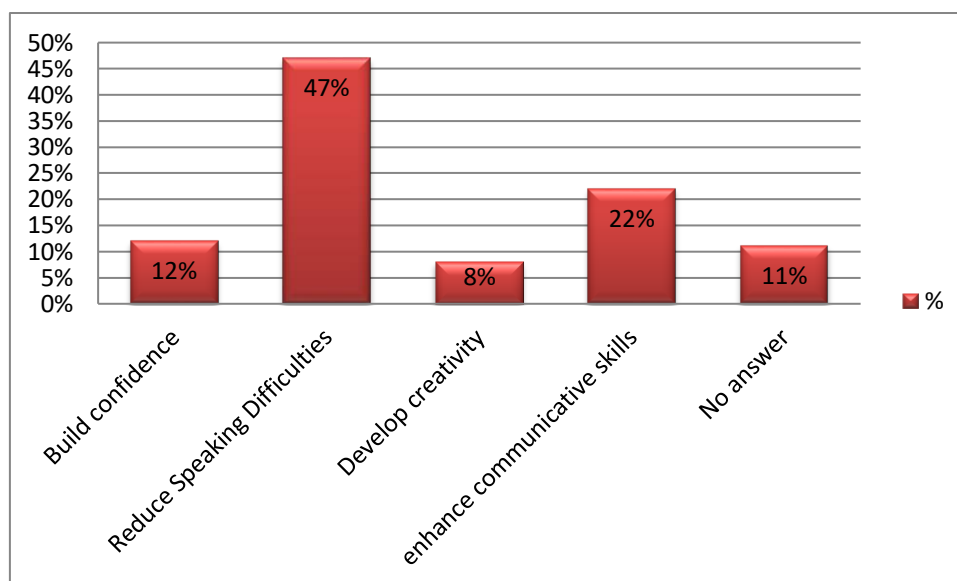
Figure 33. Teachers' Suggestions

The results of the teachers' suggestions about the importance of drama techniques in enhancing oral performance show that (89%) answered this question; while, (11%) did not do so. The teachers with the highest percentage (47%) claimed that drama reduces the various speaking difficulties that learners face. Moreover, (22%) of them argued that using drama enhances communicative skills. (12%) saw that acting encourages and builds confidence on English students. The rest (8%) maintained that drama activities develop learners' creativity and do not make them passive receivers of the language. These findings ensure that the teachers do appreciate the value of drama techniques in enhancing the speaking skill.

2.2.2.3 Discussion of the Main Findings of the Teachers' Questionnaire

Based on the information represented in the analysis of the questionnaire, we reached some insights to our research topic. We assume that teaching the speaking skill requires long time and effort from the part of our qualified teachers. According to them, learners have an average level because they suffer from problems that are related to learners' behavior and psychology like shyness, besides technical problems like having nothing to say, linguistic defeats especially in using the mother tongue. Moreover, the teachers from their parts play a

vital role in ameliorating learners' level, however; their passive existence sometimes pushes tutors to oblige them to participate using different strategies and techniques that are mostly based on drama. The previously stated results show teachers' agreement on the effective impact of drama techniques. We come at the point that drama techniques help students reduce the aforementioned difficulties in various ways and lead to better achievements.

Section Three: Implications, Limitations and Recommendations

2.3.1 Implications of the Study

The current research is said to bring about noteworthy implications from theory and practice by considering the main results obtained from both students' and teachers' questionnaires. The major results of the present study are in correlation with the theoretical premises which hypothesize that using drama techniques plays a significant role in developing third year EFL learners' oral performance. It brings into being that using drama techniques is a useful and valuable strategy to enhance students' speaking skill. Differently, in pursuit of developing students' speaking skill, it is not in a way adequate to limit the scope of drama techniques, but encouraging the adoption of positive attitudes and different speaking strategies.

2.3.2 Limitations of the Study

There are some important limitations to this work.

1. Since the research is a case study, the sample of both teachers and students is limited. Only eighty (80) third year EFL students in the department of English at Mila University Centre and ten (10) English language teachers participated in the study.

2. Not all teachers respond to the administrated questionnaire.

3. Some students were absent in their classes even though the questionnaire had been distributed along four weeks.

4. Not all students had justified their answers when it is needed even the questionnaire was clear enough to be understood.

5. The research could be more interesting and deeply investigated through other tools; interviews or experiments. But due to time limitations, a questionnaire was used.

2.3.3 Recommendations of the Study

There is a set of recommendations based on the analysis of the data obtained that plays a crucial importance upon pedagogy and further research. These recommendations enable students and teachers to be more familiar with the issue and help researchers who share the same interest with the present study in their works.

- Adopting motivating techniques and strategies in teaching the speaking skill is important for EFL/ ESL teachers.

- A more motivating and relaxed atmosphere should be created to make the learning process successful.

- Learners should be exposed to native speeches and real communication.

- For improving the speaking skill, role play is a beneficial strategy that should be used.

- Real-life communication is a great way to learn speaking and EFL/ ESL teachers should create situations that allow students to learn about the use of language.

- Learners should take advantage of the drama techniques to develop their levels of speaking which is an indispensable requirement for the process of communication.

Conclusion

This chapter presented practical insights related to our assumption which touches upon the vital role of drama techniques to enhance EFL students' speaking skill. After the analysis, interpretation, and discussion of the distributed questionnaires to both teachers and learners,

all findings gathered strengthen the background thoughts of our research work. They confirm our assumed hypothesis which can be noted that implementing drama techniques in teaching learning is one crucial way to foster speaking.

GENERAL CONCLUSION

As English supplies for international communication, speaking is considered as the significant skill among the four skills which EFL learners need to master the most. The current work focuses on the development of learners' oral production through the use of drama techniques.

The research is composed of one theoretical chapter in which it explained the two variables in details; drama and speaking, and one practical chapter in which it described the participants, methods, and results. In search of achieving the previously mentioned aims of the study, a questionnaire is administered to EFL students at the Department of Foreign Languages, University of Mila. Furthermore, another questionnaire is delivered toOE teachers to add more insights from a various perspective.

In the same line, interpreting the results of the gathered data, one cannot fail to conclude that learners face difficulties in oral production, and that both teachers and learners are aware of the importance of drama techniques in decreasing them. Indeed, using drama activities provide students with linguistic as well as communicative features. This confirms our hypothesis about the effectiveness of drama techniques in improving students' speaking skill.

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APPENDICES

Students' Questionnaire

Dear students,

This questionnaire is a part of a research work that aims at investigating the use of drama techniques in order to enhance EFL speaking skill. I would be incredibly thankful if you could collaborate with me by answering the questions below. Please, be sure that your identity as well as your answers will be kept strictly confidential. Thank you for your cooperation.

Section One. Personal Information

1) Gender:

   a) Male

   b) Female

2) How long have you been studying English at university?

   a) Three years

   b) Five years

   c) More than six years

3) Why did you choose to study English?

   a) Interest in learning English

   b) Immigration

   c) Having no choice

4) How do you find speaking English?

   a) Easy

   b) Difficult

   c) Very Difficult

5) How often do you speak English in a week?

a) Always

b) Often

c) Sometimes

Section Two: The Practice of Speaking

6) Which of the following describes your level of oral performance in English?

a) High

b) Average

c) Low

7) How often do you participate during OE classes?

a) Always

b) Often

c) Sometimes

d) Rarely

8) What do you think about English speaking sessions in the classes?

a) I like it

b) Not too much

c) I don't like it

9) Do you have difficulties when speaking English?

a) Yes

b) No

10) If yes, which of the following problems are mostly faced?

a) Shyness

b) Nothing to say

c) Mother tongue use

d) Poor English level

11) Do you find that speaking is important in learning English?

   a) Yes

   b) No

   Justify, please …………………………………………….....................................

12) How do you improve your English oral skills?

   a) Prepare talk outclass

   b) Use drama techniques

   c) Interact with peers

   d) More, please specify

13) When you speak, do you give priority to?

   a) Fluency

   b) Accuracy

14) Are you satisfied with the way you are taught OE?

   a) Yes

   b) No

   Justify, please…………………………………………………………………………

Section Three: Drama Use in Teaching Speaking

15) Do you participate when using drama techniques?

   a) Yes

   b) No

16) Do you like drama activities?

   a) Yes

   b) No

Justify, please…………………………………………………………………….

17) Do drama activities improve your language use?

   a) Yes

   b) No

18) Which of these drama techniques do you prefer?

   a) Role-play

   b) Simulation

   c) Mime

   d) Script writing

   e) Improvisation

Section Four: Students' Suggestions

19) Would you please add any comments or suggestions on how drama activities can help in amelioratingoral proficiency?

Teachers' Questionnaire

Dear teacher,

This questionnaire is devised to shed light on the role of drama techniques in enhancing students' speaking skill and their perceptions towards it. I would deeply appreciate your acceptance to help me in my research by answering the following questions. Your time and effort are greatly valued.

Part One: Personal Information

1) Which academic degree do you hold?

   a. Master

   b. Magister

   c. Doctorate

2) How long have you been teaching oral expression to third year university students?

   …………….. year(s)

Part Two: The Speaking Skill

3) Do you find teaching the speaking skill a difficult matter?

   a. Yes

   b. No

4) How can you describe third year students' speaking level?

   a. High

   b. Average

   c. Low

5) Do your students participate?

   a. Yes

b. No

6) If you answered by no, what are the most common problems encountered by students?

a. Shyness

b. Nothing to say

c. Poor English level

d. Mother tongue use

7) Do you oblige them to participate?

a. Yes

b. No

8) If yes, how you do that? Is it by:

a. Using drama techniques based tasks

b. Choosing interesting topics

c. Others, please specify:

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Part Three: The Use of Drama Techniques in Teaching Speaking

9) Do think that using drama techniques help in enhancing students' oral performance?

a. Yes

b. No

10) In your view, drama techniques' uses reduce the shyness of students?

a. Yes

b. No

11) Do drama techniques develop conversational competence among FL learners?

    a. Yes

    b. No

12) Would you please state why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………….

13) Do you think that applying drama techniques maximizes learners' autonomy, self-esteem and participation?

    a. Yes

    b. No

  Please,   justify   your   answer

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………….

Part Four: Teacher's Suggestions

14) Please, add any suggestions you see relevant to the aim of the questionnaire.

…………………………………………………………………………………………………

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…………………………………………………………………………………………………

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Résumé

Attendu que l'anglais est maintenant la lingua-franca dans le monde entier, apprendre à le parler couramment et avec précision est devenu certainement nécessaire. Afin de pratiquer la compétence orale, les apprenants de l'anglais comme langue étrangère affrontent de nombreux obstacles en raison de sa difficulté. En conséquence, les enseignants commencent à pousser les élèves à parler quelles que soient leurs difficultés et à les aider à minimiser ces problèmes. À cet égard, la présente étude tente d'examiner le rôle de l'application de techniques dramatiques pour améliorer les performances orales des étudiants de troisième année en anglais langue étrangère au Centre universitaire de Mila. Il vise à déterminer comment les techniques dramatiques aident à améliorer la parole des apprenants en plus d'explorer les perceptions des élèves à son égard. Dès lors, une question de recherche se pose : Quelles sont les attitudes des étudiants de troisième année du Centre universitaire Abdelhafid Boussouf vis-à-vis de l'utilisation de l'art dramatique pour améliorer leur expression orale ? Pour obtenir les données nécessaires pour répondre à la question, deux questionnaires sont tenus ; l'un est distribué aux professeurs d'expression orale, et l'autre est destiné aux apprenants de troisième année. Les principaux résultats de la recherche révèlent que les élèves parlent mieux lorsqu'ils apprennent à l'aide de techniques théâtrales. De plus, ces données indiquent que les techniques théâtrales aident à promouvoir la compétence orale des apprenants. Finalement, le travail de recherche offre une variété de recommandations pour la pédagogie et la recherche future.

ملخص

بما أن اللغة الإنجليزية الآن هي اللغة المشتركة في جميع أنحاء العالم ، فقد أصبح تعلم كيفية التحدث بها بطلاقة ودقة أمرًا ضروريًا بالتأكيد. من أجل ممارسة مهارة التحدث ، يتعامل متعلمو اللغة الإنجليزية كلغة أجنبية مع العديد من العقبات بسبب صعوبة هذه المهارة. وفقًا لذلك، يبدأ المعلمون في دفع الطلاب للتحدث بغض النظر عن الصعوبات التي يواجهونها، اضافة الى مساعدتهم في تقليل هذه المشكلات. في هذا الصدد ، تحاول الدراسة الحالية التحقيق في دور تطبيق تقنيات الدراما في تحسين الأداء الشفهي لطلاب السنة الثالثة من اللغة الإنجليزية كلغة أجنبية في المركز الجامعي ميلة. ويهدف إلى تحديد كيف تساعد تقنيات الدراما في تحسين تحدث المتعلمين بالإضافة إلى استكشاف تصورات الطلاب تجاهها. لذلك يطرح سؤال بحثي: ما هي اتجاهات طلاب السنة الثالثة بمركز جامعة عبد الحفيظ بالصوف نحو استخدام الدراما لتعزيز مهارة التحدث؟ للحصول على البيانات اللازمة للرد على السؤال يتم عمل استبيانين. يتم توزيع أحدهما على معلمي التعبير الشفهي، والآخر يقدم إلى طلاب السنة الثالثة. تكشف نتائج البحث الرئيسية أن الطلاب يتحدثون بشكل أفضل عندما يتعلمون من خلال تقنيات الدراما. بالإضافة إلى ذلك، تشير هذه البيانات إلى أن تقنيات الدراما تساعد في تعزيز مهارة التحدث لدى المتعلمين. وفي النهاية، يقدم العمل البحثي مجموعة متنوعة من التوصيات لعلم التربية والبحث المستقبلي.