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**Investigating the Role of Plays in Reducing EFL Learners'  
Speaking Anxiety**  
Case of 2<sup>nd</sup> Year EFL Students at the English Department. Tiaret  
University, Algeria

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Of the Requirements for the Degree of Master in Didactics

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## **DEDICATION 1**

To the apple of my eye "**my mother**"

To the soul of my father and my brother **Slimane**, may Allah bless them.

To my dearest and lovely brothers and sisters

To my cup of tea: **Zoubida Belaidi, Imane Belfaci, Oumelkheir Bouherb, Chahinez Ghali** and **Khaoula Nour Elhouda Moussa**.

To all my friends for their support and help

**Khadidja Dernaoui**

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First and above all, I owe my heartfelt gratitude to **Allah** for providing me with patience and strength to finish this work and his Messenger Mohamed peace be upon him for lightening our path.

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**Safia Allali**

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## **ABSTRACT**

The present study investigates the role of using plays as a teaching method to reduce the EFL learners' speaking anxiety. The aim of this research is to examine the effectiveness of acting plays and their positive effects on developing students' speaking skills. To achieve this purpose, a case study was conducted at the Department of English at Ibn Khaldoun University of Tiaret. A questionnaire was administered to fifteen EFL teachers and another one for fifty second year EFL learners. The findings of this research proved that the majority of learners face the problem of speaking anxiety while speaking in front of the audience. The results of the present study disclosed that drama activities or plays have an effective role in reducing the speaking anxiety. These activities provided them with a supportive, secure and creative learning environment. Besides, the findings revealed that plays have abundant language learning benefits, especially in speaking. The use different kinds of plays such as, role play, dialogues, interviews, pieces of theatre, simulation, or storytelling is very effective in reducing the speaking anxiety and enhancing the communicative abilities.

**Keywords:** EFL learners; plays and drama activities; speaking anxiety; Speaking skills.

## List of Abbreviations and Acronyms

S.A	Speaking Anxiety
EFL	English as a Foreign Language
L.M.D	Licence; Master; Doctorate
EL	English Language
CLT	Communicative Language Teaching
ED	English Department

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# **GENERAL INTRODUCTION**

## **GENERAL INTRODUCTION**

English is a universal used language. This is the main reason that pushes a greater number of people to learn it. In Algeria, English is learnt and taught as a foreign language. As for EFL students who attempt to accomplish proficiency in English, they need to improve their skills, to read, write, listen and speak in the target language. However, enhancing these abilities seems to be difficult for the majority of them. This is due to various barriers or obstacles they face in their learning process. The most mentioned problems are the psychological ones like self esteem, self confidence, and anxiety.

Anxiety is the dominant obstacle that prevents students to become proficient when learning different skills, especially speaking. Due to this reason, the majority of EFL learners seem to be more afraid when speaking or presenting orally in front of their classmates. Thus, speaking anxiety is the most affective variable that is linked with the negative impacts on the development of learners' speaking skills.

Moreover, speaking anxiety has different levels that are distinguished from one student to another. These levels can appear in different physical, psychological, and behavioural symptoms because of the various reasons and sources of speaking situations. In the learning and teaching process, it is necessary for teachers to know these levels, sources and types of speaking anxiety in order to find the appropriate solution that helps learners to cope with the problem and contribute in improving their speaking performance. One important solution is to learn the target language in real situation where learners can share and express themselves freely. The most important thing that serves this condition is drama activities or acting plays. This latter has a crucial role in reducing students' speaking anxiety.

This research attempts to achieve two main purposes. The first is understanding the psychological variables that are related to the speaking skill, mainly anxiety. Then, it aims to come out with strategies or techniques like performing plays and tends to prove the positive effects of these strategies on developing students' speaking skill. It helps EFL learners to get rid of their speaking anxiety for better speaking achievement.

This study attempts to provide answers to answer the following questions:

1. What are the main sources of speaking anxiety?
2. What are the EFL learning benefits of plays?
3. How can plays be used to reduce EFL learners' speaking anxiety?

These questions are explored on the bases of the following hypotheses:

1. Lack of language competence and fear of making mistakes are the main reasons of speaking anxiety.
2. Plays can develop learners' communicative skills considerably.
3. Teachers can use simple and interesting plays to reduce speaking anxiety.

In fact, the ambition to achieve the previously set aims pushes the researchers to deal with the case study that involves EFL students and teachers at Ibn Khaldoun University of Tiaret. The researchers in this study used a qualitative and quantitative methods are used.

The present study is divided into three interrelated chapters. The first chapter deals foremost with definitions of speaking and its components which are; pronunciation; fluency; grammar; vocabulary and comprehension. Also, this chapter tackles the importance of the speaking skills in the EFL context. Furthermore, chapter one deals with Krashen's Affective Filter Hypothesis and factors that affect the EFL learners' speaking performance such as, self-esteem, motivation, self-confidence and anxiety. Moreover; this chapter shows the direct relationship of anxiety with speaking skills and its types which include, trait anxiety; situation specific anxiety in addition to debilitating and facilitative one. Therefore, this chapter mentions the aspects of EL anxiety which are: test anxiety; fear of negative evaluation and communication apprehension.

The second chapter deals with the definitions of two concepts which are drama and plays in the field of teaching EL. Also this chapter tackles the different types of drama activities and their role in EFL teaching acquisition. Furthermore; this chapter deals with the different EL learning theories that have relation to drama and theatre method such as

behaviourism and cognitivism. In addition to the different teaching methods in relationship with drama and theatre like; Direct Method, the Audio Lingual, Communicative method, Natural Approach, Alternative method, Total physical Response and Suggestopedia. Moreover, chapter two tackles with the benefits of using drama in EL teaching.

The third chapter deals with design and methodology including the sampling or the research informants as well as the research instruments with the procedures of data analysis. It contains the analysis and interpretation of the results. Besides, this chapter attempts to answer the research questions by confirming or disconfirming the research hypothesis and includes the discussion of the findings. Still, it includes some suggestions and recommendations about the use of plays in reducing the speaking anxiety.



# **CHAPTER ONE**

## **Speaking and Anxiety**

<u>1.1 Introduction</u> .....	Erreur ! Signet non défini.
<u>1.2 Speaking</u> .....	Erreur ! Signet non défini.
<u>1.2.1 Definitions of Speaking</u> .....	Erreur ! Signet non défini.
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<u>1.4.4 Types of Anxiety</u> .....	Erreur ! Signet non défini.

## **1.1 Introduction**

The English language is considered as one of the most important languages in the world; it plays a major role in many aspects including education. As a result, English is being taught and learned in Algeria as a foreign language. Furthermore, language is first and foremost a spoken and not a written and the invention of writing was an event of yesterday.

Speaking is a major skill in communication .It is one of the four basic skills in learning foreign language besides listening, reading, and writing, Speaking is at the heart of foreign language learning which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Indeed, speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes, modifies, extends, and organizes thought. According to Brown and Joyce (1999: 19), speaking is one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities that often develop different rates. However, this productive skill may be affected negatively by a group of factors, including anxiety.

Therefore, the purpose of this chapter is to shed the light on the importance of speaking skill in the foreign language learning context as it has crucial part in teaching and learning English Still, this chapter attempts to provide an overview about foreign language learning anxiety and the speaking anxiety in particular.

## **1.2 Speaking**

The need to communicate in English nowadays is a major goal of many EFL learners around the world. Current views on speaking consider it as among the most important language skills EFL students aim to achieve.

### 1.2.1 Definitions of Speaking

Speaking is the ability of using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the listener.

Syakin (1987: 5) defines speaking as a complex skill because it is concerned at least with components of pronunciation, grammar, vocabulary, and fluency. In other words, speaking is a complex ability that has a relation with other language skills (listening) and language aspects (vocabulary) that must be acquired.

According to (Brown, 1994; Burns & Joyce, 1997) their researches highlighted that speaking is means of interaction and constructing meaning through receiving, producing and processing information. That means that speaking English effectively does not mean only producing language correctly but also using it for particular purposes in different context in order to master speaking and make learners produce meaningful utterances in specific situations and help them to become flexible when interacting during a complicated situation that suddenly happens. In other words, speaking requires the use of language effectively through the production of meaningful utterances to express ideas and convey meaning.

Azamat and Dogan (2014: 2) argue that: *“speaking can be regarded as the mode of communication which is mostly used to express opinions, transmit information, and make impression on others.”* Hence, learning a language requires the mastery of its speaking skill in order to communicate, understand others, and share ideas.

Tarigan (1982) states that speaking is the instrument of language and the primary aim of speaking is for communication. Thus, we can see that the goal of speaking skill is to communicate our meaning. Brown (2001) classifies the types of spoken language as follows:

**A/Monologue:** In monologue, when a speaker uses spoken language like in speech, lecture, et cetera, the listener must process long stretches of speech without

interrupting the stream of the speech will go on whether or not the listener comprehend.

B/Dialogue: Dialogue involves two or more speaker and can be sub divided into Interpersonal and transactional language is a dialogue involves two or more speaker to convey propositional or factual information.

### **1.2.2 The Components of Speaking Proficiency**

There are several components of speaking that must be fulfilled. Harris (1974) says that speaking has some aspects that are generally recognized in analysis of speech process:

#### **a. Pronunciation**

Pronunciation refers to the ability to produce easily comprehensible articulation so our speaking is understandable. It includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English words correctly so that he can suffice his purpose.

#### **b. Fluency**

Fluency is about how fluent students use the target language orally. It includes reasonable fast speed of speaking and only a small number of pauses. Fluency is as the quality of being capable to speak without hesitation.

#### **c. Grammar**

Grammar is about the structure of the language. Learners must be given insight into word order, inflection and derivation into the other meaningful features if the English language. It will help students to speak fluently.

#### **d. Vocabulary**

Vocabulary refers to the words used in a language. Phrases, clauses, and sentence are built up by vocabulary. If a student has many vocabularies, it will be easier to express his/her ideas.

## **e. Comprehension**

Comprehension is an important factor in speaking that measures the understanding of a conversation. Hornby (1995) states that comprehension is the power of understanding an exercise aimed at improving or testing once understanding of a written or spoken language. Comprehension in speaking is the aim of main language learners.

### **1.2.3 Teaching Speaking**

Sudjna (2000) states that teaching is an interaction between teacher and students in its interaction process. The teacher is doing his activities that called teaching, whereas the students are their activities of learning. Teaching itself means transferring knowledge to person while speaking means to make use of words in ordinary voice, so teaching speaking is giving instruction to a person in order to communicate.

According to Anuradha el al (2014) (qtd in Shafaat Hussain,201:15) "*the teacher must be fluent and accurate in spoken elements of language so as to be a role model for learners and asks questions to stimulate learners to practice the target language.*" Therefore, teachers play an important role in enhancing the learners' speaking skills through following some principle, encouraging students to speak right and learn in collaborative way.

Based on the above ideas, the goal of teaching speaking skills is to communicate efficiency uncertain situations, so learners should be able to make themselves understood, using their current proficiency to be fullest.

In brief, in teaching speaking, the teacher should train learners to use language for communication, expressing the idea or transferring the meaning to other people in different real live situations.

### 1.2.4 The Importance of Speaking Skill in the EFL Context

In learning English, speaking is important to support students' ability to use the language. Among all the four language skills, speaking seems to be the most important and exciting component of the English language and all other languages, and the mastery of this skill takes the priority for many EFL learners.

The importance of speaking can be seen in people daily activities and business activities. As Baker and Westrup (2003: 5) claim that, "*a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion.*" Meaning that mastering the art of speaking for many students is the most crucial factor of learning a second language or a foreign language, and success in their life demands their ability to carry out a conversation and express their thought to others. In the same respect, Ulas also focuses on the importance of speaking by claiming that:

**Speaking is the most common and important means of providing communication among human being. The key to successful communication is speaking nicely, efficiently and articulately, as well as using effective voice projection. Furthermore, speaking is liked for success in life, as it occupies an impotent position both individually and socially.**

(Ulas, 2008: 876)

In other words, learners feel more encouraged, motivated, and successful if they are able to communicate in the target language and are skilful in speaking since it gives the opportunity to share ideas, opinions and understand each other as well as improving learners 'self-confidence.

As previously mentioned, speaking is one of the four macro skills necessary for effective communication in any language, particularly, when speakers are not using their mother tongue and especially, when using English as a universal language and a mean of communication.

Since speech is the best introduction to other language learning through speaking and it is a natural process of learning, English speaking skill should be developed along with the other skills. This development can enhance communication achievement for both native speakers of English and other members of international community. Zhang, in his study (2009) pointed out that speaking skills or communication skills were usually placed ahead of work experience. However, in reality students who study English as a foreign language sometimes have limited opportunity to speak English in the classroom, for that, it is the duty of teachers and design makers to provide a variety of situations, sufficient activities and materials and take into account the factors related to speaking skills for an effective English speaking performance.

In addition, competence and confidence make the English speaking skills more effective and strong. As Patial showed in his study (2008), that developing learners' confidence and eliminating fear of making errors is a priority that teacher should take into consideration to make learners feel comfortable with their language use. This development can only be realized by the appropriate and suitable syllabus, methods of teaching, training teachers, and activities that serve the learners' needs and focus on oral orientation, in addition to the emphasis on the various elements that are involved in the effectiveness of speaking, such as listening skills, sociocultural factor, sociolinguistics, etc.

Many teachers of English claimed that the best way to develop speaking skills is interacting. Therefore, this can be realized by means of communicative language teaching and collaborative learning, since the communicative language teaching method is based on real life situations that need communication

### **1.3 Communicative Language Teaching**

The traditional teaching language approaches, (grammar translation method and Audio lingual method) are mainly focused on grammar information, and make it as a central in language teaching and learning process. However, the focusing on grammar was shifted, since mastering a language involves more than grammar.



Although producing language accurately is based on grammar, other aspects such as speaking skills is demanded in order to use the target language suitably for different communicative purposes. In addition to the grammar competence, Communicative competence should be the goal of teaching as well.

The concept of communicative competence attracted the scholars' attention on how to implicate it in teaching language, as results, communicative language teaching approach appeared as a reaction to the traditional methods. Many linguists were interested in CLT due to the syllabus of the traditional methods that failed to realize successful communication achievements. Linguists tried to make a new design of foreign language syllabus that helps learners to use the target language for the purpose of communication.

Communicative Language teaching was first developed in the earliest of 70's, afterward, it was implemented widely in language teaching and learning. Its principles were adopted by different countries in the foundation of English syllabi. According to Richards(1986: 2) CLT refers to *“a set of principles and assumption that can be applied in different ways and which address different aspects of the processes of teaching and learning including the teaching context, the age of the learners, their levels and their learning goals and so forth.”* It means that, the emphasizing of teaching turn from grammar in isolation to language outcomes or products as the starting point in planning teaching.

According to Savignon (qtd in Richards, 2006: 170) *“Communicative language teaching is based on fluency activities namely role play, simulation, projects and drama. In addition to the fluency based activities, it contributed positively in language teaching for its other numerous benefits.”*In other words, CLT gives learners the opportunity to speak in the target language, which can lead to enhancing their fluency as well as their confidence in speaking the foreign language. As a result, learners will enjoy the class more and keep on for further development.

The communicative language teaching is a language teaching method, which based on the notion of learning a language; it means how to use the target language to realize an effective communication.

#### **1.4 Krashen's Affective Filter Hypothesis**

Krashen's hypotheses of second language acquisition have great influential in the field of foreign language learning. These hypotheses consistent of five hypotheses including the acquisition learning hypothesis, the natural order hypothesis, the monitor hypothesis, the comprehension hypothesis and the affective filter hypothesis. This later stipulated a number of affective variables which play a facilitative or debilitating role in foreign language acquisition.

Krashen (1985: 100) noticed that when anxiety is higher, it is considered as *“an affective filter or mental block that correlates negatively and prevents input from reaching the language acquisition device.”* That is to say that, when the learners' filter is high, it obstacles their acquisition of the foreign language and their mind will be blocked. However, when the learners' affective filter is low they will better acquire the second language.

In this sense Krashen affirmed that teachers of foreign language need to make sure that the students' affective filter is low at all times; in order for the learning process to take place. He also, highlighted that the affective filter is caused by environmental factors as a stressful environment, errors correction, or being humiliated between peers.

According to Krashen, in order for teachers to lower the affective filter, they should create a relaxed atmosphere for their learners, and avoid stressful communication in the classroom. Also, teachers should avoid pointing out at the students' grammatical mistakes and instead model the correct grammar. Hence, the affective filter includes variables that have significant role in foreign language acquisition, especially on speaking performance; these variables are motivation, self-confidence and anxiety.

## **1.5 Factors Affecting EFL Learners' Speaking Performance**

Speaking is one of core components in English language proficiency which is highly important to acquire by students. However, speaking is not merely opening mouth and say words and sentences, but it includes a cultural background of a target language that is spoken to get meaningful interaction (McKay, 2008). Therefore, the students need to fight so hard to have a fluent speaking.

Difficulty of EFL students on performing English speaking probably caused by cognitive or psychological factors. It is obvious that these psychological factors become important and influential elements, which give a great impact on how the students acquire second/foreign languages particularly in speaking area. Furthermore, it is important to point out those psychological factors based on various theories as follows:

### **1.3.1 Self-esteem**

Self-esteem is one of psychological factors which present much contribution in students' speaking performance. It is defined by Rosenderg (qtd in Belaidi, Z and Halal,k,2016: 10) as *“positive or negative attitude toward the self.”* Students with high self-esteem will be in secure place and become successful in learning a language, however, those with low self-esteem may end up failing. Related to the effect of self-esteem on learners' speaking performance, (Kalanzadeh et al, 2014) examined the impact if Iranian EFL student' self-esteem on their speaking skill.

After analysing the findings of the study, results showed a connection between the participants' self-esteem and their speaking ability. Those who have self-esteem are potential to perform speaking in more fluent way because they make the problem of making mistakes becomes the last matter to think about. On the other hand, self-esteem becomes one of big challenges for students to deal with their speaking performance mostly faced by adult students in university level (Jamila, 2014). It can be said that the students with high self-esteem will perceive better achievement rather than those who do not.

### **1.3.2 Motivation**

Motivation is regarded as the desire of the students in learning a language. Many researchers shed the light on the effective role of motivation on better academic achievements as Slovin (2016: 292) states “*the best lesson in the world won’t work if students are not motivated.*” Indeed, in learning second/foreign languages, motivation can be divided into two factors; they are communicative needs of the students and their attitudes towards the language community (Lightbrown & Spada, 2001). In this case, the students will be motivated in learning a second/foreign language just because they need to learn and communicate it in a social large scale to support their professional ambition in the future. Therefore, they need to have a good attitude toward people who speak the target language because they need to have a contact with them.

In recent study done in Vietnam by Nguyen hoang T and Tran Ngoc(2015)about factors effecting learners’ speaking performance, motivation appeared to be an important factor as learners with low speaking performance are not motivated to express themselves. In short, their motivation can influence their decision on being involved or not to a certain situation in language learning such as in speaking class.

### **1.3.3 Self-confidence**

Self-confidence is considered as people’s personal attitude toward themselves. Self-confidence can determine either the success or failure of people. Language learning is particularly related to learners’ beliefs in their abilities and capacities, for that, learners’ success and better achievements are the fruits of their self-confidence.

### **1.3.4 Stress**

Stress is a natural psychological aspect which contains the feeling of fear, which sometimes cannot be controlled (Javed et al., 2013). Foreign Language Anxiety (FLA) seems to occur very often in the process of language learning. This psychological factor that majorly affects EFL learners’ speaking performance will be discussed fairly in the coming section of this chapter.

## 1.4 Anxiety

A vast amount of research studies has been conducted on second/foreign language anxiety as it has been one of the most important factors among affective variables such as motivation, attitude, aptitude. Morgan (2009: 145) states, “*Affect refers to emotions, feelings, beliefs, moods and attitudes, which influence behaviour.*” Anxiety as one of the affective factors has been a research area in foreign language learning field for so long.

### 1.4.1 Definitions of Anxiety

Anxiety is a variable, which is discussed differently by many scholars. It is one of the most negative psychological hinders for many EFL learners. Concerning its definition, Penguin Dictionary of Psychology defines anxiety as “*a vague, unpleasant emotional state with qualities of apprehension, dread, distress, and uneasiness.*” In the same context, The Cambridge online Dictionary of English (2017) states that anxiety is “*an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future, and something that causes a feeling of fear and worry.*”

Spielberger (1983: 15) defined anxiety as “*a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system.*” That is to say, that, anxiety is uncomfortable state of emotion during a danger and the victim has no power feeling due to tension related to the danger that perceived.

Anxiety concerning foreign or second language learning, on the other hand, is defined as a feeling of fear or apprehension occurring when a learner is expected to perform in a second or foreign language (Gardner and MacIntyre, 1993). Hence, during the acquisition or use of a second language, students experience a feeling of apprehension, which is an unfavourable feeling that causes anxiety. In other words, as Horwitz (2001) explains that when students are learning a foreign language this situation in itself creates anxiety, he as well states that “*anxiety negatively influences*

*language learning and has been found to be one of the most highly examined variables in all of psychology and education.*” (Horwitz, 2003: 113). It means that, when learners are learning a foreign language this situation of acquiring language create anxiety in which makes them feel uncomfortable in the class.

Horwitz and Cope (1986: 128) stated that *“anxiety is a distinct complex set of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process.”*This indicates that every student makes his/her own notion and opinion about the language besides the assumptions and feelings s/he brings to his/her mind during the acquisition of a foreign language.

All the above show that anxiety is the most important affective variables that influences foreign language learning often has a detrimental effect on the learners' success or failure when adopting a second or foreign language.

#### **1.4.2 Foreign Language Anxiety and Speaking**

The communicative language teaching approach in foreign language teaching has given much importance to authentic, contextual, functional and communicative language use in the classroom, leading to emphasis the developing oral competence. However, teachers face more variables that may affect the learning process, such as anxiety. Therefore, many researchers in the field of language education and psychology, in their influential studies, argue the FL anxiety has been almost entirely associated with the oral aspect of language use. In other words, speaking is the most anxiety-provoking skill for most EFL learners (qtd in Gkonou,2011: 269).

Based on the specific situations where students are apprehensive about communicating, many researchers' focus has been on special situational anxiety. Horwitz and Cope (1986) described anxiety in relation to performance evaluation within academic and social contexts with three related performance anxieties.

### **1.4.3 Aspects of Foreign Language Anxiety**

Foreign language anxiety has many aspects:

#### **1.4.3.1 Test-Anxiety**

Test- anxiety refers to a type of performance anxiety resulting from a fear of failure (Gordon and Sarason, 1955 and 1980). Test-anxious learners often set in high norms and unrealistic demands on themselves that anything less than a perfect test performance is a failure. They are too idealists and perfectionists in their requirements on themselves. The students who experience this kind of anxiety considered the second language process especially oral production as a test situation rather than an opportunity for communication and skills improvement.

#### **1.4.3.2 Fear of Negative Evaluation**

This type of anxiety has been defined by Watson and Friend (1969) as apprehension of others' evaluations of their FL performance. This leads the students avoidance of evaluative situations, because they have a prejudgement that others would evaluate them negatively and they do not consider language errors as a natural part of the learning process, but as a threat to their image, as a source for negative evaluation either from teacher or their classmates. As a result, the learners become silent and do not participate most of the time in the language activities.

This type of anxiety is broader than test- anxiety because it is not limited to test-taking; rather, it occurs in any social evaluative situation as in job interviews or oral communication language classroom contexts. Unlike other academic disciplines, the FL context is the one that requires a continual evaluation from the part of the teacher who would, as the only fluent speaker, scrutinise all the bits and pieces in the learners' productions and so highlight their language inadequacies.

#### **1.4.3.3 Communication Apprehension**

Since our focus is on speaking, our concern is communication apprehension, which was defined by Horwitz as:

**A type of shyness characterized by fear or anxiety about communicating with people...the special communication apprehension permeating foreign language learning derived from the personal knowledge that one will almost certainly have difficulty in understanding others and making oneself understand.**

(Horwitz,1986: 127- 128)

In this sense, it is claimed that for many learners, speaking a foreign language means that they are familiar with that language, yet, they struggle when communicating with others in that language; hence, interpersonal interactions must be emphasized in language learning classes.

Furthermore, public speaking anxiety is specific type of communication apprehension, as MacIntyre and MacDonald(1997: 158) define it *"an individual's level of fear or anxiety associated with either real or anticipated communication in front of a group of persons."*It means that, the fear of speaking in public has different names. Previously, it was called "Stage fright" since it was a serious problem often seen with actors; however, it is now called communication apprehension.

This term covers various kinds of communication such as, fear of talking on telephone, fear of face to face conversations, fear of talking to authority figures, fear of speaking in small group, and fear of speaking to an audience. Some practitioners argue that students who have information about the fear of speaking in front of public may understand themselves more than who do not know about it, Also, teachers learn about communication apprehension in order to support a discussion of the problem in textbook.

In another study done by Young (1994), it was reported that most students are particularly anxious when they have to speak English in front of their classmates. This anxiety creates many difficulties for most EFL learners in communicating and understanding each other, along with some other obstacles that threaten the students'



self-esteem, hinder their performance and make them anxious in the classroom. Therefore, communication apprehension happens when students do not feel comfortable when communicating in the target language in front of others, due to their limited knowledge of the language especially in relation to speaking.

#### **1.4.4 Types of Anxiety**

MacIntyre and Gardner (1991) identified three approaches to the study of anxiety namely, trait anxiety, state anxiety, and situation specific anxiety.

##### **1.4.4.1 Trait anxiety**

Trait anxiety is a feeling of worry which exists and stands stable within a learner's entire life. It is a reaction which is related to the learner's personality. Spielberger (1983) defines it as an individual's likelihood of becoming anxious in any situation. This type of anxiety has pervasive effects on language learning and often deters students' performance and achievement.

##### **1.4.4.2 State Anxiety**

State anxiety is about learners who feel anxious and stressed during certain cases. Spielberger (1983) considers it as an apprehension experienced at a particular moment in time, for example, prior to taking examination. State anxiety is not a lasting but a transitory condition and is felt only at a particular moment. In fact, a learner can live the same situation but will not experience any anxiety indices because this type is changeable and differs from a situation to another.

##### **1.4.4.3 Situation Specific Anxiety**

Situation-specific anxiety is a type that resembles trait anxiety as both of them are stable over time but what makes the distinction between the two is the fact that situation-specific anxiety is not part of the learner's personality. MacIntyre and Gardner (1991: 90) agree that "*situation specific constructs can be seen as trait anxiety measures limited to a given context.*" In this perspective, the student examines anxiety reactions when he finds himself in a new unique psychological

position such as defending her or his dissertation, s/he can experience anxiety in that unique, one-time situation.

#### **1.4.4.4 Facilitating and Debilitating Anxiety**

A few researchers asserted that positive mode of anxiety exist, but most studies revealed a negative relationship between anxiety and performance. Scovel (1978) suggested that language anxiety facilitates students' learning and keeps them on alert. He furthermore explains that this phenomenon is mostly experienced when learners are presenting a work orally; they owe to reach excellent levels of performance. In this context, they make a lot of efforts, they charge their brain with orders which go directly to the learners' neuromuscular system and enhance them to work hard. However, this anxiety which grows in to the learners' mind should not reach a high degree in order not to disturb all the efforts made by the learner and stop him/her from delivering a successful oral performance, and this is exactly what makes anxiety an extremely delicate variable. However, Horwitz (1990) found that anxiety is only helpful for simple learning tasks, not for more complicated learning such as language learning.

Facilitating anxiety motivates learners to combat the new learning experiences, and it pushes the learner emotionally for approval behaviour. In contrast, Scovel, (1978) argues that learners escape from the learning tasks to hide their worry. It stimulates the individual emotionally to adopt avoidance behaviour.

Facilitating or debilitating anxiety is mostly experienced during oral assignments. When learning a foreign language, there should be enough anxiety. According to Scovel (1978: 15) "*to arouse the neuromuscular system to optimal levels of performance, but not so much arousal that the complex neuromuscular systems underlying those skills are disrupted.*" In other words, during the acquisition or use of a second language learners experience uncomfortable feeling which obstacles the acquisition of a foreign language."

## **1.5 Conclusion**

In this chapter, the focus was on their view of literature which dealt foremost with speaking skill and anxiety as separate and correlated variables, in addition to the components of speaking and the types of anxiety. Moreover, communicative language teaching was pointed out in this chapter as a vital method to promote learners' speaking in EFL classrooms.

Furthermore, this chapter demonstrated how the degree of learners' affective filter could majorly influence their speaking anxiety. Researchers' findings revealed that speaking is negatively correlated and affected by anxiety, thus, it was crucial for the sake of this research to raise the aspects of foreign language anxiety and its causes in order to promote a successful oral performance. This bulk of literature aims just at building up the stones for the next chapter of this work which will consider the description of plays.

# **CHAPTER TWO**

## **Plays and Drama**

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<u>2.2 Plays and Drama Defined</u> .....	Erreur ! Signet non défini.
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<u>2.6 Drama and Theater Method within FL Theories and Teaching Methodologies</u> .....	Erreur ! Signet non défini.
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<u>2.10 Conclusion</u> .....	Erreur ! Signet non défini.

## **2.1 Introduction**

When it comes to the teaching and learning processes, it is possible to say that many ideas have been proposed in order to look for the most effective way to transmit knowledge. Teachers are constantly trying new methods and techniques to motivate and enhance students' learning experiences and lower their anxiety. The use of drama as an effective and valuable teaching strategy is becoming increasingly common in educational contexts.

In the light of the overwhelming volume of literature related to FL teaching and learning, this section is intended to synthesize the differing opinions of scholars and show what is meant by such terms as drama, theatre, and dramatic activities. It also present the place of drama techniques in language learning. Moreover, this section focuses on the theories of language learning in relation to drama and theatre method. Furthermore, different dramatic activities in language learning will be presented in this section, with more emphasis put on the play, which is the focus of this thesis.

## **2.2 Plays and Drama Defined**

Plays and drama can be defined as follows:

### **2.2.1 Drama**

The definition of the term drama differs depending on context. The term drama can sometimes be used to refer to a theatre performance or a classical play, but the focus of drama in education does not necessarily cover those specific products. Drama can have a wider purpose.

Drama is the literary form designed for the theatre, where actors take the roles of the characters, performs the indicated action, and utters the writer dialogue. Abrams (1971 ). Based on Nicholson (2000), drama is the combination of thought, language and felling in range of energetic and creative ways, it is the way to show our feeling by speaking and acting based on reality or fiction.

Based on Brown (2000), to help students develop communicative efficiency in speaking, teachers have to use a certain approach, method and technique in teaching learning process. Drama technique is one of the teaching methods to improve speaking skill. This technique gives student opportunity to speak.

Classroom drama is not learning about drama, but learning through drama. Combs in Robbins (1988: 2) explains, “*While drama is informed by many of the ideas and practices of theatre art, it is principally valued as learning medium rather than as an art form, and is governed and validated through criteria other than aesthetics*”. In other words, Drama is an artistic activity whose general purpose cannot only be limited to mere entertainment, as a literary form, it is also called to instruct people on different aspects such as learning. Holden (1981) defines drama as any activity, which asks the student to portray self or another person in an imaginary situation. In other words, drama asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person.

Experts emphasize that using dramatic techniques, as a teaching technique is not the same thing as teaching theatre. Theatre is an art form, which focuses on a product, a play production for an audience. Drama in the classroom, often referred to as creative dramatics to distinguish it from theatre arts, it is informal and focuses on the process of dramatic enactment for the sake of the learner, not an audience. According to Wessels (1987: 9) as quoted by Křivková (2011), “*drama in education uses the same tools employed by actors in the theatre. But while in the theatre everything is contrived for the benefit of the audience, in classroom everything is contrived for the benefit of the learners*”. Therefore, the main goal of using drama activities and techniques in the English class is to benefit the teaching-learning process, especially the development of students’ linguistic skills.

As part of drama in education, the entire class plays improvised roles within an imagined context. As a result, there is no sharp distinction between actor and audience, the learner is both participant and observer (Somers, 2013). Drama is a great option to be used and adapted across the curriculum by educators because

drama can serve as a platform in building individual skills that students will find useful in everyday life situation.

### **2.2.2 Plays (Theatre)**

The Encyclopedia Wikipedia defines a play as a form of literature written by a playwright, usually consisting of scripted dialogue between characters, intended for theatrical performance rather than just reading. Theatre is also defined by The Encyclopedia Wikipedia (2020) as —a collaborative form of fine art that uses live performers to present the experience of a real imagined event before a live audience in a specific place.”

Theatre today includes performances of plays, although this kind of theatre can be defined broadly to include opera and ballet, which are not within the scope of this research. Theatre is the melting point of all the arts.

In his study about the teaching of drama, Graham Atkins refers to the tension between the play as a text and the play as enacted, for, in order to fully comprehend theatre, students must think of it in terms of "*a medium through which the dormant play-text can come to life*" (Atkins 1995: 176). Only when the acting out takes place can the multimedia aspects and non-verbal dimensions of theatre be properly appreciated. Drama in this sense implies the dramatic text that is performed; a story, an incident, or an event that has been put into paragraph. It might be a true story about other people, an autobiographical story, a historical event...etc. Whatever the source of the dramatic story, it must be present for theatre to occur. Thus, the drama text in itself could be referred to as drama, but when performed before a group of audience with the combinations of all the other arts, it becomes theatre.

Thus, to answer the question, what is the difference between drama and theatre? The simple response is that drama is the printed text of a play, while theatre refers to the actual production of the play text on stage with the support of all the elements of theatre. Theatre, at its best, is the communication and exploration of human experience; it is a forum for our values, political, moral and ethical. It is



concerned with the interaction of these values at a philosophical, emotional and intellectual level. (Pammenter, 1993).

Miccoli (2003) offers support for using theatre in the language classroom as a means of providing students language-related cultural information not traditionally provided in the classroom. According to Miccoli, language is not only the words that are spoken, but incorporates how native speakers interact with one another, shake hands, hold their bodies, etc. By using theatre in the classroom, these aspects are introduced in a more natural way. A play takes an important place in a drama lesson, since throughout the dramatic activities, a play, which is mostly presented in a form of role-play is the one which is most frequently used with the aim to help students learn the language they need to use successfully in everyday situations.

Typically, oral communication in the ESL/EFL classroom is relegated to practicing vocabulary and grammatical structures. However, theatre – improvisation in particular – allows students to utilize their oral proficiency skills for purposeful communication. This is especially important in EFL settings where the classroom provides the only opportunity.

### **2.3 Drama and Foreign Language Teaching**

There are several research studies that support the benefits of drama in second and foreign language learning (Brumfit, 1991; Richard, 1987; Maley and Duff, 2001). All these researchers agree that dramatic activities are useful in helping students to develop oral communication skills as well as reading and writing skills. They also help students to communicate in the English language.

Křivková (2011: 10) states that drama education “*can be exploited in the instruction in several different ways. However, the most appropriate form of using Drama Education in the context of foreign language teaching is to apply it as a method of work*”. It has to be a practical process that gets students involved into a creative activity in which they can become more imaginative, more sensitive, more social and more dynamic.

Drama is one of the most important techniques that provide much more involvement for both teachers and students in the learning process. In foreign language classroom, drama is an effective technique. Mattevi (2005) in Albalawi (2014: 54) states that the use of drama in the language classroom allows the teacher to present the target language in an active, communicative and contextualized way. As a result, it can transform the class into such an effective classroom. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful intrapersonal exchange (Saputra, 2015).

The use of drama in teaching language raises the students' awareness towards the target language and culture. Learners should make use of drama to promote their comprehension of life experiences, reflect on particular circumstances and make sense of their extra linguistic world in a deeper way (Sarıçoban, 2004: 15 cited in Noaman, 2013).

In the case of language teaching, the use of drama education seems to be more beneficial since it can eventually lower anxiety and stress, at the same time, it can place students into fictional scenarios in which they can use the target language in a realistic and spontaneous way.

## **2. 4 Types of EFL Drama Activities**

Maley and Duff (1978: 1) defines dramatic activities as activities which give the student an opportunity to use his own personality in creating the material on which the language class is to be based. These activities draw on the natural ability of every person to imitate, mimic and express himself through gesture. They draw, too, on his imagination and memory. . . They are dramatic because they arouse our interest, which they do by drawing on the unpredictable power generated when one person is brought together with others. Each student brings a different life, a different background into the class.

Drama activities include a wide range of activities that give students the opportunity to use real-life language in the classroom. They include the following:

### **2.4.1 Mime**

John Dougill (1987) defines mime as "a non-verbal representation of an idea or story through gesture, bodily movement and expression". The aspect of communication emphasized through miming is non-verbal communication. Many linguists support the use of mime in language teaching. For example, Savignon (1983) says that the mime helps learners become comfortable with the idea of performing in front of peers without concern for language and that although no language is used during a mime it can be a spur to use language. John Dougill (1987) supports this when he says that although no language is used during the mime, the mime itself can act as a catalyst to generate and elicit language before, during and after the activity.

### **2.4.2 Role-Play**

A role-play could be described as an activity in which students are required to play imaginary role in an imaginary situation. According to Blatner (2002) role play is a method for exploring the issues involved in complex social situations. In role-play the participants are assigned roles which they act out in a given context. The context may be a situation in the school, family setting, scenes in the market or restaurant, etc. All these settings provide avenues for students to engage in social interaction and discussion.

The main benefit of role play from the point of view of language teaching is that it enables a flow of language to be produced that might be otherwise difficult or impossible to create. It also helps to recreate the kind of language that students are likely to need outside the classroom.

### **2.4.3 Improvisation**

Improvisation can be described as a play without a script. Landy (1982) defined it as an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a teacher, usually including statements of whom one is, where one is and what one is doing.

Davies (1990) identifies two types of improvisation: the *spontaneous* improvisation and the *prepared* improvisation. He explained that spontaneous improvisation is an open-ended process initiated by the teacher. The teacher presents students with a situation and challenges them to respond to it. On the other hand, Inprepared improvisation, the teacher and the students choose the theme, the situation. They select the relevant ideas and organize them.

According to McCashin (1990), the focus of improvisation is on helping learners to discover their own resources from which their most imaginative ideas and strongest feelings flow, participants gain freedom as self-discipline and the ability to work with others develops.

In short, improvisation is an excellent technique to use in the FL/L2 classroom as it provide students with opportunities to improve their language skills and prepares them to respond to impromptu situations in real-life settings. Improvisation provides learners with opportunities to not only improve their language communication skills, but also to improve their confidence which will ultimately lead to the development of positive concepts.

### **2.4.4 Simulations**

Jones (1982) defined a simulation as “a reality of functions in a simulated and structured environment”. The learners have roles, functions, duties, and responsibilities within a structured situation involving problem solving.

There are two types of simulation activities. The first has to do with dialogues for socializing, such as greeting introducing people, expressing compliments,

complaints etc. Through simulation dialogues, students can learn how to function and exchange pleasantries in specific social situations. The second type of simulation activity is a community oriented task. Here, the students learn how to participate in the community and execute specific tasks such as shopping, buying a ticket at a bus stop etc.

The role of simulation in English language teaching is to help students to practice specific roles, as in the situations mentioned above, so that when such situations occur in real-life, they will be able to function effectively.

Having discussed drama related terms in language education, we can conclude that the common feature in all these activities is the use of varied forms of interaction among students which frees the learner from teacher-centered classrooms. The idea behind these activities is to improve learners' communicative skills so that they can become more effective in communicating.

## **2.5 The Role of Drama in EFL Teaching**

Many researchers like Miccoli (2003), Wood Shand (2008), Zerey (2008), Galante(2012) have tried to use drama techniques in their FL classrooms and they highlighted that the implementation of this means can contribute in changing students' attitudes and beliefs about the learning process of any foreign language as well as speaking it in front of audience or FL classroom as Hamilton and McLeod claimed that "*the use of drama techniques fits naturally into the natural of language and language learning*"(McLeod,Hamilton,1993:4). In other words, drama integrates language skills in a natural way, because students read the text, listen to their classmates, and play their roles the integration of these skills making language learning natural and effective during the process, students become actively involved in playing the drama, thus learning become more learner-centered.

Therefore, drama techniques psychologically and physically have an impact on students' language abilities understanding of drama text, their verbal knowledge, and their communicative skills develop. Moreover, drama helps in the increasing of

students' self-esteem, self-confidence and motivation in the sense of keeps learners active in the learning situations in order to decrease their anxiety degree ,this later which plays a major role in communication skills in FL classes .According to Baltaciaglu Ismail "*school theater is not purpose it is the tool.*"(Baltacaiglu, 2006: 60); with another words, theater performance in schools is a means of education; in term of personality education which is important in teaching FL and the education term.

In the same view, Schewe claimed that "*if drama has a place in the curriculum then its purpose must straightforwardly be the improvement of pupils' speech.*" (cited in Mine Atas,2015:96).That is to say that, drama can achieve positive results on the development of the students oral skills if it designed in FL syllabus ,then it can improve their collaborative learning abilities.

As Miccoli proved in her study, she applied different stages such as warm up activities ,getting to know each other activities, dialogue, and role plays, Miccoli (2003) pointed out that learners' not only improved their English proficiency, thus, they also developed their collaborative learning skills, and became more socialized ,then they overcome their shyness. In this sense Tires who also worked with theater in his high school classroom .He highlighted that "*there exists a direct relationship between theater and language learning.*"(Tires,2004:411).It means that the implementation of theater has an effect on the improvement of the vocabulary acquisition, fluency, pronunciation, shyness and communication of the students, because the use of drama techniques in teaching a foreign language are very useful in helping students to overcome their fear of speaking in front of public as Brid in his study (1979) showed that the drama techniques is teaching with creative and fun activities can help learners to improve their soft skills. In this respect, Robbins states:

**Dramatic activities help students to investigate a subject while finding it relationship to themselves and society, Moreover; they make students counter with performance of social roles they had never experienced before, with the corresponding language and communicative styles.**

(Robbins, 1988:1-2).

That is to say that, drama activities make learners interested in learn FL because it helps them to acquire language in real context which is related with their society. These activities make students experience norms and behaviours that did not experience before, so through drama learners improve their soft skills.

The use of drama activities in the EFL classroom is not new concept, yet it has root back to 20th century with the spreading of the communicative approach. The British theory of drama in education and teachers who were worked and developed it, they had a dominant influence on the development usage of drama as a tool for second language learning such as Bolton, Schewe, Haw Kins ..etc. Those pyramids in drama education provide theoretical foundation and practical side, which shade by other educators from different countries.

The British educators claimed that drama is an important means and foundation of education, but concentrate on stage work and acting or performance of text in English, in order to make students live the situation and actively experience, so they enjoy their mother language. Around the 1960s ,researchers were interested in studying language development in children, Hence, educators adopted the theoretical findings of British researchers for instance ,Hold brook (1961),Wilkinson(1971),Wells(1986)..etc, in their teaching English language in classroom, but they were not taken into account any particular concerned to the use of drama ,meanwhile, there were only a few numbers of linguists such as Hours(1949), Bolton(1972), Disc on(1975), Rosen(1973), and Moffett(1968), who were really interested in drama as a tool for promoting learners' language abilities.

According to James Moffett drama and speech is "*central to the language curriculum, not peripheral.*"(Moffett,1968:60-61).That is to say that; drama and speaking are important in the syllabus of teaching EF, due to drama includes several activities that serve all language activities.

Asher in (1982) used a variety method to teach second language .He applied Total Physical Response for implementing drama techniques as a teaching tool to acquire EL as a foreign language, because TPR consists of the hypothesis is that

**The brain and the nervous system are biologically programmed to achieve a language, the first or the second, in a particular sequence (speaking after understanding) and in a particular way (synchronizing language with body movements)."**

*(Solè,1987: 92).*

It means that Asher's point view, both the mother language and foreign language learning follows the same stages, these later include three phases: a silent period, the development of understanding, and a readiness state.

Moreover, any foreign language teaching strategy should take into account the biological program which means development the comprehension before making learners speaking, and comprehension will be improved, if the body language is used. Therefore, a readiness state should be facilitated before making learners produce their own ideas. Asher continued in the same idea, he stated that children learned decipher language through the stimulation of the right hemisphere of their brain, but as we know that the speech center is in the left hemisphere. In Asher's point view, children decode language through body movements before speaking ,because they do not use the left hemisphere ,even the right hemisphere of the brain does not express itself with words, yet it can express through movements and the left side of the brain starting express itself with words after hours of exposure, when it is finally ready to speak, According to Asher this idea should be followed to design and effective instructions of a FL in order to focused on the right hemisphere; in this sense Solè clarified that :

**The best everyday compression to right hemisphere teaching strategies in the manner in which actors create the feeling of reality in a play or movie. Actors do much more than simply read lines from a script. [...] Good actors a mood of**



**believability in the audience, a relaxation of the critical thinking in the left hemisphere, with their talk behaviour, props, and costumes."**

(Solè,1987: 95).

In other words, the EFL teachers must beware in their mind goals for creating realistic situations, in order to help learners to cope with real communication life and facilitate the process of foreign language acquisition.

## **2.6 Drama and Theater Method within FL Theories and Teaching Methodologies**

Many FL teachers attempt to enhance a better and suitable teaching techniques and steps for an effectiveness learning process and push their students accepting to learn foreign language and acquire it. Thus, teaching methods and theories of language and learning are important in their teaching process, because the teaching methods are influenced by many factors and elements such as learning theories, the political issues, social and cultural, and the educational purposes.

Drama and theater as a teaching method is based on ideas and concepts of teaching FL methods and language learning theories .Thus, teachers should be aware about the explanation of the main ideas of best known language learning theories and find out which characteristics that reflected in the drama and theater method as Astrid Ronke claims that *"The implementation of drama and theater method in context needs."*(Ronke, 2000: 10).That is to say that, drama and theatre method is needed in teaching FL in a contextualized manner, in order to make learners communicate successfully in their lives.

Therefore, it is important for FL teachers to explain the main teaching methodologies and figure out views which are changed through years in order to establish a strong and solid foundation for drama and theater in the current trends of

FL teaching .Then, the teachers of FL examine some of the elements of drama and theater methodology that are found in established second language methods.

## **2.7 Foreign Language Learning Theories in Relation to Drama and Theater Method**

Drama and theatre method is based on some concepts and ideas that are established learning theories ,because drama and theater method did not bring new theories for acquiring or teaching FL .The two main language learning theories that are followed by teachers ,which have clear differences between behaviourists views and cognivists view of language learning.

### **2.7.1 Behaviourism**

This approach was developed by Skinner who is considered as a most figure of behaviourism. The followers of this theory believe that the environmental factors and learners' experiences are more important than learners' mental and internal factors because they are responsible for language learning.

In Skinner's (1976) opinion, a language has a complicated response system that is humans acquire through automatic conditioning process. It means that behaviours are controlled by the sequence that follow them for reinforcement .Therefore, the behaviourists clarified that language instruction has to be controlled and formal ,and the process of learning a language is a habit formation through imitation operant conditioning ,practice, memorisation, and repetition, in this sense Astride Ronke highlights that:

**The behavioural view of language learning can partly be applied to FL learning through drama ,as a performance only happens if the lines of a play or scene are imitated, memorized, and repeated(unless it is an improvisation.**

*(Ronke ,2000:46).*

Differently stated, the acquisition of a FL happens through drama activities such as dialogue, improvisation...etc which include repetition, imitation, practice that help students to correct the usage of the target language and improve their pronunciation, vocabulary and their communicative skills.

### **2.7.2 Cognitivism**

This learning theory gives more important to the learners' mental competence. The cognitivists or the rationalists adopted Chomsky's view of language learning who believes that language is not a structure, but a rule-governed creatively. The cognitivists concentrate more on the meaningfulness and understanding of the real rules of grammar. They focus on the mental process behind the human behaviour, and the mental process of learning which contained how human create and store knowledge and memories in the mind, then the process in which learners become involved in the learning process. In the cognitivists view, a child needs to hear the language spoken, in order to enable her to set the parameters of language correctly.

The most prominent cognivist Stephen Krashen who developed the highly influential Monitor Theory (1982); this theory divides the process of learning a language into two parts which are disgusting and independent, language acquisition and language learning .The first term means the way children development ability in their native language ,and the second one is learning which refers to conscious knowledge of the grammar rules of a second language, and their application in production, in order to achieve a positive and a relaxed learning environment, which is based on a real communicative situation in the FL. It means that, when students act a play, the language acquisition guaranteed in two ways, the first one during play, in which the learners act it in the target language, and the second way, when students discuss how the play should be spoken, acted and staged, So the communication is real plays based on purpose, according to students' input, and it shows realistic characters and people who communicate with realistic language, which offer a degree of authenticity. As a result, the communicative situations give learners the

opportunity to acquire language, this later occurs in many sides, pronunciation, grammatical correctness, intonation, semantics, reading, and listening .

Krashen's Monitors Model tackled another part which is "*Affective Filter Hypothesis*"(1982),this theory has deep relation with drama and theater method ,according to Krashen (1982:39-32): "*comprehensible input can have its effect on acquisition only when affective conditions are optinle the acquirer is motivated, he has self confidence and a good self image,and his level of anxiety is low*". In other words, there are different factors that encourage learners to accept a foreign language and enable them to use actively the learned material ,thus teachers should be aware of the socio-psychological factors.

Drama in classroom takes into account the students' attitudes, feelings in order to enable them to speak and act their roles in a good way, in this sense Stren 1981:81) states: *drama encourages the operation of certain psychological factors in the participant, which facilitate self-esteem, motivation, spontaneity, increased capacity for empathy, and lowered sensivity to rejection*". In other words, the use of drama activities in FL classroom can contribute in reducing the affective filter of EFL learners through creating a positive and relaxed atmosphere ,this will help in promoting successfully the acquisition of foreign language, due to language acquisition can take place through the communicative situations are natural and authentic use the target language.

Moreover, when learners are able to conceptualize the language in the same way as it is used or utilized in real-life, and the learning material has to be meaningful, it means has relation to what students already know in order to integrate into the learning process. All these ideas has relation to drama -based foreign language teaching, due to instructions or tasks to drama activities or theater production do not come from vacuum or isolated, but they are related to the context and actively practiced, Hence, drama or theater involved authentic situations, authentic vocabulary and body language as Fitzgibbon (1993:270) clarified that drama and theater offer the means "*and expression of real people in a time and a*

*place*". It means that, drama and theater is one of the most authentic tools that can be applied in FL classes, since they offer learners authentic situations.

In addition, through drama and theater plays students can acquire many words and structures, which are meaningful; this means that words or structures may have a connection to other cultural, literary or linguistics information about the target country that the learners already have learned or their own experiences. This can push students to learn, because learning FL is the superior goal that drama and theater attempt to fulfill it, and this goal is achieved through the responsibility for creating and making a group activity success.

Drama and theater method is not based on its own separate language learning theories ,but it takes ideas from different theories in order to contribute in the acquisition of foreign language and encourage learners to involved in the learning process and help them to express themselves freely and accept other classmates' opinions, this will help in building a flexible generation.

## **2.8 Teaching Methods in Relation with Drama and Theater**

The major aims behind teaching foreign languages are the teachers providing information about the culture of the society through the grammar, literature, and geography study. In addition to enable students to master the spoken language, these two aims have taken a significant part in classroom, and they are achieved through many factors such as, the political, social, cultural climate and the educational value .

Foreign languages were taught by grammar translation method in which students learned a FL through memorization of grammar rules and they understood the logical rules, and then applied. It applied to teach the classical languages, and later on it transformed to modern languages teaching .Around the 20th century appeared a great controversy about language teaching methodology, which called by Gosewitz The Modern Language Reform Movement (Gosewitz,1984:108).This movement gives more concentration to the spoken skills, through bringing a new kind of practical

instruction as Vietor claimed that "drama and theater methodology has connection with several established FL methods of the 20th .

### **2.8.1 The Direct Method**

The Direct Method appeared as a reaction to the grammar translation method, it concentrated on the oral skills of language learning as well as speaking skill. This method based on the way that the mother language learned, it means that the way children learn their native language. Therefore, language classes taught in the target language, as Omaggio Hadley highlighted that language was "*learned through the direct association of words and phrases with objects and actions without the use of the native language as intervening variable.*"(Omaggio,1993:99). In other words, teachers explained the vocabulary in the target language with the help of other tools such as pictures, miming, paraphrase, and visual aids or devices .But, translation were forbidden and words or phrases were taught and explained in context, it is important for leaders to listen to teach and repeat, to complete meaningful sentences in simple discourse, due to it has a vital role in the learning process.

Moreover, the Direct Method gave more important to dialogue as well as promoting pronunciation from the beginning through phonetic. This method did not regard teaching grammar rules as a main part of the lesson, but it supposed to learn grammar through inductive method. So, this method teaches language directly by using inductive way ,it like drama and theater does, as this later concentrates on phrases, and sentences in context .It means that students learn through the direct association with classroom objects ,pictures, visual aids, real-life situations, and making or initiative with the use of the target language only.

The drama and theatre teaching method has the same goal, but the one difference is that in the monolingual approach ,because these skills are not exercised too much in the direct method .Moreover, in drama and theater as a teaching tool, teachers should have the talent of creativity, good communicator, and must have the ability to make students more energetic and active ,also teachers help learners to analyze a theater or a play ,and provide learners with authentic discourse in

contextualized situations. Therefore, they correct learners' mistakes pronunciation. These teachers' roles are founded in both methods, direct and drama method.

In addition , the use of miming or learning by doing in both methods, Direct Method, and drama and theater method .Thus both methods are active, because learners may acquire language as well as master the oral form of FL ,through appropriate actions that accompanied the teachers speech when they present the instruction or piece of drama. In the same sense Rivers claims that: "*at its best, the Direct Method provides an exciting and interesting way of learning a language through activity*"(Rivers,1981:33).That is to say that, the Direct Method is an interesting tool of learning a language through its activity, the same thing as drama techniques ,because it is based closely on the same features of the Direct Method such as contextualization, and miming.

### **2.8.2 The Audio-Lingual Method**

The Audio-Lingual Method appeared between 1950 and 1960.According to Goswitz the audio-lingual was the first method "*the theory of language learning based on scientific research in which it contained the results of phonetics, linguistics, pedagogy, psycholinguistics, and educational psychology*" (Goswitz,1984: 108). It means that, the audio-lingual method has rational or scientific way for teaching FL ,this notions appeared in phonetics subject and others, and the foundation of this method was systematic analysis of behaviour and spoken language ,since behaviourist theory of learning based on notion that a foreign language is acquired through stimulus-response conditioning and the speaking skills are promoted by following immigration and the use of pattern drills. In this sense, the behaviourists believe that human being react similarly to animals, thus learning happens as a mechanical process, and students learn the grammar structure of the language through the process of habit formation. However, the native language is forbidden in classroom by both teachers and students in order to use the target language in an unconscious level.

The audio-lingual method has some characteristics that are related to drama and theater method such as, imitation, repetition, correction of pronunciation and memorization. These elements are essential and important in a play performance or theater in the foreign language, since a play acting contains imitating the teacher' model or recorded dialogues and memorizing the script of role play or theater play .In addition, in the audio-lingual method, grammar is learned through repetition, so such techniques, choral repetition for promoting pronunciation and drills of authentic communicative structures are helpful in drama -based class, since intonation ,and pronunciation can play a crucial role for understanding the dialogue and should give the learners the priority to practice rather than memorization .Furthermore, drama and theater method still takes some exercises from audio-lingual method, but drama contextualizes the activities from the beginning and when acting a play, Therefore, drama most of time combines speech with simultaneous actions and body language as in the Audio -lingual Method .

### **2.8.3 The Communicative Method**

The Communicative Method appeared in the early 1970s. It is based on the idea of teaching language through focusing on communicative skills with the goal of promoting the learners' soft skills and achieving communicative competence instead of emphasizing on the structural description of language

The communicative method is considered as the foundation of drama and theater method, since drama and theater are very beneficial of the development of communication skills and communicative competence. Indeed, it creates learning situations that can promote spontaneous or natural interaction in the classroom as Schlunk claims: *"theater is the liveliest form of spoken language, it provides abbreviated examples of human situations, and the rituality of theatrical production is persuasively real in a way that classroom teaching can never be"* (Schlunk,1978:52). In other words, theater as tool for teaching a foreign language creates a positive leaning atmosphere through making learners engaged and active in the classroom, because theater brings real situations for acquiring a foreign language.



### 2.8.4 The Natural Approach

The Natural Approach focuses on natural communication, in other words this approach focuses more on naturalistic way that makes children learn their native language. It is based on the language learning theory fashioned by Krashen in (1981-1982). The natural approach gives the whole class time in order to use it for communication and activities in which they contribute in developing communicative skills, such as ,role play, dialogue, games and improvisation. Those activities are helpful for students' acquisition of a language rather than learn it .In addition, this approach did not concentrate on the learners' mistakes correction, it considered the students' errors corrections are not necessary. In this sense Terrell claims that "*there is no evidence to show that the correction of speech errors is necessary*"(Terrell,1977,paraphrased by Omaggio :109). Moreover, the natural approach activities aimed to involve students in the learning process through lowering their anxiety ,and build a positive atmosphere, and encourage more speech production ,also its activities are in context and meaningful.

The natural approach and drama method both emphasize communication and communicative competence which are considered as the most important factors in language learning. In addition to that, the two teaching methods are used contextualized communication activities, which aimed at involving students in the learning process. Moreover ,the natural approach and drama and theater apply in class the dramatic exercises such as miming or gestures; so language is acquired through interaction and a safety atmosphere, it means acquiring language subconsciously .According to Terrel:

**The goal[ of language instruction using the natural approach ] is that the members of the group become genuinely interested in each other's opinions, feelings and interest, and feel comfortable expressing themselves on the topic of discussions.**

(Terrell, 1977:14).

That is to say that the natural approach makes learners more interested in acquiring a foreign language and trains them to listen to each other's opinions, feelings, and interests. Also, this approach helps learners to express themselves in a comfortable way, and this is the same aim that drama method applies. Furthermore, drama often gives more attention to a corrective feedback, and this is done after the learners finish their activity; also it focuses on good pronunciation, intonation, and good practice when students performing a play in the FL class.

### **2.8.5 The Alternative Methods**

These methods of teaching FL started in the 1980s, and include many other methods, silent way, total physical response, suggestopedia, and communicative language learning method. The Alternative Methods are not mentioned under the kind of language teaching or linguistics. However, they are based on the movement of the field of psychotherapy. These methods did not aim at ignoring or replacing other teaching methods or theories of learning, but they brought new tools, which are aimed to enhance language learning. According to Arnold "*the information learning and formation of the person going hand in hand and can co-exist*" (Arnold, 1999:05). In other words, in the alternative method the learning information and knowledge reflect the real life students' needs in which it builds them with a positive way.

The Alternative Methods or methodologies are different in styles, however, they have several features in common, such as correcting mistakes, the focuses of the teachers' role, and they focus on group process. The most of these elements are related to the main ideas of drama and theater method. First of all, Alternative Methods are focused on the FL learners as a whole person with their emotions, bodies and their energies, so the aim behind these is to show that there are different types of learners, that are categorized rely on their learning styles, for instance, some students use their mind and others using body language or actions to acquire a FL.

Furthermore, all the alternative methods involved drama and theatre method, because they give importance to both sides of the brain, the left hemisphere which contains the logical thinking and the right hemisphere, which is the responsible for the process of the affective elements; it includes the all things that are related to arts and music. This can have a role in fostering students' understanding a foreign language.

Moreover, these methods have goal of creating a safety, low anxiety, cooperative learning environment, and make language learning enjoyable and relaxing without much mental efforts. For instance, Suggestopedia method, which attempts to create a relaxed, safety environment through infantilization and pseudopassivity includes comfortable seating, soft lightening, music...etc. More, TPR which was aimed at reducing anxiety by taking the students' pressure off in order to speak and introducing fun activities .In addition, CLL fulfils the same effect as it depends on encouraging students to express their thoughts freely, and counselling teachers' skills .Also, the Silent Way attempts to reduce the students' pressure through making learners more responsible for their own learning and their own correction.

Indeed, Alternative Methods and Drama and Theatre Method have some characteristics that are founded in both of them such as; group working of learners, contextualized and personalized the learning process, teaching is subordinate to learning, learning is often integrated through non-traditional techniques, and most activities required students to be active. For instance, drama works with whole body and plenty of actions, learning is learner-centered ,learners are encouraged to take responsibility for their learning, and students use language to create role plays.

#### **2.8.5.1 Total Physical Response**

This method is an extension of the Direct Method; it was developed by James Asher in the early 1970s. TPR was based on the belief that students should develop a comprehension of the language before beginning to speak, this happens as children learn their mother language, and the understanding level is achieved efficiently

through body language or actions. TPR was aimed to facilitate learning a language and breaking down language obstacles that are faced by students. For example, the teacher can use words and structures that are based on the *here* and *now*, then they can imitate them through mime; this can encourage the students to use the instructions on their own. After that, teachers ask their learners to perform the play or skits and the problem-solving activities are implemented. Also teachers design activities which include writing and reading in order to give learners opportunity to practice the relevant vocabulary.

### **2.8.5.2 Suggestopedia**

Suggestopedia method was developed in Bulgaria, it is also known as Suggestions Accelerative Learning and Teaching(SALT), or the Lazanove Method related to the psychotherapist and the physician Lazanov. This method was based on the notion that a teaching method should uncover learners' subconscious resources and to memorize a huge range of vocabulary and learning aims to include both the left and the right brains' hemisphere.

Lazanov suggests that using relaxation, drama techniques, concentration, baroque music, and comfortable seating, all these can create a low anxiety and a safety environment. In this sense Omaggio highlights that nonthreatening atmosphere *"is liberated from the restrictive influence that students experience in more traditional classroom settings."*(Omaggio Hardly, 1993: 117). In other words, suggestopedia method gives students the opportunity to feel relaxed through making them free from the traditional ways of foreign language teaching and using drama activities.

Furthermore, this method was based on two principles which are infantilization; that is aimed to bring students back to the kind of learning capacity that they had in their childhood, and pseudo passivity, which refers to *" a relaxed physical state of heightened mental activity and concentration."*(Chastain, 1988: 104).It means that the physical relax of learners has an important role in acquiring a language and it lets students concentrate in the classroom when they do their

activities. Therefore, through suggestopedia method students can experience relaxation activities, and then teachers read the dialogue that includes the target language and situations which reflect the target culture.

### **2.8.5.3 The Silent Way**

The Silent Way is based on the ability of teachers to use the body language or gestures for explaining the activities silently and students used them to elicit speech. This method has a cognitive orientation as students' mind draw from their own inner resources, in order to absorb learning from the environment. It means that students get information from their own experiences, emotions and knowledge about the world, then the information that is learned is tested, judged and revised. Therefore, students should work in group, and they must interact with other group members or their classmates. These techniques can help in lowering anxiety and foster learners' cooperative atmosphere, so they will achieve their main objectives which are independence, autonomy, and responsibility (Omaggio, 1993).

### **2.8.5.4 Community Language Learning**

This method appeared as a reaction to structural approach and to some methods such as the audio-lingual method in the 1970s. The followers of the belief of this method see that the other methods did not succeed to include affective aspects of learning, and they failed to teach learners to develop their soft skills with the target language. According to Richards and Rodger (1986:83): "*Community Language Teaching appealed to those who sought a more humanistic approach to teaching, one in which the interactive process of communication receives priority*". In other words, the community language teaching focus on improving the communicative skills of students. This method emphasises more on the individual's needs and teachers must understand help in achieving these needs as a personal value and goals. This can be achieved better through group work, where the other individuals attempt to fulfill their goal.

In addition, this method used techniques that contributes in reducing students' anxiety and creates a comfortable learning atmosphere through make learners

express their thoughts freely, but teachers in this method guide learners and help them to enhance the language skills they need as Omaggio said that *"to express themselves freely to say whatever it is they want to say."*(Omaggio, 1993:112). That is to say that, community teaching language gives learners opportunity to express their wants freely.

Moreover, in this method learners are free to choose a topic and discuss it in group, yet the teacher is passively participant in the discussion, and interfering when his/her learners need help. Then, the teacher makes his /her learners use and practice the new words they learned from the conversation in learning games and interaction activities.

## **2.9 The Benefits of Using Drama and Theater Method in FL Teaching**

The use of drama and theater method as a tool for teaching FL has an impact on acquiring a second language. Its techniques such as role plays, dialogue, interview..etc can give students the chance to use language, in order to cope and face different real situations, as Porter highlighted that students *"unself-consciously creating their knowledge of the real world and developing their ability to interact with other people"*(Porter,1989:05). This means that, theatre has a crucial role in acquiring students knowledge about their world and enhancing their communicative skills with others, due to the instructional contexts are very similar to the real life. For instance in plays, all FL students are obliged to use the second language they have learned in a context with a clear objective reflected reality, this will lead to the increase of their motivation to acquiring and communicate in the target language.

In addition, drama method makes the teacher as a supporter in the learning process and through it students can take more responsibilities for their own learning. In other words, the teachers will make less dominant role in the classroom, and the students will explore the language activities; it is a student's-centered classroom. Moreover, drama or theater for foreign language learners can help in improving their imagination of the students. Therefore, the learners can travel through times, here

and now and the past events. Furthermore, theater gives an opportunity to the students to develop their critical thinking and offer them the chance to be creative persons through drama activities.

In addition, Drama and Theatre Method provides an opportunity for independent thinking and encourages learners to express ideas. For instance Role - play, in EFL groups, can have many situations, where learners improve their own ideas and interact with their classmates . So, drama and theater is a good method for studying human nature and helps overcome anxiety of learning a foreign language. Wessel pointed out that

**The acquisition of meaningful, fluent interaction in target language, the assimilation of a whole range of pronunciation and phonetic features in a fully contextualized and interactional manner. The fully contextualized acquisition of new vocabulary and structure ,an improved sense of confidence in the student in his or her ability to learn the target language.**

(Wessel, 1987:10).

Differently stated, using drama in teaching and learning foreign language has a vital role in acquiring a second language. It helps learners to develop their pronunciation, and makes them fluent in their communication through contextualized situations. More, it leads to the acquisition of new vocabularies and structures and increases learners' self-confidence.

## **2.10 Conclusion**

This section provided theories underpinning the field of language acquisition, specifically second and foreign language learning. Through this literature review, it has been consistently seen how drama techniques and activities, particularly plays, could be incorporated into English as a second and foreign language lessons with the aim of enhancing students' communicative skills and boosting their confidence in the usage of their L2 in their daily lives.

The chapter further examined the theories and benefits of using drama and theatre method in FL teaching .The researchers and practitioners quoted in this chapter have emphasized the importance of the usage of drama in teaching English with the emphasis on the use of the Communicative Language Teaching.



# **CHAPTER THREE**

## **Research methodology and Data Analyses**

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### **3.1 Introduction**

This study investigates speaking anxiety and the assumption of plays or drama as method that would be effective in reducing students' speaking anxiety and raising their self-confidence, self-esteem, motivation and speaking performance.

In chapter three, we have presented a detailed description of the descriptive design used in this study and the research tools used which are the students' questionnaire and teachers' questionnaire. This chapter is divided into two main parts. The first one includes the collection of data from both students' and teachers' responses. Then, they are analyzed qualitatively and discussed.

Based on the findings of the first part, the second part aims at giving suggestions, recommendations, and some implications concerning the role of plays in reducing learners' speaking anxiety.

### **3.2 Research Aims**

This study aims at investigating the role of using plays in reducing EFL learners' speaking anxiety in ED at Ibn Khaldoun University of Tiaret. Therefore, the present study intends to show the effectiveness of plays in overcoming the EFL learners' speaking anxiety and its contribution in improving both of their self-confidence and speaking performance.

Moreover, this work attempts to highlight the different sources of speaking anxiety that makes EFL learners unable to speak in front of their classmates and achieve a meaningful and complete speech. Also, this research intends to mention the different types of drama activities or techniques that can be used by EFL teachers in order to engage their learners in the learning process and overcoming their speaking anxiety. Besides, this study intends to raise EFL teachers' awareness about the effectiveness and the impacts of using plays in acquiring EFL and reducing the learners' speaking anxiety.

### **3.3 Research Design**

This research was conducted in two phases, both quantitative and qualitative methods were used in order to analyze the finding and observe the reliability of the obtained findings. This work was conducted in the form of case study. This study was conducted at the English department at Ibn Khaldoun University of Tiaret. Indeed, the case study model is helpful for the researcher to collect, analyze, and interpret data collected from different sources.

#### **3.3.1 Instruments**

The main research tools in this research have been questionnaires. Indeed, the questionnaire is a useful and a valuable tool that helps us to collect different and various responses to the same questions in which they used as evidence in finding facts' and reaching to results. Therefore, the questionnaire is an effective research instrument, because it makes the research participants autonomous through giving them sufficient time to think about the answer and to express their opinions and thoughts freely. Also, questionnaire helps the researchers to gather a reliable information that can be used as an evidence. These questionnaires were designed to both EFL teachers and students.

The students' questionnaire consists of Eleven (11) questions. The students' answers of the questionnaire help us to obtain information about their sources of speaking anxiety as well as their attitudes toward the role of plays in reducing their speaking anxiety. The main emphasize of the students' questionnaire is to get a clear and reliable data about the effective role of acting a play in overcoming EFL learners' speaking anxiety.

The second questionnaire is a mail questionnaire sent to eight (8) EFL teachers in ED at Ibn Khaldoun University. This questionnaire includes fifteen (15) questions to collect teachers' opinions about the main EFL learners' sources of speaking anxiety and how they approach their learners' speaking anxiety. In addition, to their attitudes toward the impacts of acting plays in improving the learners' speaking performance

and its contribution in reducing their speaking anxiety. Moreover, the teachers' questionnaire contains questions about the obstacles that face learners while speaking and find out solution in order to remedy such problem that related to speaking anxiety from teachers' views.

In both questionnaires there are many questions which have the multiple choice form in order to mention some ideas to the research participants and help them select the appropriate answers. In addition to some questions, which included gaps for additional answers and proposals? Furthermore, teachers were asked to justify their answers and the reasons behind their choices. However, the students' questionnaire was administered and discussed in class with the presence of the teacher of the speaking module, and students were asked to complete the questionnaire and submitted in the same day ( March, 8th, 2020). All the questions were explained orally to students in order to help them to express their opinions easily and make the ambiguous questions more clear for them.

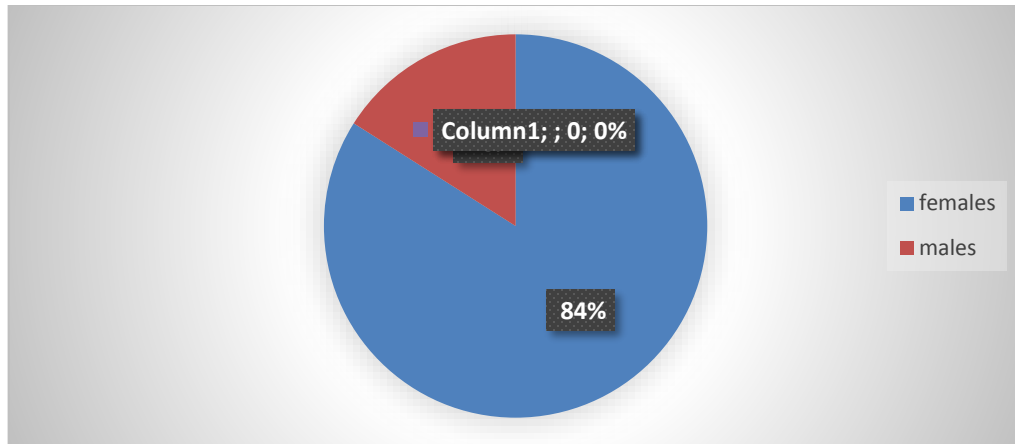
### **3.3.2 Participants**

The participants of this study are second year EFL students and EFL teachers at ED at Ibn Khaldoun University of Tiaret. They are fifty (50) students selected randomly from different groups. They were mixed between females and males. The second group of informants includes fifteen (15) EFL teachers, however; only eight (8) of them answered the questionnaire.

### **3.4 Students' Questionnaire Analyses**

The students' questionnaire is analyzed as follows:

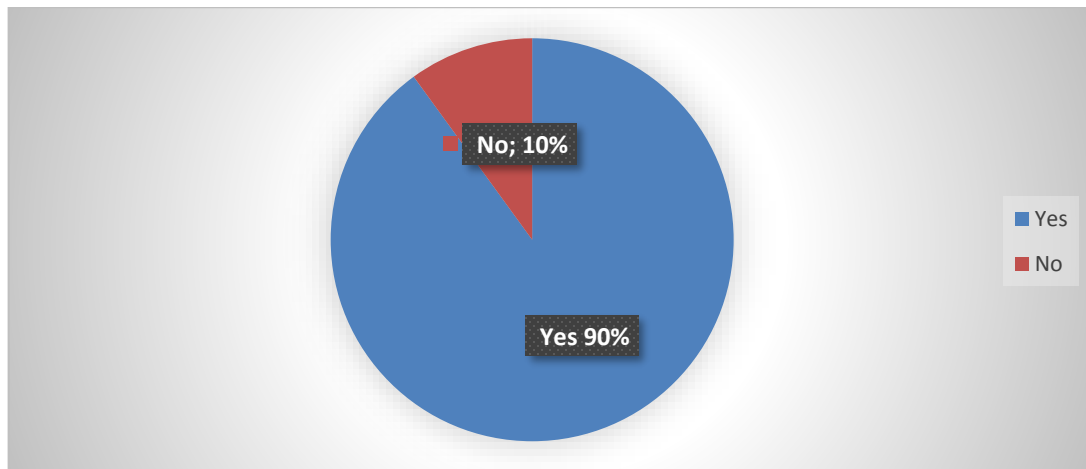
**Item 1: Specify your gender, age and level.**



**Pie-chart 3.1: Students' Gender**

From the students' responses, we observe that the percentage of female is (84%) whereas the percentage of male students is (16%). Evidently, the number of female in ED second year LMD students is bigger than male students. Their age which is around between 19 to 23 year old.

**Item 2: Do you like speaking module?**

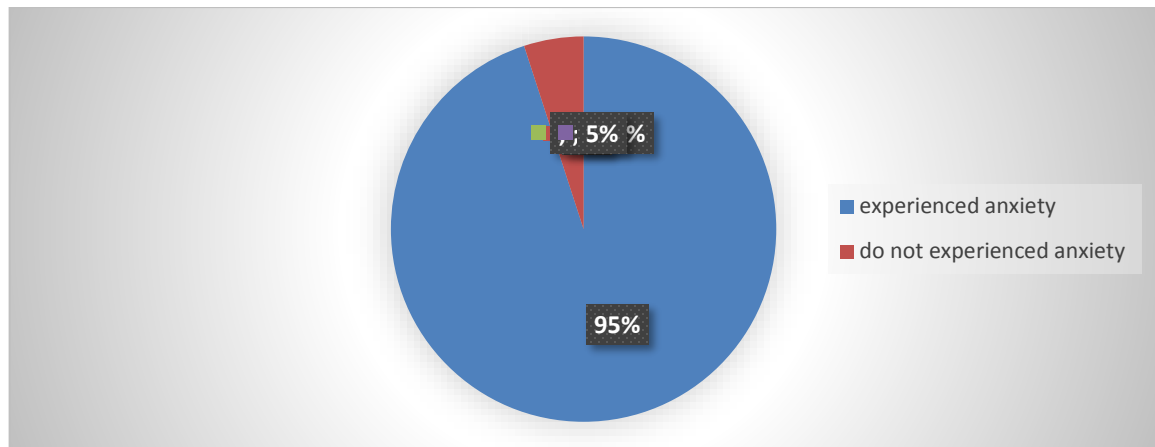


**Pie-chart 3.2: Students' attitudes towards the speaking skill**

The aim behind this question is to know whether the students like speaking in English or not and the difficulties they faced when speaking in EL. Through this question, the statistics showed that (90%) of the participants like speaking in English language. A percentage of (10%) of the research subjects do not like using English

language in their communication . It is clear that the minority do not like speaking for a specific purpose that is showed in the coming questio

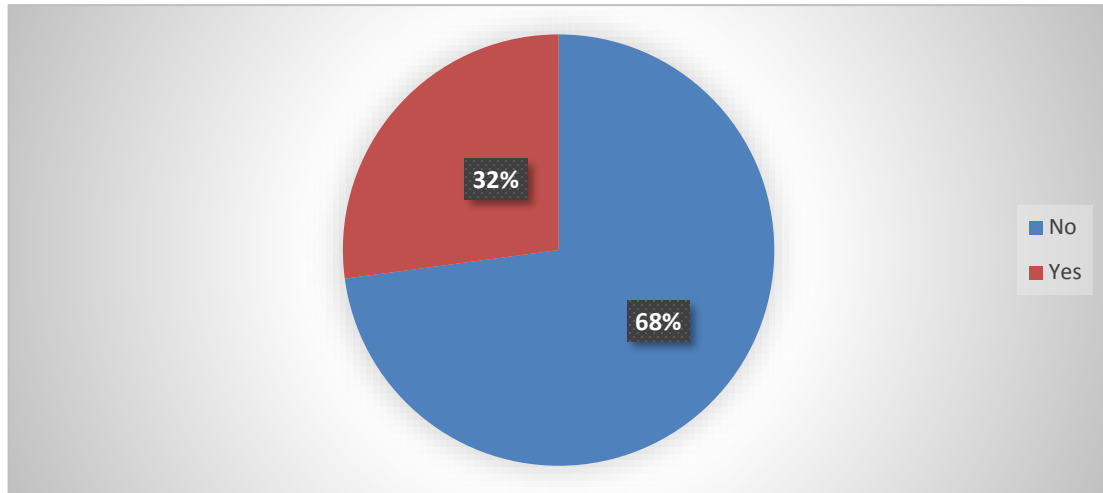
**Item 3: Do you have any speaking anxiety or difficulty? If yes, what kind of anxiety do you have?**



**Pie-chart 3.3: Students'speaking anxiety**

This question intended to know the different problems that face students when comes to speaking. From the figure above we observe that the majority of the students of (95%) experienced anxiety when they speak in front of their classmates. While a percentage of (05%) are not afraid when they talk in front of the audience .This kind of students consider themselves to be able to talk in the classroom without being anxious. This means that the majority of EFL learners experience lack of self-confidence when speaking English language and their anxiety is in higher level. According to them, they get anxious because of some of psychological factors as lack of self-confidence, fear of bad evaluation from their classmates and teachers, fear of making mistakes and so being laughed at. Other factors include limited knowledge and the topics are not interesting.

**Item 4: Does your teacher of speaking use plays his/her classroom instruction?  
If yes; what kind of plays does s/he use?**

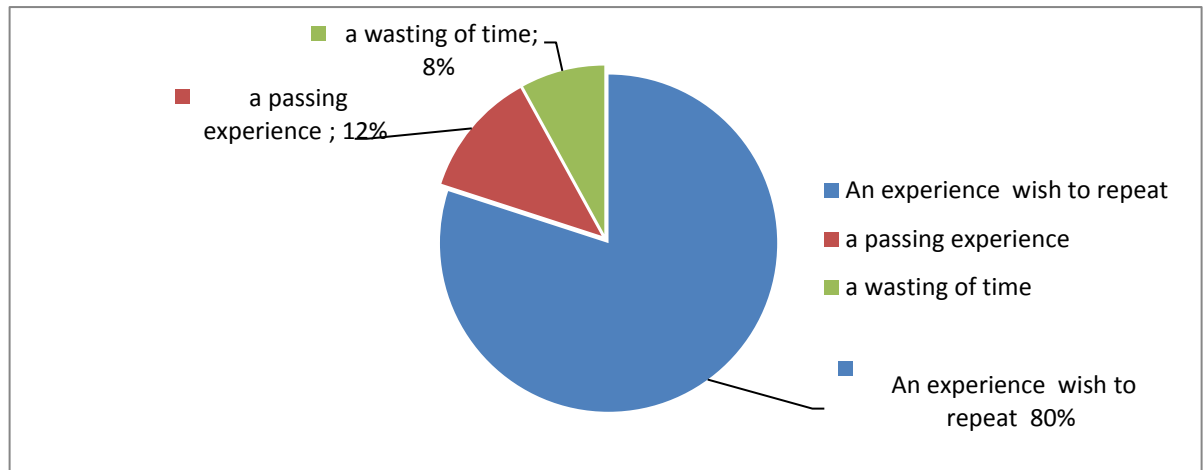


*Pie-chart 3.4 : Teachers' Use of Plays in Classroom*

This question intended to get information whether the teachers of speaking module use plays or not in the classroom. In addition to what kind of plays she/ he used. From the research participants' responses the majority of them of (68%) stated that the teacher of oral module does not implement any kind of plays in classroom instruction. Whereas only a percentage of (32%) of the respondents noted that teachers of speaking used different strategies such as role play, mime, simulation in the class in order to make the session more enjoyable, and make them feel that the classroom is their space. This help them to strength their feelings to take risk in discussing and sharing ideas about the topic. Also, plays help students to be socialized and this may contribute in building a strong students' personality with high self confidence and help them to learn foreign language in easiest way with enjoyable atmosphere.



***Item 5: Have you ever experienced acting a piece of drama/plays? if yes, how would you like to describe your experience of acting this piece of drama.***



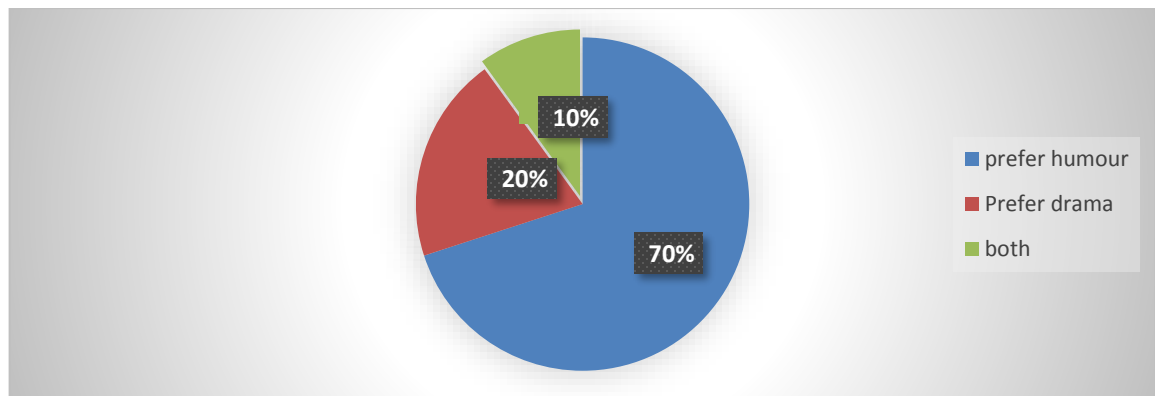
***Pie-chart 3.5: Students' Description of their Acting plays Experience***

According to the results that we found, most of the of the students state that they had not experienced acting play in the classroom at the university. But some of them they declared that they had a chance to perform a piece of drama. From the figure above, we can see that there is a percentage of (80%) of the respondents replied that acting a piece of play is an experience that they wish to repeat because it helps them to enjoy the moment and learn the language through sharing their ideas in soft way and acting whatever they want .In addition, it allows them to show their feelings and emotions. Automatically, this leads to the improvement of the target language. Their expressions indicated the importance of plays for them; "I would like to repeat this experience, I can express myself in English, I enjoy my classes, it improves our foreign language skills, performing plays allowed me to overcome the shyness and hesitating when speaking".

It is also indicated from the figure that a percentage of (12%) of the students' declared that performing a piece of drama was a passing experience. In their point of view, plays did not serve their needs and they cannot master the language through performing plays.

Only (8%) of the research participants declared that acting a piece of drama was a wasting of their time due it is not a suitable tool to transform knowledge to learners and it takes time as well as it makes them afraid to acting or facing their classmates. So performing a piece of drama did not give them advantage that encourage them to repeat the experience. In fact this can be realized through other things. They justify their answers in the following expression : " I did not like to perform a play in front of my classmates, I cannot learn anything from it , performing a piece of play is not a good experience , acting a plays are really a wasting of time ".

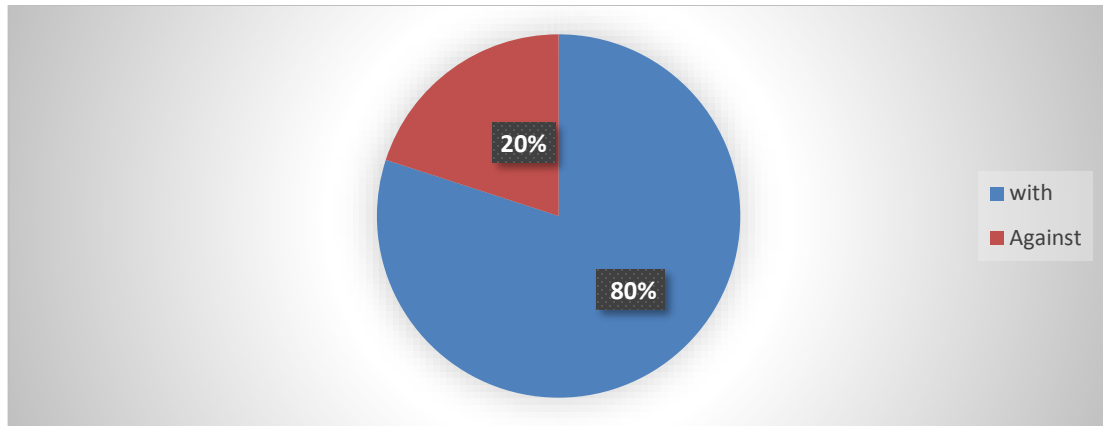
***Item 6: what kind of plays do you like?***



**Pie chart3.6: Kinds of plays preferred by learners.**

From the results of the figure above, we found that a percentage of (70%) of the participants said that they prefer humour rather than drama as a kind of plays. However, a percentage of (20%) of the respondents state that they like performing dramatic play. Only a percentage of (10%) of students who like both of them drama and humour as a kind of plays. This indicates that using humour creates an enjoyable and less-stressed atmosphere that helps students acquire the target language.

***Item 7: Do you think that your speaking skills can be developed by performing plays? Why ?***

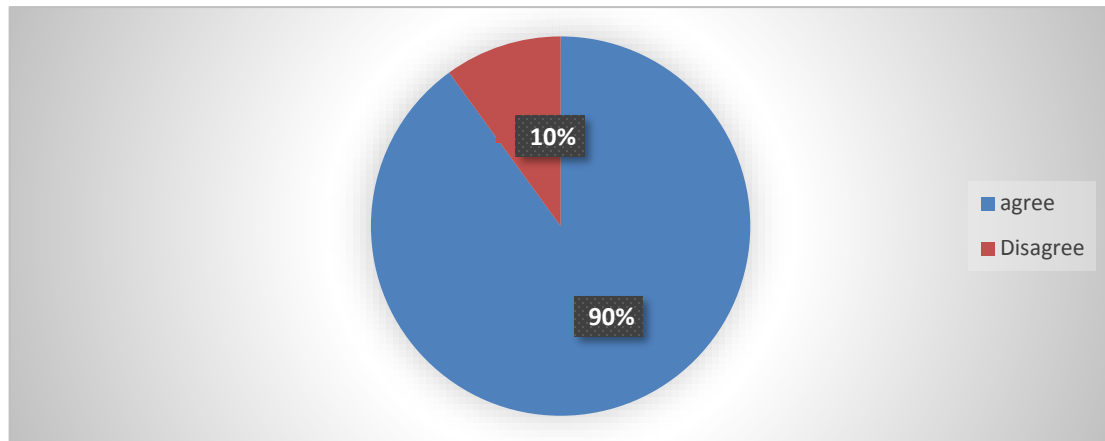


***Pie-chart 3.7: Students' Opinions about the Effectiveness of Plays in Improving the Speaking Skill***

This question aimed at knowing the students' attitudes toward the importance of performing plays in developing their speaking skills. From the students' responses, we obtained the results that (80%) of the research participants replied that acting a play helps them to improve their speaking performance and they regard plays as an effective method for the reduction of their speaking anxiety. Then they become more motivated to speak in front of their classmates. This learning tool is helpful in making EFL students more self-confident, because plays push them to acquire the target language in enjoyable environment. . The research participants of this study justified their answers as follow: “I enjoy the class through acting plays. It (play) helps me to enhance my speaking in English continually, play allowed me to become self confident student. Plays are good opportunity that contribute in improving our English and make us speak fluently”.

Only a percentage of (20%) of the respondents reported that performing plays are not comfortable for them as well as the anxious students and those who have less self confident. They justify their answers by telling the following expressions : plays are not comfortable , performing a piece of drama gives the opportunity to my classmates to correct my speaking mistakes , acting a play makes me afraid from laughing at me , play is wasting of time”

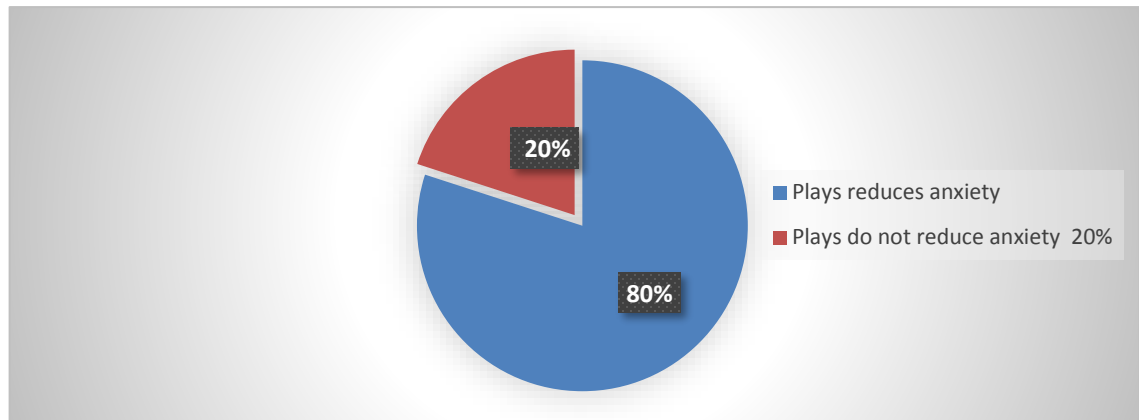
***Item 8: Do you think that speaking anxiety can be reduced by performing plays in the classroom? Justify.***



***Pie-chart 3.8: The Importance of Acting Plays on the development of learners' Speaking Skills***

This question was intended to investigate whether students' speaking anxiety has been reduced by performing plays or not. The figure above showed that a high percentage of (90%) of the students agreed on the effectiveness of acting a piece of drama in reducing their speaking anxiety. Those participants are the same who claimed that acting a piece of drama is a good experience that needs to repeat. This indicates that it gives them the opportunity to improve their speaking performance and makes them confident persons. This is clear in their expressions, "plays help us to become self confident, plays get you more comfortable when you speak, a piece of play helps us to express our feelings and emotions freely, it (play) help me to overcome the stress when i speak in front of my classmates". However, a percentage of (10%) of research participants showed the disagreement on the plays' importance and it is justified as follows in this expression: "acting a piece of plays make me shy and forget the words in front of the audience, performing a play did not give me chance to express my ideas in comfortable way".

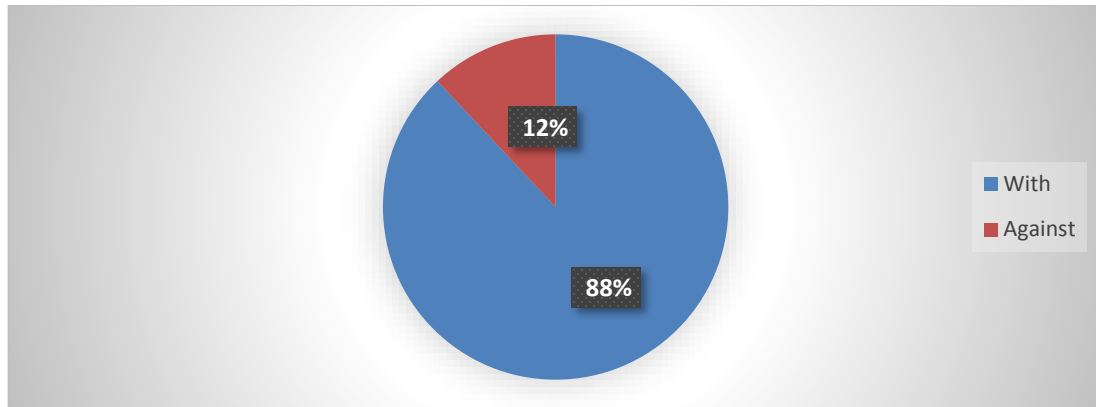
**Item9: According to your experience of performing plays in the class, what can you say about its effectiveness in reducing your speaking anxiety?**



**Pie-chart 3.9: Students' Attitudes Toward the Role of performing Plays in escaping their Anxiety**

This question aimed at knowing the EFL students attitudes toward the role of performing plays in decreasing their speaking anxiety. As reflected in the figure above a rate of (80%) of the research participants reported that their speaking anxiety level lowered after acting plays, because plays make students more self confident when speaking in front of their classmates, thanks to its strategies that make students overcome their speaking obstacles. Only a percentage of (20%) of the respondents noted that, they did not feel that their speaking anxiety decreased, due to performing plays make them uncomfortable to share their ideas and expressing their feelings. It means that most of the students are aware about the effectiveness of acting piece of plays in the reduction of their speaking anxiety since the majority of them reported that. So, plays are appropriate method for overcoming their fear and stress while speaking in front of their classmates.

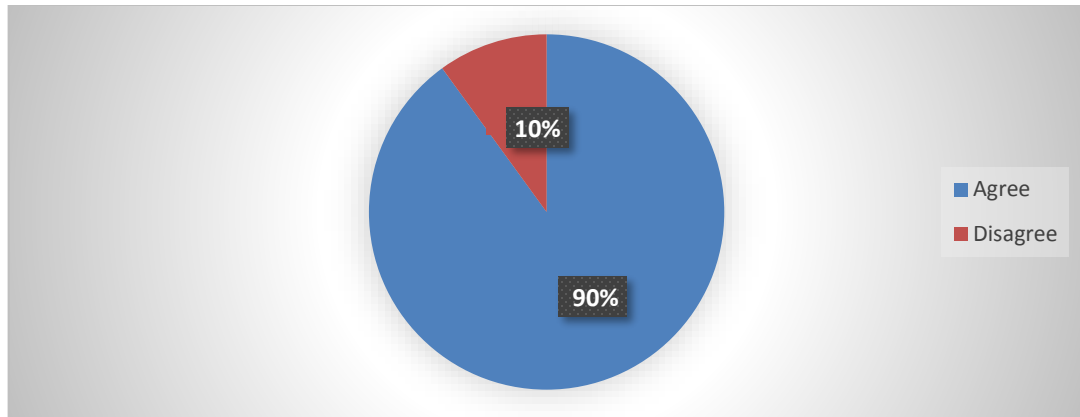
**Item 10: Do you recommend your teacher of oral module to use plays as a tool to reduce speaking anxiety?**



***Pie-chart 3.10: Students' Awareness about the Use of Plays in Teaching Oral Sessions***

This question intended to show the students' awareness toward the use of plays in the oral sessions. The results revealed that a highest rate respondents (88%) replied that the use of plays in teaching oral module has crucial role in make us understand and get the ideas, because plays provide students with comfortable learning atmosphere, where learners can express their emotions and feelings freely. Also, implementing plays in teaching the oral session may help students to get rid of stress while speaking in front of their classmates and became more self confident .Thus; their speaking anxiety level has been reduced. From the respondents' responses ,we found that only a percentage of (12%) of the participants declared that performing plays are not good tool in reducing the speaking anxiety, because some students have limited knowledge i.e. limited vocabulary, they cannot express themselves well; this make them afraid to judge by their classmates and may be laugh at them.

**Item 11: Do you recommend introducing theatre as a module in the second year curriculum?**



***Pie-chart 3.11: Students' Opinions about introducing theatre in the Second Year Curriculum***

This question aimed at collecting learners' opinions about the implementation of theatre as module in the second year curriculum. According to the students' answers on this question the majority of them with a percentage of (90%) agreed on the idea of applying theatre as a module in the curriculum of the second year LMD, in order to help them to reduce their speaking anxiety and develop their speaking performance in English. Only (10%) of the students disagree on the idea of implementing theatre as a teaching module in the second year LMD curriculum.

### **3.5 Discussion of the Results**

After analyzing the questionnaire addressed to EFL students of the second year LMD at the university. Based on the information we obtained through their responses , we can note the main results of the statistical calculations that indicated the significance of plays or drama in the teaching and learning process.

From the statistics of the students' responses, it is clearly noticed that the majority of students (90%) like to speak in English, and few of them who only represent a percentage of (10%) do not like speaking module .The most students attempt to develop their speaking skill. Also, they are aware of the importance of speaking in acquiring the foreign language effectively. Consequently, they improve their English language use.

This dissertation attempts to show and identify the various obstacles that students faced while speaking in English, especially speaking in front of the audience. The results showed that a highest rate of EFL students (95%) have agreed on the anxiety as the major problem that impedes their speaking skills. They experience anxiety because of different sources such as fear of negative evaluation, lack of self-confident , limited knowledge, especially poor in vocabulary and the uninteresting topics , due to it does not serve the students needs and interest.

The result of the third question showed that a high percentage (68%) of the sessions' classroom instructions did not contained any kind of plays. However, a few percentage of (32%) of the students who their teachers' use plays in teaching oral module. They enjoy the sessions, and their teacher makes them feel free for expressing themselves. Those learners showed a high self confident and fluency while speaking in EL because they practise different sorts of plays.

From the statistics of the question four , we obtained a result that showed a high percentage of (90%) of the EFL students did not experienced performing plays in the their classrooms because the syllabus designer did not give plays more importance in the Algerian Universities' curriculum. However, a low percentage of (10%) of the students experienced in acting plays in the private schools and some teachers of universities used plays in their teaching and they showed a high excitement to use and practice plays in the oral sessions. All of them agreed on the effectiveness of drama method in overcoming their speaking anxiety and it helps them to speak fluently. It makes students motivated and involved in the communication situation.

The results of the questions (6-7 & 8) confirmed that performing play or a piece of drama has an effective role in improving the students' speaking skill and reducing their speaking anxiety. The most of the students considered drama and plays as a good method in developing speaking skills and have positive effects on the EL acquisition in general. Because acting plays help learners to be highly involved in the learning process and recognize mistakes which lead to greater depth of learning. In addition, the additional information was obtained through the students' verbal



reports that confirm that plays promote students motivation , and this makes them more interested in classroom participation.

The results of questions 10-11 revealed that the best solution to remedy the problem that the majority of the students have faced while speaking in the front of the audience is using plays or drama activities in teaching oral module. In another way, it should be included in the curriculum of the second year LMD, because plays provide students safety environment and space where their speaking freely and get self confident, and socialized. Thus, plays are to some extent the best way to motivate students to express themselves and feel at ease and activate broader parts of the brain; the content is presented in the form of language in action, and this enhances the chance of learners to noticing, remembering, and producing different aspects of drama scripts.

### **3.6 Teachers' Questionnaire**

Teachers' questionnaire includes fifteen (15) questions designed to elicit the opinions of 15 EFL teachers, unfortunately only eight (8) of them answered the questions, they were from Tiaret university. The majority of the questions are designed to focus on improving speaking skills. It also aims to know the main obstacles that cause students anxious while speaking in the El and how to get rid of this through performing plays.

Besides, the research participants were asked to give their opinions and attitudes about the effectiveness of plays and drama activities in decreasing the EFL students' speaking anxiety.

In brief, this questionnaire tried to tackle the different issues that are related to EFL learners' speaking anxiety and drama activities; such as the importance of speaking skill, the main difficulties that learners face in improving their speaking skill, the role of plays in overcoming the learners' speaking anxiety and the impacts of integration of the plays in teaching EL

### **3.7 Analyses of Teachers' Questionnaire**

The awareness of the eight (8) EFL teachers could reveal some results be generated in this study. These results reflected the EFL teachers' views and attitudes toward their students' speaking anxiety. In addition to the role of using plays in overcoming the problem of speaking anxiety.

#### **3.7.1 Teachers' Profile**

The questions(1,2,3,4) were asked for showing the EFL teachers gender, experience in teaching and the modules that they had taught as well as the speaking module. The results of the teachers' responses revealed that there are five(5) females and three (3) males teachers .The informants' responses showed that there are different modules that EFL teachers had taught, five 5 teachers were teaching oral expression in addition to other modules such as writing expression, grammar, ESP, training Engineering, evaluation, epistemology and phonetics. On other hand, one teacher has been teaching English for more than fifteen(15) years, yet, the other research participants have a teaching experience between 5 to 10 years and some teachers have just started teaching English in one(1) and two(2) years. Only two male teachers who told their ages which are 30 and 55 years old.

#### **3.7.2 Teachers' awareness about Speaking Anxiety**

This question attempted to know if EFL teachers are aware enough toward the different psychological factors that EFL learners faced while learning a second language, especially speaking anxiety. The teachers' responses indicated that the majority of EFL learners' suffering from anxiety while speaking. They considered anxiety as a common problem in EFL classes, and many factors contribute in such feelings of discomfort. Furthermore, the EFL learners always afraid to make mistakes or slip when they talk in the target language and in front of their classmates. This would make them uncomfortable to open discussion in order to do not receive bad comments and laugh at them.

### **3.7.3 Learners' Speaking Difficulties (*question 6*)**

This question aimed at showing the EFL teachers' opinions about the sources of speaking anxiety. From the teachers' answers about this question, we obtained the following result. All the informants agreed that EFL learners faced obstacles while speaking. In fact, these obstacles lead to students offered a bad speaking performance. Five (5) informants confirmed that EFL students were in struggling while they standing up in front of their classmates to talk or to present their topics, this lead to bad speaking performance, due to such as; lack of practicing English, lack of fluency, pronunciation and vocabulary shortage. Besides, these linguistics gaps and other variables can cause EFL learners' anxiety such as psychological, such as lack of self confidence, external judgments which includes fearing negative judgment when making mistakes, in addition to the social phobia. Furthermore, two teachers believed that the reasons behind EFL learners feel anxious are , the lack of practicing the target language in their daily life and with their classmates, and they had not been habituated to speak orally, because of the Algerian educational system in the middle and secondary school. They do not give more important to the oral test form as in other forms of tests, in addition to the incorrect pronunciation , this lead them to have fear of being laugh at and misunderstood or misheard .

The eighth teacher claimed that speaking anxiety has two main reasons which are shortage of vocabulary and lack of practicing the target language, these two causes lead to the students' speech anxiety.

### **3.7.4 Teachers' Strategies to deal with students speaking difficulties (Question7)**

The aim of this question was to find out the strategies that are used by EFL teachers for helping students to overcome their speaking anxiety, and improve their active skills. From respondents' answers, we obtain the result that three informants claimed that teachers are required to be aware of such a feeling, and expand additional time and efforts in helping students to cope with their anxiety , gain self-esteem and motivation toward English language learning. To attain such aim, EFL

teachers should provide positive, secure comfortable learning environment. Three research participants claimed that each teacher should give more time to the EFL students in order to make them practice their speaking skill in comfortable way, also, they should focus on accuracy rather than on wasting time too much on fluency, this can lead to learners acquire new vocabulary and speak freely in front of their classmates without interrupted them to correct their mistakes.

One teacher declared that EFL teachers should follow strategies which can help students to feel their existence in the classroom, through give them information ,let them choose the topic and take from them the knowledge for building a positive interaction in the classroom, also, teachers must provide learners with real life students' interests and give them the opportunity to speak. Moreover, the eighth (8th) teacher claimed that asking clear and simple questions are the appropriate way to helping students to cope with their anxiety and encourage them to speak and build a positive , friendly relationship with each other i.e.: teacher- learners and learners-learners.

### 3.7.5 Teachers ‘Opinions about the Sources of Speaking Anxiety (question 8)

T e a c h e r s ' N u m b e r s	S o u r c e s o f S . A
S i x ( 0 6 )	. F e a r o f o t h e r e v a l u a t i o n . F e a r o f m a k i n g m i s t a k e s . l i m i t e d k n o w l e d g e . L a c k o f s e l f - c o n f i d e n c e
T w o ( 0 2 )	. F e a r o f o t h e r e v a l u a t i o n . L a u g h i n g a t t h e m . F e a r o f c o r r e c t i n g t h e i r m i s t a k e s

**Table 3.1: Sources of Speaking AnxietyA**

This question8) intended to know if EFL teachers have an idea about the sources of students' speaking anxiety. The majority of the informants replied that the main causes of students' speaking anxiety are fear of others' evaluation. In other words, EFL learners feel anxious while speaking with English and they feel afraid to make mistakes when they talk. More importantly they are afraid to receive negative comments on their speaking performances from both their teacher and their classmates. Moreover, the EFL students feel anxious due to they have limited knowledge about the topic that teacher bring to them or limited knowledge about the target language. Furthermore, lack of self confidence can has a direct negative impact on the EFL students speaking performance, because this factor has negative effects on the development of students' speaking skills.

Only two (2) teachers claimed that the EFL students feel anxious due to they were afraid of other evaluation, through correcting their mistakes by their classmates and laughing at them. This psychological factor leads to discourage students to express their thoughts freely, and comfortably. Thus, they cannot enhance their speaking skills in the target language.

### **3.7.6 Teachers' Strategies to Overcome the Students' Speaking Anxiety (question 9)**

This question aimed at highlighting the major strategies that are used by EFL teachers at Ibn Khaldoun University in order to decrease their students' speaking anxiety. Furthermore, from the teachers' responses on the mail questionnaire, we reached to some results. Four (4) teachers agreed that teachers should engage the anxious learners, through creating group work; this can help them to learn how to share ideas, respect others' opinions, and make part in classroom participation. Moreover, EFL teachers should be provide the students who feel anxious with individual support such as encourage them to talk, and reward them like praise them when they participate even if the answer were wrong. So, teachers taught their students to feel that doing mistakes are essential part of learning, through creating a supportive,

tolerant, positive and secure environment. These lead to create a teacher -students close relationship.

Two informants replied that in order to reduce the students speaking anxiety, they followed some techniques such as, at the beginning of the class teacher were used humour or jokes , in order to engage their learners in classroom discussions and attract the students' attentions, so make them concentrate on the lesson. According to these two teachers this strategy can build a positive relationship between teachers-learners and it breaks the ice, in order to help learners speak comfortably and confidently.

Only one teacher, who declared that EFL teachers as he did , they can rely on this strategy by providing students with more space during classroom discussions, in order to help them to express themselves, to talk about their learning concerns and their speaking difficulties. Then, they tried to remedy their speaking problems in each session of oral module.

Another teacher replied that in order to decrease the students' speaking anxiety, she were provided her students with individual support and gave them the chance to repeat the plays each time and including them in it each time.

**3.7.7 The Use of Plays and Drama Activities in Teaching Oral Expression (question 10)**

<i>Teachers' Number</i>	
<i>S i x ( 0 6 )</i>	<i>S o m e t i m e s</i>
<i>T w o ( 0 2 )</i>	<i>N e v e r</i>

**Table 3.2 The Use of Plays in Oral sessions**

This question attempted to show the crucial role of plays in teaching EL in the sight of the EFL teachers, especially in teaching oral expression. The teachers' responses revealed that six (6) teachers sometimes used plays in their classes, and

only two teachers declared that they did not use acting plays inside their classroom for teaching oral expression.

### **3.7.8 Teachers' Opinions about the Effectiveness of Plays in Enhancing the Speaking Skill (question 11).**

<b>Teachers' Opinions</b>
<ul style="list-style-type: none"><li><b>-Acting a play motivates learners / enhance their speaking in EL</b></li><li><b>-It gives learners chance to practice FL and develop speaking skills</b></li><li><b>-It helps learners to express themselves</b></li><li><b>-It helps students to overcome their S.A</b></li><li><b>-It promotes creativity and critical thinking</b></li></ul>

**Table 3.3 The Effectiveness of Plays in Enhancing the Speaking Skill**

This question intended to discover the amount of the EFL teachers' awareness about the positive impacts of performing plays on the students' speaking skill improvement. All the informants clarified that using plays in teaching help learners to be more motivated. This push them trying to enhance speaking in second language, because acting a piece of play give learners opportunity to practise and develop their speaking skill. Moreover, performing plays seem more natural to students who can openly express themselves without being influenced by the local context. Therefore, Using plays and games relief stress and anxiety, through provide learners with recreational opportunity to escape anxiety. Furthermore, using plays in teaching EL promote creativity and help students to refresh and develop their critical thinking and build a term rapport in classroom.

**3.7.9 Teachers' Opinions about the Role of Plays in reducing EFL Learners' Speaking Anxiety (question 12).**

Total Number of Teachers	The Role of Plays in Reducing S.A
	. Reducing S.A and learners become familiar with words. . It helps learners to gain self confidence. . It gives more time to speak. . It breaks down barriers between both teacher -learners and learners-learners.
E i g h t	. It helps to build new freindships.

**Table3. 4: The Role of Plays in Reducing Speaking Anxiety**

This question aimed at highlighting the teachers' views about the crucial role of plays in reducing the EFL learners' speaking anxiety. The teachers' responses on mail questionnaire showed that the majority of the teachers replied that using plays in teaching FL can contribute in reducing learners' speaking anxiety, because rehearsal and repetition can help EFL students to become familiar with words, phrases.....and its turn it helps them to gain fluency and students' confidence, and give them more time to speak. In addition, the use of plays in teaching foreign language can break down or melt the barriers between students and their teacher as well as between students themselves. This leads to building new friendships between classmates, especially if they work in groups.

**3.7.10 Ways of Introducing Plays in Teaching (question 13)**

This question aimed at showing the different ways that EFL teachers used in order to implement plays as a teaching method. From the informants' responses on this question, we found out that there were different kinds of plays implemented in classroom. One teacher declared that the appropriate way to use plays in teaching speaking is dialogues dramatization, this can be the initial that attempt to develop students' speaking skills and teachers started by asking students to act out dialogues



from their books, performance readers' theatre. Also, the EFL teachers can use plays in teaching speaking by give chance to students to act out a story. In fact, doing these activities in gradual way, help students to be more motivated to take part in any speaking activities and gain self-confidence. Moreover, four teachers declared that EFL teachers can use plays in teaching EL speaking by asking learners to prepare their own plays and performing them inside the classroom during oral expression sessions, yet this happens under the supervision of the administration which could assist teachers with needed materials. Furthermore, only three research participants who stated that EFL teachers can use drama based activities, through text or videos, afterwards the teacher opens a discussion, then students try to act the play they have watched. This way can have direct effects on the learners' speaking skill and make them speak confidently.

### 3.7.11 Different Types of Plays (question 14)

Number of Teachers	Types of Plays
E i g h t	<ul style="list-style-type: none"> <li>. R o l e p l a y</li> <li>. S i m u l a t i o n</li> <li>. S t o r y t e l l i n g</li> <li>. B r a i n s t o r m i n g</li> <li>. I n t e r v i e w</li> <li>. S t o r y c o m p l e t i o n r e p o r t i n g</li> <li>. P i c t u r e d e s c r i b i n g</li> <li>. P i c t u r e n a r r a t i n g</li> </ul>

**Table3.5: The Types of Plays**

The aim of this question was to discover the different types of plays that used by EFL teachers in order to motivate their students to speak in the classroom. All the eight (8) teachers answered by "yes", they used plays in their classes. They claimed that students have different learning styles, so teachers need to vary the learning tools in order to attract their attention and motivate them to speak more and more. Thus, teachers provide their students with a various kind of play for teaching EL speaking, such as, role play, simulation, storytelling, brainstorming, interviews, story completion reporting, picture describing and picture narrating . All these drama based activities are very important in class; because they help learners feel more comfortable and get the spirit of being one in class. This will lead to more interaction between students. Moreover, the different kind of plays provides a relaxing atmosphere to learners for enhancing their speaking skills as well as reducing their anxiety.

### **3.7.12 Teachers' Opinions about the Implementation of Theatre in EFL Department (question 15)**

This question intended to elicit and see the EFL teachers' opinions about the information of theatre as a module in the Algerian English department. Responding to this question showed that all the teachers agreed that implementing theatre as teaching and learning method in EFL department has a significant impact on enhancing EFL students' speaking skills. One the eight teachers said that " I am for such suggestion (implementing theatre) for the enormous rewarding, joyful, delightful and enjoying moments that theatre offers to both teachers and students and learning which is utterly based on receptivity ( knows acquisition) does not last forever and does not give students the opportunity to act out ( know-how to do and know -how to be). " in other words, theatre has great role on the building of the learners' personality, it learns students not only knows, but also how behave or how to use this knows, then how to use this information in other situations. So it is time to integrate theatre in EFL classroom because it support foreign language learning perfectly for the expressive delivery they ensure, and it is a significant step that could make a shift in the traditional ways of teaching speaking skills, through giving

learners more time to speak, feel comfortable, and practice their skills a native- like context.1.

### **3.8 Interpretation of Teachers' Questionnaire Results**

The aim of this study is to gather reliable data about the speaking obstacles that EFL learners faced while speaking with EL. This leads to learners to not be able to achieve a good speaking performance. We gave teachers a part to participate in this study due to they are in contact with learners and they are in the domain of education , so they are the awareness one about their students' learning difficulties, needs, wants and the most importantly the strategies that were applied by EFL teachers in their classrooms for helping students to cope with their speaking anxiety, mainly the use of plays or drama in reducing learners' anxiety.

The teachers' mail questionnaire revealed that teachers were aware that speaking anxiety is one of the major problem which impacts negatively on the improvement of the students' speaking skill, then the effective method that can be used in order to overcome this problem is introducing plays in EFL classrooms.

The majority of the teachers were conscious about the significant effects of plays on the reduction of the EFL learners' speaking anxiety. They proved that students feel anxious because of many reasons such as, linguistics gaps or lack of linguistics competence, which includes lack of fluency, pronunciation, vocabulary shortage, lack of practice, in addition to the psychological reasons such as lack of self-confidence, external negative judgment by both teacher and classmates when student makes mistakes and the lack of self-esteem all these factors make students' anxiety higher.

Furthermore, the fact of the existence of the problem of S.A was proved and highlighted by the majority of the informants. Thus, they shared their strategies that they used different drama activities during their teaching process to develop the speaking skill of their students as well as to help them to overcome their S.A like role play, simulation, readers' theatre, and storytelling and other strategies or types of

drama activities. These used strategies provide supportive, secure classroom environment and motivates students to speak more freely and at ease.

More, EFL teachers stated that having a friendly relationship with students give them opportunity to improve their speaking skill. In addition, all teachers confirmed that using plays has an effective role on the improvement of their students' speaking abilities. That is, teachers were aware that it is time to integrate theatre as a module in the EFL departments, because it provides enjoyable moments, lower anxious feelings, and motivated learning atmosphere and secure classroom environment.

### **3.9 Interpretation of the Main Findings**

Most of EFL learners are suffering from anxiety. This psychological factor influences speaking students' learning skills, mainly speaking. This study aims to investigate the effective role of acting plays in helping EFL learners to get rid of their S.A, and enhance their speaking skill.

The analyses of the collected data revealed that most of second year LMD students of Ibn Khaldoun University felt anxious while speaking. This was proved through the students' responses. It means that all EFL learners experienced certain level of S.A which confirmed its existence.

Moreover, the students' questionnaire confirmed that most students feel anxious, because of many factors such as limited knowledge, lack of self confidence when they compare themselves with their classmates. On other hand, there were other reasons led to S.A were reflected in the way that teachers correct the learners' mistakes even their classmates and fear of laughing on their mistakes or received bad comments, also the lack of motivation. These reasons were noted in the students' questionnaire as well as in teachers' questionnaire.

Moreover, both teachers and students were conscious that performing plays in EFL classroom have positive impacts on the improvement of the learners' skills; through acting plays the learners' S.A can be lower. Furthermore, teachers' mail questionnaire showed that teachers were aware about the importance of providing a

supportive, secure learning environment. They agreed that implementing various strategies can help the anxious students to escape their S.A, through organizing group work, individual activities, and correcting students' mistakes gently and using humour or jokes in order to create a relaxed learning atmosphere. Besides, they applied different kind of plays such as role play, simulation, reader's theatre...Etc, these techniques make learners feel comfortable and able to improve their speaking skills, then speak confidently. Therefore, from the gathered information the informants confirmed that drama activities or plays have effective role in reducing the students anxious and it is good teaching method. Thus, teachers can rely on them to create a comfortable, supportive classroom environment, because this teaching tool has crucial role in fostering students' self-confidence and reducing their speaking anxiety. This automatically, contributed in enhancing their speaking skill and offered a good speaking performance.

In short, all EFL learners experienced speaking anxiety, because of different factors. These factors include linguistics gaps or lack of linguistics competence and psychological variables such as lack of self- confidence, lack of self- esteem and anxiety. The later psychological variable can be got rid of by using plays as a teaching and learning method. In fact, no one can deny that drama activities or plays provide a motivated or supportive environment and it is helpful for students to improve their speaking skill. This leads to use the FL effectively. Thus, the EFL teachers suggested that it is time to integrate theatre in EFL departments in order to enhance the students' speaking skill and to get rid of their speaking anxiety. The obtained results have answered the raised research questions. The present study showed the main sources of EFL learners' speaking anxiety. Also it pointed out that plays or drama activities have direct positive impacts on the improvement of learners' speaking skill and they regards as an effective EL teaching method because they have a crucial role in helping learners to overcome their anxiety. Therefore; the research hypotheses are confirmed through this research. The present study confirmed that the lack of language competence and the fear of making mistakes are the main reasons behind learners' speaking anxiety and the best solution to wipe away speaking

anxiety is acting plays because this method helps learners to develop their speaking skills.

### **3.10 Limitations of the Study**

Several limitations of the present study should be mentioned. One of these limitations was the limited number of the participants; teachers and learners, and the lack of their cooperation. More, due to the corona virus constraints, we could not organize classroom observations with the teachers of Speaking.

### **3.11 Suggestions and Recommendations**

Based on the results obtained from this research, we can give the following suggestions and recommendations:

- Different genres of pla should be performed by learners, because they are useful for reducing their speaking anxiety.
- Plays or drama activities in EFL classroom increases self-esteem, learners' autonomy, and motivation
- It is important to integrate theater as a module in ED and design a program for this
- The crucial role of the teachers in the classrooms is to provide learner's with relaxed, secure and supportive learning environment, in order to help them feel comfortable especially when learning EL.
- EFL teachers should engage their learners in interesting oral activities, which foster their self-confidence and wipes away their speaking anxiety.
- Acting a piece of play is an efficient strategy to overcome EFL learners' S.A.
- Plays or drama activities done in groups. This allows EFL learners to practice social skills such as cooperating with each other; learners become more responsible; respect others' opinions.
- Drama and theater is a good method in raising the students' cultural awareness.

- The EFL teachers need to facilitate the language learning process by providing their learners with opportunity to speak in the class through different drama activities.
- Errors should be considered as a natural part of EL learning in order to make learners feel more comfortable while speaking.
- EFL teachers should establish a friendly atmosphere in terms of relaxed and humour setting in order to build a better interaction between learners and their teacher. This leads to students speak comfortably.
- Drama activities or plays should be used in teaching speaking skill because they encourage learners to speak spontaneously, express emotions, use body language, freely apply grammar and vocabulary.
- It is important to use drama and plays in language teaching because they facilitate emotional and social development in individual students.

### **3.12 Conclusion**

This chapter shed light on the research methodology and the results of the research instruments. It intended to answer the research questions and achieved interesting results.

The two questionnaires helped the investigators to reach the conclusion that high percentages of EFL learners were feel anxious when they speak in EL in front of their classmates, whereas acting a play was better method to improve learners' speaking skill, because it raised their self confidence, self-esteem and reducing their anxiety.

**GENERAL**

**CONCLUSION**



## **General Conclusion**

The ability to speak fluently becomes the most goal of a greater number of EFL learners in order to reach an effective communication. Thus, it is important for EFL students to develop this active skill and communicate with others. Yet, we observed the majority of the EFL students react differently with low speaking performance when they present a work orally and in front of their classmates.

This productive skill is affected by a number of factors, mainly their debilitating anxiety. These back to the fact that learners experienced these variables due to the negative impacts of various factors such as, less self-confidence, lack of motivation, and low self-esteem in addition to the linguistics gaps, such as limited knowledge, shortage of vocabulary, and lack of practicing the target language. These variables put barriers that make learners unable to express themselves freely and confidently.

This study was designed to probe the effects of anxiety on the improvement of the learners' speaking skill and investigated the role of using plays in reducing the EFL students' speaking anxiety at the English department at IBn Khaldoun University of Tiaret. Further, this research intended to scrutinise the usefulness of plays in reducing the speaking anxiety and suggested the introduction of the theatre module in the English Department to enhance EFL learners communicative competencies. Indeed, plays are effective effective in overcoming the speaking anxiety and so improving the speaking skill.

In order to explain deeply anxiety and discover its negative impacts on the speaking skill, the researchers used three ( 03) chapters. The first chapter included the literature review that defined anxiety and classified its types and explained the meaning of speaking, its importance, the components of speaking proficiency and the types of the spoken language. The second chapter provided the review of literature about the theoretical foundations of drama and plays as a method in FL teaching . It mentioned the definitions of drama and plays terms and their impacts on enhancing the speaking skill. The third chapter was the practical side. It involved

the research tools, analysed the results, and gave suggestions to overcome students' speaking anxiety.

To narrow down the investigation, three research questions were raised:

1. What are the main sources of speaking anxiety?
2. What are the EFL learning benefit of plays?
3. How can plays be used to reduce EFL learners' speaking anxiety?

The results of the study showed that there were various factors led to EFL learners anxiety such as, psychological factors and the lack of linguistics competence. These factors make learners unable to deliver ideas clearly or interact effectively, the reason cause impacts negatively their speaking performance. The present work revealed that a high level of anxiety felt by the majority of the EFL students while speaking in EL.

Indeed, holding that acting a play with EL during the oral sessions will help students feel less anxious and they concentrate better in the classes. Indeed, drama activities create supportive, relaxed and secure learning environment. The researchers also confirmed that performing a play contributed in fostering learners' self-confidence, self-esteem and built the students' critical thinking. When anxiety is reduced, learners can communicate confidently even if they make mistakes.

We can say that plays have a significant role in wiping away the students' speaking anxiety and improving their speaking skill. This improvement came through the use of various types of plays such as, role play, dialogues, readers' theater, simulation, storytelling....etc. These drama activities helped learners to engage in the a secure learning atmosphere , because implementing plays in the teaching instructions creates a relaxed and creative environment for both teachers and learners. Also, it helps enhancing teacher-leraners and leraner-learner interactions and builds a close relationship between them. Thus, drama activities are useful method in acquiring EL successfully, since they have an effective impact on the improvement of non -natives' speaking skills, even the native speakers.

Unfortunately, like any other studies, due to the Coronavirus (Covid 19) this work faced some limitations. Some students did not answer to the questionnaire and this is the main reason which pushed the researchers to administrate the students' questionnaire to different groups of the second year LMD students, even only few teachers completed the mail questionnaire.

In short, we can say debilitating anxiety has negative effects on EFL learners' speaking skills. However, performing plays is very important for helping students to get ride their anxiety and achieve a good speaking performance. More importantly, this study recommends the introduction of theatre as a teaching subject in EFL classrooms in order to promote both speaking and creative skills.

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# **APPENDICES**

# APPENDIX 1

## Teachers' Questionnaire

Dear teachers,

This questionnaire is designed to investigate the role of using plays and theatre in reducing EFL learners' speaking skill anxiety of the second year LMD students at Ibn Khaldoun University (Tiaret). You are kindly requested to answer the questions as your assistance in completing the following questions is greatly appreciated.

Please answer the questions by put tick  $\surd$  on the necessary answer.

### Section one: Personal information

1. Gender

Female

Male

2. How old are you?

a) 25-30

30-39.

b) 40-49.

c) 50-59.

d) More than 60

3. How long have you been teaching English?

5 years

6-10 years.

11-15 years

More than 15 years

4. What are the modules that you have taught?

.....

### Section two: Speaking anxiety

5. Do EFL students have speaking anxiety?

Yes.

No

If yes, why?

.....

.

.....

.....

.

6. What speaking difficulties and obstacles do EFL learners have?

Lack of fluency

pronunciation

vocabulary shortage

Lack of practice

Others.....

7. What strategies can be used to overcome these difficulties?

.....

.....

.....

8. In your opinion, what are the factors behind students speaking anxiety?

a) Fear of other evaluation

b) Lack of confidence.

c) Limited knowledge.

d)All of them

Others:.....

9. How would you deal with students who have EFL speaking anxiety?

Engage them through group work

Ignore them

Provide them with individual support

Other strategies:

.....

10. Do you use plays and drama techniques in teaching Oral module?

Always

sometimes

never



11. Do you think that using plays in teaching FL can help improving learners' speaking skills?

Yes.                      No

Justify.....  
.....

12. Do you think that using plays in teaching speaking can help reducing students' speaking anxiety?

Yes.                      No

Justify.....  
.....

13. How can drama and plays be used in teaching speaking?

.....  
.....  
.....

14. What kind of plays can help develop speaking abilities?

.....  
.....

15. What can you say about integrating theatre as a module in the Algerian EFL departments?

.....  
.....  
.....  
.....

**Thank you very much for your collaboration.**

## Appendix 2

### Students' Questionnaire

**Dear students,**

This questionnaire is designed to investigate the role of using plays in the reducing EFL learners' speaking skill anxiety. You are kindly requested to answer the questions as your assistance in completing the following questions is greatly appreciated.

Please tick (✓) the appropriate answers (you can tick more than one box if necessary).

Gender:

Age:

Level:

1. Do you like speaking module?

yes

No

Why?

2. Do you have any speaking anxiety or difficulties?

yes

No

If yes, what are these difficulties and what kind of anxiety do you have?

.....  
.....  
.....

3. Does your teacher of speaking use plays in his/her classroom instruction?

yes

No

If yes, what kind of plays does he/she use?

.....  
.....

4. Have you ever experienced acting a piece of drama/play?

yes

No

If yes, how would you like to describe your experience of acting a piece of drama/play?

An experience that you would like to repeat

A passing experience

A waste of time

Others:.....

..

Justify

.....  
.....

5. What kind of plays do you prefer?

Drama                      humour                      .....

Others.....

Does your

6. Do you think that your speaking skill can be developed by performing plays?

Yes

No

why?

.....  
.....

7. Do think that the speaking anxiety can be reduced by performing plays in the classroom?

Yes

No

Justify

.....  
.....

8. Have you felt that your speaking anxiety level has been lower while performing a play?

Yes

No

9. According to your experience piece of plays, what can you say about the effectiveness of the plays in the reduction of your speaking anxiety?

.....  
.....

10. Do you recommend your teachers of oral to use plays as a tool to reduce learners' speaking anxiety?

Yes

No

11. Do you recommend introducing theatre as a module in the first year curriculum in order to have the chance to perform and speak more?

Yes

No

**Thank you completing this questionnaire.**

**Your contributions are highly appreciated.**

## ملخص :

تتمحور هذه الدراسة في البحث عن دور استخدام المسرحيات كوسيلة تعليمية وذلك من خلال التقليل من القلق عند التحدث لدى متعلمي اللغة الانجليزية كلغة اجنبية. فالهدف من هذا البحث هو فحص واختبار مدى فعالية وتأثيرات المسرحيات التمثيلية الايجابية على تطوير مهارات الكلام لدى الطلاب، لتحقيق هذا الغرض تم ربط دراسة حالة بقسم اللغة الانجليزية بجامعة ابن خلدون بتيارت. حيث تم اجراء اسبوعين لخمس عشرة مدرسا في تخصص اللغة الانجليزية كلغة اجنبية، واستبيان اخر يوزع لخمسين طالبا للغة الانجليزية . حيث اثبتت نتائج هذا البحث على ان اغلبية متعلمي اللغة الانجليزية يواجهون مشكلة القلق الكلام امام الجمهور. و كشفت ايضا هذه الدراسة ان الانشطة الدرامية او المسرحيات لها دور جد فعال في الحد من القلق عند الكلام باللغة الاجنبية، من خلال توفيرها لبيئة تعليمية داعمة، امنة و خلاقية الى جانب ذلك اظهرت النتائج ان المسرحيات لها فوائد جمة في تعلم اللغة وخاصة اكتساب مهارات التحدث باللغة الاجنبية. حيث يعتبر استخدام الانواع المختلفة من المسرحيات كلعب الادوار، الحوارات، المقابلات ، محاكات و تمثيل قطعة مسرحية او رواية القصص فعالة للغاية في التقليل من القلق الكلام وتعزيز القدرات التواصلية لدى الطالب.

الكلمات المفتاحية :

القلق الكلامي، متعلمي اللغة الانجليزية كلغة اجنبية، مسرحيات و أنشطة درامية.

## Résumé

La présente étude examine le rôle de l'utilisation des pièces de théâtre comme méthode d'enseignement pour réduire l'anxiété de parler des apprenants de l'EFL. L'objectif de cette recherche est d'examiner l'efficacité des pièces de théâtre et leur effet positif sur le développement des compétences orales des étudiants. Pour atteindre cet objectif, une étude de cas a été menée au département d'anglais de l'université Ibn Khaldoun de Tiaret. Un questionnaire a été administré à quinze enseignants d'anglais langue étrangère et un autre à cinquante apprenants de deuxième année d'anglais langue étrangère. Les résultats de cette recherche ont prouvé que la majorité des apprenants sont confrontés au problème de l'anxiété de parler devant un public. Le résultat de cette étude a révélé que les activités théâtrales ou les pièces de théâtre ont un rôle efficace dans la réduction de l'anxiété de parler. Ces activités leur ont fourni un environnement d'apprentissage favorable, sûr et créatif. En outre, les résultats ont révélé que les pièces de théâtre présentent de nombreux avantages pour l'apprentissage des langues, notamment en ce qui concerne la parole. L'utilisation de différents types des pièces de théâtre, tels que les jeux de rôle, les dialogues, les entretiens, les simulations ou les récits, est très efficace pour réduire l'anxiété à l'oral et améliorer les capacités de communication.

Mots-clés : Compétence orales, anxiété de parler, apprenants d'anglais langue étrangère, pièces de théâtre et activités théâtrales.