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## **The Influence of Applying Educational Active Drama in enhancing speaking skills in Teaching- learning English Language: A Theoretical Perspective**

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**Abstract.** Speaking skills play a crucial role in this modern world, and one must develop these skills in order to excel in teaching-learning processes. Speaking is therefore the most important ability of all the four language skills to communicate effectively in this global environment. Since English is commonly used throughout the world, learners need to acquire their communication skills to be effective in their respective fields. The classroom is thus the ideal platform for the acquisition of good communication skills, especially speaking skills. The teachers have to consider and seek to incorporate different teaching methods in their classrooms in order to improve the language skills of their learners in English classrooms such as educational drama with active learning. Thus, teachers can do this by modifying their methods and materials and using the latest teaching skills techniques. The teachers should, therefore, incorporate some community and pair exercises in their daily English classrooms which can significantly improve their speaking skills. This paper sheds light on the importance of applying educational active drama in enhancing speaking skills in Teaching- learning English Language. First of all, this paper discloses the significance of speaking skills. Later, this paper also explains the importance of an active learning system. It also explains the educational drama and its techniques in teaching-learning the English language especially speaking skills. Finally, this paper suggests a new teaching-learning method which is educational active drama in enhancing speaking skills.

**Keywords.** Educational drama, Active learning, speaking skills

### **Introduction**

Teaching and learning are two sides of the same coin, thus we can't define teaching apart from learning. To teach is to guide and facilitate learning. Making learners learn, setting the learning conditions. The teacher's interpretation of how the learner learns can decide his / her educational theory, teaching style, methodology, strategies, and techniques in the classroom. Theory of teaching will set out guiding principles for the selection of such methods and strategies, a theory of teaching, in accordance with the teacher's integrated understanding of the learner and the subject matter to be learned, will paint the way for given learners under variant constraints of particular learning background with effective procedure on a given day.

English speaking ability is one of the most important skills to develop and improve in language learners, particularly in an academic setting (Morozova, 2013). Many students struggled to hold a dialogue and communicate their thoughts (Romlah, 2018). In general, students are meant to

be better at the classroom in four subjects of skills as well as their critical thinking along the learning process (Gilang&Nadia, 2019). Speaking is the verbal use of language and a medium by which people communicate with one another (Fulcher, 2003). In daily conditions it's the most difficult ability people need to communicate. Normally, speaking is usually the ability to say something in a spoken language. It is literally about putting ideas into words to get us to understand the meaning that is being transmitted. (2014) (Nasser & Rais). (Nasser & Rais, 2014). According to Harmer, there are three key reasons to make students talk in the classroom. These are chances of practicing real-life speaking in classroom safety, attempting to use any or all of the language they know, and having opportunities to activate the different elements of language. (Badroeni ,2018).

Throughout the teaching and learning process, the instructor is able to effectively make the students involved in the discussion of the subject, to understand what they are learning during the learning process, also being able to communicate their own English verbally, the most important thing here is the instructor's ability to use the correct style, design, then methods to handle and build a lively and constructive class. (Ubaedillah, 2019)

Many researchers have developed active learning approaches to encourage the participation of students in classroom activities (Tedesco-Schneck, 2013; Keyser, 2000). Active learning has also been adopted as a road to critical thinking (Tedesco-Schneck, 2013), and to encourage critical thinking among students (Walker, 2003). Research results supported an active, not passive, learning environment necessary. A discovery learning is sponsored in which the student is the principal agent (Adler, 1982). A study by McKeachie et al. (1987) concluded that in those studies involving knowledge retention after completion of a course, problem-solving steps, thought, change of attitude, or encouragement for further learning, the findings appeared to show discrepancies favoring discussion methods over reading. (Gholami, Attaran& Moghaddam, 2014).

Jarrah, 2019 stressed that teacher and learner must share an important responsibility for the educational process. It has been shown that drama is a theoretical model that helps to apply this approach and through research, understanding and planning works to build visions and understanding. this is also appealing, because things can be presented easily to promote student comprehension, and is successful in improving or moving the recipient's imagination and contemplative thought, which helps him to improve his life skills. The value of drama in education is that it helps improve the thought of the learner and get rid of the school's stodgy atmosphere; marked by repetition and stagnation. It also helps to develop one 's personality through group integration and work and collaboration. Hence it is a successful method of education and a learning medium. (Jarrah, 2019)

### **Definitions of active learning& dimensions of active learning**

Active learning has many different definitions. Brown (2007), for example, defines active learning as a form of learning in which learners make use of opportunities to decide on aspects of the learning process. He also defines it as a mental activity which refers to the extent to which the learner is required to use his or her mental skills in the learning process. A further description was found in the Lexicon of Online and Distance Learning, which reads, processes, discovers and applies acquired knowledge to new areas and attempts to solve new problems through previous information (Tomei, 2009). Active learning is about engaging students in an activity or assignment that will allow the learner to consider and evaluate the knowledge being taught. This can happen at any stage or level of a lesson, from getting the students interested in the subject, through engaging actively and consciously in the exploration of language and laws, to free, productive development. However, Bell and Kahrhoff (2006) claimed that "active learning is a process in which students actively participate in building understanding of reality, concepts, and skills through the completion of assignments and

activities guided by the teacher. it is some kind of practice that includes students in the learning process. "Positive learning strategies influence the critical thinking level of the students and this indicates that creative thinking can be improved by education (Bakır, 2011). The taxonomy of significant learning is adopted from Bell and Kahrhoff (2006, p. 6) and it is shown in Figure 1.1 (Gholami, Attaran, & Moghaddam, 2014)

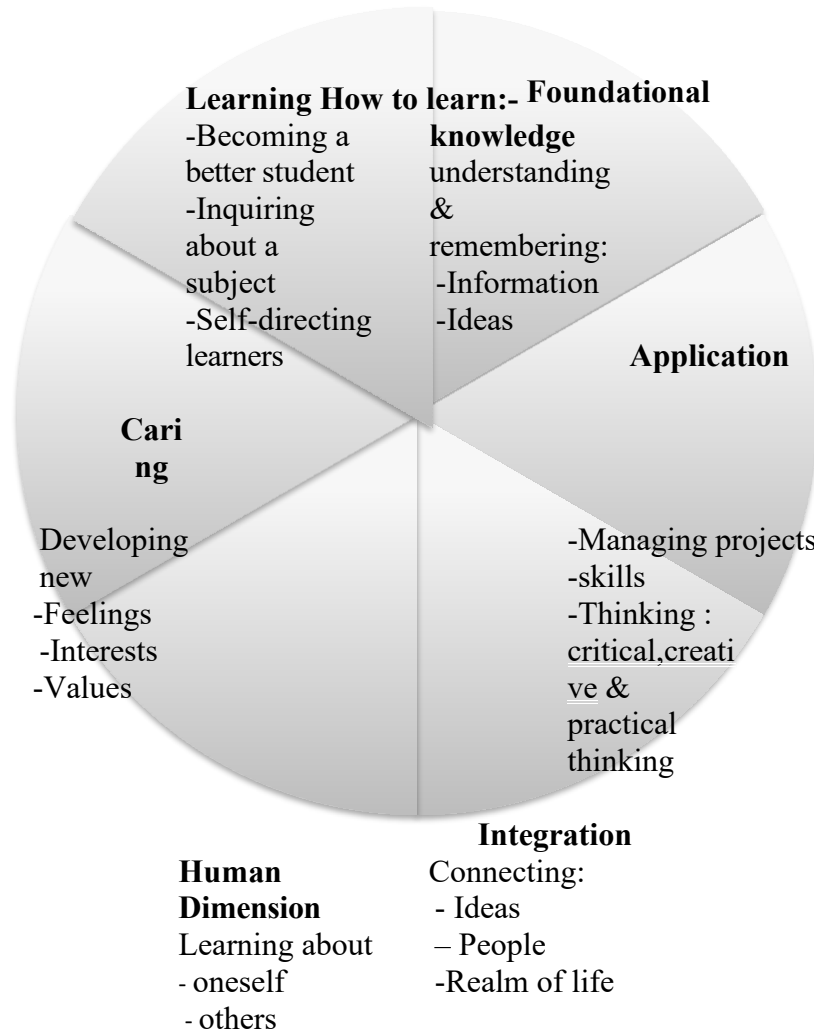


figure 1- 1The Taxonomy of Significant Learning

Active learning is more relevant to the course that all students are called upon to do in a class session than just studying, listening and making notes (Sabag and Kosolapov, 2012). Under the new philosophy and focused on the assumption that the learner develops awareness, teachers needed to take on additional coaching positions and encourage learning so that they could become active learners. (Aksit, 2007; Niemi and Nevgi, 2016). Active learning is a learning strategy in which students take responsibility for learning, alternate forms of assessment and evaluation are used, successful learning is performed at the end of the process and students are involved in every step of the learning process. (Demirci, 2006; Celik, Genocak, Bayrakceken, Taskesenligil and Doymus, 2005). Active learning is also a dynamic form of learning in which students engage intensively with each other, with instructional content, and with teachers. Each student is given exclusive attention within this form of learning (Talaz, 2013). Active learning is the positive effect of a student on learning and the participation of a student in the learning process that encourages students to concentrate on developing information with an emphasis on skills such as critical thought, problem-solving and meta-cognitive activities that improve the thinking of students (Niemi 2002; Rotgans and Schmidt, 2011; Niemi and Nevgi, 2014). Active learning strategy includes providing full support to the students in their tasks, encouraging the teachers to make decisions and taking a leading role. Effective learning specifically tells parents of ways in which they can help their kids learn and support the school. Effective learning aims at an optimum combination of knowledge and competences. furthermore, Skinner (2010) maintained that there were three dimensions of active learning, namely active involvement in learning (but not necessarily at the physical level), experiential learning, and cognitive engagement displayed through learning choice and direction (Drew and Mackie, 2011). Machemer and Crawford suggested that active learning is 'anything that is more than passive listening,' and they emphasized the social dimension so that while active learning is 'doing' it is 'doing with others.' (Demirci, 2017).

### **Activities of Active Learning System**

Active learning suggested learners work in pairs, discuss materials while playing roles, debate, engage in case study, participate in cooperative learning, or create short written exercises, etc. In the active learning system (ALS) are included the following activities:

#### **Class Discussion**

A discussion of the class may take place in person or in an online environment. Discussions may be performed with any size of class, but in smaller group settings it is usually more effective. This environment gives teacher feedback on the learning experience. Discussion requires that the learners think critically about the subject matter and use logic to evaluate their positions as well as others. Because learners are required to address content constructively and smartly, a discussion is a reasonable follow-up activity provided that the unit has already been adequately discussed.

#### **Think-Pair-Share**

A think-pair-sharing practice is when learners take a minute to consider the previous lesson, discuss it later with one or more of their classmates, and then share it with the class as part of a structured discussion. The instructor should clarify misconceptions during this formal debate. Nonetheless, students need a context to converse in a constructive manner in the subject matter. For cases where learners can define and apply what they already know to others, a "think-pair-share" exercise is also useful. That's the key to preparation. Prepare learners with good feedback until they plan to explore it themselves.

A learning cell is an important way to study and learn together with a pair of students. A learning cell is a learning cycle where two students exchange asking questions and answering questions on widely read materials. The students must read the homework to prepare for the homework and write down the concerns they have about reading. The teacher will randomly put the students into pairs at the next class meeting. The process begins by designating one student from each group to start with asking the other one of their questions. Once the two students have debated the question. The other student will ask a question and accordingly they will alternate. At this time the instructor moves from group to group around the class to provide input and answer questions.

#### Short Written Exercise

A short-written exercise that is frequently used is the "one-minute paper." This is a worthy method to analysis materials and deliver reaction. However, a "one-minute paper" does not take one minute and for students to briefly review it is recommended that they have at least 10 minutes to work on this exercise.

#### Collaborative Learning Group

A collaborative learning group is a successful way for the different classes to learn different materials. It is where you assign students in groups of 3-6 persons and they are given a task or assignment to work together. This assignment could be either to answer a question for the whole class or a project to present. Make sure the group 's students select a leader and a note- taker to keep them on track with the process. It is a good example of active learning because it allows the students to revisit the research needed to participate at an earlier date.

#### Student Debate

A student debate is an engaging way for students to learn, as it encourages students to take a stance and gather facts to endorse and justify their opinions to others. Such debates not only give the student an opportunity to take part in a fun activity, but also encourage them to gain some experience with a verbal presentation.

#### Reaction to A Video

A video reaction is also an example of active learning, because most students love watching movies. In an alternative presentation mode, the video helps the student understand what they are learning at the time. Verify that the video is relevant to the subject they are currently researching. Try to ask a few questions before beginning the video so they'll be paying more attention and knowing where to concentrate during the lesson. Divide the students into groups or pairs after the video is complete so that they can discuss what they have learned and write a review or reaction to the film.

#### Class Game

A class game is also considered an exciting way of learning because it not only lets the students review the course material before a big test, but it also makes them enjoy learning about a subject. Many games like word puzzles and crossword puzzles also seem to get the minds of the students moving. (Kumar, 2014)

### **Ten Benefits of Using Active Learning System**

1. Students have a greater chance of accessing their own prior knowledge, which is a key to learning.

2. Students are more likely to consider concrete problem approaches or explanations from a personal viewpoint.
3. Students receive input more often, and more quickly.
4. The need for learners to deliver requires them to retrieve knowledge from memory rather than simply remembering a correct sentence.
5. Students build trust in themselves and self-reliance.
6. For most learners, being active is more inspiring than being passive.
7. More highly appreciated is a task you have done yourself or as part of a group.
8. Student interpretations of increasing awareness, which in effect has implications for cognitive growth.
9. Students working on active learning tasks together learn to work with people of different backgrounds and attitudes.
10. By observing others, the students learn strategies for learning themselves.

### **Characteristics of Active Learning System**

Some of the major features of active learning strategies include:

1. Students do more than just listen passively
2. Students engage in activities (e.g., reading, talking and writing)
3. Less emphasis is placed on the transfer of information and greater emphasis is placed on developing student skills
4. The emphasis is placed more on exploring attitudes and values
5. Improved student motivation (specially for adult learners)
6. Students are able to seek direct input from their teacher. (Kumar, 2014)

### **Active learning strategies**

Table 1 shows active learning strategies found by the review of related literature (Adler, 1982; Bell & Kahrhoff, 2006; Keyser, 2000; Tedesco-Schneck, 2013; Vrasidas, 2000; Walker, 2003). (Gholami, Attaran, & Moghaddam, 2014)

Table 1 Active learning strategies.

Active learning strategy	Description	Purpose
Academic Portfolio	Portfolios offer students ownership of their work which enhances their interest in what they do.	Monitor student development, show progress in learning, highlight best work, link students to work, engage students in the appraisal process.
Assigning Roles, drama	Gives students the opportunity to bring in language alive in a fun and enjoyable way	Allows students to search for certain aspects of a film or lecture and yet get information

		from classmates about other aspects.
Debate	Discovering the complexity of major problems.	Requires students to consider opposing points of view, improve communication skills, demonstrate need to accept evidence, promote study and analysis, and discourage simplistic approach to complex issues.
The Fish Bowl	Students write down one question about the content and deposit for the course. Their questions, in a bowl of water. The instructor then pulls out several questions from the bowl and responds for the class or asks the class to answer them.	To give the teacher feedback; helps the students to ask questions, get clarification.
Treasure Hunt	Here, the basic strategy is to find web pages containing information (text, graphics, sound, video, etc.) that you feel are essential to understanding the subject.	The activity works well when relevant factual information is gathered and specific background information is required.
Think/Pair/Share or Write/Pair/Share	Students seek each other out ideas before making them public.	Focuses student attention, promotes problem solving individually and in groups, enables shy students to gain trust, increases the body of student response material, provides forum for auditory and kinesthetic learning.
Fictionary	Ask each group to find in the dictionary an unfamiliar word and then write three meanings of this word.	Good dictionary skills will help your students gain greater autonomy.
Clarification pause	STOP and let the point sink in during the lecture, particularly after an important point, then ask if anybody needs clarification.	Circulating the room while waiting for answers is helpful, this will help students who feel uncomfortable asking questions in general.

<p>Focused listening</p>	<p>Used as a brainstorming technique for generating thematic definitions / descriptions. Ask students to take 3-5 minutes to list words or sentences describing a concept.</p>	<p>Could be used to stimulate class discussion, or allow groups of students to compare lists and shape the best overall topic summary.</p>
<p>Team trouble shooting</p>	<p>Have students form 3-4 groups, ask a question or ask troubleshooting teams and write down their suggestions for 5 minutes. Stop and collect the papers-use that will lead a debate on the issue 's study.</p>	
<p>Discussion map</p>	<p>A way to get the students to talk about a particular topic. Write down the topic in the middle, then get students to ask and answer questions using the prompts, as well as discuss the advantages and disadvantages.</p>	<p>Connecting the main focus topic with what they regard as their most important features / other ideas and concepts.</p>
<p>One Minute Paper</p>	<p>The facilitator hands out to student's small sheets of paper. They are asked to write about an assigned subject for 1 minute.</p>	<p>One Minute Paper provides an opportunity not only for those who are vocal in classroom discussions to have a voice for all the students. It facilitates discussion, and helps focus on a point. It is a quick way of checking the understanding of the students. It gives specific questions with concise feedback.</p>
<p>Mini Cases (Group Activity)</p>	<p>Mini cases are small, carefully selected information clusters which invite students to examine a collection of facts or circumstances, give interpretations, shape judgments, and make decisions using disciplinary concepts.</p>	<p>Works well either as a way to introduce a new topic, or as a way to close a study unit and help consolidate learning gains for students.</p>

### **Active Learning and Engagement**

Heathcote (1978) and Boal (1979) promoted student participation and involvement in an active learning classroom. According to Markant (2016), active learning requires a range of teaching strategies that have a physical dimension, require a more detailed selection, preparation or clarification of resources, organizing learning tasks, interviewing, metacognitive tracking and social collaboration. In contrast to traditional fixed-seat settings, active learning courses include pedagogies such as cooperative learning, flipped classrooms and team-based learning (Chiu & Cheng, 2017). These student-centered classrooms build a physical and emotional environment that encourages teamwork and promises greater involvement and dedication (Thompson & Turchi, 2016) and helps engage a student mentally, physically, and emotionally (Boggs, Mickel & Holton, 2007). In addition to that Tovani and Moje (2017) studied what students want to learn new information and reported that students requested the most time to process, collaborate, and think and have an opportunity to get feedback on their learning. These behaviors demanded by students are found in the active learning classroom and promise emotional, behavioral and cognitive engagement of students (Tovani & Moje, 2017).

Hyun, Ediger, and Lee's (2017) study of active learning in classrooms found that the satisfaction of the students with the structure of active learning classrooms and group learning situations was higher than that of traditional classroom experience. The static environment of conventional classrooms was replaced with a move towards an active learning orientation that included incentives such as group-based events, in-class activities and teacher consultations (Hyun, Ediger, & Lee, 2017). Students ranked their satisfaction with their learning and the findings demonstrated that students reflected positively on learning when engaged in active pedagogical learning activities. Faculty shared with the authors has required more class preparation to create active learning lessons (Hyun, Ediger & Lee, 2017), as they help students act as facilitators rather than as lecturers. And as a result, students were more responsible for their learning (Hyun, Ediger, & Lee, 2017).

In their study of active learning approaches to learning, Yew, Dawood, Narayansany, Palaniappa, Jen, and Hoay (2016) stated that how students reacted in classroom was greatly influenced by the teacher's pedagogical choices. It supports the idea that teacher decisions can restrict or help grow, and promote learning for a student (Hickcox, 2002; McCarthy & McCarthy, 2006). They are more responsible for their learning when students are taught with an active learning approach and have more control over their learning (Hyun, Ediger, & Lee, 2017), and the method can lead to improvements in various forms of memory (Markant, 2016). Together with the results of the multiple active learning studies, Yew et al. (2016) also indicated that teachers need to learn to create opportunities for students to experience deep learning. The above researchers have consistently provided empirical evidence that active learning communities have positive effects on student understanding. (Gascon, 2019).

### **Speaking skill**

Speaking is the most common and important means of making people communicate. Speaking effectively and articulately, as well as using effective voice projection, is the key to successful communication, as it occupies an important position both individually and socially (Ulas, 2008). Speaking is one of the four macro-skills needed for effective communication in any language, particularly when speakers do not use their mother tongue. Along with the other skills, EFL speaking skills will be built so that these combined skills can increase communication achievement for both native and non-native English speakers. EFL learners should acquire speaking skills not only to be able to pass the examination but also to be used by the public outside world. Speaking is a tool

for social interaction and reflects the ability of the students to express themselves fluently and accurately. Al-ma'shy (2011) said speaking is the most widely used skill in the classroom since it is used as part of teaching other skills, such as listening, reading and writing. As a consequence, teaching speaking skills in schools should be considered an integral part of English language programs, because it is crucial as a means of improving interaction between classrooms. Speaking as one of the macro-skills must be given special attention and instruction in the context of English as a foreign language, according to Afshar and Rahimi (2014). Similarly, Sanaa (2013) has assured that English speaking ability among EFL learners is a significant sign of the performance of the program. Given the value of speaking skills, the students' actions clearly indicate a reluctance to engage openly in oral activities (Cheng, 2000). Many linguistic and affective researchers classify the speaking issues (Humaera, 2015; Leong & Ahmadi, 2017). Linguistic concerns that may discourage students from engaging in discussions include error in grammar, lack of vocabulary, mispronunciation, and problems related to mechanics such as fluency and accuracy. The second group is belief in the affective causes, besides fear and shyness. Speaking a foreign language therefore appears difficult, intimidating and stressful to the learners. (Ahmed, 2019)

In an attempt to expand further on the interactive nature of speaking, Burns & Joyce (1997) and Luoma (2004) describe speaking as an interactive process of meaning-building involving the creation, receipt and processing of knowledge. Talking is a highly nuanced and dynamic ability requiring the use of multiple simultaneous processes – cognitive, physical, and socio-cultural – and the abilities and skills of a speaker must be quickly enabled in real-time (Burn, 2012). Thus, Speaking is the most important skill in teaching and learning languages. Talking is an ability that is usually to be mastered and exercised according to Nunan (2001). Also, Burns (2012) described learning to speak in another language as a demanding undertaking since speaking is a highly complex and dynamic skill requiring the use of multiple simultaneous processes – cognitive, physical and socio-cultural – and the expertise and skills of a speaker must be swiftly enabled in real time, but speaking is considered a skill to practice and master. This follows that speaking in a spoken language is the capacity to say it. As Burn taught earlier, it can be inferred that speaking is like a complicated art because it is concerned at least with the components of pronunciation, grammar, vocabulary and fluency (Lestari, 2019).

### **The Basic Language Skills of English**

In general, the four basic skills in English language are listening, speaking, reading and writing. Listening and reading are passive skills or receptive skills, whereas, speaking and writing are active skills or productive skills.

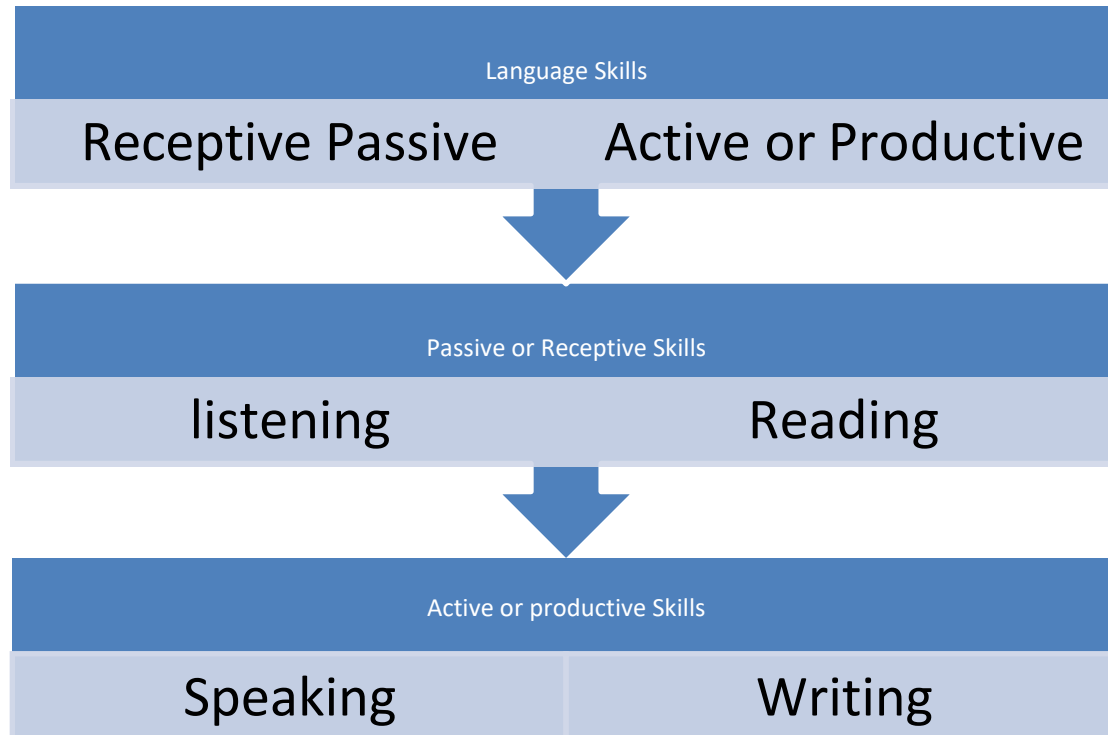


Figure 2-2: The Basic Language Skills of English

Listening and reading are known to be passive or receptive skills, as the learners do not show their interest in demonstrating these abilities. They just listen or read the language, without creating something. The learners, on the other hand, need to produce sentences on their own and they need a lot of practice and learn a lot about grammar, vocabulary, sentence structure and use. Speaking and writing are also considered useful or productive competences.

### **The Importance of Speaking Skills**

Communication plays a crucial role in achieving progress in all fields of today's global world. Language is used as interaction tool. Individuals can't interact completely without using a language. Therefore, without using proper language to communicate, people can't accomplish their goals, priorities, and aspirations. Therefore, a language is required to communicate with those who live across the globe with others. Because English is considered the universal language and is spoken internationally, it serves the purpose of interacting with people living in various regions, states, nations, and continents of the world. In addition to what mentioned, Brown and Yuke (1983) said, "Speaking is the skill that most students in real life circumstances would be judged on." Since recognizing the value of oral communication skills, more focus is now placed on improving the learners' speaking skills to effectively pursue their studies and excel in their fields once they have completed their training. In fact, English is the language of obtaining job opportunities and attaining the ultimate goals in life. "Speaking is one of the most challenging skills language learners face, according to Bueno, Madrid, and McLaren (2006). Talking is perceived to be the most critical of English's four language competencies. Since

speaking skills play a major role in communication, people are seeking to develop certain skills to connect well with the whole society around the world. (Rao, from 2019).



Figure3-3: The Importance of Speaking Skills

Speaking skills are the most important skills for all learners who want to learn English in order to develop their career, develop company, create trust rates, obtain better job opportunities, make public speeches, attend conferences, engage in discussions and group discussions, give presentations, etc. All in today's modern world is connected to speaking ability. One who has good speaking skills will conquer the entire universe. Strong communication is the passport for having better work opportunities. The real potential of work aspirants is tested in the modern interviews by their success in group discussions, debates, presentation skills, and so on. Hence job seekers need to learn strong oral communication skills to grab better opportunities. Once the learners in their EFL / ESL classrooms practice these speaking skills, they gain the mastery of these skills and perform well in the activities in and outside their classrooms. (Rao, 2019)

### **Why are Speaking Skills taught in English classrooms?**

In this global world, to satisfy our wishes and deeds, there is a need to share our ideas and thoughts with those people who live around the world. It is a dynamic environment and every English language learner in this global market needs to develop their speaking skills to survive. In addition, most of the selections to get jobs rely on the individuals' communication skills, particularly their speaking skills. The interviewers often consider the individuals' abilities in the form of speaking skills within a limited period. The work seekers would hold the best positions in their profession those who can show their skills at that particular moment. In addition, these speaking skills are also useful to professionals in their career development. Besides that, these speaking skills are more useful for those workers who work in corporate organizations to promote their corporate. This is also a proven reality that great, outstanding and motivating speakers highly inspire and win the audience hearts. As speech skills play a critical role in many ways, EFL / ESL learners need to concentrate more on them. Additionally, teachers are advised to implement several useful strategies in their classrooms to involve the learners in their English classrooms more in learning speaking skills. With an ounce of daily practice, the ELLs are likely to be able to improve their speaking skills tremendously. They will then do well in discussions and debates in the classroom and eventually improve their speaking skills. By leaving all the doubts they had in their minds, they would be able to give presentations on their own. They can give short speeches in the classrooms even with daily practice of these skills. In turn, they develop self-confidence within themselves and become better when it comes to decision taking and problem solving. In addition, the learners will establish sound business relationships with other business partners and promote their business well. Furthermore, the ELLs show better performance in their job interviews so that they will get the best opportunities to settle down well in their career. They can also work well with their colleagues and try to develop their own career. Therefore, speaking skills play a pivotal role in developing the ELLs' overall performance. (Rao, 2019).

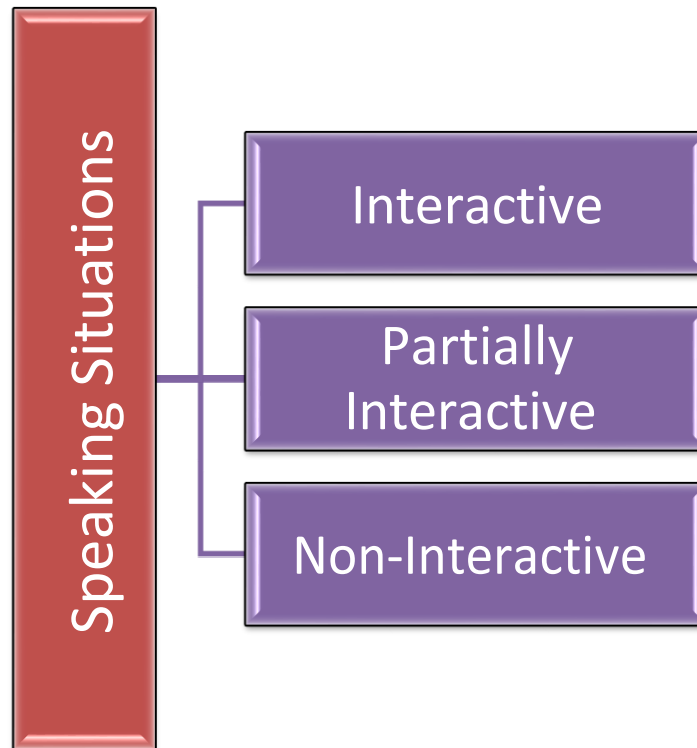


Figure4-4: Three Kinds of Speaking Situations

The speakers have shared their opinion by speaking skills in a reflective, persuasive and enthusiastic way. There are three types of talk situations such as interactive, partly interactive and non-interactive situations. Telephone calls and face-to - face conversations are used in social situations where English-language speaking and listening are alternatives. In interactive speaking situations, the conversation partner will have an opportunity to ask for repetition, clarification or request for a slower speech. Interactive speaking situations are also more useful situations for both the speaker and the listener, because they can grasp the matter without any more questions. Whereas a speech is delivered to the live audience in partly interactive situations, and the audience does not disturb the speech of the speaker. The speaker can clearly see the audience in partly interactive discussions, and also determine by their facial expressions and movements whether or not the participants have heard his / her words. Here, the audience will explain their questions through the Q&A session usually held at the end of the speech presentation. Unlike these two, there would be no participation of the listener in non-interactive speaking situations where speakers only have to record their speech for a radio broadcast. Speaking is a major problem for the ELLs in all these cases, because it requires many things and it is not so easy to acquire good speaking skills in a day or two. In addition, the ELLs must train on an ongoing basis and devote more time for speaking skills, as they are quite difficult to acquire without proper practice. (Rao, 2019)

### **The Advantages of Speaking Skills**

The ability to speak ably offers some distinct benefits for the speakers. As (Rao, 2019) said:

The key benefits of speaking abilities are:

- To participate actively in the classrooms in pairs or group activities.
- To give at various occasions a maiden and impressive speech.
- To engage regularly in debates and group discussions.
- To build among the learners critical thinking.
- To pursue higher studies abroad.
- To communicate with people all over the world.
- To Promote the selling of goods inside the business.
- To make life abroad easier and simpler.
- To gain better work prospects.
- To make full use of the Internet.
- To perform well in interviews for the work.
  - To learn more awareness.
  - To fly to another country.
  - To do good business abroad.
  - To win high social value.
  - To give all purposes presentations.
  - To connect with others efficiently.
  - To increase the individual 's profits.
  - To raise the trust of the speakers.
  - To learn the world's diverse cultures.
  - To communicate with people all over the world.
  - To keep really focused on comprehension and reasoning.
  - To gain better work prospects in the world.
  - To improve problem-solving and critical thinking ability.
  - To enhance the overall personality development of the speaker.
  - To inspire and retain buyers during the purchase of the goods.

Since there are many benefits of speaking skills, English teachers should concentrate more on these skills and give them the highest priority, because they are very useful for the overall performance improvement of the ELLs. The teachers must also think of various speaking skills methods and strategies to improve the oral communication of the learners, which is the most important in this contemporary environment.

The teachers of EFL / ESL should also incorporate brainstorming technique in their classrooms as it helps the ELLs to create more sentences and also seek to think about themselves in order to get new ideas about the topic they are given. The learners have full freedom in this technique to express any point which is relevant to the subject. Because there is no hard and fast rule in communicating their ideas, the learners will be inspired a great deal naturally and will seek to generate as many ideas as possible. The ESL / EFL teachers will also incorporate this brainstorming strategy in their classrooms with the goal of involving the ELLs more in the activities and unconsciously improving their speaking skills. The implementation of role-playing games in the classrooms is another practice that is more beneficial for the ELLs to develop their communication skills. Role-plays are the best activities to introduce in the English classrooms during the second stage to improve the speaking skills of the learners in English. The teachers must form the learners into pairs and give them different topics for success in the classroom. The English classrooms will be the best opportunities for the ELLs to develop their speaking skills through role-plays as the

learners perform the roles that exist in contemporary society relevant to their daily life situations. Activities such as pair work or group work often significantly improve the communication skills of the learners as the learners get a chance to express their thoughts and ideas in a fun environment. The English teachers have to think about the learners' needs and desires when choosing subjects for those lessons. At this juncture, it is wise to quote Rao S. P. (2018) who asserts, "While choosing the topics, teachers must take into account the needs and desires of the learners, which lead the learners to work more with interest and excitement on the subjects in question" (Rao, 2019).

### **Drama in Education (Educational Drama)**

Educational drama can play a positive role in improving the socio-emotional skills required for a productive social transition (Belliveau, 2005; Joronen, Konu, Rankin, & Åstedt- Kurki, 2011; Lindberg, 2015; Mages, 2010; Mavroudis & Bournelli, 2016; Mc Naughton, 2010). Such skills, linked to the effective expression of feelings, self-empowerment, the promotion of cooperation and respect for other people 's ideas, desires and needs, strengthen children's interpersonal relationships and should be built by all school students (Kuranchie & Addo, 2015). Educational drama is a powerful resource in fostering the idea of education. The implications of acts arising from particular behaviors and decisions cannot be overlooked in educational drama, just as they are in real life. There's the option of repeating events and scenes multiple times, particularly with students making different choices each time, thus facing different consequences. This practice helps children to understand better the relation between cause and effect, develop a sense of mutual responsibility, versatility in problem solving, and repeat an ability until they possess it (Bailey, 1997). Consequently, drama in education encourages those engaged in its acts to deepen their level of thinking, allows them to ask questions about how and why, urges them through innocent tests to participate in the world around them, to feel the joy of belonging to a group, to concentrate their attention over long periods on improving their listening and observation skills, and to ultimately communicate with their peers more easily (Dogru, 2015). Educational drama allows for examples of positive experiences and relationships. It is a space of social interaction, where everyone can guide, name and test one 's feelings by exercising total control over them (Galazka, 2016). It's an educational approach that promotes equity pedagogy for all students and helps develop quality interpersonal relationships. (Mavroudis & Bournelli, 2019)

Educational drama implies engagement, teamwork, professional growth and attitudes; drama contributes to real-life solutions and procedures are treated mentally, emotionally and physically (Johnson et al. 1984; Ackroyd 2006). The researchers' conclusion in a recent analysis of the development of personal meanings and multicultural prospects by child participants constructing meanings and identity through drama was that collaborative drama enhanced self- understanding (Fitzpatrick et al. 2013). Research is rapidly attracting drama in formal and non- formal education, such that conferences, technical journals, projects and seminars also concentrate on approaches to drama. As the numerous National Drama Conferences show, drama about practical learning, innovation, personal and social growth inside or outside the classroom has become of great interest. The 21st Drama in Education Congress (2017) also discussed drama inside and outside pedagogical settings, as the congress website emphasized. From this point of view, theater and drama activities are linked to the museums' non-formal pedagogical setting. Consequently, museum experiential learning and practical understanding by drama have increasingly become central research themes within the relevant international community of science. (Karagianni & Papadopoulos, 2019)

### **The association between Drama in the English Language Classroom &Active learning**

An active learning strategy that helps build a student-centered classroom is the use of the English Language Arts classroom drama, presentation, and theater-based activities. The mixing of

literature and theater makes language research readily available to all teachers as a collaborative, productive learning experience (Thompson & Turchi 2016). Drama pedagogy strategies such as role-play, scene study, and performances of partial or full plays serve as a route to closing reading and shifting students from the conventional seat-based fixed desk setting to a group of actors researching characters and debating literary issues. In the classroom, when drama practices are used, students are no longer the observers of learning, but instead involved of learning and the ability to make learning personal and meaningful (Biggs, 1987). Instead of rushing through a play, teachers and students concentrate on the scenes and rehearse and analyze to find different interpretations, strategies and solutions similar to those of a theater training room (Thompson & Turchi, 2016). Students establish good understanding of the text as a result of the active approach. Similar to Biggs' (1987) research, the research of role-play and drama in the classroom by Yew et al. (2016) reported that the students were "cognitively and emotionally involved in the learning sense" by using an active approach to reading. The study identified students who did not want to end conversations and lecture discussions when class ended because they were so engrossed in the learning. Students gained new and specific viewpoints (Yew et al. , 2016) and wanted to continue researching the subject that day was discussed in college. Students returned to class with a renewed interest in learning because the content and methodology linked the students consciously and emotionally to the subject matter. (Gascon, 2019).

### **Drama& Drama Techniques**

Drama itself has become a teaching technique which creatively and effectively encourages students to learn a new language. That means drama techniques create an atmosphere in which students learn in context, use their imagination and react spontaneously. According to Schejbal (2006), the drama in the sense of teaching foreign language does not mean using a classical play or doing a performance in theatre. Drama prevents learners from participating actively. And the learners who experience the use of a language in the classroom are closer to the experience of real life. (Ahmed, 2019). Furthermore, Shraiber and Yaroslavova (2016) reported that the drama techniques in foreign language teaching are regarded as a combination of procedures that coordinate the role-related actions of the learner in specially crafted circumstances that facilitate the growth of both communication skills and the personality of the student as a whole.

Nowadays, capturing student attention and enthusiasm in class is not a simple job, so teachers use a lot of means to engage students to actively participate in the learning process. Among these methods the so-called "drama methods and practices" are used in language classes. Also, Dougill (1987) differentiated between the conventional type of drama, namely the presentation of a story, and a set of other activities such as role plays, simulations, games, songs, etc. He calls the previous "theater" and the current "informal drama." Thus, Bobkina (2015) said the techniques of drama are based on the Communicative Approach. Students are involved in pair and group activities where they have the opportunity to spend more time talking to their peers and negotiating meaning for understanding. The groups are constantly exchanged so that the students have the opportunity to get to know each other better and increase their trust. The teacher does not direct the activities but, since the student is the true protagonist and the lesson is learner-centered, he or she acts as a facilitator of the learning process.

There are many research projects, such as Maley and Duff (2001), Brumfit (1991), Philips (2003), and Aldavero (2008), that have confirmed the benefits of drama in foreign language learning. Drama events will provide an opportunity for students to use the language to communicate various feelings, solve problems, make decisions, socialize. Also, drama activities are useful in the development of oral communication skills, as well as reading and writing. Drama activities help students communicate in the foreign language including those with limited vocabulary. There are

plenty of reasons for employment in a language classroom supporting drama activities. The first important function relating to drama is to foster speaking skills. Ulas (2008) confirmed that while drama has existed for hundreds of years as a potential language teaching tool, it has only been in the last thirty years or so that its applicability as a language learning technique to improve oral skills has come to the forefront. Thus, Aldavero (2008) stated that drama activities promote the socialization, critical thinking, problem solving and improving oral communication skills of students through the exploration of different language styles and registers. Another advantage from dramatization as argued by Phillips (2003) is that shy students can often "hide behind" another character when using their identities, and they are actively engaged in these practices, as this personalization makes language more meaningful and memorable than drilling or mechanical repetition would. (Ahmed, 2019)

Benefits from the drama work through a series of paradoxes, according to Fleming (2006). Participants, explicitly, can:

- Be emotionally involved but detached at the same time, knowing that the situation is pure fictional.
- Behave seriously but without any liability, because the fictional meaning frees them from being responsible for their acts.
- Be both performers, and the viewer.
- Put personal experiences into the context of fiction but also create new experiences within the conceptual structure of drama.

Likewise, Ulas (2008) summarizes the benefits of the drama techniques through six principles:

- A student learns significant content better than any other content.
- Learning comes as a result of the interaction of a student with his environment.
- The more the student uses sensory organs while learning, the greater the retention of the lessons.
- The student learns best through experiencing and doing.
- Effective participation in learning the emotional behavior is important.
- In educational environments where there is more than one stimulus, learning becomes easier and more permanent

### **Forms of drama activities in the foreign language class**

There are many drama-based activities that could be introduced either in or out of classrooms, such as:

- Theatrical games (ice-breakers, warm ups, fillers, games of concentration).
  - Guided improvisation (a crime scene, a business meeting, an evening summer camp).
  - Mime (a non-verbal depiction through gesture, body action and expression of an idea or story).
  - Improvisation (helps learners to explore their own opportunities, the most creative of which is their ideas).
  - Simulation (a problem-solving exercise to which the student brings his or her own personality, knowledge and viewpoints or an interaction with various types of dialogues).
  - Role-play (students either improvise or build their own character, or the role-cards are given).
- (Ahmed, 2019).

### **Drama Techniques and Speaking Skills**

Several studies have shown that imaginative drama activities contribute positively to the learning process, and that these activities improve speech skills. According to Makita (1995), dramatic and role-playing exercises are useful tools in classrooms that enable students to actively engage in the learning process. Furthermore, Goodwin (2001) concluded that drama is an especially powerful method for pronunciation teaching since it is possible to practice different components of communication skills (discourse, intonation, strategic comprehension, nonverbal communication) in

an integrated manner. There are several other factors involved in the development of oral communication skills that improve contact and drama practices.

Thus, Peregoy and Boyle (2008) reported that drama activities provide students with a range of contextualized and scaffolding activities that slowly include more interaction and more oral language skills, as well as being non-threatening and providing a lot of fun. Desiatova (2009) claimed that there are strong benefits to language learning when using drama practices. It allows students to speak; it gives them the ability to communicate through non-verbal communication, including body gestures and facial expressions, often with minimal vocabulary. (Ahmed, 2019)

### **Drama Techniques and Speaking Anxiety**

While the drama past goes back thousands of years, the use of drama in language classrooms has played a limited but persistent role in teaching languages. Hamilton and Mcleod (1993) maintained that the use of drama methods naturally falls into the essence of language learning and language learning. Zerey (2008) and Galante (2012) underlined that the development of speech has a very special position among all the positive effects of drama in ELT.

Experts like Miccoli (2003), Wood Shand (2008), Zerey (2008), Gorjian et al. (2010), Galante (2012) have tried drama strategies at FL schools to find a cure for speaking anxiety. Based on this study, it can be concluded that the drama affects students' perceptions and opinions regarding studying and speaking a foreign language in a public or FL classroom atmosphere. Also, psychologically and physically, drama strategies influence the language skills of students, and improve the self-confidence and motivation of students. Nevertheless, their level of anxiety, which plays a major role in FL class communicative skills, decreases because the drama strategies keep students involved in the learning situation. While the use of drama techniques for speaking skills is relatively recent and there are no studies on the topic in the Egyptian context, the current study investigates the impact of a drama techniques-based program on improving EFL speaking skills and reducing speaking anxiety among first year secondary school students. (Ahmed, 2019)

### **Using Dramatic Conventions and Techniques to Improve language skills**

Drama is now a resource for abolishing students' success capacity, and acquiring language skills. EFL teachers, EFL dramatists, and EFL directors can make drama an enjoyable and learning activity par excellence by incorporating rules and drama strategies, if practiced literally and correctly. Above all, selecting a text to be converted from being a text to studying into a play for EFL students or native speakers to perform is an important aspect to consider. The results of this method are proving fruitful. This is a case in point that requires both personal and curriculum planner efforts on the part of the students. Our aims are to increase the level of mastering language skills among students by helping them grow our dramatic skills which will materialize for their prospects. The drama involves everything in the teaching industry-mastering English language skills. To make these things successful, it is difficult to do without curriculum designers, teaching staff and EFL dramatists or drama instructors who can provide input on the outcomes of drama as one of the ways to develop language skills and personality traits such as confidence and shyness, an obstacle that hinders students to communicate in class. In most of the classes I taught, I found certain negative traits. Here is the solution for attaining too many goals at one go, by drama. (Zaiter, 2019).

### **Conclusion**

In the teaching and learning process, the teacher can make the students involved in the discussion of the content effectively, to be able to understand what they are learning in the class learning process and also to be able to communicate their own English orally, the most important thing here to do the English teaching was that the teacher can use the right method, design and

procedure to manage and create the class lively. Educational drama and active learning methods are some efficient ways to learn the English language in general and speaking skills in special in active, fun teaching-learning environment.

Good and successful teaching calls for two basic issues. The instructor should be knowledgeable at the same time to teach the subject assigned to him, and should adopt appropriate teaching strategies to make the learning fruitful. The learner will achieve that goal. Teachers need to concentrate not just on the brilliant kids but also on the slow learners. By defining each group, they are able to plan their learning. There's a tendency among teachers to blame the students for their poor learning results. Through slowly integrating teaching techniques that increase student activity level and teacher risk into the daily teaching style, we can effectively resolve many of the main obstacles or barriers to using active learning approaches, and the likelihood of failure. (Kumar, 2014).

Furthermore, this study will help to enhance the quality of education and give teachers new ideas about the methods and techniques they could apply in the classroom. Besides, the study is essential in terms of being one of the studies revealing the effectiveness of the active learning approach and having been carried out the importance of the educational drama. Also figure 5-5 shows that mixing educational drama with active learning to create a new method which is Educational Active Drama will enhance teaching-speaking skills, besides it will increase participation and cooperation, furthermore, it will create enjoyment, fun, and active environment for teaching-learning English language for both students and teachers. Thus, this study hopefully will make a contribution to the related literature and lead up to new studies.

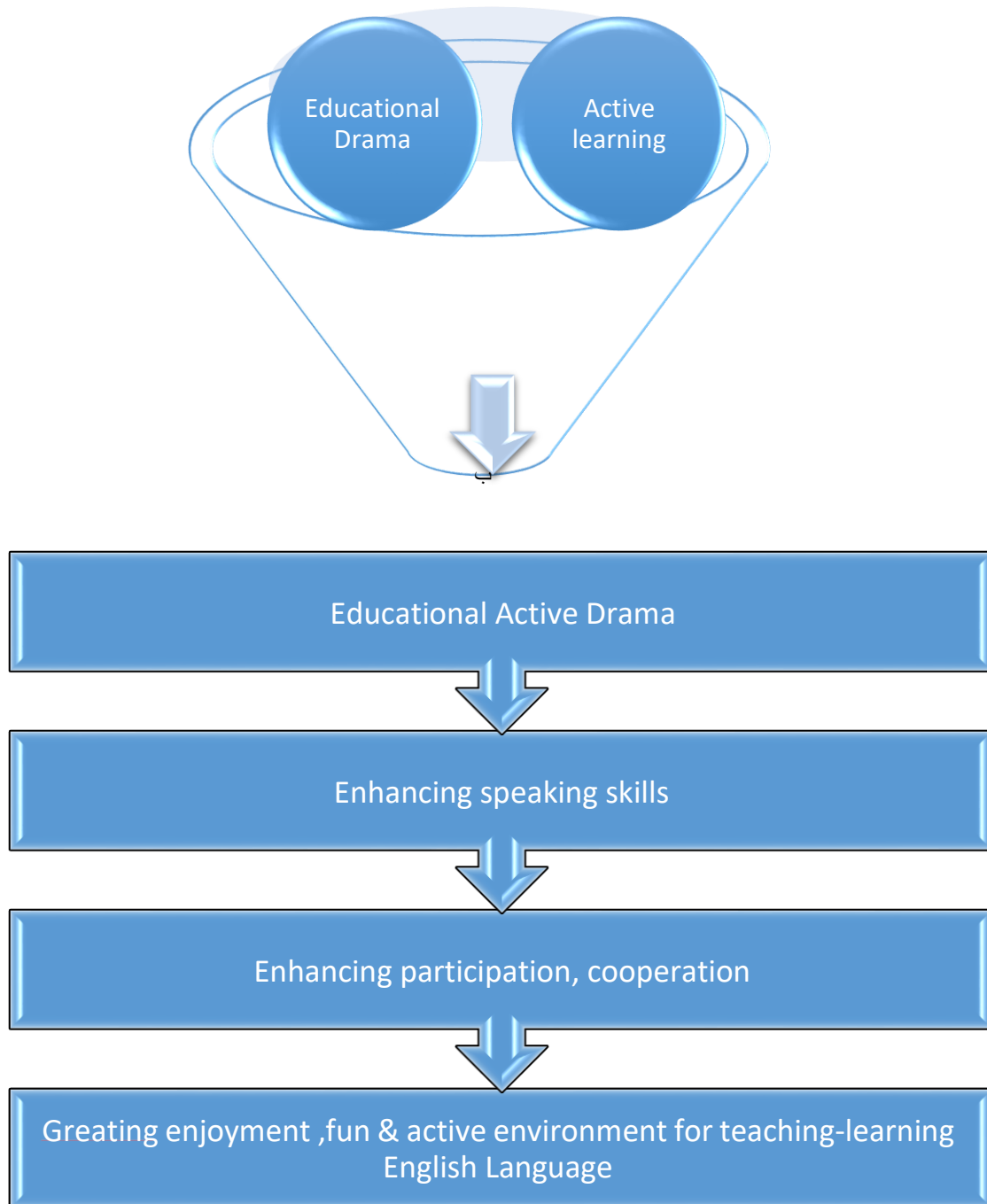


figure 5-5 Educational Active Drama

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